

## On the Integration of Cultural Factors in Language Teaching in Chinese International Education

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**Abstract:** Under the contemporary education mode, the teaching of Chinese language also needs to be constantly innovated and reformed. Now the most important task is to improve the students' vocabulary promotion stock. In most schools in our country, most of them mainly carry out a teaching of Chinese in a very traditional way, so it is necessary to change the teaching strategy in order to better help students improve their vocabulary. In order to improve students' achievements in Chinese, we must improve their learning efficiency first. This paper mainly focuses on the integration of cultural factors in Chinese language teaching in international education..

### 1. Introduction

The traditional Chinese way is not used for students, most students feel boring, so give up the study of Chinese, which also has a negative impact on the cause of education. Both schools and teachers and educational institutions should actively solve this problem, and should make a corresponding change and reform of educational methods according to the learning characteristics of Chinese students. As a way to help students learn Chinese better and cultivate their own quality [1]. This article is based on the vocabulary teaching Chinese classroom teaching to carry on the inquiry analysis. In the era of rapid development of information technology, it is widely used in various media with its advantages of simplicity, large amount of information and high visibility. can be said to be everywhere in life. In language teaching in colleges and universities, learning can also be introduced, teachers can help students to extract filtering, by guiding students to pay attention to and strengthen the discontinuous learning of the text to complete the information, so as to get a good result. How to apply it to language teaching in colleges and universities under the contemporary educational model?

### 2. Current Situation of Language Teaching in Colleges

Under the educational concept of the new curriculum reform, although many college teachers gradually attach importance to the effective teaching of discontinuous texts, it is mainly because teaching can effectively improve students' reading level and learning efficiency. Hence, it is also deeply recognized that this part is an indispensable part of students' reading learning, but in the current teaching situation, teaching innovation and exploration of discontinuous texts still need to be optimized and [2]. In the present stage of college teaching, regardless of the version of the language textbook, the selected text is generally a continuous text of quality and beauty, but the proportion of the selected text is much larger than that of the discontinuous selected text. Discontinuity is often ignored, which leads many teachers do not pay attention to the extra-curricular intensive training of students. Non-continuous texts are not only difficult to reach students, but also teachers do not devote enough time and energy to study these texts in their daily teaching. In language classroom teaching in colleges and universities, teachers rarely organize students to carry out various types of reading exercises on discontinuous texts, which not only leads to a great decline in the efficiency of teaching. also limits students' learning cognitive vision.



Figure 1 Language teaching

### **3. Specific Methods for Improving Students' Vocabulary**

#### **3.1. Enhancing Students' Language Skills**

In the process of Chinese classroom teaching, in the process of learning Chinese, not only the written expression is very important, but also the oral expression is very important. Because each teacher's Chinese pronunciation is not very the same, when encountered such a situation, the best way is to use multimedia to play them standard American pronunciation or British pronunciation. For example, playing Chinese film clips, Chinese advertisements, Chinese songs and so on in class can improve their Chinese pronunciation problems, master the rules of pronunciation, and can use the number of students in each Chinese class to sort each class to sing a Chinese song or tell a small story in Chinese. Reading is also an important link in the process of Chinese vocabulary teaching, it is mainly to find out the situation of each student in the class to learn Chinese, generally by the teacher set different Chinese problem activities to check the students [3]. So that each student can improve their own learning efficiency, so that students who do not like Chinese interest in Chinese, so as to enhance the ability of students to use language vocabulary.

#### **3.2. Enhancing Students' Interest in Learning**

In the stage of colleges and universities, it is actually the most easy stage for students to absorb learning knowledge and learning ability. And it is also the golden period of cultivating students' vocabulary teaching. In Chinese classroom teaching, teachers can make a survey on the students' interests and hobbies in the course of imparting knowledge, and combine them according to the students' interests and hobbies with the learning content, so that not only can students like Chinese lessons, but also can make the classroom lively and interesting, no longer so boring, and can improve the efficiency of students' learning Chinese. During the course of Chinese teaching, teachers should give students a positive and good guidance in the cultivation of students' vocabulary teaching, help students better explore learning methods and improve their learning efficiency [4]. In terms of cultivating students' interest in Chinese learning, teachers should guide students to learn by team and team to solve the difficulties encountered in Chinese learning. This will enhance students' interest in learning Chinese. Interest is the key factor of students' active learning.



