

Teaching Methods on Two-way Cultural Integration for Overseas Students Education in China under the "One Belt and One Road" Construction

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Abstract: International students coming to China are both witnesses and promoters of the "One Belt And One Road" construction, as well as direct participants and builders. It is important to promote the two-way cultural integration of international student education in China, but it is more important to have an effective teaching method. This paper studies two-way cultural integration teaching methods, including random fusion method, experiential teaching method, comparative teaching method, dialogue teaching method and special topic. Lecture law, cultural practice law and situational teaching method. The research results of this paper aim to cultivate the two-way cultural literacy and cross-cultural communication ability of foreign students in China, and it realize the two-way cultural harmony between "target language" and "local language" to help foreign students in China face the difficulties in cross-cultural adaptation. Continuously improve intercultural communication skills and promote the construction of the "One Belt And One Road".

1. Introduction

The formation of the Silk Road Economic Belt and the Maritime Silk Road originated from the yearning and participation of people of different nationalities in cultural exchanges. "One Belt And One Road" is a dual-core strategy for economic trade and cultural development. It contains important content based on economic cooperation, supported by humanities exchanges, and open and inclusive. The construction of the "One Belt And One Road" requires both the "hard" support for economic and trade cooperation and the "soft" support for cultural exchanges. The education of international students in China is a booster for economic cooperation and humanities exchange in the construction of the "One Belt And One Road". It can not only cultivate large number of compound talents and professionals in key fields, but also promote humanities exchanges and public opinion in the countries along the route. Through two-way cultural integration, deepen the international students' understanding of the two cultural contents and improve their intercultural communication ability, playing an important role in the construction of "One Belt And One Road".

The teaching methods include the methods of teaching and the methods of student learning, which are the unity of teaching methods and learning methods. The teaching method must be based on the learning method, otherwise it will not be effective for the intended purpose because of lack of pertinence and feasibility. However, because teachers are in a dominant position in the teaching process, the teaching method is in a dominant position in teaching and learning. The content of cultural integration is important, but it is more important to have an effective teaching method. Whether it is lectured in the classroom or guided by the students, it is necessary to have a good teaching method to achieve the desired teaching purpose and to cultivate the Chinese language application for foreign students in China. Ability and understanding and application of Chinese Han culture to achieve deep integration of the two cultures. The single teaching method is one-sided. This research is intended to use a combination of teaching methods to give full play to the advantages of various teaching methods for students and the teaching environment, enhance the comprehensive quality of international students in China, and cultivate cross-cultural communication skills. "One Belt And One Road" construction.

2. Random Fusion Method

The full name of the random fusion method is the teaching method of "language and content fusion learning". It is a new teaching theory based on Hymes' communicative competence theory and Halliday's functional linguistic theory, which integrates language and content in language teaching. Integrate cultural knowledge with the aim of acquiring subject knowledge and language skills. The stochastic fusion method brings together the main principles of task-based language teaching and communicative language teaching, and it creates a real and meaningful learning situation. Students can use language to explore and understand subject knowledge. The stochastic fusion method transcends the educational theory of language learning in specific fields, abandoning the customary practice of separating language teaching from professional courses, focusing on continuous subject knowledge and language teaching, focusing on student development and knowledge building. . In vocabulary teaching, when teachers teach idioms and proverbs to foreign students, they first explain the superficial meaning directly, and then explain the fable myths or historical stories contained behind them, so that the international students can deepen their understanding of the words and can use them correctly. Many idioms and proverbs have strong cultural characteristics and have obvious emotional colors, which can stimulate the interest of students studying in China. Teachers can use the cultural factors behind the words to help foreign students understand the memory. At the same time, they can let the students use the simple words to make sentences or scenario exercises and use the words correctly. In addition to vocabulary teaching, other related courses can also be introduced by means of random integration. In the classroom teaching of Chinese characters, teachers can skillfully grasp the nature of the drawing of simple Chinese characters and guide the Chinese characters to foreign students. In the teaching of Chinese characters, by using the analysis of the structure of Chinese characters and the introduction of cultural factors such as radicals, it is beneficial for students to deepen their memory of the Chinese characters they learn.

