

An Exploration of The Integration of Chinese History and Culture and International Chinese Language Teaching

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Abstract

In the context of globalization, China's influence is increasingly growing, and so is the status of international Chinese teaching. In this process, integrating China's rich historical and cultural elements into Chinese teaching courses has become an important means to enhance teaching effectiveness and strengthen the teaching connotation. This teaching mode, with cultural integration at its core, not only emphasizes the central position of cultural teaching in international Chinese language education but also highlights its profound educational significance. The purpose of this paper is to explore how to effectively integrate Chinese historical and cultural elements into international Chinese teaching and to explain the meaning and value of this integrated teaching method. This paper will analyze how to implement this integrated teaching in practical settings and discuss the corresponding teaching strategies. Through these in-depth research and discussions, this paper hopes to provide a new perspective and method for international Chinese language teaching, thereby promoting the extensive communication and dissemination of Chinese culture on a global scale.

Keywords

Chinese history and culture. International Chinese language teaching. Teaching strategy. Integrated teaching.

1. An Overview of Integrating Historical Elements into International Chinese Teaching

From the perspective of the language discipline, the use of language and writing in classical poetry is extremely perfect, and the author creates according to the background of the times, which on the one hand reflects the political, economic, cultural and social outlook of the time, and on the other hand, constructs the artistic conception of literature, which fully embodies the characteristics of the unity of humanistic and instrumental nature of language. [1] The essence of Chinese course learning lies in the in-depth exploration of literary works, insight into the author's emotions and will, and the background of the times is the basis for understanding these emotions. Therefore, understanding the context of the times is crucial for students to grasp the author's emotions.

"Language, as the carrier and mode of transmission of culture, is the external manifestation of culture, a specific national culture must contain a variety of forms of abstract language system, in the process of cultural development and progress, the corresponding language has been developed differently, language and culture are interdependent, mutual influence, common

development." [2] By integrating history and culture into teaching, connecting the characteristics of history with contemporary literary works, and integrating the grand historical framework with the stories of individual characters, students can establish a vivid and vivid cognition, so as to arouse their empathy for a specific historical period.

In summary, the key to integrating historical elements into Chinese language teaching lies in the mutual understanding of specific historical contexts and emotions. Therefore, exploring the teaching nodes with dual value in the historical background and emotional expression is the key way to realize the effective integration of Chinese and historical culture. This kind of comprehensive teaching can not only improve students' ability to appreciate literary works, but also improve students' cognition of the historical period, and establish a communication bridge between Chinese curriculum learning and cultural understanding [3].

2. Strategies for Integrating Historical Elements into International Chinese Language Teaching

2.1. Establish teaching objectives

Teaching objectives serve as the starting point and ultimate destination of teaching design and practice, providing clear guidance and regulation. In Chinese language teaching, they should be based on "cultivating language proficiency" while also aiming to "disseminate Chinese culture." This means that teaching objectives should not only address language issues but also enhance students' understanding and application of Chinese culture through Chinese language instruction.

2.2. Integrate the teaching content

The content of each theme in interdisciplinary thematic learning activities is extracted based on six sections of Chinese and world history. Teachers need to combine real-life situations, explore real-life topics with questions, and arrange different knowledge content to guide students in inquiry. At the same time, by using the knowledge and methods learned in different courses, students' abilities to analyze and solve problems from multiple perspectives are cultivated. [4] The integration of teaching content is not only a simple superposition of knowledge points of different disciplines, but also a deep integration on the basis of in-depth understanding of the internal connections of various disciplines. This kind of integration requires teachers to have an interdisciplinary knowledge structure and teaching ability, and to be able to realize the mutual penetration and support of different subject knowledge in teaching design.

2.3. Innovative teaching methods

2.3.1. Interactive teaching method

The ancient Chinese educational literature Xueji emphasizes that teachers should guide rather than force students, encourage exploration rather than give direct answers, and advocate interaction and cooperation between teachers and students to grow together. Han Yu proposed that teachers and students can learn from each other, emphasizing equality and interaction. It can be seen that the teacher-student relationship should be dynamic and cooperative. As facilitators, teachers should stimulate students' curiosity, guide them to think independently and solve problems, and at the same time respect and encourage students' innovative thinking. In this teaching mode, teachers and students inspire each other, jointly construct knowledge, promote each other's growth, and realize mutual learning in teaching.

2.3.2. Contextual pedagogy

When implementing the situational teaching method, teachers need to closely integrate the teaching content with the actual situation of students, and skillfully introduce or create real scenes or visual atmospheres full of emotion, so as to construct a unique "environment". This "environment" can effectively trigger students' inner emotions and arouse their emotional resonance, which in turn promotes their all-round physical and mental development. [5] According to the teaching content and the actual situation of students, teachers can create field situations, teaching situations of literary works, problem situations, etc., so as to mobilize students' active participation and emotional investment. For example, through the narration of background stories of historical figures, role-playing and other activities, students can experience the author in the situation and enhance their understanding and perception of the connotation of literary works. This method helps students to change from passive learning to active learning, and realizes the cultivation of core literacy in the Chinese classroom.

3. Conclusions

We hope you find the information in this template useful in the preparation of your manuscript. This paper explores the integration of Chinese history and culture with the teaching of Chinese as a foreign language, and emphasizes the importance of integrated teaching methods in improving the effectiveness of Chinese language teaching and deepening students' understanding of Chinese culture. The study establishes the teaching goal of language proficiency cultivation and cultural inheritance, and demonstrates a new teaching model through interdisciplinary content integration and innovative teaching methods.

In terms of content integration, this paper emphasizes that teachers need to explore real topics in combination with real life, and carry out in-depth interdisciplinary integration, so as to cultivate students' multi-perspective problem analysis and solving skills. In terms of teaching method innovation, this paper proposes interactive and situational teaching methods, the former emphasizing teacher-student interaction and cooperation, and the latter promoting students' emotional resonance and all-round development through the construction of real scenarios.

The research results provide a new perspective for teaching Chinese as a foreign language, which is helpful to promote Chinese culture and cultivate international talents who are proficient in Chinese and understand Chinese culture. Future research needs to further explore the implementation strategies of integrated pedagogy and its adaptability and effect in different cultural contexts, so as to optimize this teaching model.

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