

# Exploring Intercultural Teaching Strategies to Promote International Students' National Education



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**Abstracts:** With its long history, rich cultural traditions and rapidly developing economy, China attracts international students from all over the world to study and experience. With the increase of international students, promoting their national education about China has become an important and urgent task. This paper discusses cross-cultural teaching strategies to promote international students' national education. Based on the needs and challenges of international students' national education, cross-cultural teaching strategies such as designing an inclusive curriculum, encouraging communication and interaction, engaging in cross-cultural comparison and reflection, fostering cross-cultural sensitivity and adaptability, as well as teachers' roles and pedagogical support are proposed. These strategies have a positive impact on the comprehensive development of international students and can facilitate the effective implementation of national education for international students.

**Keywords:** international students; national education; intercultural teaching

## Introduction

In today's era of globalization, China has become a destination for more and more international students, attracting students from all over the world to study and experience. As the number of international students increases, promoting their understanding and integration into China's national conditions has become an increasingly important topic. As a key task, national conditions education for international students not only helps to enhance international students' knowledge of China's history, culture, society, and politics but also develops their cross-cultural communication and understanding skills. However, the huge differences in cultural backgrounds and educational experiences of international students make this educational task full of challenges. To effectively improve the quality and effect of international students' national education, cross-cultural teaching strategies need to be explored and adopted to help international students better

integrate into China's cultural environment and promote the development of their cross-cultural awareness in the process.

## 1. Overview of International Students' National Education

### 1.1 Background and significance of international students' national education

As an important topic, international students' education on national conditions stems from the growing number of international students and the increasingly close international exchanges in the context of globalization. With the increase of international students choosing China as their study destination, it has become especially important to promote their understanding and integration of China's national conditions. International students' national conditions education refers to helping international students from different countries and regions to gain in-depth knowledge of China's history, politics, society, culture, and other aspects, to

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promote their comprehensive knowledge of and integration into China. International students' national education aims to enhance international students' cultural identity with China, improve their satisfaction with studying and living in China, and at the same time cultivate their ability of cross-cultural communication and cooperation, to prepare them for future international cooperation and development (Hu & Zhang, 2020). Therefore, actively promoting international students' national education is of great importance and far-reaching significance for promoting the internationalization of education and global talent exchange and cooperation.

### **1.2 Challenges and needs of international students' national education**

International students' national education faces a series of challenges and needs. Firstly, international students from different cultural backgrounds differ in their knowledge and understanding of China's national conditions, which requires educators to adopt flexible and diverse teaching strategies to meet their learning needs. Second, adapting to China's social system, values, and behavioral norms has become a challenge for many international students, so the cultivation of cross-cultural adaptation skills needs to be strengthened. At the same time, international students have different levels of knowledge about China's history, politics, and society, which calls for educators to provide rich and diverse teaching resources to deepen their education on China's national conditions. To summarize, to meet the challenges and needs of international students' national education, educators need to pay attention to students' differences, cultivate cross-cultural adaptability, and provide diversified teaching resources and support.

### **2. The Value of Intercultural Teaching Strategies in International Students' National Condition Education**

Intercultural teaching theory is a theoretical system that studies the impact of cultural differences on the teaching and learning process, emphasizing the influence of cultural background on individual cognition and behavior, as well as intercultural

communication and dialogue. The Intercultural Teaching and Learning Framework is a guiding model for translating intercultural teaching and learning theories into practice, encouraging teachers to pay attention to the cultural backgrounds of their students and to provide them with an inclusive and open learning environment that promotes effective intercultural learning and communication (Wang, 2021).

