

The Nationalization and Diversity Research on Chinese Textbook

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Abstract: In the current international promotion of Chinese, the development and research of teaching materials gradually show the development trend of diversification, three-dimensional, digitalization and networking. Here, we also need to pay attention to the nationalization of teaching material development. With the continuous development of the times, textbooks are also in continuous development. Broadly speaking, textbooks mainly contain all kinds of auxiliary teaching materials, which are not limited to traditional textbooks. General Chinese textbooks are different from nationalized Chinese textbooks and special-purpose Chinese Textbooks in meaning. The connotation of "nationalization" in a broad sense is relatively profound. In the process of developing nationalized textbooks, it is not to exclude general textbooks, but to integrate the two kinds of teaching materials to achieve diversified development. The application of general Chinese textbooks abroad will be acclimatized, We also need to pay attention to the development of national textbooks.

1. Introduction

In the current social development, the international education of Chinese is heating up, prompting people to pay attention to the application of Chinese Nationalization textbooks, and the research focus on this issue in the academic community is increasing. Nowadays, many "international seminars on Chinese Nationalization textbooks" have been held, and a large number of overseas scholars have carried out research on the connotation and implementation strategies of "nationalization", which has prompted the construction of Chinese Nationalization textbooks to attract more and more attention. However, there are still controversial issues, such as the difference between general Chinese textbooks and nationalized textbooks, and the relationship between nationalization and diversification. Only by further combing the existing problems can it play a certain role in the development of practical work. This paper is mainly based on the relevant concepts of "nationalization" and "teaching materials", combined with China's current policies, and analyzes the corresponding problems, and further expounds the importance of developing nationalized Chinese teaching materials.

2. The Necessity of Vigorously Developing “Nationalization” Textbooks

2.1 National Conditions, Local Conditions, People’s Conditions and Nationalization Textbooks

In the development of national textbooks, we should pay more attention to national conditions, local conditions and people’s conditions. “National conditions” refers to the political system and economic system, language policy and education policy of the country; “Local conditions” refers to the social characteristics, geographical environment, economic conditions and other factors of the host country; “Popular sentiment” is the local religious beliefs and national emotions.

In the use of some traditional textbooks, internal strategies and other factors may conflict with the cultural customs, lifestyle and economic development of some regions. For example, most of Sri Lanka is bungalows or low-rise buildings, and there is no concept of “building” and “unit” in students’ thinking, but there will be some inquiries about home addresses in general textbooks, which increases the learning pressure of Sri Lankan scholars [1]. American Indians and some families in Latin America often prefer the way of cooperative learning. In the development of their culture, they pay more attention to cooperation rather than competition, so it is not suitable to have competition exercises of group competition in the design of textbooks. In some areas, students will think that if they listen carefully, finish their homework on time, and achieve excellent results, they will be ridiculed by their peers, and some students will choose to study secretly. In order not to be discovered by others, they often hide their textbooks, otherwise they will suffer serious violations.

The textbooks compiled for overseas students in China are not suitable for overseas students’ study, and need to be adjusted appropriately. In more than 200 countries and regions abroad, there are great differences and differences in their respective situations. Using general textbooks to carry out teaching cannot solve the existing problems [2]. However, there are still many controversial issues in academic research. For overseas textbooks, some people put forward “one embodiment, Three Closeness”, which more expresses the importance of the use of general textbooks. Among them, “international Chinese textbooks should reflect the characteristics of Chinese and Chinese characters” is recognized by the development of academic circles, but there is no new discovery. Practice has proved that the method of using general textbooks to realize world teaching is not feasible. In the research of Zheng tongtao and others, they said that it was impossible to try to write textbooks suitable for learners in all countries, but some people also questioned this. However, in the first seminar on Chinese Nationalization textbooks in 2009, some scholars put forward the proposition that “international Chinese teaching only needs one textbook”. General criticism is infeasible, and the elaboration is worthless and too arbitrary [3].

