

КУЛЬТУРНЫЕ ТРАДИЦИИ В ПРЕПОДАВАНИИ КИТАЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Данная статья касается проблемы определения роли культуры в преподавании китайского языка. Автор, прослеживая взаимосвязь языка и культуры, рассматривает роль межкультурной коммуникации в изучении фонетических особенностей, лексического состава, правил грамматики и других аспектов китайского языка. Особое внимание уделяется объяснению того, как студенты понимают реалии культуры при усвоении языка, как это влияет на их языковую грамотность.

Ключевые слова: культура; китайский язык; преподавание; изучение; иностранный язык.

CULTURAL TRADITIONS IN TEACHING CHINESE AS A FOREIGN LANGUAGE

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The article deals with the problem of defining the role of culture in the teaching of the Chinese language. The author, tracing the relationship between language and culture, considers the role of intercultural communication in the study of phonetic features, lexical composition, grammar rules and other aspects of the Chinese language. Special attention is paid to explaining how students understand the realities of culture when learning a language, and how this affects their language literacy.

Key words: culture; Chinese language; teaching; learning; foreign language.

Teaching Chinese as a foreign language refers to the teaching of Chinese to people whose native language is not Chinese. It is the teaching of Chinese as a second language. The fundamental purpose of teaching Chinese as a foreign language is to cultivate the Chinese language thinking and practical communication skills of Chinese learners. Therefore, it is determined that the teaching of Chinese as a foreign language is not only limited to the traditional systematic teaching mode, but also takes into account the practicality of the teaching content and the actual effect of the teaching effect. People who have learned Chinese have been around since ancient times, but the real use of Chinese as a language for special purposeful teaching activities began after the founding of New China. The teaching of Chinese as a foreign language in New China began in July 1950. At that time, Tsinghua University began to organize the “Chinese Language Course for Exchange Students from Eastern Europe”, and the first batch of students from Eastern Europe entered the university in December of the same year. This is the beginning of new China’s teaching Chinese as a foreign language. The development of teaching Chinese as a foreign language has only lasted for a few decades. It is a young discipline emerging with the development of science and technology and cultural exchange. It has an important practical significance in the information age of globalization today [1]. Teaching Chinese as a foreign language is a national and national undertaking and an integral part of the overall situation of national reform and opening up. The development of teaching Chinese as a foreign language can spread the excellent culture of the Chinese nation, enhance mutual understanding and friendship between the people of China and other countries, cultivate more friendly people to China, and expand economic and cultural exchanges and cooperation between China and other countries in the world.

It has great significance for our country. As a special subject, teaching Chinese as a foreign language has made great progress. Since 1983, Beijing Language Institute, Beijing Foreign Studies University, Shanghai Foreign Studies Institute and East China Normal University have successively established the undergraduate specialty of “teaching Chinese as a foreign language”, which specializes

in training teachers of Chinese as a foreign language. Some colleges and universities have successively recruited master's students in this major since 1986. In 1999, the state approved the establishment of the first doctoral program of teaching Chinese as a foreign language in Beijing Language and Culture University. The Chinese Society for teaching Chinese as a foreign language, established in 1988, has 1142 members and has established five branches across the country. By 1999, the society had organized four national academic seminars. At present, in the field of teaching Chinese as a foreign language, more than 400 kinds of teaching materials have been organized and compiled, hundreds of scientific research projects have been completed, three syllabus for undergraduate, long-term study and short-term strengthening of Chinese language majors for foreign students have been formulated, a series of professional journals have been established, special research institutions and professional publishing houses have been established, and various types of academic seminars have been held, The discipline construction of teaching Chinese as a foreign language has developed healthily and gradually matured along the road of scientization and standardization. The pace of mankind has entered the 21st century. Through China's entry into WTO, China's influence on world economic development will be further increased. China's development and progress have provided great development power and rare opportunities for the development of Chinese teaching as a foreign language. Teaching Chinese as a foreign language is bound to achieve greater development in the new century. Chinese will gradually become an important language in international exchanges and be used in more countries and regions in the world. It has become an important tool and bridge for developing political diplomacy, economy, trade, culture, education, science and technology exchanges among countries.

