

Research on the Introduction of Cultural Factors in Teaching Chinese as a Foreign Language (TCFL)

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Abstract—In the process of implementing teaching Chinese as a foreign language, influenced by national culture, cultural misunderstandings and conflicts will inevitably occur. In order to promote the smooth development of teaching Chinese as a foreign language, it is necessary to do a good job in cultivating students' intercultural communication awareness. This paper first describes the main content of cultural factors, and discusses the principle of cultural factors in teaching Chinese as a foreign language, and then puts forward the way of cultural factors in teaching Chinese as a foreign language, in order to improve the efficiency of Chinese teaching and the ability of foreign students to understand Chinese and practical communicative ability.

Index Terms—Intercultural communication, Chinese as a foreign language, language communicative competence.

I. INTRODUCTION

Language and culture complement each other, so learning a language must be accompanied by learning the relevant culture. In recent years, the simultaneous teaching of Chinese cultural content in Chinese language teaching has become a consensus in the TCFL [1], [2]. Language, as an important carrier of culture, has attracted unprecedented attention for its cultural connotation, form and function. More and more attention has been paid to cultural issues and their research in TCFL. In addition, the introduction of cultural factors [3] should follow certain principles. In TCFL, we should pay attention to the cultural orientation rather than "culture-centered", so as to bring culture into the language teaching system. The introduction of cultural factors is various, and we should not be limited to text notes or rigid preaching. In order to improve the efficiency of Chinese teaching and the ability of foreign students to understand Chinese and their practical communicative ability, we should try to introduce various cultural factors in an interesting and flexible way.

II. THE CONTENT THAT CULTURAL ELEMENT CONTAINS

To learn a foreign language or a second language, one must learn the relevant social and cultural background knowledge at the same time. Otherwise, one cannot really master the essence of the language. It has become a consensus in foreign language teaching circles to inject cultural content in language teaching. Cultural factors in

teaching Chinese [4], [5] as a foreign language should include the following aspects.

A. Customs and Etiquette Culture [6]

For foreign learners, no matter what their motivation is and what their requirements are, they all hope to communicate with Chinese people to varying degrees. In this kind of intercultural communication [7, 8], Chinese can certainly play an important role. However, language alone cannot completely solve all the problems in communication. The teaching of Chinese as a foreign language emphasizes the cultivation of communicative competence, and the role of cultural factors cannot be ignored. It is generally believed that in the initial stage of teaching Chinese as a foreign language, culture should be taught according to language knowledge and the problems encountered in daily life communication in cross-cultural communication should be solved. That is to say, the cultural content directly related to language use runs through the cultural content determined by customs and social etiquette in daily life and communicative activities, such as address, greeting or greeting, inquiry, thanks and thanks, courtesy and courtesy, farewell, response to compliment and praise, taboo language and telephone terms such as the statute. We can classify them as customs and etiquette culture.

B. Thinking and Mindset Culture

As a sign system, language is social. In the historical process of the development of human society, language is also accumulating culture, thus imprinting national culture on itself. Influenced by the Confucian culture for thousands of years, the han nationality showed distinctive cultural characteristics in terms of thinking mode, values, aesthetic taste and national character. The Chinese people especially like figurative thinking, so Chinese word formation is very vivid and figurative. Language, culture and thinking are closely linked and dialectically unified. With the further development of Chinese learning, it will be particularly important to analyze the different syntactic and textual structures and the different cognitive modes of things formed by the differences in thinking modes.

