

Analysis on the Necessity and Feasibility of Incorporating Art Education into Teaching Chinese as a Foreign Language—Taking CNPH Sino-Philippine International Language School as an Example

Xuefang Yang*

*Kunming Professional College of Arts, Kunming, 650228, China
Philippine Christian University Center for International Education, Manila, 1004, Philippines
Corresponding author: 117535586@qq.com

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Abstract: This paper conducts an in-depth analysis of the necessity and feasibility of introducing art education into teaching Chinese as a foreign language. By comprehensively analyzing relevant research results and taking CNPH Sino-Philippine International Language School as an example, it elaborates on the significant role of art education in enhancing language learning outcomes, promoting cultural exchanges, cultivating creativity and imagination, and strengthening aesthetic capabilities. Simultaneously, it demonstrates its feasibility from multiple perspectives, including teaching resources, teaching methods, students' interests, and educational development trends. Additionally, it proposes implementation strategies such as optimizing curriculum design, innovating teaching methods, strengthening teacher training, enhancing cultural interaction and exchanges, and establishing a scientific and reasonable evaluation system. Through these measures, art education can play a more significant role in teaching Chinese as a foreign language and promote the diversified development of this field.

1. Introduction

As China's international status continues to rise, the influence of the Chinese language globally is expanding, and the importance of teaching Chinese as a foreign language is increasingly prominent. However, pure language teaching can be rather monotonous, easily causing students to lose interest and confidence. Moreover, it is difficult to meet the comprehensive development needs of students. As a unique educational approach, art education possesses extraordinary charm and value. Incorporating it into teaching Chinese as a foreign language is of great significance. This paper will refer to relevant literature and combine the relevant case methods of CNPH Sino-Philippine International Language School where the author participates in teaching practice to deeply discuss the necessity and feasibility of introducing art education into teaching Chinese as a foreign language.

2. The Necessity of Incorporating Art Education into Teaching Chinese as a Foreign Language

If only pure language teaching of Chinese is implemented, there are several drawbacks. Firstly, it often focuses on imparting language knowledge, making learning tedious and difficult to stimulate students' learning enthusiasm and initiative. Secondly, pure language teaching may not enable students to deeply understand the connotations of Chinese culture, resulting in a disconnection between language learning and culture. Consequently, students find it challenging to truly grasp the essence of Chinese. Additionally, this teaching method may limit the development of students' thinking and the cultivation of creativity, causing students to lack flexibility and innovation in language use. Moreover, such a teaching method is also unable to meet the comprehensive development needs of students and cannot cultivate students' cross-cultural communication abilities and comprehensive qualities, which is disadvantageous for students' development in the context of globalization. Therefore, there is a definite necessity to introduce art education into teaching Chinese as a foreign language:

(1) Enhancing language learning outcomes

Art education can create vivid and image-based learning scenarios for language learning, helping students better understand and remember language knowledge. For example, in the author's research at CNPH Sino-Philippine International Language School, it is found that when Filipino Chinese students and local students learn Chinese songs, they can more vividly feel the pronunciation, intonation, and rhythm of Chinese, thereby improving their listening and oral expression abilities. In addition, Chinese calligraphy is an art form known as a wordless poem, a dance without steps, a painting without pictures, and music without sound. Appreciating the evolution process of traditional Chinese calligraphy assists students in understanding the meaning and cultural connotations of Chinese vocabulary and enhances their perception of language.

Art education can also stimulate students' learning interest and enthusiasm, making learning more active and conscious. As Mr. Lei Boya's research indicates, the application of art education forms can broaden students' channels for absorbing traditional Chinese cultural knowledge in multiple dimensions, and its colorful charm can also aid language teaching and enhance students' learning passion. For example, by learning and appreciating traditional Chinese operas, students can deepen their understanding of Chinese vocabulary and grammar while experiencing the charm of traditional Chinese culture[1].

(2) Promoting cultural exchanges

The Chinese language is an important carrier of Chinese culture. Learning Chinese is inseparable from an in-depth understanding of Chinese culture. As an important part of Chinese culture, art education enables students to deeply appreciate the profoundness of Chinese culture by learning traditional Chinese arts such as calligraphy, painting, and opera. Especially for Chinese people living overseas for a long time, through these studies, they can enhance their sense of identity and belonging to Chinese culture. At the same time, art education also promotes exchanges and integration between different cultures and cultivates students' cross-cultural communication abilities. During the author's research in the Philippines, it was deeply felt that traditional Chinese art and culture have a strong attraction for Chinese people and are also loved by Filipinos. Ms. Zhang Jing mentioned in "Research on Calligraphy Teaching in Teaching Chinese as a Foreign Language" that calligraphy art, as a treasure of Chinese culture, plays an important role in cultural communication in teaching Chinese as a foreign language. Through learning calligraphy, students can not only improve their Chinese character writing ability but also appreciate the unique charm of Chinese culture and promote cultural exchanges[2]. For example, in the process of learning calligraphy, students can understand the evolution history of Chinese characters and the philosophical thoughts contained in calligraphy works, thus better understanding the connotations of Chinese culture.