3. Experiential Teaching Method

The experiential teaching method refers to the specific teaching scenes, creating specific scenes or atmospheres that are appropriate to the teaching content in order to achieve the established teaching objectives, causing students' emotional experience, helping students to quickly understand the teaching content, and promoting the comprehensive and harmonious development of students' psychological functions. The experiential teaching method creates an interactive form of communication that emphasizes the bilateral emotional experience of teachers and students. The teaching process is not only the process of communication between teachers and students, but also the process of communication between teachers and students. The experiential teaching method arouses the positive emotional experience of the students in the teaching process, improves the enthusiasm of the students, and makes the learning activities become the active and happy things of the students. The experiential teaching method is applied to the education of foreign students in China. It is divided into two methods: one is the classroom experience, the experiential teaching is carried out in the classroom teaching, the students are attracted by the created situation, and the students actively participate in the classroom activities. Make students become the protagonists of classroom activities, break the dull classroom atmosphere, mobilize students' innovative thinking, and improve the quality of classroom teaching. Second, social experience allows students to enter the real social environment. Culture and language are different, and more need to be internalized, with more emphasis on subtlety and deafness. Only by better integrating culture with society, students and society can we strengthen the interrelationship between students and culture. Only students constantly experience and constantly think in the experience, can truly internalize the culture in the cultural atmosphere, and the culture without experience is on paper. Foreign students in China are restricted by language level. The cultural connotation behind the language is explained by teachers in an empty manner. Most of them can only be temporarily perceived. Only through real experience can we truly understand the profound connotation. Specific social experiences can be

achieved through after-school practice and after-school interviews.

4. Comparative Teaching method

The comparative teaching method is to teach each other and distinguish the teaching content, through the teacher's extraction and arrangement, to form a comparative teaching content, and guide students to compare and summarize the knowledge points through comparison, comparison and analogy. Similarities and differences, a deep understanding of the knowledge learned, and then form a teaching method of comparative thinking ability. The comparative teaching method fully embodies the basic concept of heuristic teaching, and it is the specific application of heuristic teaching. Through the "comparison" of teaching content to achieve "inspiration" for students. In the specific implementation process, it consists of three steps, comparing the selection of content, guiding students to compare and speculate, and sorting out the conclusions. It embodies the process of asking questions, analyzing problems and solving problems in heuristic teaching. The implementation process of the whole teaching will be "comparative" throughout. Specifically applied to the education of international students in China, there are two methods: First, the analogy method, using the similarity between different things to carry out comparative migration, and draw conclusions. In the process of two-way culture teaching, this comparison may come from different things in the same cultural background, or the same things in different cultural backgrounds. Second, the contrast method, the use of contrast method for cultural factors teaching is mainly to use the cultural conflict caused by different cultures. Two-way culture teaching is a multicultural classroom where teachers and students need to face the differences and conflicts between the two cultures. Such conflicts cannot be avoided or avoided. Teachers should be good at discovering and using this "conflict" to find out the cultural differences and carry out key teaching. The use of cultural conflicts for comparative teaching not only strengthens students' understanding of Chinese language and culture, but also deepens students' understanding of their own culture and reflects the new concept of multicultural interaction.

5. Dialogue Teaching Method

Dialogue teaching is a teaching method based on dialogue. It is a new teaching thinking and concept that pursues humanity and creativity. Teacher-student dialogue as a teaching state cannot be simply understood as a question and answer for teachers and students. Some teachers and students question and answer, not a real teaching dialogue. The true dialogue between teachers and students refers to the mutual listening and speaking of educational nature. Teachers and students need to open up the spiritual world to each other, thus gaining spiritual exchange and value sharing. Not only for questions and answers, but also for communication and discussion, monologue and listening, appreciation and evaluation. The significance of the dialogue teaching method is to break the traditional teaching of teaching, between teachers and students or between teachers and teachers, and to have equal dialogue throughout the teaching activities. Everyone is the main body of dialogue, and it is the participant and constructor of teaching activities. This method is more in line with the learning mode of Western students who are accustomed to free and instant discussion. It is consistent with the model of learning the mother tongue culture, and it is easier to cater to the students' psychology and stimulate the learning motivation. For the cultural teaching of international students in China, because of the limited language ability of international students, it is necessary to learn the language and understand the culture behind the language. Therefore, it is not advisable to use the dialogue to teach completely. However, in the scope of operation, the dialogue is introduced. The concept of teaching is used to guide part of the teaching content is completely feasible. Cultural discussion in the form of dialogue is an effective way to improve students' ability to express themselves. In the process of cultural discussion, the requirement is to let each student speak positively and express his ideas clearly in a form that others can understand. Combining cultural and linguistic abilities, training students to use language to criticize and debate, deepen students' understanding of culture, and encourage students to take the initiative and actively expand

their thinking.