C. History and Institutional Culture

History and institutional culture are subject to specific social and economic systems and reflect various codes of conduct, norms and organizational forms of human society. The Chinese nation has a history of five thousand years of cultural accumulation, which influences the development of Chinese language. Many words that reflect the political, economic, legal, cultural and other systems of the Chinese nation cannot be found in other nations. This makes the

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translation between the two languages more difficult. In this case, the teacher's patient explanation is particularly important. In Chinese, quite a few words express various implicit meanings such as color meaning, cultural meaning and implicit meaning rather than superficial conceptual meaning when they are actually used. For foreign learners, it is not difficult to understand the surface meaning of Chinese. What they really find difficult is the understanding of the deep cultural meaning hidden behind the surface of the language. Therefore, in the teaching of Chinese as a foreign language, we must pay attention to the introduction of historical system culture, that is, the introduction of national cultural factors. The teacher makes a cultural comparison with the cultural differences in the relevant language teaching contents, so that the overseas students can have a deeper understanding of the cultural connotation of Chinese.

III. PRINCIPLES OF INTRODUCING CULTURAL FACTORS INTO TCFL

Nowadays, TCFL has reached a consensus on the issue of cultural introduction in language teaching. It is believed that cultural factors should be introduced into the teaching of Chinese as a second language, that is, cultural factors that affect foreign students' learning, understanding and use of Chinese. These cultural factors are usually hidden behind the language phenomenon and need to be introduced by teachers in a timely and appropriate way. Although there are different opinions on the content of cultural introduction in TCSL, this does not affect our beneficial attempt of cultural introduction. The author believes that the introduction of cultural factors in TCFL should follow the following principles.

A. The Principle of Gradual Progress

Cultural introduction is as hierarchical as language teaching. Speaking from the teaching object, the Chinese knowledge mastered by the students is gradually and steadily increasing, which has certain stages and levels. In the process of learning Chinese, students' thinking and cognition are also improving. Their understanding level of Chinese and their purpose of learning Chinese are different, and their choice of cultural knowledge is also different. From the requirements of teaching, a teaching process is also need to reflect the hierarchy. The choice of teaching methods and the arrangement of key and difficult points need to be adjusted reasonably. In a word, the imported cultural content should match the actual language features of students and meet the needs of students' understanding and successful communication. In the process of introducing cultural factors, we should pay attention to from simple to complex, from simple to deep, and gradually expand its content and scope step by step.

B. The Principle of Highlighting Practicality

The principle of practicality requires that the imported cultural content is closely related to the language content learned by the students, and is closely related to the main aspects involved in daily communication. Meanwhile, factors such as the occupation nature of the students in the future should also be taken into consideration. The ultimate goal of

language learning is to use the language freely, so the first choice of cultural content is practical. That is to say, the content about Chinese history, philosophy, literature and other "big culture" can be introduced after students reach a certain level of Chinese proficiency. In the stage of basic Chinese teaching, we should choose those cultural contents that can be used immediately after learning, and these cultural regulations are consciously observed by Chinese people in daily life communication. At the same time, teachers should tell students the correct and appropriate way of use, otherwise it will make jokes and even make Chinese taboo.

C. The Principle of Proper Introduction

Culture is created by different ethnic groups in different regions in different times, histories and geographical environments, and in turn, culture affects the lives of the ethnic groups. Since TCSL is a language teaching course, the introduction of cultural factors should be moderate, with an appropriate amount. That is to say, in the teaching of Chinese as a foreign language, the introduction of cultural factors aims to "promote language learning". The Chinese nation has a history of five thousand years of civilization, and its cultural content is so vast that even the indigenous han people have limited grasp of their own culture. Furthermore, culture is not static, but in constant development and change. Especially in today's society, the cultures of all countries in the world influence each other in the global village. Therefore, teachers should have a scientific and objective attitude, introduce the actual situation of contemporary Chinese culture, instead of empty preaching and propaganda, and should not give free play to their subjective ideas.

Moderate cultural introduction is an important principle in teaching Chinese as a foreign language. Because of the limited time in TCSL class, the improvement of students' acceptance and comprehension ability also needs a process. The teacher must have the choice to the cultural content explanation, must consciously highlight the key point, and does not have to cover everything. If you speak too much and too detailed, not only will the simple things complicated, and students may be more and more confused, not grasp the core meaning.

