

# Featured Teaching of Chinese Culture in Teaching Chinese as a Foreign Language

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**Abstract:** Emphasizing language teaching rather than cultural connection can be seen everywhere in teaching Chinese as a foreign language. However, Chinese is an inseparable part of Chinese culture. If people could understand the connotation of the Chinese culture better, their Chinese learning can be more effective. It means strengthening the teaching of Chinese culture in teaching Chinese as a foreign language is particularly important. The characteristics, we mean the origin of Chinese characters, idiom stories, proverbs and other aspects. Therefore, based on the characteristics of Chinese cultural teaching, this article will discuss consciousness, teacher ability, textbook writing, teaching methods, etc. , and analyze problems lie in them, so that can put forward corresponding countermeasures and suggestions for the Chinese teaching featuring cultural characteristics.

## 1. Introduction

As Chinese language teaching goes global quickly, many foreign students come to China to learn Chinese language and China also sends many Chinese language teachers to foreign countries, forming an education industry chain. Looking back the results of previous Chinese teaching, Chinese teaching is mainly focused on the primary school teaching in international schools while adults are mainly for spoken Chinese. Obviously, it shows that more people use Chinese as a language tool but fail to regard it as a part of Chinese culture, which caused many idioms in Chinese teaching to be incomprehensible, and many polysemous words expressed in Chinese culture cannot be explained. That is also a lack in Chinese teaching. As language and culture are interdependent, restrictive and inseparable, it is not only a tool of language, but also a part of the colorful Chinese culture. All that make our Chinese teaching cannot be separated from the understanding of Chinese culture. It will be very meaningful to integrate Chinese cultural teaching into Chinese teaching. [1]

## 2. Relationship between Teaching Chinese as a Foreign Language and Cultural Teaching

### 2.1 Development and Connotation of Teaching Chinese as a Foreign Language Teaching

Teaching Chinese as a Foreign Language Teaching refers to teaching Chinese towards foreigners, and also includes teaching Chinese towards overseas Chinese whose mother tongue is not Chinese. Teaching Chinese as a Foreign Language has been a long history since the 1950s, but thrives after the reform and opening up in the late 1970s. When entering into the 21st century, as China's economy has achieved world-renowned achievements, foreign exchange has become increasingly frequent, making teaching Chinese as a foreign language become a new discipline. As information goes global, the development of Teaching Chinese as a Foreign Language has great significance. It can be seen from the development of Chinese teaching that China's development and peaceful rise have become the driving force for foreigners to learn Chinese in the world. At the same time, the colorful culture is attracting a large number of global friends who love Chinese culture.

### 2.2 Teaching in Cultural Factor and Cultural Knowledge

Chinese culture plays a positive role in Chinese teaching, which includes three aspects: First,

cultural factors determine the appearance of cultural knowledge. For example, when we are learning “han niu chong dong”, how to understand that the cattle sweats when it transports books and so many books that piled on the roof when stored. First of all, we need to understand that the meaning of this idiom is to describe that there are many books. Secondly, idioms indicate back-then times. At that time, cattle carts were the main means of transportation. It can be seen that cattle carriages in the Tang Dynasty were rare because of sweating. When we learned idioms we also have learned Chinese culture and knowledge expressed in different historical periods. From this perspective, Chinese culture has played a vital role in Chinese teaching. Some scholars have also interpreted Chinese learning from the perspective of grammatical semantics, such as distinguishing “cultural factors in Chinese” from “cultural knowledge” and arguing that “cultures that exist on the phonological, grammatical, semantic, and pragmatic levels are cultural factors in language.” Besides, leaving the rest all belong to the category of cultural knowledge, which means the “culture “that exists within the Chinese form, as we just talked about the cultural factors of Han Niu Chong dong, this kind of teaching can be understood as the teaching of Chinese culture. On the contrary, the teaching content and scope are not in the field of “language”, that is, they belong to the teaching of cultural knowledge. For example, the Beijing humanities refer to the humanities related to Beijing, which means record about Beijing involved in the history of Hebei does not belong to Beijing's humanistic attributes.

### **2.3 Teaching Chinese as a Foreign Language Happens Outside China**

Teaching of Chinese as a foreign language happens in classroom, and the teaching objects are mostly foreign students from different cultural backgrounds, leaving the teaching itself a cross-cultural communication activity. All that make it is difficult to start from the most basic meanings of phonetic and phonetic meanings like Chinese students. Teaching Chinese through the lens of Chinese culture may easily arose their interest in learning Chinese. One may speak fluent Chinese, but their different expression is based on different cultural backgrounds, which obviously differs from the Chinese spoken by Chinese people. The expression of Chinese firstly build on Chinese culture, and it has grown up in the long-term identification of Chinese culture, forming a thinking with a distinct Chinese culture. Therefore, the expressed Chinese driven by Chinese thinking is accurate. Different cultural background and cultural habits vary results. In this sense, teaching Chinese as a foreign language is inseparable from Chinese culture, and we can even say that the fundamental way to learn Chinese is to deeply understand Chinese culture.