As we all know, culture is everywhere in our life. So there are many definitions of culture. As E. Hall says, "Culture is a word that has so many meanings already that one more can do it no harm" [2]. The definition of culture has different words from different angles. The former Soviet Union academic circle had a heated discussion, the result is that researchers have different opinions. The theory of

communication holds that communication is everywhere in nature and human society. It can be said, that where there is human existence, there will be communication and communication. In this paper, the author focuses on the definitions of the interaction between culture and communication. Marsella proposed the following definition: "Culture is to enhance the survival ability of individuals and society, enhance the ability to adapt to maintain their growth and development, pass on from generation to generation, and adopt common behaviors acquired through acquired". Although the definitions of culture are different, each definition of culture is similar.

1. Culture can be acquired. Acquisition is the most important feature of culture.

2. Culture is passed on from generation to generation. If a civilization is to survive, it must ensure that its key messages and elements are passed on. It is through the communication and dissemination between people that the various civilizations of mankind can be continued and developed.

3. Culture is based on symbols. From Marseni's definition of symbols, we can notice the relationship between symbols and culture: "A symbol is anything that people in the same cultural background use to refer to a special meaning" [3]. Symbols are so important to culture that the anthropologist Clark Hong once wrote: "If human culture has no language, it is unthinkable" [4]. It is precisely because humans have the special symbol of language that humans can not only impart knowledge to each other, but also impart ideas.

4. Culture is easy to change. The earth we live in is always in endless changes in motion, our world and human life are both a process. From the migration and wandering of nomadic tribes thousands of years ago, to today thousands of people read the same news from the Internet. Culture is always facing the intrusion of foreign ideas and information. The innovation and diffusion of culture and the cultural adaptation brought by it will never end.

5. Culture is a complete system. As E. Hall said, "You will be affected by other parts of the culture when you come into contact with it" [5]. Every cultural movement in our history is not limited to a certain aspect of life, which is a good example.

6. Culture traditions are highly adaptable. In human history, the culture of each country has been more or less affected by natural disasters, wars, such as China, the United States, and Japan, but the culture of these countries and nations have continued from generation to generation, which just illustrates the culture strong adaptability [6].

Cultural research in teaching Chinese as a foreign language began in the s of last century. It mainly studies the form, status, principles and methods of culture in teaching Chinese as a foreign language, and does not make a clear expression of the concept of culture. With the in-depth discussion on the relationship between culture and language, culture and language teaching, people define the content of culture teaching in teaching Chinese as a foreign language as “the teaching of language itself and cultural factors that cannot be separated”. The so-called “cultural factors” mainly reflect the specific cultural connotation of the nation’s values, right and wrong orientation, clothing, food, housing and transportation, customs, aesthetic taste, ethics, lifestyle, mode of thinking and so on. “People regard the culture in teaching Chinese as a foreign language as the culture hidden in the form of language structure. This view has lasted for a long time in the field of teaching Chinese as a foreign language, and many specific and different discussions have been carried out around the specific content of cultural factors. Later, people gradually found that the culture in language is not only reflected in “cultural factors”, but also reflected in verbal communication and nonverbal communication. Therefore, there are “knowledge culture” and “communication culture”. The classification of “knowledge culture” and “communication culture” has the greatest influence and the most profound and extensive in teaching Chinese as a foreign language. Later, on the basis of “communicative culture”, someone further emphasized “cross-cultural background” and put forward “cross-cultural communication”. However, no matter how the concept of culture is updated, culture in teaching Chinese as a foreign language is basically discussed around “language related culture”, which continues to this day.