D. The Principle of the Organic Combination of Language and Culture

Language carries culture, and language itself is also a kind of culture, so teaching language is bound to involve cultural issues. Teaching Chinese as a foreign language, especially in the primary stage, can be said to be a language teaching problem to a large extent. The introduction of cultural factors should be carried out within the framework of language teaching. Without language, culture will have no attachment, so it is meaningless to talk about cultural factors without considering language teaching.

The teaching of Chinese as a foreign language should also consciously impart cultural factors throughout the whole process of language teaching, and should take the communicative cultural factors that affect Chinese learning and use as the focus. In general, cultural teaching must go hand in hand with language teaching. When explaining

language knowledge such as pronunciation, vocabulary and grammar to foreign learners and cultivating their language skills such as listening, speaking, reading and writing, the cultural meaning behind the language form should be skillfully introduced. The combination of language and culture, teaching Chinese as a foreign language will receive better results.

IV. THE INTRODUCTION OF CULTURAL FACTORS IN TCFL

Excellent TCFL teachers can integrate cultural factors into their language teaching silently. This can not only greatly improve students' language skills and communication skills, enhance students' understanding of the psychological characteristics of the Chinese nation, customs, moral standards and other aspects. Teachers should be able to accurately capture the collision point between students' native language culture and Chinese culture, and then cut into the deep cultural consciousness contained in the language, so as to promote students' ability to think and communicate in the target language. Cultural factors can be introduced in various ways. As long as it is beneficial for foreign students to learn and use the target language correctly, it is a good method.

A. Introducing Cultural Factors through Chinese Character Teaching

Learning Chinese characters is the first step in learning Chinese. Chinese characters contain rich cultural factors. Many Chinese characters have profound cultural deposits. The word "endure", for example, is structurally "a knife in the heart", which itself means that "endure" is not a pleasant thing, only for a certain need to endure. Many foreigners do not understand why some Chinese people's bedside table engraved with the word "endure", the reason is that they do not understand the Chinese people to "endure" as a good character. Foreign learners understand the psychological factors behind the Chinese character of "tolerance" and understand that the Chinese character of "tolerance" is in line with the spirit of Chinese culture. That is to avoid conflict and maintain the harmony and coordination between people.

B. Introducing Cultural Factors through Idiomatic Language Teaching

There are a large number of idiomatic expressions in Chinese, which have been accumulated over a long period of history. In particular, idioms, proverbs, idioms and other Chinese language is a strong cultural words. There are nearly three thousand idioms commonly used in Chinese, which are commonly used in the language. If foreign students do not understand the cultural connotation of idioms, they will not be able to understand the true meaning of idioms from the literal sense. Idiomatic expressions are rich in rich breath of social life, concise language, sharp humor, lively, can enrich the language of foreign students communication.

C. Introducing Cultural Factors through Homophonic Rhetoric

The so-called homophonic rhetoric is to use the sound of a word, associated with its pronunciation of the same or similar to another word, so as to adopt the meaning of the word. This

is not only a linguistic phenomenon, but also forms a unique folk culture and mentality culture. Many homophonic phenomena in Chinese come from Chinese people's pursuit of auspicious and auspicious meanings. For example, Chinese people like calabash, because the sound of calabash is close to "fu lu", and calabash vine branches spread, symbolizing having many children and grandchildren. Homophonic rhetoric vividly reflects the folk customs and folk-customs of the han nationality by establishing the connection between sounds and meanings. It is very helpful for foreign learners to experience the cultural factors in the language and understand the thinking mode of the Chinese people.

D. Introduce Cultural factors through Class Discussion

In teaching Chinese as a foreign language, cultural factors run through every aspect of language teaching. When students encounter this kind of cultural barriers, teachers can not explain, can encourage students to start thinking machine, using what they have learned or know about Chinese culture to explain these cultural barriers. In this way, it not only mobilizes students' learning enthusiasm, but also trains students' language expression ability and enhances their confidence in understanding non-native culture.