Figure 2 Language teaching

### 3.3. Strengthening Students' Practical Spirit

The subject of Chinese is very practical. Many times not only can only rely on the teacher's explanation of the theoretical knowledge, but also to achieve the combination of theoretical knowledge and practical learning is the most important, the learning of Chinese knowledge applied to practice. It is the most important thing that students should collect the Chinese knowledge they have learned from their teachers. For Chinese teaching based on vocabulary teaching, teachers should pay more attention to how to let students transfer the knowledge they speak to themselves, so as to help students develop this ability to absorb knowledge and let this ability help students learn more knowledge [5]. At the same time, it also needs teachers in the Chinese classroom teaching, give students the opportunity to practice knowledge, let students through their own learning practice, fully learn to understand the teacher in the classroom to explain the knowledge, so as to improve their practical ability.

### 3.4. Improving Existing Language Teaching Materials and Innovating Non-Linked Text Teaching

Teaching materials have always been an important carrier of language teaching. Therefore, in practical teaching, language teachers should have the relevant materials to make use of the rich discontinuous texts in textbooks, so as to expand the students' reading form. This approach can effectively help students learn the content of relevant courses, so that they can learn the language more easily. At the same time, teachers should pay attention to the scientific use of a series of materials closely related to teaching, to reflect on and correct the problems that appear in the teaching process. For example, when explaining the text to the students, the language teacher can first guide the students to carefully watch the relevant illustrations in the textbook, first let the students get what effective information through the observed illustrations, and then let the students combine pictures and words to tell what exactly this article said, so as to achieve effective teaching. Picture is the main form, in addition to the rich pictures available in the textbook, we can purposefully add some pictures. Reading and teaching can be realized by connecting the continuous text fragments in the current teaching materials, or by creatively transforming them into, and then linking them together. So that students can get full of fun and value, in order to improve students' interest in learning and learning ability.



Figure 3 Language teaching

### 3.5. Integration of Other Curriculum Resources for Secondary Development

The texts of other subjects in colleges and universities also appear in the form of combination of pictures and texts, on which we can make a development and innovation of these texts, and turn them into resources. In the development of other curriculum resources, but also from the actual content of language textbooks to develop integration, so as to have higher language value.

### 3.6. Extract Reading Material from Life and Lead Scientific Reading

More is the reading of life, because there are real discontinuous texts in our daily life, such as traffic instructions, product road maps, product instructions, etc., the introduction of reading materials in life for discontinuous text reading exercises can open the boundaries between life and teaching, so that language can be more integrated into life practice. In carrying out a series of related teaching plans, teachers must be implemented and carried out in an effective and orderly manner, which can start with reading materials in life, can provide effective help for subsequent teaching activities, and can provide effective and sustainable support and participate in various teaching activities through continuous improvement of teaching objectives. Therefore, in the design and organization of effective discontinuous text teaching activities, we should pay more attention to innovative teaching methods, teachers should pay attention to the understanding and understanding of the text content, in order to promote the exchange of text content between teachers and students.

## 4. Conclusion

To sum up, in the process of Chinese teaching, the substitution of different teaching elements can play a good role in order to help students improve their vocabulary absorption ability. Using a variety of ways, such as through the use of storytelling, performance, music and practice and other forms, so that students in a variety of aspects can receive effective learning information and emotional information, so that they can further integrate themselves into the learning atmosphere of the Chinese class, in this vivid, rich and interesting learning style, the learning of Chinese will also develop better.

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