



Research on the Paths of Integrating Guangxi Pinglu Canal Culture into the Education of International Students in Chinese Universities

Qiang Fu¹, Youxing Xiao^{2,*}

¹ School of International Education, Nanning Vocational and Technical University, Nanning, Guangxi, China

² College of Teacher Education, Dali University, Dali, Yunnan, China

* Corresponding author, Email: 641459510@qq.com

Abstract: This research takes the Pinglu Canal culture as the core carrier and uses some universities in Guangxi as cases to deeply explore the exploration of innovative paths in the education of international students in Guangxi universities. Currently, there are numerous existing problems, specifically manifested as follows: international students have a relatively scarce understanding of the Pinglu Canal culture; at the teacher level, the teaching materials available for the Pinglu Canal culture teaching are relatively limited; at the university level, the support for the construction of the Pinglu Canal culture is insufficient. In response to these problems, targeted measures are proposed. At the student level, making study visits an important approach to enhance international students' learning interests; at the teacher level, regarding the collection of Pinglu Canal culture resources as an important means to improve teaching quality; at the university level, increasing project funding support as an important way to perfect platform construction. The research aims to jointly promote the development of the "Chinese + vocational skills" education model for international students in China and create a new brand of "Studying in Guangxi, Vocational Education Going Global".

Keywords: Pinglu Canal culture, education of international students, research on paths

1. Introduction

The quality and connotations of canal culture are embodied in the history of canals. [1] The integration of Guangxi Pinglu Canal culture into the education of international students in Chinese universities holds significant meaning. From the perspective of cultural dissemination, the Pinglu Canal culture bears the unique regional cultural characteristics and values of China. Its integration into education enables international students to deeply appreciate the diversity and charm of Chinese culture and promotes the mutual exchange and learning between Chinese and foreign cultures.

2. Telling China's Stories Well: Exploring the Endogenous Value of Pinglu Canal Culture in the Education of International Students

The Pinglu Canal, as an important part of the New Western Land-Sea Corridor. [2] The educational and cultural values embodied in the Pinglu Canal are of great significance in helping international students in China enhance their identification with Chinese culture and establish the awareness of a community with a shared future for mankind.

2.1 Exploring the cultural connotations of the Pinglu Canal and enriching story materials.

The Pinglu Canal culture encompasses rich connotations, such as the concept of water conservation and ecological protection, the spirit of the fish and rice-rich Guangxi striving for prosperity towards the sea, and the awareness of harmonious coexistence between mountains and seas. For instance, in the Cangzhou region of China, canal culture has begun to be popularized and disseminated in local schools. [3] Therefore, in the education of international students, it is necessary to deeply explore these connotations and transform them into vivid story materials. For example, by introducing the ecological protection measures of the Pinglu Canal, such as the highly efficient utilization of water resources through multi-stage storage pools and lock chamber filling and draining technologies, as well as the animal passages and ecological protection areas set up to protect biodiversity, international students can be informed about China's respect and protection for the ecological environment during engineering construction, reflecting China's concept of sustainable development.

2.2 Innovating educational methods to enhance the attractiveness of stories.

To better tell the story of Pinglu Canal culture, it is essential to innovate educational methods. Utilize multimedia resources to produce videos, animations, etc. about the Pinglu Canal, presenting its construction process, natural scenery,

and cultural customs, allowing international students to have a more intuitive perception. Organize field trips and arrange for international students to visit along the Pinglu Canal, enabling them to experience the charm of canal culture in person. For example, Cangzhou in China has actively promoted the spread of canal culture to the Netherlands and carried out relevant canal promotion activities there. [4]

2.3 Cultivating the communication ability of international students to achieve cultural dissemination.

In the education of international students, not only should they be made to understand the Pinglu Canal culture, but also their ability to disseminate Chinese stories should be cultivated. International students are encouraged to share the stories of the Pinglu Canal culture they have learned in China with their friends and families in their home countries, through channels such as social media and cultural exchange activities, so as to expand the influence of the Pinglu Canal culture. Meanwhile, relevant training and guidance are provided for international students to help them improve their language expression and cross-cultural communication skills, enabling them to better spread Chinese stories. Through the dissemination by international students, more people can understand the Pinglu Canal culture of China and enhance the exchange and understanding between Chinese and foreign cultures.

3. Analysis of the Current Situation of the Integration of Pinglu Canal Culture into the Education of International Students in Guangxi Universities

The integration of local intangible cultural heritage with the education of international students can achieve good results in practice. [5] However, currently, the integration of Guangxi Pinglu Canal culture into the education of international students in Guangxi universities is still in its infancy and has some problems, which are specifically manifested in the following three aspects.

3.1 International students have a relatively scarce understanding of the Pinglu Canal culture.

International students come from diverse countries and regions, possessing their own unique cultural backgrounds and knowledge systems. The Pinglu Canal culture, as a Chinese culture with regional characteristics, is unfamiliar to them. From the perspective of educational resources and promotion, currently, the educational resources of the Pinglu Canal culture for international students are relatively scarce. In terms of curriculum design, universities may not pay sufficient attention to the integration of this culture, lacking specialized courses and textbooks for systematic introduction. At the teacher level, the teaching materials are limited, making it difficult to conduct comprehensive and in-depth teaching. The promotion efforts are insufficient, with a lack of sufficient promotional activities, field visit opportunities, and multimedia materials to display the charm of the Pinglu Canal culture.

