Exploring Online Chinese Culture Courses in the Context of Digital Intelligence

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Abstract: With the development of Internet technology, international Chinese language teaching has moved from the traditional offline classroom to online-offline hybrid teaching, and online Chinese culture courses have become an important part of teaching practice. This paper is devoted to discussing the current teaching situation of online Chinese culture courses and analysing the limitations in the dimensions of teaching content and presentation. Based on this, a series of recommendations are put forward to optimize the teaching effect and improve the quality of teaching in the context of the era of digital intelligence.

Keywords: Online teaching; Chinese culture class; Digital Intelligence Chinese; Artificial intelligence

Cultural learning runs through language teaching and is an indispensable part of it. For Chinese learners, learning Chinese is not only about learning a language, but also about learning Chinese culture, and the issue of cultural teaching has always been one of the important research directions of Chinese language teaching. With the deepening of research and the expansion of practice, the research prospect of Chinese culture teaching has become broader, and scholars no longer think that it is dependent on Chinese language teaching, but study the culture itself from an independent perspective, pay attention to the connection between Chinese culture and the reality of the country, and endeavour to cultivate Chinese language learners' ability to think in a multicultural way and to improve their cross-cultural literacy.

As a result of the high degree of development of information technology, online courses have had a profound impact on the development of distance education, opening up a brand new path for international Chinese language teaching and making a qualitative leap in international Chinese language education. Online education can meet the diversified learning needs of people in different regions of the world, promote the dissemination of Chinese language and culture, and be accepted by more and more Chinese learners.Godwin-Jones believes that in addition to textbooks, the Internet should be used to provide learners with rich and colourful Chinese cultural resources[1].

However, the current online Chinese culture teaching resources fail to fully meet the market demand, whether in terms of teachers, course materials, or types of teaching materials, there is a relative lack of state. In particular, there are certain shortcomings and deficiencies in the two core dimensions of the depth and breadth of the teaching content, as well as the innovation and effectiveness of the teaching form.

1. The Content of Online Chinese Culture Teaching Courses Needs to be Optimised and Upgraded Urgently

At the level of teaching content, most of the teaching materials used in the current online culture courses are

directly based on offline teaching books, and there is a lack of teaching materials specially developed for the characteristics and needs of the online teaching environment, with the most common ones belonging to the series of 'China Overview' teaching materials. Given that China Overview is a compulsory course for international students, this series of teaching materials has a relatively early origin and is rich in variety. At present, the earliest China Overview textbook available on the market is 'China Overview' compiled by Professor Chen Renfeng of Fudan University in 1994. As an early and iconic work, it occupies a pivotal position in the exposition of China and Chinese culture. Wang Shunhong's edition of China Overview has a considerable market share. In addition, the works of Xia Ziqiang, Gao Xiongfei and many other scholars are also widely used in teaching activities[2]. Although a series of high-quality teaching materials for Chinese language and culture education have come out with the development of teaching, such as Ke Ling's Chinese Folk Culture, Wu Zhongjun and Yang Yi's Chinese and Foreign Folk Customs, and Han Jiantang's Chinese Culture: Xinjiang, etc., the popularity and coverage of these teaching materials still need to be strengthened from an overall perspective, and in the practice of teaching, the teaching materials of Chinese general information are still dominating the scene.

Current cultural textbooks are mainly issued by professional and authoritative publishers such as Peking University Press, Beijing Language and Culture University Press and People's Education Press, covering such classic texts as China Overview, China's National Condition and Overview of Chinese Culture. Through systematic statistical analyses, it can be observed that most textbooks tend to adopt overview and introductory cultural knowledge. In the selection of individual cultural contents, calligraphy, painting and martial arts occupy a significant proportion, which to a certain extent reflects the high popularity of these cultural art forms among the international student population. The content of Chinese culture courses is extensive, covering a wide range of dimensions such as ideology, ethics, religion, science and technology, literature and art, ethnic customs and social structure. However, it is worth noting that the content of some of the culture courses focuses on basic traditional Chinese culture, while there is a relative lack of exploration and introduction of contemporary culture.

The richness and diversity of Chinese culture poses a major challenge for researchers in selecting appropriate cultural knowledge for international Chinese language teaching. Simply relying on analysing the cultural elements of Chinese in the language classroom, or merely introducing famous cultural symbols such as the Forbidden City, the Great Wall, and the Terracotta Warriors, is not enough to satisfy the needs. This kind of fragmented information is not enough to present foreign students with a complete and coherent system of Chinese culture, nor is it enough to enable them to scientifically and comprehensively grasp the essential characteristics and deeper connotations of Chinese culture. Therefore, we need to dig deeper into traditional Chinese culture and refine it, so as to filter out the cultural elements that can embody the common spiritual core of the Chinese nation. This task requires us to have a broader vision, to look at those elements that represent the essence of ancient, contemporary and even future Chinese culture, and to refine and upgrade them into teaching content of universal value. Only in this way can we encourage foreign students from different countries, ethnic groups and educational backgrounds to accept Chinese culture more readily, examine foreign cultures objectively and rationally, and deepen their understanding of Chinese civilisation.

