

Research on the practice of teaching mode on the courses about Chinese national conditions and culture for international students in China

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Abstract: For international students in China, education on Chinese national conditions and culture is the main way to help them understand China and shape their positive perception of China and to strengthen China's international communication capacity and enhance the strategic task of national soft power. However, current courses on Chinese national conditions and culture for international students have been found several limitations, such as lack of ideological and political value guidance, being limited to classroom teaching and insufficient integration of the courses. Therefore, this article aims to build a "Four-in-One" teaching approach which can integrate online and offline education to coordinate dynamic and static education, and incorporate theory and practice teaching to combine in-class and out-of-class teaching. Therefore, it's hoped that this will help achieve the goal of talent training for international students in China and improve the quality of international education. Concurrently, it will improve our ability to engage in international communication so as to tell China's stories well, make the voice of China heard, and present a true, multi-dimensional, and panoramic view of China to the world.

Key words: international students; Chinese national conditions and culture education; four-in-one teaching approach

1 Introduction

As an important part of education for international students studying in China, education on Chinese national conditions and culture is the main way to help international students to know and understand China, and to shape their positive perceptions of China. It is related to whether China's higher institutions can cultivate future participants and builders for the Party and the country who can actively promote friendly exchanges between China and the rest of the world in their respective fields, and who can work together with the Chinese people to build a great cause of "a community with a shared future for mankind". Consequently, it has an important and far-reaching significance for enhancing China's cultural soft power, improving the overall image of the country, accelerating the construction of China's international discourse and narrative in telling China's story and making the voice of China heard [1]. However, along with the continuous expansion of the scale of international students in Chinese universities and the development of internationalized education, the concerns around "what kind of international students to cultivate, how to cultivate them, and for whom to cultivate" remains to be addressed.

2 Chinese national conditions and culture education for international students

In the curriculum system for international students in Chinese colleges and universities, courses on Chinese national condition and culture education are generally compulsory for international students receiving degree program in China. It focuses on the content of understanding and perceiving China and is mainly based on courses such as "China Panorama" and "Introduction of Chinese Culture". These courses are designed for international students to enhance their knowledge and understanding of China. Through the study of these courses, international students "should be familiar with the basic knowledge of China's national conditions and culture, such as Chinese history, geography, society, and economy; understand China's political system and foreign policy; comprehend China's mainstream social values and public morality; and form a good concept of the rule of law and moral consciousness" [2].

Moreover, from 2017 to 2018, the Ministry of Education of China issued documents such as the "Management Measures for the Recruitment and Training of International Students in Schools and the Quality Standards for Higher Education of International Students in China (Trial)", which listed "Knowledge and Understanding of China" as important goals for international student talent cultivation. Therefore, promoting the reform and construction of the curriculum and teaching mode of Chinese national conditions and culture for international students has become an important content and initiative to realize the cultivation goal and ensure the quality of international talent cultivation. Concurrently, in the face of the current complex and changing global situation, the integration of Chinese national conditions and culture teaching into the course of ideological and political education for international students is an inevitable requirement in line with the new situation of the times and the development of practice [3].

Therefore, strengthening the education on China's national conditions and culture for international students can realize the dual goals and exponential benefits of knowledge education and value guidance, thus realizing the goal of cultivating talents for international students and improving the internationalization quality of China's higher education. At the same time, it can also deepen the understanding of China among international students, enhance their cultural identity with China, and thus enable them to know China, understand China and Chinese civilization in a true, multi-dimensional, and panoramic way, so as to tell China's stories well, make the voice of China heard, and promote the construction of China's international communication capacity. In turn, it will cultivate messengers of people-to-people communication, builders of a community with a shared future for mankind, and promoters of cultural exchanges and mutual learning [4].

3 Research methods and findings

This study adopted a qualitative research method and took Beibu Gulf University as a case study. Based on the teaching practices of the course team in the 2018-2020 academic year and the preliminary classroom surveys, it was found that the current status and problems of Chinese national and cultural education for international students in China from Beibu Gulf University were as follows.