6. Thematic Lecture Method

The special lecture method is based on the topic discussion in the form of teaching. The teaching process emphasizes the active participation of students, encourages students to discuss academic issues, and the curriculum evaluation replaces the examination with thematic papers. The classroom teaching adopts the form of special lectures. The teacher is changed from a simple knowledge transfer to an academic reporter. The student is changed from the recipient of the knowledge to the participant, which can stimulate the students' strong desire for knowledge. The education of international students in China has the following advantages in adopting special lectures for certain teaching contents: transforming the roles of teachers and students, mobilizing students' enthusiasm; optimizing teaching content, updating knowledge system; rationally allocating time, improving teaching efficiency; strengthening seminar teaching and cultivating innovative thinking. Change the assessment method to promote all-round development. In the practical application process, it is necessary to further expand the content of the lectures, which may be the content of the courses, or the traditional Chinese culture, and advocate the regular lectures of experts in the Chinese language and culture. You can also use video lectures. Teachers can collect relevant cultural lecture videos, choose the right time for international students to play, and encourage foreign students to ask questions about problems they don't understand at any time. Teachers can also suspend questions for students at any time to help students better. Accept and understand the cultural knowledge you have learned. Through various special lectures, the international students can understand the cultural knowledge of various fields in the Han nationality, and promote the study of Chinese language and culture and the cultivation of intercultural communication skills. Compared with the boring classroom teaching, the special lecture method is more popular and loved by foreign students, and it can promote the exchange and discussion of Chinese culture among foreign students interested in Chinese culture. With the continuous deepening of teaching reform, the application of the special lecture method in the education of international students will become more and more extensive, and it will be enriched and improved in repeated teaching practice.

7. Cultural Practice Method

The cultural practice method comes from the practice teaching method. In the teaching process, the teacher carries out a series of activities related to the classroom teaching content, and the theoretical knowledge runs through the whole teaching activities, so that the students can find the answers to the questions in the activities. To solve the problem and deepen the students' memory and understanding of the problem knowledge points. Through practical teaching methods, the subjectivity of students' learning is emphasized, and students are helped to improve their comprehensive ability. The Cultural Practice Law is applied to the education of international students in China. The Chinese language and culture knowledge taught in the classroom is applied to life practice, and the international students are placed in the cultural background to deepen the students' perception of Chinese language and culture knowledge and improve their intercultural communication ability. Experience Chinese culture by organizing a variety of cultural practices. Cultural learning is an experience. Only by placing international students in it can we truly master Chinese culture. The specific cultural practices are as follows: First, encourage international students to participate in school associations. The various clubs in the school are important platforms for foreign students to meet foreign friends and understand Chinese culture, helping foreign students to get rid of the loneliness of studying abroad and promoting cultural acquisition and communication. The second is to organize an intercultural journey for international students. Cultural teaching content is open, extensive and connected. Leading international students to visit the museum and participate in art tours with paintings, sculptures, crafts, music and drama as the main content, and carry out architectural tourism with ethnic characteristics. The third is to lead international students into the community. Make use of the real social environment around the

school to allow international students to experience and practice culture. Arrange international students to visit the community, present the real Chinese-style people's life in front of international students, learn Chinese culture for foreign students, and use Chinese to communicate and provide more opportunities.

8. Situational Teaching Method

Situational teaching method refers to the teacher's purposeful introduction or creation of a vivid and specific scene with a certain emotional color and image as the main body in the teaching process, which will arouse students' certain attitude experience, help students understand the teaching materials, and make the students' psychology. The function is developed. The core of situational teaching method is to stimulate students' emotions. To promote the two-way cultural integration of international student education in China, the following ways can be used to create a situation: First, life shows the situation. Bring students into society, bring them into nature, and select typical scenes from life as objects of student observation, which are clearly displayed in front of students. Second, the physical demonstration of the situation, centered on the real thing, set the necessary background, constitute a whole, demonstrate a specific situation, and stimulate students' rich associations. Third, the picture reproduces the situation. The picture is the main means of displaying the image. Rewriting the textual situation with pictures, which is actually visualized the contents of the text. The fourth is that the music renders the situation. The language of music is subtle, giving people a rich sense of beauty and making people fascinated. With a unique melody and rhythm, the music image is created and the listener is brought to a unique artistic conception. The fifth is to perform the situation. Performances in situational teaching include entering roles and playing roles. Students become intimate with the characters in the text and deepen their inner experience. Sixth, the language describes the situation. The five ways to create a situation above are all using intuitive means. When the situation arises, the teacher is accompanied by language description, which plays a certain guiding role for the students' cognitive activities. Language portrayal enhances the perception effect, the situation is more vivid, and the emotional color acts on the student senses. Students are excited by their senses and their subjective feelings are strengthened, which inspires emotions and promotes students into specific situations.

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