Intercultural teaching theories and frameworks are an important foundation for promoting international students' national education. When dealing with international student groups from different cultural backgrounds, educators need to recognize the existence of cultural differences and actively adopt appropriate teaching strategies to meet the challenges. The theory of cross-cultural teaching provides us with a profound understanding, which emphasizes the influence of culture on individual cognition and behavior, as well as communication and dialogue between cultures. For example, the Hofstede model of cultural dimensions can help educators understand the differences between cultures in terms of power distance, individualism and collectivism, and male and female roles. The localization and globalization education model, on the other hand, promotes the active integration of global perspectives while retaining local cultural elements in teaching, so that international students can better understand the interaction between China's national conditions and the world (Tao & Xia, 2023). The Intercultural Teaching and Learning Framework helps educators translate theory into practice by encouraging teachers to listen to and understand the cultural backgrounds of international students and providing them with an inclusive and open learning environment. Through in-depth research and application of intercultural teaching theories and frameworks, the cultural conflicts and barriers in the national education of international students can be better solved, effectively promoting their cognition and integration into China, and at the same time, cultivating them to have intercultural communication and cooperation skills, contributing to the

construction of a more open and inclusive internationalized education environment.

### **3. Intercultural Teaching Strategies**

#### **3.1 Designing an inclusive curriculum**

An inclusive curriculum should be able to attract and satisfy the learning needs of international students from different cultural backgrounds and make them feel respected and understood in the process of learning about China's national conditions. Educators should carefully select teaching materials and content to ensure that the materials cover a variety of topics and perspectives to reflect the diversity of China's history, culture, society, and politics. Such diverse materials can stimulate the interest of international students and encourage them to actively participate in discussions and exchanges. The organization of the course should also focus on inclusiveness and promote interaction and communication among international students so that they can feel a sense of belonging in the group (Xu, 2021). At the same time, encouraging international students to share their cultural backgrounds and perspectives can make them feel that their cultures are respected and paid attention to. In the teaching process, teachers should always keep an open mind and respect the different views and experiences of international students. Teachers can encourage international students to express their own opinions, and at the same time, they should listen patiently to their concerns and confusions and answer them actively. Finally, inclusive programs should also focus on the individual differences of students. Educators need to recognize that each international student has his or her unique learning style and needs, and therefore should adopt diverse teaching methods to meet the learning needs of different students. By designing an inclusive curriculum, educators can create a learning environment of openness, respect, and understanding and lay a solid foundation for the effective implementation of international students' national education.

#### **3.2 Communication and interaction**

Through active communication and interaction, international students can better understand China's

national conditions and make a deeper connection with Chinese culture. Educators can use group activities and cooperative learning to encourage positive communication among international students. In group activities, international students can share each other's perspectives and experiences and listen to voices from different countries to better understand their cultural differences and commonalities. Through cross-cultural dialogues and discussions, educators can guide international students to explore in-depth topics of Chinese history, politics, and society. In such dialogues, international students can understand China's national conditions from multiple perspectives and find resonance and new perceptions in the exchanges. In communication and interaction, educators can also adopt the teaching method of scenario simulation. Scenario simulation allows international students to apply what they have learned in real-life situations and enhances their understanding of Chinese society and culture. In addition, educators should encourage international students to take the initiative to participate in cultural exchange activities at school and in the community. Participating in cultural festivals and community activities can enable international students to experience the charm of Chinese culture more deeply and build closer relationships with local people (Xu, 2022). Through positive exchanges and interactions, international students' national education can become more vivid and interesting, providing more comprehensive support and help for their study and life in China.

#### **3.3 Cross-cultural comparison and reflection**

Cross-cultural comparison and reflection is another important strategy to promote international students' national conditions education. By comparing and reflecting on the national conditions of other countries, international students can have a more comprehensive understanding of China's national conditions and recognize the differences and commonalities among different cultures. Educators can guide international students to analyze the historical, political, social, and economic characteristics of different countries and compare

them with China. Through such comparisons, international students can find out the differences between different countries in terms of development paths and system design, and gain a deeper understanding of the historical background and social environment in which China is located. Through cross-cultural comparison, international students can also recognize the similarities and complementarities between different cultures. Educators can guide international students to explore the advantages and characteristics of each country's culture and how to have effective communication and cooperation among different cultures. Based on cross-cultural comparison, educators should also encourage international students to reflect. International students can reflect on whether there are any prejudices or misunderstandings in their knowledge and understanding of China, and think about how to recognize China's national conditions from a more objective and comprehensive perspective. Through cross-cultural comparison and reflection, international students can gradually eliminate their unfamiliarity and misunderstanding of Chinese culture, and at the same time promote their friendship and communication with Chinese students and other international students, to jointly build a more diversified and open learning environment (Chen & Kou, 2022).

