

RESEARCH ON THE INTEGRATION OF CHINESE TRADITIONAL MARTIAL ARTS CULTURAL INTO TEACHING CHINESE AS A FOREIGN LANGUAGE

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Abstract: This paper will take the integration of traditional Chinese martial arts culture into Chinese language teaching as the research object. This paper takes the integration of traditional Chinese martial arts culture into Chinese language teaching as the object of research, uses the literature collection method to sort out and analyze domestic and international studies on the integration of traditional Chinese martial arts into Chinese language teaching, and explores the importance and feasibility of integrating traditional Chinese martial arts culture into Chinese language classroom teaching from the perspective of the world's understanding of traditional Chinese martial arts in the future with a view to broadening the ways of dissemination of traditional Chinese martial arts culture internationally and discussing the feasibility of integrating traditional Chinese martial arts culture into Chinese language classroom education in the future. In order to broaden the dissemination channels of Chinese traditional martial arts culture in the international arena, we explore the feasibility of integrating Chinese traditional martial arts culture into Chinese language classrooms for foreigners in the future.

Keywords: Chinese traditional martial arts culture; Classroom teaching design

1 INTRODUCTION

As China's international status continues to rise and cultural exchanges between China and foreign countries become more and more frequent, the excellent traditional culture of the Chinese nation has gradually gained the recognition and affection of international friends. In recent years, the learning of Chinese language in the world has been on the rise, and the number of Chinese language learners has been increasing year by year. International students from all over the world come to China to learn Chinese language with passion and dreams. With the increasing number of learners, the requirements for teaching Chinese as a foreign language have become higher, and how to better spread Chinese culture in the teaching of Chinese as a foreign language has become particularly important.

Chinese Wushu is a form of national culture stripped and highlighted from Chinese traditional culture, rooted in China's unique historical tradition and cultural and psychological soil, and it has its own unique content and national cultural characteristics in addition to general cultural characteristics [1]. On the one hand, it reflects the society, history, politics, culture, economy, religion, customs and psychology of the Chinese nation from different angles and sides; on the other hand, as a form of sports, it has great fitness value. On the other hand, as a form of sport, it has a great fitness value. It records the development history of the Chinese nation and reflects the specific contents of the development of the Chinese nation, and wushu is full of the wisdom of the Chinese people. In the struggle against nature and man, wushu has developed and progressed in the fields of philosophy, mechanics and medicine. Wushu is not a mere technique. Each school has its own history, founders, inheritors, and the way it has been passed down, all of which are part of a culture. Wushu is not just a simple movement, but the soul of a nation, the mind of a nation, the wisdom of a nation, the culture of a nation. Wushu is an oriental culture with the imprint of the oriental spirit, which can best reflect the spirit of the nation. "Teaching Chinese as a foreign language is a kind of cross-cultural teaching. Understanding and mastering the culture of the target language, and then forming the ability to adapt to the culture, is an important part of the communicative competence of the target language [2]. Therefore, introducing the knowledge of traditional Chinese martial arts to students can help them have a deeper understanding of China, a deeper understanding of Chinese culture, and then a deeper understanding and learning of Chinese language.

2 REVIEW OF RELEVANT RESEARCH

Booming development of Chinese as a foreign language education in China: In recent years, with foreign students studying Chinese in higher education institutions in China, Chinese as a foreign language education has begun to take shape and gradually developed into a new discipline in China's higher education, and has gradually become an important channel for the internationalization of higher education.

The rapid development of Confucius Institutes and Chinese language education classrooms abroad: Confucius is a typical representative of traditional Chinese culture and the founder of Confucianism, whose thoughts and theories have had a profound influence on future generations in the past 2000 years. In 2004, the Hanban of China established the first

Confucius Institute in Seoul, South Korea. Up to now, there are 465 Confucius Institutes and 713 Confucius Classrooms in 123 countries and regions around the world, and the number of students has exceeded one million [3]. In the past ten years, China has sent more than 50,000 teachers and volunteers to assist countries in Chinese language education, and the number of learners of the Chinese language has increased from ten years ago to more than ten years ago, thanks to the impetus of the Confucius Institutes. Under the impetus of the Confucius Institutes, the number of Chinese language learners has rapidly increased from more than 30 million ten years ago to more than 100 million now.

Many scholars at home and abroad have conducted some research on Chinese traditional martial arts: by 2019, a search of the Primo Centre Academic Resources Index (PRI) using "Martial Art" as the keyword yielded 135481 records; a search of the Primo Centre Academic Resources Index (PRI) using "Wushu" as the keyword yielded 23697 records. By 2019, a search of the Primo Centre Scholarly Resources Index for the keyword "Martial Art" yielded 135,481 records; a search of the Primo Centre Scholarly Resources Index for the keyword "Wushu" yielded 23,697 records. Searching "Media Compendex" with "Martial Art" as the keyword, we got 32404 records; searching "Media Compendex" with "Wushu" as the keyword, we got 32404 records; searching "Media Compendex" with "Wushu" as the keyword, we got 32404 records. The keyword "Wushu" is searched in the library of "Media Reports", and 1013 records are obtained. A search of the "Media Research Knowledge" database yielded 11,620 records.² The number of views of the #Kungfu topic on TikTok has reached 37.2 billion [4].