A notable problem in the current teaching of culture is that the writers of textbooks often try to cover all aspects of Chinese culture, resulting in the content of the textbooks being too complex and difficult. In addition, existing culture courses generally favour the introduction of ancient cultures. Chinese civilisation has developed over thousands of years, so when Chinese culture is mentioned, it is inevitable to focus on the achievements of ancient civilisations, such as the compass, Cangjie's creation of characters, and the Compendium of Materia Medica. However, with the evolution of history, Chinese culture and foreign cultures have intermingled, and with the continuous exchanges and mutual learning among different ethnic groups in China, contemporary China has inherited ancient civilisations and created new material and spiritual civilisations. These modern civilisations are also important for international students to learn about. If cultural textbooks focus too much on ancient cultures, they

may be out of touch with contemporary Chinese society, which is not conducive to the improvement of students' language and communication skills. However, this does not mean that ancient knowledge should be completely excluded from cultural textbooks; it is still an integral part of Chinese culture, but it should occupy an appropriate proportion of the textbooks, and should be presented in a way that is relevant to the present and the past. Writers need to think about how to discover the vestiges of ancient civilisations from the social reality of contemporary China, as Chinese civilisation has lasted for thousands of years and continues in an unbroken line. Blending ancient and modern cultures in an appropriate way will be more helpful for international students to acquire Chinese culture in a systematic way.

Therefore, the teaching of Chinese culture requires the selection of content that is closely related to Chinese social communication, with the aim of cultivating students' linguistic and cultural communication skills. The selection of content should take into account both the past and the present, but must be based on contemporary culture, focusing on the interpretation of contemporary Chinese society, showing the social landscape and people's lives in 21st century China, and at the same time focusing on the incorporation of regional and national characteristics and cultural elements. In recent years, academics have recognised the limitations of current textbooks in terms of topics and content, and have actively promoted the concepts of inclusiveness and respect for multiculturalism. They have proposed the incorporation of more materials that are closely related to the real world and stimulate cultural reflection, with a view to enhancing both the depth and breadth of the teaching content[3].Against this background, Zu Xiaomei and other scholars compiled a Reference Framework of Chinese Culture an society in International Chinese Education, which is a milestone as the first guiding document for teaching culture in the field of international Chinese language education. The Reference Framework divides the profound Chinese culture into three levels: primary, intermediate and advanced, and establishes three primary cultural themes: 'Social Life', 'Traditional Culture' and 'Contemporary China'. The three primary cultural themes of 'Social Life', 'Traditional Culture' and 'Contemporary China' are established, which are further subdivided into 32 secondary cultural items, and hundreds of more specific cultural knowledge points are covered under the secondary cultural items, thus forming a progressive and extensive knowledge system. This distribution pattern seeks to comprehensively encompass the core content of Chinese culture.

The three sections complement each other and together they build a coherent body of cultural knowledge[4]. Although the 'Traditional Culture' section focuses on ancient China, it emphasises the role of traditional Chinese culture in shaping the perceptions and behaviours of contemporary Chinese people, and its far-reaching impact on all aspects of contemporary Chinese society and institutions. The 'Social Life' section delves into the daily lives, behavioural patterns and ways of thinking of ordinary Chinese people. The 'Contemporary China' section focuses on the institutional changes and developmental achievements of modern Chinese society, and at the same time points out how the thoughts and behaviours of the Chinese people feed back into the social system, and how the social system and developmental patterns have profoundly shaped the logic of thinking and behaviour of the Chinese people. These three sections are intricately linked, demonstrating the dynamic interaction between tradition and modernity, and between the state and the individual, thus making the various knowledge points of cultural teaching an interrelated and organically unified whole.

In short, culture teaching should be consistent with the purpose and orientation of language teaching and complement the students' Chinese learning process. In designing the ICCL culture programme, it is important to select content that is closely related to Chinese social contexts, with the aim of enhancing students' linguistic and cultural interaction skills. The selection of content should cover both ancient and modern cultural elements, as well as contemporary culture, focusing on the current situation of contemporary Chinese society and showing the social landscape and people's lives in China in the 21st century. At the same time, it is also necessary to focus on the integration of diversified regional cultures and ethnic characteristics to ensure the richness and comprehensiveness of the teaching content.