## **3. Cultural Problems in Teaching Chinese as a Foreign Language**

### **3.1 Chinese Teaching Derails from Cultural Guidance and Unreasonably Pursue for Results**

At present, the importance of Chinese culture has reached an unprecedented level, leaving the growing interdependence between Chinese culture and Chinese. And there exist an effective mutual pushes, for example, to learn Chinese because of Chinese culture; or to love Chinese by learning Chinese culture; which proves that culture and language complement each other. However, in the practice of teaching, we find that teachers can't interpret Chinese culture well. To meet the requirements of the training, “Speaking” is the first goal, leaving students who are trained can only say but cannot identify and understand culture. Which obviously derails from Chinese culture to learn Chinese, resulting in an unsolid foundation. Unreasonably pursuit of effect in Chinese teaching is a major problem that we need to improve it by understanding the root of culture and relations between Chinese learning and culture.

### **3.2 The Unclear Goal of Cultural Teaching and the Insufficient Teaching Ability**

In the early stage of teaching Chinese as a foreign language, to meet the needs of national development, foreign exchange became the goal of Chinese learning, which means using language as a tool is very obvious. By learning Chinese to overcome language barriers and assist work or other professional studies is the only goal at that time. The teaching content focuses on the spread of

language knowledge and the training of language skills, mainly on comprehensive training in Chinese listening, speaking, reading, and writing. This neat and standardized teaching goal lacks practicing and do not understand culture of English-speaking countries, just like when we Chinese people learn English, leaving that we cannot learn English well. The simple curriculum has strong aim but unclear goals restrict the virtuous circle of Chinese teaching. With the development of Chinese economy in recent years, people's living standards has greatly improved and the inheritance and protection of culture have begun to return our eyes. To a certain extent, foreign Chinese learners have also felt the charm of Chinese culture. However, the different teaching ability of teachers has also become a prominent problem. Most of foreign Chinese teachers are more casual in cultural teaching and feel unclear about their own cultural accomplishment and self-teaching level, making those teachers fail to explain to the students well and to truly understand and accept the knowledge of Chinese culture behind the language. [2]

### **3.3 Failure to Interpret Cultural Factors in Chinese Teaching from a Cross-Cultural Perspective**

In the teaching process, teachers of Chinese as a foreign language also have the problem of insufficient cross-cultural teaching ability. For example, they don't know how to express the meaning of Chinese proverbs and some of them may know the meaning but don't know how to make foreign students understand. That teachers cannot rely on the cultural background of students to carry out cross-cultural translation cause many foreign students to lose their interest in learning, resulting in rigid and rigid classroom teaching. It is difficult to understand the meaning of Chinese expressed in Chinese culture without going details into the local environment, humanities, social background, the different customs and etiquettes and living habits of China. As China enjoys a multi-ethnic, different ethnic groups also mean different religious beliefs which differ greatly from western countries. Teachers often fail to explain well to students for these problems that contain special Chinese culture. [3]

## **4. Strategies for Teaching Chinese Culture in Teaching Chinese as a Foreign Language**

### **4.1 Cultivating Consciousness and Cross-Cultural Awareness in Cultural Teaching**

How to cultivate foreign friends who love Chinese culture and proficient in Chinese depends on whether the teachers can observe the Chinese cultural content that hides in Chinese in teaching Chinese as a foreign language, and use the hidden content to "enlarge teaching" so that enable more students to grasp the meaning of Chinese culture and understand the meaning of Chinese. From the perspective of teaching, it is necessary to cultivate cross-cultural consciousness, which means wearing other's shoes and knowing cultural differences to explain the cultural factors of Chinese.

### **4.2 Improving the Level of Teachers of Chinese as a Foreign Language and Strengthening the Assessment of Chinese Culture**

Work more on the continuing education of teachers of Chinese as a foreign language and strengthen the learning of Chinese culture for teachers of teaching Chinese as a foreign language. Introduce a test-targeted enrollment. Compared with the teachers on National Education post, these teachers are more mobile, so there should be certain norms and standards to regulate them, and help them to better improve their Chinese teaching level.

### **4.3 The Combination of Theory and Practice, Innovative Multicultural Interactive Teaching Content**

It is the unavoidable path to combine the theoretical learning into practice. For the teaching of Chinese as a foreign language, we must strengthen theoretical learning and further consolidate the goal of Chinese learning through practice. Both Chinese and Chinese culture need more theoretical support, which is the characteristic of Chinese characters. Learning the theoretical knowledge well may make one learn Chinese well and better understand Chinese culture. Therefore, you must combine the two ways to make our Chinese classroom lively and colorful.

## 5. Conclusion

By teaching of Chinese cultural characteristics in teaching Chinese as a foreign language, we actually mean to stand in the context of Chinese culture to interpret the meanings of Chinese characters and classic legends. Chinese is an important label of Chinese culture and a unique Han culture has been formed in the blending of each other. We must integrate the explanation of Chinese culture in the teaching of Chinese as a foreign language, and we must establish a cross-cultural awareness and innovate the interaction of multiple cultures to make greater progress in teaching Chinese as a foreign language.

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