

Research on the Necessity of Ideological and Political Theories Teaching in All Courses in International Chinese Language Education

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ABSTRACT

In recent years, the international Chinese language education teaching mode of “+ x” has become more and more widely accepted with the increase of interdisciplinary expansion scope. The ideological and political theory teaching meets the requirements of current education development, whose purpose is to make breakthroughs in the teaching of pure language knowledge in the classroom, further promote the integration of ideological and political theory teaching into the Chinese language classroom, and cultivate Chinese language learners who are excellent in terms of ability and political integrity. Methodologically speaking, firstly, it could retrieve with the theme of “ideological and political theories teaching in all courses” in the CNKI database, then visually analyze all the retrieval results in CNKI. Secondly, the retrieval range can be narrowed to the master's thesis, which can be analyzed in SATI 3.2 software. Based on the analysis results, the research on ideological and political theories teaching in all courses involves more than 30 disciplines, but it has little relevancy to the teaching of Chinese language as a second language. To sum up, there is still a lot of room for improvement with respect to the ideological and political theory teaching in the international Chinese language classroom, which is the reason why necessity research is conducted.

Keywords: *international Chinese language education, ideological and political theories teaching in all courses, necessity, misunderstanding*

1. ANALYSIS BASED ON DATA

On September 14, 2020, it retrieved with the theme of “ideological and political theories teaching in all courses” in the CNKI database, then visually analyzed all the retrieval results in CNKI. According to the overall trend of annual publications, the total number of publications per year from 1994 to 2005 was less than 10, the increase rate was relatively slow from 2006 to 2011, and was slightly increased or reduced from 2012 to 2016, however, during which period, the overall growth rate was significantly faster than that before. The growth rate increases rapidly since the year of 2017 and the number of documents relating to ideological and political theories teaching in all courses is the largest in 2019 and 2020, marking a stable trend. In terms of discipline distribution, its scope is relatively extensive, involving economic management, science & technology, medicine, liberal arts, etc. [1]; Besides, international Chinese language education pays attention to teaching methods, environment and culture, so more improvements need to be achieved in terms of discipline construction, theory and teaching materials. Very few foreign literatures with respect to international Chinese language education can be searched, while domestic literatures with respect thereto are mainly

distributed in major universities in China according to different authors. Among which, research papers on ideological and political theories teaching in all courses account for 99.45% of total literatures, articles of information category account for 0.46%, and articles of review category account for 0.09%. By narrowing the retrieval scope to master's theses which are sorted according to “cited”, the first 500 articles are selected and exported in Endnote CNKI title format to the SATI 3.2 software for mainly analyzing the frequency and time series.

Considering the current situation, the international Chinese language education is a special education discipline [2] as a whole due to the characteristics of diversified teaching objects, low Chinese language level, and different acceptance of Chinese language due to the influence from negative transfer of ideological and political education in mother tongue countries. The classroom teaching mode of “international Chinese language education + ideological and political education” can help solve the actual separation problem between them. Therefore, it is quite necessary to carry out ideological and political education in international Chinese language courses, which can further solve the current international misunderstanding towards the Chinese language education.

2. DISCIPLINE OF INTERNATIONAL CHINESE LANGUAGE EDUCATION

The international Chinese language education is mainly carried out for those second language learners whose first language is not Chinese, including foreigners, ethnic Chinese, overseas Chinese and some Chinese minorities. In terms of the teaching objective, international Chinese language education aims to help Chinese language learners master the basic Chinese language and train them to be able to listen, speak, read and write in Chinese, cultivate their ability to communicate in Chinese, and enhance their Chinese artistic appreciation ability. In terms of the teaching content, the international Chinese language education covers language knowledge, language skills, cultural knowledge, etc. Overall speaking, the training objective of international Chinese language education is to let the learners acquire solid and rich basic knowledge through the courses of language and culture, understand and comprehend traditional Chinese culture and modern and contemporary cultural development trend, improve their comprehensive abilities such as language skills and cultural exchange abilities, and become the messenger of exchange between China and foreign countries [3]. As an educational discipline, the international Chinese language education puts the "strengthen moral education and cultivate talents" in the first place, to achieve the objective of "foster moral character through theoretical education", which is intrinsically consistent with the ideological and political education.

3. CHINESE LANGUAGE LEARNERS

Chinese language learners are different in terms of age, country, language, culture and learning basis, which have great influence on the determination of teaching principles, the selection of teaching contents and the use of teaching methods. The Chinese language learners have different learning purposes, which can be roughly divided into academic purpose, professional purpose, instrumental purpose, and temporary purposes, and besides, some of the learners belong to the impulsive type and some belong to prudent type. Due to different learning purposes and different cognitive styles, the objectives and contents of teaching as a second language must be adjusted accordingly, and different learning hours will also be set therefor. Due to complicated situation of Chinese language learners, it is difficult for them to have a uniform understanding in a short period. So in the early stage of Chinese language teaching, the learners should be guided to form a more integrated and unified cognition of Chinese language in combination with ideological and political theories teaching in all courses, so that the learners can be involved into the learning naturally.