2. Forms of Teaching Chinese Culture on the Line of Technological Innovation of Digital Intelligence

The rapid evolution of information technology has had a far-reaching impact on the international Chinese language teaching mode, prompting the industry to widely agree on the necessity and importance of online teaching, and to realise that the application of Internet technology to Chinese language teaching has a broad development prospect. Therefore, many domestic and foreign institutions, universities and private education enterprises are actively exploring and trying to build and develop online teaching platforms for international Chinese language education. At the same time, the number of practical activities of international Chinese language and culture online classes based on online teaching platforms is also increasing.

However, on the whole, online Chinese culture teaching still presents the situation of 'changing form but not changing essence'. Many teaching institutions simply transfer offline teaching content to the online environment mechanically, and regard online teaching as an alternative when offline teaching is not possible. Online teaching is mostly confined to the traditional lecture mode, with such notable problems as 'one-way instilling more than two-way interaction' and 'displaying more than inquiry learning'. The mode of teaching still pursues uniform standards and neat, centralised lectures, and fails to make full use of the unique advantages and conveniences offered by online teaching.

One of the core reasons for this is that practitioners have failed to understand the development of the Digital Intelligence era. 'Digital Intelligence' aims to promote the intelligent and personalised development of strategic decision-making through the integration of emerging digital technologies and huge big data resources. It covers the two dimensions of 'digital intelligence' and 'wisdom digitisation', with the former focusing on the in-depth fusion of human wisdom and big data, and the latter emphasising the use of digital technology to efficiently manage human wisdom, both of which are synergistic and jointly drive the sustainable progress of society. The former focuses on the deep integration of human intelligence with big data, while the latter emphasises the use of digital technology to efficiently manage human intelligence.

With the help of 'digital intelligence' technology, human beings can achieve efficient collection and analysis of huge amounts of data, thus greatly reducing the burden of repetitive labour and making the business decision-making process more accurate and efficient. The new information technology complex represented by mobile Internet, cloud computing, blockchain, etc. is leading a magnificent digital intelligence business technology revolution, which not only reshapes the operation mode of traditional industries, but also has a profound impact on the international Chinese language education field. The rise of digital intelligence technology has opened up a broader development space for international Chinese language education, and is constantly broadening the boundaries of technology[5].

With the strong support of emerging technologies, international Chinese language education can create rich and diverse teaching scenarios, which can not only effectively stimulate students' inner vitality, but also promote the continuous rise of online learning demand, and achieve in-depth integration with offline teaching, promoting the diversification and innovative development of teaching mode. In addition, the extensive application of big data technology provides powerful data support for various aspects of international Chinese language education, such as enrolment, management and assessment. By collecting massive data in these links and using advanced algorithms of artificial intelligence for in-depth analysis, quantitative, visualised and intelligent teaching results can be presented. These research results can not only provide a strong basis for the optimisation of the teaching process, but also promote the dissemination of Chinese culture and provide a scientific basis for the formulation of macro policies, thus having a profound positive impact on the international Chinese language education industry.

Artificial Intelligence, as one of the key theories supporting the development of Digital Intelligence Chinese,

has shown a broad development prospect and great potential in the field of education. Firstly, AI has the ability to simulate the role of a tutor. Through in-depth analysis and the construction of learner models, AI is able to accurately grasp the cognitive style, ability level and emotional state of students in the learning process. On this basis, AI can fully respect and adapt to learners' individual characteristics, including but not limited to their learning styles, interests, preferences, and strengths, and thus meet their individual learning needs. Based on the personalised characteristics detailed in the learner model, AI can intelligently recommend personalised learning paths, select learning resources and match learning peers, etc., which are designed to maximise the unique needs of learners. Ultimately, the AI will design the most suitable learning activities and teaching strategies based on these personalised characteristics to achieve more accurate and efficient teaching and learning.

Teaching materials for Chinese culture courses rely on Chinese textbooks, and there is a relative lack of locally produced teaching materials. Although there is a wide variety of Chinese as a foreign language teaching materials compiled in China, most of them are centred on the Chinese perspective and fail to fully integrate the local culture, lifestyle, language habits and customs, resulting in the phenomenon of 'cultural maladjustment' in practical application. In view of the significant differences in thinking and learning habits of students from different countries, the relevance and practicality of the teaching materials will be seriously undermined if they continue to be used in an unadapted manner. However, compiling Chinese culture teaching materials that cater to the characteristics of each country and the individual differences of each student would consume a lot of human and material resources, and may face the problems of inefficiency and uneven quality. In this context, the introduction of AI technology in online Chinese culture teaching provides a new idea to solve this problem. AI technology can quickly and accurately analyse the individual characteristics of different students and develop teaching strategies accordingly. Teachers can then free themselves from the heavy preparation work and focus on reviewing and adjusting the AI-generated plans, thus significantly improving the efficiency and quality of teaching. In this way, it can not only effectively alleviate the problem of tight teaching resources, but also better meet the personalised learning needs of students and promote the internationalisation of Chinese culture teaching.