3 RESEARCH DESIGN

3.1 Linguistic Dismantling to Analyze the Spirit of Martial Arts

A large number of Chinese characters that contain information about martial arts culture are a very good carrier for teaching martial arts culture. In the course of teaching, teachers can analyze the characters that contain such information, or select some representative examples of characters, organize and collect them, and then analyze and interpret the information and culture and the spirit of wushu contained in their characters in the classroom.

3.2 INCORPORATING Culture Related to Martial Arts in Teaching and Learning

In any culture, its formation and development do not come from nothing, but are deeply rooted in the soil in which it is located, and are inextricably linked to events and people in its historical development. Traditional Chinese martial arts culture is distinctly humanistic, with a certain regularity in geography and a discursive and logical connection with geographical and historical factors. "As the connotation of the geographic factor complex changes, it will lead to differences in the geographic characteristics of martial arts culture between or within countries, regions, and tribes, and as a result, the martial arts cultural system will eventually be formed." [5] In the teaching of Chinese as a foreign language, the geography of martial arts has been introduced in detail in the form of pictures and video clips.

3.3 Incorporate Idiomatic References Related to Martial Arts in Your Instruction

Idioms and allusions are usually associated with historical events, characters and stories, which contain a great deal of cultural knowledge. They are the essence of the Chinese language, and their expressions are simple but vivid, often expressing complex and difficult meanings in simple language, so they are welcomed by many people and are widely used. Therefore, how to perfectly integrate them in teaching becomes a very important step. In the classroom, idioms can be taught by explaining their origins and stories, analyzing their meanings, and teaching the words and culture together. By teaching these idioms, foreign students can have a better understanding of the Chinese language, improve their intercultural communication skills, and enhance their overall knowledge and understanding of traditional Chinese culture [6].

3.4 Incorporating Martial Arts-Related Films and Videos into Your Teaching

Watching Chinese movies and films is also a very good way to learn Chinese, just as we learn English. By watching English movies and films, we can not only exercise our listening skills, but also learn about Chinese culture, environment and customs through movies and films. Teachers should increase the explanation of the cultural connotation of martial arts, so that students can have a deeper understanding of martial arts and better comprehend its essence. For example, martial arts movies not only have magnificent moves, but also the characters in them embody a kind of spirit advocated by Chinese people, such as chivalry and patriotism, etc. These movies are very attractive in themselves. These movies and films are very attractive in themselves, and they have both propaganda and educational significance. Through the subtitles, sounds and scenes, the students can experience the use of Chinese language and the charm of Chinese culture from different angles.

4 CONCLUSION

4.1 Development of Updated Relevant Teaching Materials

Chinese traditional culture, such as martial arts, traditional Chinese medicine and food, attracts many foreigners with its own charm. Therefore, it would be a good idea to apply the results of research on traditional culture directly to the study of Chinese. Writing about martial arts and gastronomy is particularly suitable for organizing materials for teaching because the choice of materials is free (in comparison, Chinese medicine is much more difficult). Against the background of informationization and networking, and with the help of advanced media technology and means, traditional culture-driven teaching can be used to strengthen the learning of international Chinese language learners in a supportive, interested and relaxed manner [7]. To achieve this effect, the teaching content must be reasonably designed. Upon completion of the materials, learners need to be able to master a traditional technique, hundreds of words, and have some understanding of certain areas of specialized cultural knowledge and cross-cultural differences. The materials are designed to be concise and as accessible as possible to the reader.

4.2 Appropriate Integration of Martial arts and Cultural Thematic Lessons

Chinese characters are only a kind of superficial knowledge. First, we should know some simple characters and understand their meanings, and then we should remember their meanings according to their shapes, so as to understand how the Chinese people created the characters; when teaching the meaning of Chinese language, we should combine it with the corresponding cultural knowledge, which can not only enhance the interest of the teaching, but also stimulate the learning of the students with the help of students' respect for the idol[8]. This can not only enhance the interest of teaching, but also stimulate the students' learning through their reverence for the idol, and make them interested in learning, so that they can know the traditional Chinese martial arts culture in depth, understand the traditional Chinese culture, understand the Chinese martial arts from the perspective of choreography, understand the Chinese etiquette from the perspective of choreography, understand Chinese health from the perspective of choreography, and understand the way of Chinese medicine from the perspective of sports, as well as combining the theory and practice, and doing what we say at the same time, which will make students understand Chinese language and Chinese culture better. students to better understand Chinese language and culture [9].

4.3 Strengthen and Expand the Faculty

To develop the professionalism of teachers, classes can be held to train and improve the abilities of existing teachers to better master the relevant knowledge. Teachers specializing in martial arts can also be encouraged to teach abroad.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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