

Feasibility Analysis of Museum Application in Teaching Chinese Culture as a Foreign Language

-- Take Shaanxi History Museum as an Example

Chen Zhao

Xi'an Shiyou University Shaanxi Xi'an, 710065, China

Abstract

In recent years, the theoretical and practical achievements related to the emerging discipline of Chinese as a foreign language have been increasingly improved. The teaching of Chinese as a foreign language is not only the teaching of language, but also the teaching of culture. Its fundamental goal is to train students to use Chinese for communication. The macro purpose is to promote Chinese civilization. Learners' cognition of the background culture of the target language is conducive to improving the comprehensive language use ability and enhancing the sense of Chinese cultural identity. Therefore, cultural teaching has been paid more and more attention by researchers, and some explorations have been made in the methods, strategies and places of cultural teaching. As a non-profit permanent institution serving the society, the museum displays material and intangible heritage and provides a variety of experiences for education, appreciation, meditation and knowledge sharing. Shaanxi History Museum is known as "the pearl of the ancient city and the treasury of the Huaxia civilization". The cultural relics in the museum display the splendid ancient Chinese culture represented by the Zhou, Qin, Han and Tang dynasties, covering political, economic, cultural, spiritual and other fields. As a cultural and educational institution, it provides innovative resources for revealing and presenting cultural elements. This article will start from the intersection of cultural teaching and museum functions, list the auxiliary role of museum resources in cultural teaching, demonstrate the feasibility of using museums to carry out cultural teaching, and expand the way of teaching Chinese culture as a foreign language.

Keywords

Chinese as a Foreign Language; Culture Teaching; Shaanxi History Museum; Auxiliary Effect.

1. Introduction

With the increase of China's international influence, more and more people choose to learn Chinese as a second language. Teaching Chinese as a foreign language has also become an important way to display Chinese language and culture. Language and culture complement each other, and language teaching and culture teaching also have internal unity. Therefore, how to better carry out cultural teaching and make it play the role of promoting language ability and displaying the image of China is a problem worth exploring. At the same time, China's modern museums are also in the form of publicity, emphasizing the educational function and establishing closer ties with tourists. To sum up, there is a certain intersection between the demand for teaching Chinese culture as a foreign language and the cultural education function of museums. In teaching Chinese culture as a foreign language, we can try to use high-quality museum resources.

2. The Necessity of Teaching Chinese Culture as a Foreign Language

To study how to use museum resources to assist culture teaching, it is necessary to clarify the relationship between language and culture and the necessity of culture teaching.

Liu Xun proposed that language and culture are the relationship between part and the whole, and explained that "language originates from a specific community and reflects the culture of that community. Language cannot be separated from the culture of a nation or community. Language is a part of culture, affected by culture and reflects culture, and becomes the carrier of culture. To understand language, you must understand the culture reflected by the language; to understand culture, you must understand the language loaded with the culture". Lv Bisong believes that language and culture are interdependent and complement each other. "When people learn language, they must learn relevant cultural background knowledge at the same time, and carry out language teaching. They must also carry out the teaching of cultural background knowledge closely related to language understanding and language use". The Chinese language has a long history, is broad and profound, and has permeated the cultural heritage of the Chinese nation in the course of thousands of years of development. It can be said that the unity of language teaching and culture teaching is the most fundamental feature of teaching Chinese as a foreign language.

3. Feasibility Analysis of Cultural Teaching Relying on Museum Resources

Modern museums pay more attention to highlighting their cultural and educational functions, which coincides with the need for teaching Chinese culture as a foreign language. This article will elaborate the feasibility of cultural teaching relying on the cultural and museum resources of Shaanxi History Museum from the following three aspects.

3.1. "Visiting" Cultural Teaching Theory

"Visiting" is a teaching method that selects places with typical educational functions, organizes learners to visit and visit according to certain teaching contents and purposes, and obtains knowledge from it. It is a kind of "on-site teaching", which is widely used in practical courses. Museum visit teaching has not been widely carried out in the teaching of Chinese culture as a foreign language, and needs further design and practice. Taking the Shaanxi History Museum as an example, the students involved in many sensory activities such as exhibition, explanation, demonstration, etc. during the visit, which broke the boring teacher indoctrination in the traditional classroom and enhanced two-way interaction. Such diversified teaching can fully mobilize the enthusiasm of students and stimulate the motivation of independent learning.

3.2. Cultural and Museum Resources Advantages of Shaanxi History Museum

Shaanxi is one of the important birthplaces of the Chinese nation and Chinese civilization. Fourteen dynasties or regimes including Zhou, Qin, Han, Tang and other glorious and prosperous dynasties have built their capitals here. Therefore, Shaanxi has rich cultural and museum resources. Shaanxi History Museum is known as "the pearl of the ancient city and the treasury of the Huaxia civilization", with more than 1.7 million cultural relics in its collection, ranging from simple stone tools used by ancient humans to various kinds of witnesses of contemporary social life, with a time span of more than 1 million years. It not only has a large number of varieties, but also has high taste and wide value, displaying the rich cultural heritage and profound cultural heritage of ancient China.

At present, Shaanxi History Museum gives full play to the advantages of cultural relics collection, combines cultural relics exhibition, social education, collection and protection, scientific research and industrial development, and constructs a display system of basic display, thematic display and temporary display that complement each other, with an annual reception of nearly

3 million tourists. In terms of publicity and education, there is a relatively mature interpretation service system, which can be divided into manual interpretation, machine guidance, etc., including multiple languages. There is also a youth activity center, which has been selected as the first batch of national primary and secondary students' research and practice education bases by the Ministry of Education. In addition, it also uses pictures, models, documentaries and other means to reveal the rich cultural connotation of historical relics to the general audience from multiple angles and sides, and to show the extensive and profound cultural achievements of the Chinese nation.