Secondly, artificial intelligence plays a key role in promoting the development of automated assessment systems. Evaluation is an indispensable part of teaching activities, and the innovation of its methods and forms is crucial to improving the quality of teaching. The introduction of automated assessment technology marks a profound change in the field of evaluation. Relying on the advanced technology of artificial intelligence, the automated assessment system can ensure the objectivity, consistency, efficiency and usability of the assessment results. The system can quickly generate assessment reports and provide instant feedback, a feature that greatly reduces teachers' workload and allows them to devote more energy to teaching design and implementation. Meanwhile, the assessment data provided by the automated assessment system is highly authentic and reliable, providing a solid basis for teaching decisions. By deeply mining and analysing these data, teachers can more accurately understand the learning status of their students, and then adjust their teaching strategies to optimise teaching effectiveness.

3. Integration of Language and Culture Teaching and Online Teaching Strategies

Language teaching and cultural teaching complement each other, and cultural factors should be continuously integrated into international Chinese language teaching. Online teaching, as a new teaching mode, is not a simple transplantation of the traditional classroom to the online world. Teachers need to be well versed in the theoretical principles of online teaching in order to give full play to the potential and benefits of online teaching. Online cultural programmes should draw on the strengths of information technology, and digital intelligence has a promising future in international Chinese language education. The following suggestions can be used for

reference in teaching practice:

(1) Provide life-like interesting learning content

Pure knowledge transfer can lead to a boring and monotonous learning experience in most cases, especially in online environments, where international students' engagement tends to decline due to the lack of immediate and direct supervision by the instructor. Therefore, it is necessary to further explore how to design more attractive and interactive course content in online education.

When offering online Chinese culture courses, the specific backgrounds and needs of different international students should be taken into account, and attempts should be made to use their native languages to reduce the difficulty of learning, broaden the group of participants, and attract more students to actively participate in the courses. Chinese culture courses with distinctive characteristics, such as Chinese regional culture, Chinese tea ceremony, Chinese calligraphy, etc., provide a unique and vivid window to learn about China for students with weak Chinese language foundation or low level of proficiency. These programmes not only stimulate students' interest in Chinese culture, but also promote their enthusiasm and motivation to learn Chinese, and at the same time deeply reflect the intrinsic connection and close relationship between language teaching and culture teaching, which are complementary and mutually reinforcing.

(2) Attention to international students' background differences and cultural conflict avoidance

The importance of the diversity of international students' cultural backgrounds must be given high priority in the design of cultural instruction. As a potential learning obstacle, cultural conflict may adversely affect the learning effectiveness of international students, so it is particularly important to ensure a high degree of compatibility between the content of teaching resources and the cultural backgrounds of target students, so as to prevent the occurrence of cultural misunderstanding and conflict. To this end, course developers should make full use of big data and other advanced Internet information technology tools when planning courses, and conduct in-depth analyses and accurately grasp the cultural backgrounds of the students who take the courses. On this basis, the cultural adaptability of multimedia teaching resources, such as videos, should be carefully assessed to ensure that they can provide a positive and productive learning environment for international students. This process requires strong cultural sensitivity and expertise on the part of the course developers to ensure that the online Chinese language and culture course can fully meet the learning needs and expectations of students from different cultural backgrounds.

(3) Actively promoting digital intelligence technology to build a new ecosystem of international Chinese language education

At present, the field of international Chinese language education has constructed a public education platform for Chinese culture relying on big data and cloud computing technology. With a cloud data computing centre as its core, the platform integrates network resources and seeks to build a comprehensive platform integrating education, management and communication functions, providing solid support for the international dissemination of Chinese culture. Existing cloud system services cover Chinese language resource base, teaching management platform and teaching resource base and other big data achievements, enabling global educators to have equal access to rich Chinese culture digital resources. Online education platforms promote the transformation of the teaching body from physical institutions to diversified curriculum developers through strategies such as knowledge payment and traffic promotion, which not only broaden the international student population, but also promote curriculum innovation and iteration, injecting new momentum into international Chinese language education. When designing online Chinese culture courses, we should make full use of big data and cloud computing technology to comprehensively collect and analyse international students' learning data, accurately grasp their learning needs, preferences and patterns, and achieve personalized content pushing to optimize the teaching effect.

4. Conclusion

With the deepening of global cultural exchanges and the continuous change of Internet information technology, international Chinese online cultural courses show a broad development potential, providing a powerful support for building an efficient learning ecology and satisfying students' personalised and independent learning. In the future, digital Chinese education will catalyse the formation of a new ecosystem of international Chinese education, breaking through the limitations of time and space, complementing the traditional offline teaching mode, and jointly promoting the construction of Chinese cultural knowledge framework for learners. In this way, the cause of international Chinese education will be promoted to prosper on a broader international stage, opening a new chapter of educational innovation and cooperation.

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