2.2 The Main Reasons for Developing National Textbooks

In the general textbooks used by a large number of overseas students in China, when they enter overseas, they will be acclimatized. This is an existing fact, not an exaggeration. These existing problems need to be paid attention to, rather than trying to hide. The actual development situation overseas is relatively complex, and different problems need to be analyzed and treated in detail [4]. As Lu Jianming said, based on the real-time basis, it is necessary to effectively distinguish between the Chinese character cultural circle and the non Chinese character cultural circle. There are certain differences between the development of Chinese and the languages of other countries, so the development concept of “nationalization” of Chinese can be used, and it is also in line with the general principle of “teaching students according to their aptitude” in China.

There are many factors in the development of nationalized Chinese character textbooks for overseas scholars. The main application reason is that the universal textbooks originally used cannot

effectively meet the actual needs of all overseas learners. For different countries, different cultural circles and different nationalities, it is necessary to develop appropriate teaching materials, which can be web pages, videos or manuals, On the whole, enrich the diversified, electronic and networked development of Chinese learning, and provide more services for the development of international Chinese teaching [5]. Nowadays, what we advocate more is to develop a variety of nationalized teaching materials for overseas Chinese teaching, rather than completely deny the universal teaching materials currently used. It is because we realize that the universal teaching materials currently used are more suitable for use in China, but they are easily limited by various factors in foreign teaching, and different problems often occur. In the specific process of teaching, teachers need to be able to flexibly choose and use a variety of different ways, organically combine the two, and make up for the shortcomings in the use of general textbooks. For example, in the Chinese teaching through train edited by Gu Feng, it is a nationalized version of Chinese textbooks, which is mainly aimed at North America, and some textbooks compiled by Chinese learners who take English as their mother tongue, In the layout and design of all the contents, it is more suitable for the actual situation module of life in North America, which can combine video, network and multimedia, fully take care of the thinking mode and learning habits of local Chinese learners, and improve their enthusiasm for Chinese learning [6].

2.3 Developing National Textbooks does not Favor One Over the Other

The continuous emphasis on nationalization is mainly due to the very small number of such textbooks nowadays. When people refer to the general Practical Chinese textbook, they often say that if the quality of the textbook is not guaranteed, if it is a national textbook, it is impossible to use it for such a long time and cover such a wide range [7]. Such words are profound. The scope of the use of nationalized textbooks is relatively small, and it is normal that they can not cover a wide range. The overall implementation time is not long, and there is no mature systematization. It is also a common phenomenon that some textbooks are used for a short time and updated quickly, but it is too one-sided to use “impossible” to judge.

Using the current overseas textbooks as a general purpose to prove the applicability of textbooks, but denying the characteristics of nationalization, this is not feasible from the logical development. As we usually say, the general textbooks are more Chinese textbooks compiled in China and used in the teaching of domestic students abroad, among which there are many excellent ones, and even widely used abroad, such as the new practical Chinese textbook. However, these are the products of the development of the times, and there are also expedients that cannot be used only. We cannot rashly conclude that this is the best application situation. In other words, in the absence of appropriate national textbooks at that time, general textbooks are usually used to replace them. Both general textbooks and national textbooks have different importance, and even complement each other in some cases [8]. Both the general textbooks applied in China and the nationalized textbooks abroad are the flowers of the international Chinese language education and shine in the development of Chinese language teaching.

However, we must emphasize that we should pay attention to the development of national textbooks, which are mainly aimed at overseas Chinese learning. Nowadays, advocating the compilation of national textbooks does not negate the value of universal textbooks. Universal textbooks are still needed in domestic Chinese teaching, especially in the classroom teaching of some "small United Nations" with complex sources. Except for some special circumstances, foreign students in China use general textbooks every year, so there is no need to worry about the misidentification and use of general textbooks. However, in overseas teaching, nationalized textbooks and general-purpose textbooks can complement each other. In the past overseas teaching,

the problem of using general-purpose textbooks has been exposed. Now, in order to better solve this problem, we need to focus on nationalization. This is a good thing and needs more encouragement. The research on nationalization has just started. There are still many things to do and many problems to be solved [9]. From the perspective of macro development, strengthening the use of nationalized textbooks is one of the important methods to effectively promote the international promotion of Chinese. It can improve China's soft power services as a whole, which is not only limited to the related problems in language teaching, but also related to the dissemination of Chinese culture.