E. Introduce Cultural Factors by Designing Cultural Points in Reading Training

Reading is a complex process, which is mediated by language signs and affected by a series of activities such as reading individual's external behavior practice and internal mental intelligence. Reading can be divided into first language reading and second language reading according to whether the language held by the reading individual is the same as that of the reading intermediary. The two are different in nature and reading process, so targeted reading training for learners of Chinese as a second language is also an important part of teaching Chinese as a foreign language. Reading training can not only train students' reading speed, but more importantly, it can test students' actual comprehension by practicing relevant exercises. When the students' language level reaches a certain level, there is no difficulty in understanding the literal meaning of the reading materials, but whether the students' grasp of the cultural factors behind the surface language is accurate needs to be discussed. Therefore, teachers should lay particular emphasis on reading training for students and set a certain number of cultural points in the given reading materials. These cultural points are closely related to Chinese people's thinking habits, cognitive patterns, aesthetic tastes and other factors, and these cultural points are common in Chinese People's Daily communication. The teacher makes a targeted introduction to the cultural points involved through a paragraph of language materials, so that the students' understanding of language materials will not only stay at the surface level, but also move closer to the thinking of Chinese people, and their understanding will be more thorough.

F. Demonstrate Cultural Differences through Language Contrast

Comparison between Chinese and foreign languages involves vocabulary, semantics, grammar, expression and

other aspects. This linguistic difference reflects the cultural differences between Chinese and foreigners in thinking mode, value orientation, right and wrong standards and customs. It is of great practical significance to reveal the deep cultural connotation through language contrast. The way of word formation in Chinese is quite different from that in English. If the comparison between Chinese and English can be made, it will help to narrow the distance between Chinese and students' mother tongue, and thus stimulate students' interest in learning Chinese, which is very beneficial to the learning of middle and advanced stage in the future. When the teacher guides the students to do the pattern comparison exercise, he can tell the learners about the two different cultural customs and let them experience them as they speak. Teachers should pay special attention to the differences between students' mother tongue and Chinese, guide them timely, and train students' awareness of cross-cultural comparison in language learning, so as to facilitate the transition to intermediate and even advanced stages.

G. Pay Attention to the Introduction of Communicative Culture

Communicative culture is the most communicative culture related to daily life, food, clothing, transportation, friends and entertainment. Chinese people's communicative culture is a kind of reflective culture. When communicating with others, people often compare themselves with others and decide how to say or do according to their age, status, family and relationship. If the speaker has some prior knowledge of the listener's cultural background, he or she will not say inappropriate or hurtful things. Many foreign learners often complain that Chinese people are "nosy" and like to interfere in other people's lives. But in Chinese people's eyes, it is a sign of caring for others and can increase the feelings between people. Chinese regard modesty as a virtue. "Full recruit damage, modest benefit" is to warn people to be modest, respect for the principle of people, not self-flattery. Chinese communication culture is a kind of culture in which both sides of communication mirror each other. To say that you are weak is like saying that others are strong, and to say that you are strong is like saying that others are not. So in order to show courtesy and respect to others, put yourself in a lower position. Caring for others and respecting others are both important factors to promote interpersonal relationship among Chinese people. Understanding these communicative cultures can prevent foreigners from misunderstanding in the process of communication and understand the behavior and psychology of Chinese people in communication.

V. CONCLUSION

Cultural factors in teaching Chinese as a foreign language

still need to be deeply studied. The nature, scope and basic principles of cultural factors are still under constant exploration, and there is much room for further improvement. There are various ways to introduce cultural factors, and there is no fixed pattern. As long as it is conducive to improving the teaching effect, cultivating students' cultural awareness and improving students' communicative ability, all kinds of methods can be tried. Scientific cultural introduction should be ingenious and reasonable. While introducing the cultural factors in language patterns, we should also pay attention to the teaching of non-verbal communication patterns, such as facial expressions, body language, voice, the distance between people and other factors can convey different cultural meanings. We need to let students observe more ways of communication between Chinese people and get as much emotional experience as possible.

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