(3) Cultivating creativity and imagination

Art education focuses on cultivating students' creativity and imagination, which is crucial for the development of students' thinking and the improvement of their innovation abilities. In the teaching of Chinese as a foreign language at CNPH Sino-Philippine International Language School, introducing art education can stimulate students' creativity and imagination, help them better understand and express Chinese, and improve the flexibility and accuracy of language use. For example, when teaching students Chinese characters such as "gold, wood, water, fire, and earth," students can give full play to their imagination by creating painting artworks and express their understanding of Chinese and Chinese culture in a unique way. In addition, art education can also cultivate students' innovative thinking and enable them to think about problems from different angles and improve their problem-solving abilities[3].

(4) Strengthening aesthetic capabilities

Art education can cultivate students' aesthetic abilities and improve their perception and appreciation levels of beauty. Through appreciating and creating artworks, students can learn to discover beauty, feel beauty, and create beauty, and enhance their aesthetic literacy. At the same time, the improvement of aesthetic ability also helps students better understand and appreciate the artistic charm of Chinese culture, thereby enhancing their love and respect for Chinese culture. For example, traditional Chinese ink painting is a highly representative art style. It is a painting created by perfectly blending water and ink and adjusting it into different shades of ink. It is regarded as traditional Chinese painting and represents traditional Chinese painting. When students appreciate traditional Chinese ink paintings, they can feel the unique aesthetic perspective and expression techniques of Chinese painters and improve their own aesthetic levels and understand the meaning and interest of ink paintings.

3. The Feasibility of Incorporating Art Education into Teaching Chinese as a Foreign Language

Chinese traditional art resources are inherently abundant. With the development of information technology, online art resources have also been greatly expanded, providing a solid foundation for introducing art education into teaching Chinese as a foreign language. There are diverse teaching methods that can be flexibly selected to improve teaching effects. Students have a strong interest in art. Introducing art education can meet their needs and enhance their learning enthusiasm. Moreover, it conforms to the educational development trend that focuses on students' comprehensive qualities and individual development and can promote students' comprehensive development. All these factors ensure the feasibility of introducing art education into teaching Chinese as a foreign language:

(1) Abundant teaching resources

China has rich and colorful art resources, including various art forms such as calligraphy, painting, music, dance, and opera. These art resources provide a solid foundation for incorporating art education into teaching Chinese as a foreign language. In addition, with the rapid development of information technology, a large number of art resources have emerged on the Internet, such as pictures, videos, and audios of artworks. These resources provide rich materials for teaching and make teaching more vivid and image-based. For example, in the author's research at CNPH Sino-Philippine International Language School, it is found that Chinese teachers will use online resources to play traditional artworks such as "Singing Facial Makeup," showing students traditional Chinese opera culture and facial makeup culture, so that students can deeply feel the artistic treasures of China in class and thus enhance their interest and enthusiasm in learning Chinese.

(2) Diversified teaching methods

Art education has various teaching methods, such as appreciation, performance, and creation. These teaching methods can be flexibly selected and combined according to teaching content and students' actual situations to achieve the best teaching effect. For example, in the teaching process at CNPH Sino-Philippine International Language School, through appreciating traditional Chinese artworks, students can feel the profoundness of Chinese culture; through performing Chinese dramas, students can improve their language expression abilities and cross-cultural communication abilities; through creating artworks, students can give full play to their imagination and creativity. In addition, teachers also adopt teaching methods such as group cooperative learning and project-based learning to let students learn and grow in cooperation.

(3) Strong student interest

Art has unique charm and can attract students' attention and interest. Many students are passionate about art and are willing to participate in art activities. Incorporating art education into teaching Chinese as a foreign language can meet students' interest needs and enhance their learning enthusiasm and initiative. For example, in CNPH Sino-Philippine International Language School, teachers will organize students to participate in activities such as calligraphy competitions, painting exhibitions, and song and dance performances. Students actively participate and enhance their confidence and sense of achievement in learning Chinese while showing their talents[4].

(4) Conforming to educational development trends

In today's society, education is increasingly focusing on students' comprehensive qualities and individual development. As a comprehensive educational form, art education can cultivate students' multiple abilities and conform to the trend of educational development. Incorporating art education into teaching Chinese as a foreign language can make education more diversified and personalized, meet students' different needs, and promote students' all-round development. For example, CNPH Sino-Philippine International Language School can cultivate students' aesthetic abilities, creativity, and imagination through art education and simultaneously improve students' cross-cultural communication abilities and language expression abilities.

