

Discussion on Folk Culture Teaching in Teaching Chinese as a Foreign Language

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Abstract: Folk culture is closer to people's daily life, so it is of great significance to carry out folk culture in TCFL. Folk culture can help foreign students to reduce cultural conflicts, quickly integrate into local life, enrich teaching resources, stimulate interest in learning, and promote the development and external dissemination of folk culture. At present, the teaching materials of folk culture are not rich enough and the teaching effect is not ideal. Teachers should improve the teaching quality of folk culture from the curriculum and teaching practice of folk culture.

1. Introduction

With the rapid development of China's economy, China's international influence has steadily increased, and the "Chinese fever" and "Chinese culture fever" have also warmed up. Learning Chinese and Chinese culture has become a new fashion, and the number of students is increasing year by year. According to the official website of the Ministry of Education, in 2018, a total of 492,185 foreigners from 196 countries and regions came to China to study. At the same time, there are still a large number of foreigners learning Chinese through the network platform, Confucius Institutes and Confucius Classrooms, etc., and the international education of Chinese presents a thriving situation.

Chinese is not only the carrier of Chinese culture, but also an important part of Chinese culture. To learn Chinese well, we must learn the rich cultural connotations behind Chinese. Different regions have great differences in customs, lifestyles and aesthetic tastes, which determines that it is far from enough to simply teach basic knowledge of language listening, speaking, reading and writing when teaching Chinese as a foreign language. As a branch of culture, folk culture is the cornerstone of the common culture of a country and a nation. Folk culture is closer to Chinese people's daily life, and foreign students can communicate more freely and appropriately after learning it. At present, the teaching of folk culture has not attracted enough attention, which is inconsistent with the significance of folk culture in teaching Chinese as a foreign language and the learning needs of international students. Therefore, it is worth pondering how to make folk culture play a role in teaching Chinese as a foreign language, and how to develop and spread it better.

2. The Significance of Folk Culture Teaching in Tcfl

(1) Help international students to improve cross-cultural adaptability, reduce cultural conflicts, and quickly integrate into local life

When foreigners come to China to study for the first time, facing different cultural backgrounds, different interpersonal relationships and living environments, as well as differences in climate and eating habits, they will have a certain impact on their study and life, which requires a gradual adaptation process. According to Lysgaard's U-shaped theory of cross-cultural adaptation process in 1955, the process from adaptation to adaptation often needs to go through honeymoon stage, setback stage, adjustment stage and adaptation stage. Finally, it takes a long process to fully adapt to local life, ranging from 3 to 5 months to 1 to 2 years. If foreign learners can learn more about the folk culture related to their destinations before coming to China, they should be fully prepared

psychologically and physically. At the same time, in teaching Chinese as a foreign language, teachers can pay attention to the psychological changes of students' cross-cultural adaptation, and integrate the folk culture closely related to students' daily life. In class, according to the actual level and learning needs of foreign students, they can appropriately introduce the local people's diet culture, living habits, local customs, folk customs, etc., which can help students improve their ability of cross-cultural adaptation To reduce cultural conflicts caused by cultural differences and help them integrate into local life.

(2) Enrich teaching resources and stimulate foreign students' interest in learning

In the early teaching of Chinese as a foreign language, emphasis was placed on the training of basic language skills such as pronunciation, vocabulary and grammar, and on strengthening students' ability of listening, speaking, reading and writing. Teachers often avoid or even ignore the introduction and explanation of the cultural content behind Chinese in teaching, so that students don't have a deep understanding of the cultural connotation contained in Chinese, which affects the teaching effect and students' enthusiasm for learning Chinese. In the actual teaching of Chinese as a foreign language, the author finds that students have learning needs for the culture where they study, and most foreign students show strong interest in learning, because it is closely related to their daily study and life. In the process of communication between overseas students and local people, cultural differences will make them feel communication barriers and even frustrated in learning. Many local people's customs and habits are different from those they learned before coming to China. Therefore, we teachers of Chinese as a foreign language should enrich the folk culture into the teaching content, or personally lead the students to experience the culture. In this way, foreign students not only have intuitive perception, but also can speed up their integration into local life and overcome the communication barriers brought about by cultural differences. Teachers' teaching of folk culture can not only enrich teaching content, but also stimulate students' learning enthusiasm.

(3) Conducive to the development and external dissemination of folk culture

International students are the bridge and emissary of Chinese culture's external publicity, which plays an important role in the development and external communication of folk culture. In today's world, the competition of comprehensive national strength is not only the competition of science and technology, politics and economy, but also the competition of culture. Culture plays an important role in the competition of comprehensive national strength. Folk culture is an important window for foreign students to understand Chinese culture. While teaching Chinese as a foreign language, teachers should also integrate China's long-standing and rich folk culture into it, enhance students' sense of identity with folk culture, spread it naturally on the basis of full understanding of internalization, and make full use of TV, internet, newspapers and other media for publicity, so that more foreign students can understand Chinese folk culture and promote its development.