4. TEACHING ENVIRONMENT AND METHOD

As one of the official languages of the United Nations, the application scope of Chinese language is increasingly extensive in different language environments and different cultural environments, and more Chinese people tend to focus on the rational thinking about the "Chinese fever". The teaching environment of Chinese language as a second language can be basically divided into Chinese language environment and non-Chinese language environment, and based on different environment, the corresponding Chinese language teaching methods and ways are also different. Those learners in the Chinese language environment have a great opportunity to gain exposure to Chinese language anytime and anywhere, understand Chinese social and cultural customs, master basic cultural knowledge in an easier manner, and can get more chance to practice their oral Chinese. However, in case of the non-Chinese language environment, due to the differences in cultural customs and the lack of Chinese language context, teaching Chinese language is more difficult compared with that in Chinese language environment, and also it is relatively difficult to carry out ideological and political theories teaching in all courses, so it is necessary to make adjustments and innovations with respect to the teaching methods.

In order to carry out ideological and political theories teaching in all courses in the above two language environments, the teaching mode of discipline + ideological and political education + flipped classroom can be adopted, so as to achieve innovation in teaching and learning. As more and more teachers and scholars pay attention to the "ideological and political theories teaching in all courses", the combination between the discipline and ideological and political theories teaching in all courses and flipped classroom will of course exert a positive impact [4]. Compared with the traditional classroom, the flipped classroom can help the learners to play the role of master in the class. Chinese language teachers should train their sense of master learning in an enforced manner, stimulate their learning initiative, and provide learners with materials relating to ideological and political theories learning for self-exploration and self-explanation, which can be more easily accepted by such learners. Compared with passive learning method, such new method can achieve better effect than the traditional cramming method. The ideological and political education does not mean the direct output by teachers, instead, it gives full play to the initiative of learners under the guidance of teachers as well as can perfectly combine ideological and political education with the classroom through class activities, stories and games, which is totally different from the rigid and boring education concerning the language and ideological and political knowledge.

For example, the following story can be told to the learners for self-analysis and self-comprehending: a group of children shouted loudly and played in front of the door of an old man's house for a few days which makes the old

man unable to bear it. So he came out and gave each child 25 cents saying that "This place becomes very lively. I feel much younger, so I gave you the money to offer my thanks for your arrival". These children felt very happy and came to the place the next day, shouting and playing as usual. The old man came out again and gave each child 15 cents explaining that he could only give such amount due to lack of income, and 15 cents is not too less, the children left happily. On the third day, the old man only gave each child 5 cents. The children became very angry saying that "Only 5 cents a day! Do you know how hard we work to make you happy every day?" and they swore to the old man that they would never play for the old man again! Please discuss how you think of the story.

From the perspective of the Chinese language education, we can get inspired from the above-mentioned story that Chinese teachers can design different classroom teaching contents for learners with different bases. For example, learners can have an understanding of new expressions: shouting loudly, as usual, cheerful, and angry, as well as they can learn the usage of the conjunction "so" and adverb "still". From the perspective of the children, through the ideological and political theories teaching in all courses, learners can obtain the following conclusions that: do not lose your initial innocence for the purpose of gaining the immediate benefits, and guide the learners to establish correct values and remain true to the original aspiration, so that the learners can not only get improved in knowledge but also form correct value orientation; From the perspective of the elderly people, the following conclusion may be concluded that: one must learn to change the thinking mode and use wisdom to solve problems amicably, and therefore, Chinese language teachers should guide learners to quit something and to know that little efforts can obtain more benefits.

Generally speaking, ideological and political education has always been a very important task, and international Chinese language teachers should prepare corresponding teaching plans for the learners with different bases according to different teaching environments, so as to attach importance to the development of learners' language courses and professional courses as well as improve the learners' comprehensive abilities such as language skills and cultural exchange, besides, more attention should be paid to ideological and political education, so as to improve the cultural accomplishment of the learners by taking the cultivation of learners' moral sentiments as the footstone, make positive contributions in promoting the exchange between China and foreign countries, become the "acquaintance and friend of China" [5] and convey the voice of China to the world.