4. Strategies and Suggestions for Incorporating Art Education into Teaching Chinese as a Foreign Language

In the era of continuous advancement of globalization, the importance of teaching Chinese as a foreign language is increasingly prominent. To better improve the quality and efficacy of teaching Chinese as a foreign language, introducing art education has become a necessary exploration. Optimizing curriculum design, innovating teaching methods, strengthening teacher training, enhancing cultural interaction and exchanges, and establishing a scientific and reasonable evaluation system are all strategies and suggestions of great significance for promoting the development of teaching Chinese as a foreign language:

(1) Optimize curriculum design

In the curriculum setting of teaching Chinese as a foreign language, relevant courses on art education such as Chinese calligraphy, painting, music, dance, and opera should be appropriately added. These courses can be offered as elective courses or interest classes for students to choose according to their own interests and needs. At the same time, elements of art education can also be integrated into language teaching courses, such as learning Chinese vocabulary and grammar knowledge through appreciating artworks. In addition, some interdisciplinary courses such as art and culture, art and history can also be offered to allow students to understand the background and connotations of Chinese culture while learning art.

(2) Innovate teaching methods

Teachers should innovate teaching methods and carry out art education by adopting diverse teaching means. For example, use multimedia teaching tools to display pictures and videos of artworks to let students more intuitively feel the charm of art; organize students to visit art exhibitions and museums to let students personally feel the artistic atmosphere; carry out art practice activities such as calligraphy competitions, painting competitions, and drama performances to let students improve their artistic literacy and language abilities in practice. At the same time, teachers can also adopt teaching methods such as situational teaching and game teaching to let students learn Chinese and art in a relaxed and pleasant atmosphere.

(3) Strengthen teacher training

Teachers are the key to teaching. Strengthening teacher training is crucial for improving the quality of art education. Schools should regularly organize teachers to participate in art education training to improve teachers' artistic literacy and teaching abilities. At the same time, teachers should also continue to learn and research, update teaching concepts and methods, and improve teaching levels. In addition, schools can also invite some artists and experts to give lectures at schools to provide teachers with more learning and exchange opportunities.

(4) Enhance cultural interaction and exchanges

Schools can organize students to participate in various cultural interaction and exchange activities such as international art competitions and cultural exhibitions to let students show their artistic talents in exchanges and enhance their understanding and respect for different cultures. In addition, schools can also invite foreign artists to give lectures and exchanges at schools to let students be exposed to the art cultures of different countries and broaden their horizons. At the same time, schools can also establish cooperative relationships with foreign schools and carry out student exchange programs to give students the opportunity to personally experience the cultures and arts of different countries.

(5) Establish an evaluation system

Establish a scientific and reasonable evaluation system to comprehensively evaluate students' artistic literacy and language abilities. The evaluation system should include multiple aspects such as students' artworks, performance, and language application abilities to encourage students to develop in an all-round way. In addition, the evaluation system should also pay attention to process evaluation and focus on students' progress and growth in the learning process.

5. Conclusion

Incorporating art education into teaching Chinese as a foreign language is necessary and feasible. Art education can enhance language learning outcomes, promote cultural exchanges, cultivate creativity and imagination, and strengthen aesthetic capabilities. At the same time, there are abundant teaching resources, diverse teaching methods, strong student interest, and it conforms to educational development trends. To better introduce art education, we should optimize curriculum design, innovate teaching methods, strengthen teacher training, enhance cultural exchanges and interactions, and establish an evaluation system. Through these measures, art education can play a greater role in teaching Chinese as a foreign language and promote the diversified development of this field.

In addition, we can further explore ways to integrate art education and teaching Chinese as a foreign language, such as developing characteristic art textbooks and conducting online art teaching. At the same time, we can also strengthen cooperation and exchanges with international art education institutions, learn from international advanced teaching concepts and methods, and continuously improve the level of art education in teaching Chinese as a foreign language.

In the future development, we can also use modern technological means such as virtual reality

(VR) and augmented reality (AR) to create a richer and more immersive art learning experience for students. Through these technologies, students can vividly experience the charm of traditional Chinese art, such as visiting a virtual Forbidden City Museum and appreciating virtual ancient Chinese calligraphy and painting works, so as to better understand and learn Chinese[5].

In addition, we can also encourage students to participate in art creation practices, which can not only improve their artistic skills but also cultivate their innovative thinking and expression abilities in Chinese. For example, teachers can organize students to shoot Chinese micro-movies and create Chinese songs, etc., so that students can apply the Chinese knowledge they have learned in practical situations while also showcasing their artistic talents.

In short, incorporating art education into teaching Chinese as a foreign language is a measure of great significance. We should fully recognize its necessity and feasibility, actively take measures, continuously improve and promote this work, and contribute to cultivating international talents with cross-cultural communication abilities and comprehensive qualities.

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