3. The Current Situation of Folk Culture Teaching in Tcfl

(1) The content of folk culture in the teaching materials is not rich enough, lack of systematic teaching materials

Textbook is an important medium of teaching and plays an important role in the teaching process. After decades of development in teaching Chinese as a foreign language, various teaching materials have emerged one after another, and folk culture teaching materials have also appeared one after another. At present, several textbooks recognized by the academic circles are Chinese Folk Custom published by Beijing Language and Culture University Press in 2002, edited by Shu Yan; Chinese Folk Culture published by Jinan University Press in 2008, edited by Wang Yanjun; Chinese Folk Culture published by Peking University Press in 2017, edited by Ke Ling. Generally speaking, these teaching materials provide good materials for foreign students' folk culture teaching, and also have strong pertinence. However, the number of teaching materials is limited, the types of teaching materials are not rich enough, and the updating is slow, which can not meet the current huge needs of teaching Chinese as a foreign language. In addition, the definition of folk culture in these textbooks is not clear enough, the choice of content is controversial, the writing style of textbooks is not scientific enough, and the times, interest and diversity of folk culture are not reflected enough.

Other comprehensive teaching materials pay insufficient attention to folk culture, which leads to the teaching of folk culture not achieving the ideal effect, which is inconsistent with the learning needs of international students.

(2) The teaching method is single and the teaching effect is not good

At the beginning of teaching Chinese as a foreign language, culture teaching has not attracted enough attention, and the teaching focus is mainly on language itself. With the deepening of teaching Chinese as a foreign language, more and more people pay attention to culture teaching. However, it was not until 2000 that culture teaching and language teaching were paid equal attention to. Folk culture is an important part of Chinese traditional culture. In recent years, it has attracted the attention of some scholars, but the research results are still relatively few. Most scholars still focus on the significance of folk culture teaching and how to carry out folk culture teaching from a macro perspective, and there are still few researches on how to carry out teaching for local folk culture, different folk culture and different teaching objects. Teachers of Chinese as a foreign language lack systematicness in teaching folk culture, do not make sufficient teaching design and preparation, or simply introduce them, which can not arouse students' interest in learning, and the teaching effect is not ideal.

4. Ways of Integrating Folk Culture into Teaching Chinese as a Foreign Language

How to effectively integrate Chinese folk culture into teaching Chinese as a foreign language is a new topic worthy of study, which should arouse the attention of teachers of Chinese as a foreign language. In order to pay equal attention to cultural knowledge and language, improve students' intercultural communication ability and help them learn Chinese better, we should strengthen the teaching of folk culture in an all-round way from the aspects of curriculum and teaching practice.

(1) Curriculum design of folk culture

Reasonable curriculum can help foreign students learn and understand folk culture comprehensively and enhance their sense of national identity. The curriculum of folk culture should follow the teaching rules, fully consider the students' learning needs, conform to the students' actual Chinese level and acceptance ability, and be carried out step by step. For short-term foreign students, folk culture curriculum should not take up too many hours, should be mainly in the form of lectures or cultural topics, supplemented by extracurricular cultural salon and cultural experience activities. For the international students who study for a long time or pursue a degree, they should bring the folk culture course into the teaching plan, occupy a certain proportion of credits, formulate the relevant syllabus and assessment syllabus, and take the form of "compulsory courses + elective courses". That is to say, compulsory courses of "Chinese folk culture" and practical and interesting cultural elective courses such as "Chinese traditional festivals" and "Chinese food culture" should be set up to ensure the teaching effect.

(2) Teaching practice

① Classroom teaching

Classroom teaching is one of the main ways for foreign students to learn folk culture. Teachers' purposeful input of folk culture in teaching is conducive to efficient and smooth classroom teaching, and can also help foreign students improve their ability to communicate in Chinese. Folk culture is all-encompassing, so teachers should have choices in teaching, pay attention to refining the essence, and ensure the combination of pragmatic meaning and interest of folk culture. To implement the specific teaching methods, we can adopt the methods of direct interpretation, discussion, comparison and scene demonstration. For example, teachers preset topics, divide students into groups, prepare materials before class, let students' representatives speak in class, and then teachers summarize them, or guide students to compare the differences between Chinese marriage customs and those of overseas students' countries, and encourage them to actively exchange speeches. Teachers can also prepare materials for students after class, and spend three to five minutes before each class to introduce a place they have been to or special dishes they have eaten. This will not only help foreign students learn cultural knowledge, but also improve their Chinese expression

ability.

② Cultural experience

Cultural experience is one of the popular learning methods for foreign students. Cultural experience is not isolated from the classroom, but the extension and practice of classroom teaching. Carrying out cultural experience activities in a purposeful and planned way is of great help to foreign students in learning folk culture. Cultural experience can be tried from several angles. First, the second class focuses on theoretical study, requiring students to complete their studies under the guidance of teachers. Second, the experience of tourism culture is not a simple sightseeing trip, but a planned study activity. For example, teachers can design routes in advance and spend two days traveling to Wenshan Zhuang and Miao Autonomous Prefecture. Before departure, teachers should make preparations for transportation contact, hotel accommodation arrangement, etc., and at the same time, they should also teach students to learn some vocabulary and cultural knowledge of ethnic minorities that may be encountered in the process of cultural experience. Teachers can lead students to visit Puzhehei during the actual experience. Feel the torch festival of yi nationality; Taste delicious food with national characteristics. Tourism cultural experience can stimulate foreign students' interest in learning, but teachers should fully consider factors such as time, distance, economy and safety when organizing. In addition, overseas students can be encouraged to visit local families, experience the life of local people and learn folk culture in all directions.

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