5. BASIS FOR CARRYING OUT IDEOLOGICAL AND POLITICAL THEORIES TEACHING IN ALL COURSES

5.1. High Cultural Confidence

Currently cross-cultural communication is becoming more and more frequent, and with high cultural confidence, Chinese language teachers are more confident and courageous in carrying out classroom teaching. The first thing that needs to be specified for the international Chinese language education is that, the Chinese language teachers should: share excellent Chinese culture, treat other countries' cultures dialectically with an open mind and seek common ground while reserving differences. Every nation has its own cultural confidence, which is a kind of individual's sense of belonging and identity to its own culture emotionally and psychologically, therefore for international Chinese language education, the ideological and political theories teaching in all courses shall be developed based on the objective, which should not only consider the characteristics of each learner, but also learn from local teaching materials, local life practices and teaching theories so as to form the teaching materials relating to ideological and political theories teaching, tell good ideological and political stories in a easily-accepted and flexible method under the guidance of the proper outlook on life, world and value, offer good Chinese language classes and convey correct concepts and cultural thinking [6]. Chinese language international education is not only about the knowledge teaching, but also about the value guidance and transmission [7].

5.2. Knowledge is the Source of Ideological and Political Theory Teaching Materials

During the international Chinese language teaching, learning Chinese language knowledge and skills is only a part of education, and more importantly, it is deemed as a process to excavate the ideological and political education elements contained in the teaching materials and help the learners to master the knowledge, which can help the learners better understand and apply knowledge. For example, through the "push" and "knock" process derived from the sentence "monk knocks at the door under the moon", the learners can learn the poet's spirit of making perfection, and for another example, through the learning of the poet "the bamboo are planted in the green hill firmly and its roots are firmly rooted in the cracks of the rock. It suffers from countless tribulations and blows, but still stands straight no matter how strong wind is", the learners can have a better understanding of bamboo's tenacious quality, fearless, positive and optimistic attitude towards life and strike a responsive chord. In the process of Chinese language teaching, Chinese language teachers need to explore ideological and political teaching elements

contained in teaching materials, daily life and traditional culture, and apply them in a natural and flexible manner.

5.3. Discipline is the Best Carrier

Ideological and political education is not merely about the ideological and political theory teaching, all the courses offered by the school, whether they involve comprehensive literature, science and technology or art, shall contain ideological and political elements. The model of "discipline + ideological and political education" has been well applied at present. There is not much difference in nature between the explicit education of ideological and political courses and the implicit education of discipline + ideological and political education, however, education relying on discipline is not easy to cause any misunderstanding, which can make the learners have a deeper understanding. Meanwhile, the discipline environment will also have an impact on learners virtually, so the needs of learners must be grasped for each discipline and only by "customization" can the educational orientation of specialized courses be highlighted.

6. MISUNDERSTANDING OF IDEOLOGICAL AND POLITICAL THEORIES TEACHING IN ALL COURSES FOR INTERNATIONAL CHINESE LANGUAGE EDUCATION DURING SPECIAL PERIOD

As for India's behavior of humiliating China recently, as well as the earlier "China Threat Theory" and "China Culture Threat Theory" and based on the misunderstanding that some people treat Confucius Institute as a missionary organization of Chinese government, NATO Secretary General Stoltenberg once said that: "China rises to join the competition for world hegemony. China has destroyed the balance of global power, and this is a huge risk to world security and personal freedom". He also said that "China is getting closer to us and so does the danger.", and such malicious slander not only distorts the reality, but also causes the world to have a misunderstanding of China, which further restricts the development of international Chinese language education in some countries and regions to a certain extent, and as a result, the comprehensive education concept of "strengthen moral education and cultivate talents" faces great challenges in the development process of the international Chinese language education. However, as an old saying goes, a clean hand wants no washing. It is not an easy thing to eliminate the misunderstanding. After suffering from this global public health incident, China showed the world "China's speed" in a gesture of unity and has bought the valuable time for all other countries to take epidemic prevention and control measures. After China's domestic situation is gradually under control, China actively offers assistance to other

countries, as it is always China's mission to highlight morality, righteousness and harmony with all nations. We can also see that many foreign friends who know and understand China advocate China on social media platforms and clarify the facts about China. Therefore, in face of these slanders and misunderstandings, the pace of the development of international Chinese language education cannot be slowed down, and more attention should be paid to the development of ideological and political theories

7. CONCLUSION

There are still a lot of fields that need us to further explore in the development of "ideological and political theories teaching in all courses" for international Chinese language education, and during such process, teachers' guidance is necessary. No matter in which way the ideological and political education is carried out, it must consider the basic situation of learners, the language and cultural environment in which the learners live, or on-site teaching, or task-driven, or activity participation factors. A Chinese language teacher is required to be dedicated to the teaching and make efforts to teach the authentic Chinese in the international Chinese language classroom, as well as is required to tell stories about ideological and political theory in skillful combination with the essence of Chinese culture, so as to help the learners to understand Chinese language well, establish a correct value orientation, and become a capable, virtuous, ideal and ambitious person who can make contributions to the country and the nation. We also hope to cultivate more envoys who are peaceful and in pursuit of world harmony and stability through the influence of ideological and political theories teaching in all courses for the international Chinese language education, so as to introduce China to the world and eliminate the misunderstanding eventually.

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