3. Educational Ideas and Chinese Nationalization Textbooks

3.1 The Educational Concept of “Student-Centered”

When referring to the nationalization of Chinese textbooks, Li Hongyin said that only by changing the previous teaching concept of "Teacher centered" and establishing a new teaching concept of “student-centered”, can we provide more practical possibilities for the application of the nationalization of textbooks. Some people have questioned the concept of “student-centered”. Some views are different from reality. In the research of predecessors and peers in the field of Chinese as a foreign language, they pay more attention to the compilation and research of textbooks and participate in the discussion of textbook compilation. They are doing their best to comprehensively consider the actual needs of textbooks in the use process and the development characteristics of the environment. In the design and arrangement of textbooks, It follows’ because of learners and for learners’. Here we can't generalize whether the consideration is comprehensive and whether the implementation is appropriate, but we can't say that there is no concept of giving priority to learners in the discussion. Such textbook compilation has become a way of going its own way, regardless of learners' needs, and lack of attention to the differences between Chinese and foreign cultural development, resulting in a misunderstanding [10].

In the development of pedagogy, “student-centered” is a basic common sense, which mainly comes from the concept of "child centered" put forward by American psychologist Dewey. In his research, he said that he opposed the teacher centered approach in teaching, and more advocated giving play to children's own subjective initiative and taking children as the center of organizing teaching. Carl Rogers, an American psychologist, also put forward the concept of “student-centered” education for the first time at the seminar. Since then, the idea of “student-centered” has gradually formed in higher education, which has become an inevitable trend in the development of international higher education. In the process of teaching, college teachers should connect theory with practice, use heuristic teaching methods in teaching, guide students to conduct self-assessment and express their views directly, and gradually transform the comprehensive guidance of teachers in the classroom into students' active participation. In the first World Conference on Higher Education in 1998, the United Nations proposed that the development of higher education needs to be transformed into a new work development mode of “student-centered”.

In traditional teaching, it is always a teacher centered teaching mode, which pays more attention to the form of education and the indoctrination of knowledge points. Teachers often present the image of supervisors in front of students, and students will not question the guidance of teachers, so they sincerely regard it as “Teacher centered”. Such a traditional teaching mode cannot strengthen the cultivation of students' independent ability, and it is easy to have habitual and dependent thinking development in learning, and lack their own effective opinions on the content of knowledge points. In the “student-centered” teaching, it is more gradually changed from the original "teaching" to the student's “learning” as the center, and now it has become the students' independent exploration and discovery of knowledge points and content, effectively changing the

traditional teaching mode to the development of today's learning mode [11]. From this, we can see that Li Hongyin's "student-centered" discourse is not equal to Li Quan's understanding.

3.2 Pay Attention to Demand Research

In the process of compiling textbooks, it is very important to carry out demand research. Zheng tongtao and others said that in the process of compiling textbooks, we need to pay attention to the cultural development characteristics of nationalization and the development of education systems in various countries. We should take the research work as the first task. Most of the Chinese education textbooks used in the world today are from the perspective of the editor's ideas, methods, methods and so on. Such universal textbooks cannot be applied in practice to meet the needs of different countries. The actual needs of Chinese learners in the region and the environment. Some people have also raised questions about this. In the process of textbook compilation, if the opinions of the compilers are not taken as the leading factor in the compilation of textbooks, whether at present or in the future development, there will be the compilation of textbooks with the ideas and methods of the compilers. These are gradually formed based on teaching practice and learning needs, and are not utopian.

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4. Conclusions

In the current international promotion of Chinese, it is facing a more complex international situation. For the specific situation of different countries, Chinese International Educators need to have a broad vision and strong ability to deal with complex things. In the process of joining this cause, they should not confine their thinking, but constantly strengthen the understanding of logic. The needs of cultural communication and international politics strengthen the development of horizontal thinking and interdisciplinary research. It is right to treat nationalized Chinese textbooks with an ordinary mind, but this is not a simple world situation in the international promotion of Chinese. Nowadays, the development of nationalized education has become a trend. The research and development of national textbooks has played a very important role in the international dissemination of Chinese and the promotion of Chinese culture. We need to strengthen our understanding from the micro and macro levels, rather than completely deny and blindly overturn the past achievements because of the setbacks. As an international promoter of Chinese, we should have the courage to take up our attitude of creating history, only grasp the opportunities of the development of this era, and draw a new chapter for the dissemination of Chinese excellent culture with joint efforts.

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