In short, the influence of culture on people is huge. Anthropologist Ruth Benedict accurately explained the reasons for this influ-

ence: One's life must first adapt to the traditional model of this society. From his birth, the customs of the nation shaped his experience and behavior. When he starts to speak, he becomes a cultural creation, when he grows up and participates in social activities, cultural habits become his habits, cultural beliefs are his beliefs, and cultural limitations become his limitations [7]. Through the analysis and understanding of culture, the author believes that the view of some anthropologists that "culture is communication" is correct. The research results of natural sciences tell us that life is a process. The universe, solar system, earth, world, and society we live in are all a process and are always in a state of change. From this perspective, culture must be constantly changing, culture is communication. Therefore, culture is a kind of communication. This is the correct conclusion that should be drawn from a dynamic perspective of culture [8].

Cultural education in the teaching of Chinese as a foreign language involves the understanding of the basic knowledge of Chinese language and culture, the cultivation of learners' cross-cultural communication awareness, and the international perspective corresponding to Chinese language learning [9]. Chinese and foreign cultural exchange activities in the actual teaching process help Chinese language learners to deeply understand the connotation of Chinese language and culture through cultural atmosphere and flexible application of language knowledge, and fully experience the context of Chinese application. Culture teaching should serve language teaching. Language teaching is to teach language, but in order to enable students to correctly understand and use the language they have learned, we must introduce the relevant cultural knowledge background in combination with the teaching of language elements and the training of language skills and language communication skills [3]. Cultural teaching should be targeted at the communication difficulties and obstacles that are easy to appear in cross-cultural communication. The teaching content should not only be representative, but also look at problems from the perspective of development, bearing in mind that culture is developing and customs is changing. In terms of teaching methods, the teaching of cultural knowledge background

should be subordinate to the teaching of language elements and the training of speech skills and speech communication skills. There are many specific teaching methods. For example, the cultural content can be introduced directly in the form of text content, or explained through notes. Culture teaching enables learners to understand Chinese traditional cultural knowledge in discussion. In the practice of teaching Chinese as a foreign language, cultural knowledge teaching and language teaching are two teaching methods juxtaposed with each other. Cultural knowledge teaching emphasizes the teaching of cultural knowledge, and language teaching pays attention to the cultivation of basic language ability. Due to the disciplinary nature of teaching Chinese as a foreign language, language teaching should be the main body in the teaching process, and cultural factors teaching should be carried out according to the involved knowledge points in the teaching process. The teaching of cultural factors should be carried out in language teaching. In essence, it is classroom teaching in the form of language classroom teaching. The relationship between language teaching and cultural factor teaching is based on language teaching. With the help of cultural factors contained in language forms such as pronunciation, vocabulary and grammar, learners can not only complete the tasks of basic language teaching and learning, but also absorb the target language culture. In the process of language teaching, all aspects of language factors need to integrate certain cultural elements, which is objective and necessary. At the same time, in the practice of teaching Chinese as a foreign language, basic language teaching is the main body and cultural factors assist teaching.

Chinese culture is broad and profound and it has a long history. And it will last forever under the scouring of thousands of years of history. The Chinese language civilization is a jewel in my country's historical and cultural treasure house. Today, as the concept of Chinese language education as a foreign language is changing day by day, the teaching of Chinese as a foreign language has already broken through the stage of simple interpretation of words and sentences. Instead, it has become a platform for Chinese language learners to deeply understand Chinese traditional culture, experience Chinese language

and cultural background. It can effectively spread and promote our country's history and culture. Therefore, the cultural education link in foreign Chinese language education is of great significance in the entire teaching process [10].

As we all know, language and culture are closely related. Language is the carrier of culture, elements of language have certain cultural connotations, and the use of language must also follow the rules of culture. Culture is the foundation of language. As an important part of Chinese language acquisition, it not only has a significant impact on the understanding and use of language, but also affects students' motivation and interest in learning Chinese. During the production and development of Chinese, it consciously preserves and transmits Chinese culture, records the historical process of the Chinese people, and contains the Chinese people's way of thinking. Therefore, in teaching Chinese as a foreign language, the learning of Chinese cannot be separated from the learning of Chinese culture, the teaching of Chinese cannot be separated from the teaching of Chinese culture, and the promotion of Chinese cannot be separated from the spread of Chinese culture. We will explore the importance of culture in teaching Chinese as a foreign language from the macro and micro levels.

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