3.3. Optimization and Upgrading of Modern Museum Functions

In 2007, the International Association of Museums revised the Constitution of the International Association of Museums to put the "education" function of the museum's business in the first place; In 2015, China officially issued the Museum Regulations, which defined the social education and service functions of museums, and also put the education function in the first place; In 2008, the Shaanxi History Museum responded to the policy call by canceling the paid tickets and opening them free to the public. It can be seen from this that under the new situation, the function of the museum has gradually shifted from the preservation and restoration of cultural relics to educational services.

The Ministry of Social Education, the Ministry of Public Industry, and the Ministry of Cultural Industry of the Shaanxi History Museum are the main departments facing the public. Among them, the Ministry of Social Education has set up the "Beautiful Apricot Temple" Youth Education Activity Center. In the past, it has held activities such as "New Year's Taste hidden in the Shaanxi History Museum", "Lantern Festival in the Museum", "Excellent History and Culture into the Campus", "Ancient Inventions hidden in the Museum", which can be divided into lectures and studies, exhibition hall exploration Micro class, time game and other types, including traditional festivals, ancient scientific and technological inventions, exquisite artifacts, and cultural exchanges between China and foreign countries.

The cultural teaching of Chinese as a foreign language can refer to the mature cases of the Youth Activity Center, and design corresponding cultural experience activities for students of different ages, different sources of students and different ability levels. Take clothing relics as an example, clothing is closely related to people's life and is one of the basic needs of people. Clothing is not only used to cover the body, but also conveys a spirit and aesthetics. The clothing of the Chinese nation has evolved from animal skins sewn with bone needles in the primitive society to a mature clothing system, which is closely related to the development of economy and culture. The clothing of each historical period contains its own unique style of the times and national consciousness. It not only permeates the rich cultural connotation of nature worship, totem worship, etiquette system, social customs, etc., but also has an impact on the language and has derived many idioms and idioms. When guiding students to visit, they can use intuitive and external clothing to explain abstract and internal culture, and impart cultural knowledge related to exhibits to students. There are several "three-color female figurines in Hu clothing" in the "Prosperous Tang Dynasty" section basically displayed in the Shaanxi History Museum, which can reflect the social background of the Tang Dynasty and the atmosphere of openness, inclusiveness and inclusiveness. It can also trace the story of Zhao Wuling's riding and shooting in Hu clothing, which is related to the knowledge in the textbook. In addition, there are also words such as "red and purple", "birds and beasts dressed in clothes", "black gauze hat", "cloth clothes", which are all related to the ancient crown clothing system. After the visit, students can also wear traditional Chinese clothing for immersive edification and experience the spiritual signs and aesthetic pursuit conveyed by traditional clothing, such as "right lapel" representing civilization, "middle seam" representing moderation and moderation.

To sum up, relying on museum resources to carry out cultural teaching is feasible and has great room for development.

4. The Role of Cultural Resources in Teaching Chinese Culture as a Foreign Language

First of all, as an institution that collects, protects, studies, disseminates and exhibits the material and intangible heritage of human beings and the human environment, the museum has a large number of collections reflecting the local history and culture, and forms a rich cultural and museum resources through displays, charts, and new media forms, which coincides with the innovative needs in the teaching of Chinese culture as a foreign language, and provides sufficient cultural teaching elements, such as visiting, explaining Practice and other activities have also enriched the form of cultural teaching.

Secondly, unlike traditional classroom indoctrination learning, innovative use of cultural resources can mobilize learning enthusiasm, and some game practices can enhance students' sense of participation and achieve twice the result with half the effort.

Finally, the main task of the museum is to spread the excellent traditional culture of the Chinese nation or the local people. The purpose of teaching Chinese as a foreign language, whether it is language teaching or cultural teaching, is to promote Chinese civilization. It can be said that the museum and teaching Chinese as a foreign language have the same purpose in spreading Chinese culture. In addition, some of the cultural relics exhibited by the Shaanxi History Museum have been unearthed in countries along the "the Belt and Road", which also confirms that cultural exchanges have continued from ancient times to the present. The same cultural factors connect different countries and nations. Therefore, cultural and museum resources have also promoted cross-cultural exchanges to a certain extent

5. Conclusion

Today, with the "Chinese fever" rising, we should treat the teaching of Chinese as a foreign language with the concept of innovation and development, recognize the complementary relationship between language and culture, and innovate in the mode and means of cultural teaching. The function of museums in the new era has changed, and the educational function has taken the first place. It has provided high-quality resources for the construction of the "second classroom" of teaching Chinese culture as a foreign language, and promoted the spread of Chinese culture and cross-cultural exchanges. The existing museum education theory and practice are mainly aimed at domestic children, teenagers and other groups, and its application to the teaching of Chinese culture as a foreign language needs to be further explored. This article only makes a feasibility analysis and significance explanation, and will carry out practical demonstration in the teaching process in the future.

References

- [1] Chens Research on the practice of two kinds of museums in teaching Chinese as a foreign language [D]. Guangxi University, 2019.
- [2] Li Xizi Research on "Museum-style" Teaching Chinese as a Foreign Language [D]. Hunan Normal University, 2014.
- [3] Li Ling. Research on the utilization of museum resources in teaching Chinese as a foreign language [J]. South Cultural Relics, 2014 (01): 156-161+150.
- [4] Shan Jixiang, Social Responsibility and Social Development of the Museum [J], Sichuan Cultural Relics, 2011.

- [5] Lv Bisong. Introduction to Teaching Chinese as a Foreign Language [J], World Chinese Teaching, 1992.