### **3.4 Cultivate cross-cultural sensitivity and adaptability**

Cultivating cross-cultural sensitivity and adaptability is a crucial goal in international students' national education. The cultivation of these abilities can help international students better adapt to China's cultural environment and deepen their understanding of China's national conditions, as well as laying a foundation for them to study and live across different cultural boundaries in the future. Educators can cultivate international students' cross-cultural sensitivity through a combination of teaching and practice. In the teaching process, international students are encouraged to actively listen to and understand perspectives from different cultural backgrounds, respect diversity, and avoid judging

others by their cultural standards. Through practice, international students can experience Chinese culture more deeply and improve their sensitivity to Chinese society. Cultivating international students' intercultural adaptability requires educators to provide appropriate support and guidance. Educators can provide international students with cultural adaptation training, including guidance on language, etiquette, social habits, etc., to help them adapt to the living and learning environment in China more quickly. At the same time, educators should also encourage international students to take the initiative to participate in the activities of Chinese students to enhance communication and improve their ability for cross-cultural adaptation (Liu, 2022). In addition, educators can allow international students to practice intercultural adaptation skills in virtual cultural environments through situational simulation and role-playing. For example, in simulated Chinese family or work scenarios, international students can learn to deal with the difficulties and challenges they may encounter in intercultural communication and improve their ability to cope with complex situations. Educators should also encourage international students to maintain a positive mindset in the process of cross-cultural adaptation. Cross-cultural adaptation may face difficulties and challenges, but educators can guide international students to set up a correct mindset, see the opportunities in the challenges, and encourage them to face and overcome the difficulties bravely. By cultivating cross-cultural sensitivity and adaptability, international students can better understand and recognize China's national conditions and lay a solid foundation for their future learning and career development across different cultural boundaries.

### **3.5 Teachers' role and teaching support**

Teachers play a crucial role in promoting international students' national conditions of education. As cultural mediators, teachers need to be keenly aware of the diversity of international students' cultural backgrounds and educational experiences and adopt flexible teaching strategies to meet their learning needs in teaching. Teachers

should become guides for international students, guiding them to gain a deeper understanding of China's national conditions while encouraging them to maintain an open and inclusive cross-cultural awareness (Tao & Xia, 2023). To better fulfill this role, teachers need to receive relevant cross-cultural training and professional development to continuously improve their cross-cultural education. Through cross-cultural training, teachers can enhance their knowledge and understanding of different cultures and improve the effectiveness of teaching in a multicultural environment. Teachers should also share their experiences with other educators and experts to explore effective teaching strategies and practice cases to enrich their own intercultural teaching experience. In addition, schools should provide teachers with appropriate teaching support and resources. Schools can organize regular teaching seminars and training activities for teachers to share their teaching experiences and teaching strategies, and to jointly explore effective methods of intercultural teaching. At the same time, schools should also provide rich teaching resources, including diversified teaching materials and cases, to help teachers better design and implement inclusive national education programs. Teachers' role and teaching support is one of the key factors for the success of international students' national education. Through the leadership of teachers and the support of schools, international students can receive sufficient help and attention in their studies in China, so that they can better integrate into Chinese culture, enhance their understanding of China's national conditions, and lay a solid foundation for cross-cultural communication and cooperation.

### Summarize

Cross-cultural teaching strategies have important advantages in promoting international students' national conditions education. By designing inclusive curricula, encouraging communication and interaction, engaging in cross-cultural comparison and reflection, as well as cultivating cross-cultural sensitivity and adaptability, international students can

better understand and integrate into China's cultural environment and enhance their knowledge of China's national conditions. National conditions education not only helps international students to develop in an all-round way but also promotes them to gain valuable experience and skills in cross-cultural communication and cooperation. In the future, we should continue to pay attention to the innovation and practice of cross-cultural teaching strategies, strengthen the cross-cultural training and professional development of teachers, provide international students with a more diversified and open environment for national conditions education, and jointly build a learning community integrating diverse cultures, to promote international educational cooperation and exchange towards a more prosperous future.

### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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