Firstly, the objectives of the courses lack the guidance of ideological and political values, failing to consolidate the focus of talent cultivation for international students. Due to the particularity and complexity of the group of international students, the ideological and political education of international students is easily shunned by all parties due to its sensitive ideology, which leads to the education of international students paying too much attention to the cultivation of professional knowledge and ability, but failing to pay attention to the goal of value guidance, thus making the cultivation of the worldview, life view and value of international students lacks active guidance. As a result, insufficient efforts have been made to cultivate the core values and deep ideological and cultural cognition of Chinese humanism and traditional Chinese virtues in Chinese national conditions and culture courses.

Secondly, being limited to classroom teaching, it fails to deepen the international students' experience and cognition of contemporary Chinese society. The existing national conditions and culture teaching are accustomed to explaining the

culture to international students as passive receivers in the classroom, which makes international students lack the ability to perceive and understand the real China from different perspectives, as well as contact with society and first-hand experience. Meanwhile, the selection of teaching content seldom incorporates the "Chinese Spirit" of the great achievements of the contemporary Chinese economy and society, which makes students lack the experiential cognition of the contemporary Chinese society.

Thirdly, there is insufficient integration of the courses, which has not fully utilized the cultural dissemination role of the curriculum. International students' cognition and understanding of China's national conditions and culture are separated from the teaching resources, contents and methods of the courses. In addition, insufficient attention has been paid to exploring the significance and value of the courses outside the classroom, resulting in a lack of guidance for international students' association with Chinese society and a failure to realize the integration of the inside and the outside of the classroom, and of the theory and the practice. As a result, international students' understanding of China still remains in the limited reports of foreign media. Therefore, the effect of promoting international students' cultural identification with China is not obvious and the cultural communication effect of the course is not fully utilized.

4 Discussion

Based on the case study of Beibu Gulf University and the problems existing in the Chinese national conditions and culture course for international students in China, the construction and practice path of integrating ideological and political education into "Four-in-One" teaching model of Chinese national conditions and culture curriculum for international students in China can be explored from the following aspects.

Firstly, mix online and offline teaching. Through fully sharing high-quality teaching resources online, the theoretical teaching part can enable students to engage in self-learning, achieve a more flexible and personalized learning environment, and also cultivate students' self-learning ability. Specifically, in offline classrooms, communication and discussion can be concentrated to solve the difficult problems [5]. By inspiring international students to think about cultural differences and similarities, respect and interest in multiculturalism can be established, and heuristic teaching, interactive teaching, and exploratory teaching can be integrated, thereby deepening understanding and cognition, and improving the teaching effectiveness of the course.

Secondly, combine dynamic and static approaches in teaching content. Chinese national and cultural education should not only talk about history, but also about today, and should focus on the development of today's China. The ancient China guides international students to appreciate the vastness and depth of Chinese civilization, while modern China helps them understand the material and spiritual outlook of today's China, linking the ancient and the modern, and combining the dynamic and the static, so as to enable international students to know a more comprehensive China.

Thirdly, coordinate out-of-class and in-class activities. In addition to the "explicit" teaching of China's national conditions and culture in the classroom, we should also deeply explore and leverage the "invisible" teaching effects outside the classroom. Specifically, we can integrate China's national conditions and cultural education into the daily learning and life of international students and strive to explore a system centered on international students, where the out-of-class and in-class activities are integrated, and collaborative education is carried out both in and out of class. In this way, Chinese national conditions and cultural education of international students in China could go out of the classroom and the textbooks, into society and life to integrate local culture, and keep up with the hot topics of the times.

Fourthly, enhance the interactivity of teaching and combine theory and practice. Typically, it can carry out various forms of social practice and cultural investigation activities, and implement the three-dimensional teaching mode of "lecture-seminar-experience", such as cultural experience, community activities, volunteer service, interaction between

Chinese and international students. In this way, the international students can observe the social phenomena in China, practice their ability to observe and analyze culture, and build up their self-perceived image of China. At the same time, they can deepen their understanding of what they have learned and promote the combination of cultural learning and language learning, so that they can take the initiative to tell a good Chinese story in practical exchanges, realize their identification with Chinese culture and carry forward the spirit of excellent Chinese culture.

5 Conclusion

To sum up, through the construction and practice of the "Four-in-One" teaching mode of Chinese national conditions and culture education, it can realize the cultivation of "knowing China, understanding China and recognition with China" for international students, thus achieving the goal of value leading cultivation of talents studying in China, and forming an all-round situation of "big ideology and politics" integration. In this way, it promotes international students to take the initiative to tell China's stories well, and make the voice of China heard in humanistic exchanges.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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