3.2 At the teacher level, the materials available for teaching the Pinglu Canal culture are relatively limited.

At the teacher level, the materials available for teaching the Pinglu Canal culture are relatively limited. As a project under construction and development, the relevant academic research and data collation of the Pinglu Canal may not yet be complete, lacking systematic and comprehensive theoretical achievements for teachers to refer to. Moreover, the Pinglu Canal culture covers a wide range of fields, including ecological concepts, regional spirits, ethnic community awareness, and other complex dimensions. It is challenging for teachers to integrate these elements into suitable teaching materials. Furthermore, currently, the high-quality teaching materials specifically for the Pinglu Canal culture on the Internet are also relatively scarce, lacking diverse forms of teaching resources such as multimedia and case collections, which, to a certain extent, restricts the in-depth development of teachers' teaching of the Pinglu Canal culture and the improvement of teaching quality.

3.3 At the university level, the support for the construction of Pinglu Canal culture is insufficient.

At the university level, the insufficient support for the construction of Pinglu Canal culture is mainly manifested in several aspects. Firstly, the limited financial investment. There is not enough funding for the establishment of a research center on Pinglu Canal culture, the development of teaching resources, and the construction of practical bases, which restricts the improvement of both hardware and software facilities for cultural construction. Secondly, the weakness in the construction of the teaching staff. There is a lack of training for teachers in terms of knowledge and teaching methods of Pinglu Canal culture. Teachers themselves do not have a deep enough understanding and grasp of this culture, making it difficult to conduct high-quality teaching and research work. Thirdly, the insufficiently close cooperation with external

parties. The resources of local governments, enterprises, and communities are not fully utilized to jointly promote the construction of Pinglu Canal culture.

4. Research on the Paths of Integrating Pinglu Canal Culture into the Education of International Students in Guangxi Universities

To achieve the effective integration of Pinglu Canal culture into the education of international students in universities, it requires the joint participation of multiple forces and the cooperation with cities, communities, and enterprises along the canal to establish practical education bases. This allows students to engage in activities related to the protection and inheritance of canal culture, such as environmental remediation, the protection of cultural heritage sites, and tourism promotion, thereby enhancing their awareness and attention.

4.1 Taking study visits as an important approach to enhance international students' learning interests.

Taking study visits as an important approach to enhance international students' interest in learning about the Pinglu Canal culture holds significant meaning. By organizing international students to conduct on-site visits to relevant facilities of the Pinglu Canal, ecological landscapes along the line, and participate in local cultural activities and other forms of study visits, international students can intuitively experience the charm of the Pinglu Canal culture. Such an immersive experience can break cultural barriers, make abstract cultural knowledge vivid and concrete, stimulate international students' curiosity and desire for exploration, thereby increasing their enthusiasm and initiative in learning about the Pinglu Canal culture and laying a good foundation for a profound understanding and inheritance of this culture.

4.2 Taking the collection of Pinglu Canal cultural resources as an important means to further improve teaching quality.

At the teacher level, it is of crucial importance to regard the collection of Pinglu Canal cultural resources as an essential means to enhance teaching quality. Teachers should actively explore resources such as historical documents, field investigation reports, and ecological protection cases of the Pinglu Canal, and integrate elements like ecological concepts, regional spirits, and ethnic community awareness it contains. Abundant resources can make teaching content more substantial and systematic, facilitating the adoption of diverse teaching methods such as case analysis and scenario simulation, which enhance the interest and effectiveness of teaching. Consequently, this helps international students to better understand and master the Pinglu Canal culture and improves teaching quality.

4.3 Taking increasing project funding support as an important way to improve platform construction.

Taking increasing project funding support as an important way to improve platform construction plays a crucial role. Adequate funds can assist universities in establishing a research center for Pinglu Canal culture, purchasing relevant research equipment and materials, and providing a solid material foundation for teachers to conduct teaching and research. The funds can be used to develop digital teaching resources, such as virtual reality experience platforms, to enrich teaching forms. It can also support the construction of practical bases, providing places for international students to conduct field visits and practical operations, thereby comprehensively enhancing the level of platform construction for Pinglu Canal culture education.

5. Conclusions

The exploration of the path of integrating Pinglu Canal culture into the education of international students in Guangxi universities is a work of far-reaching significance. By taking targeted measures from the three aspects of students, teachers, and universities, including stimulating students' interests through study visits, teachers collecting cultural resources to improve teaching quality, and universities increasing funding support to improve platform construction, we are expected to achieve the effective integration of Pinglu Canal culture in the education of international students. This can not only enrich the cultural experiences of international students and promote cultural exchanges between China and foreign countries but also enhance the internationalization level of education in Guangxi universities, laying the foundation for cultivating talents with cross-cultural communication abilities and global perspectives. At the same time, it also paves a new way for the inheritance and development of Pinglu Canal culture.

Acknowledgments

This work was supported by the Yunnan Professional Degree Graduate Teaching Case Base Construction Project "Early Childhood Aesthetic and Art Education" [YunNan Degree [2022] No. 9 (145)] and the Dali University First Batch of Ideological and Political Demonstration Course, Distinguished Teacher and Team Application Project "Ideological and Political Demonstration Course Construction of 'Chinese Talents and Arts' from the Perspective of Aesthetic Education Innovation Reform and International Communication" [Dali University School Issuance [2024] No. 80].

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