

The Application Value of Situational Teaching in Ideological and Political Education of International Chinese Education Courses in the Digital-Intelligent Era

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Abstract

With the remarkable enhancement of the international influence of Chinese education, Chinese language and culture are gaining increasing popularity worldwide. While the development of international Chinese education embraces opportunities, it also faces a series of challenges. The application of situational teaching provides an effective practical approach for ideological and political education, helps optimize the teaching content of international Chinese education, and contributes to the construction of a sound educational ecosystem.

Keywords

Situational teaching; International Chinese education; Ideological and political education integrated into courses.

1. Introduction

On September 26, 2024, at the press conference on "Promoting High-Quality Development" held by the State Council Information Office of the People's Republic of China, Wu Yan, Vice Minister of Education, stated that with the substantial rise of the international influence of Chinese education, 85 countries have incorporated Chinese into their national education systems, and the total number of international Chinese learners and users has exceeded 200 million. The attractiveness of Chinese education has also been greatly enhanced, with international students from 195 countries and regions pursuing studies in China, among whom the proportion of degree students has risen to over 60%. Chinese language and culture are setting off an upsurge across the globe.

Against the background that digital-intelligent empowerment has become an inherent requirement and important driving force for the high-quality development of education, how to integrate ideological and political education elements into the practice of international Chinese education, develop and utilize the ideological and political resources of courses, give full play to their ideological and political functions, and thus achieve aligned progress and collaborative education between curricular courses and ideological and political theory courses, has become an urgent issue to be addressed. To this end, situational teaching, which has achieved considerable practical results, can be introduced to solve the problem of rigid and mechanical integration between teaching content and ideological and political education. Li Jilin summarized the four-step teaching method of creating situational teaching, introducing situational teaching, inspiring teaching and stepping out of situational teaching. Situational teaching is a teaching mode [1].

The profound changes unseen in a century have posed severe challenges to the survival mode of traditional international Chinese education. Situational teaching offers new ideas for the

scenarios, modes and teaching methods of international Chinese education, and provides an efficient practical path for ideological and political education.

2. Situational Teaching Helps Optimize the Teaching Content of International Chinese Education

In accordance with the implicit characteristics of ideological and political education in courses, and by comprehensively considering the nature of international Chinese education courses and the objective needs of student cultivation, situational teaching closely integrates value shaping, knowledge imparting and ability development, thus helping to optimize the teaching content of international Chinese education.

2.1. Changes in the Mode of Knowledge Imparting

"The nature of education is more conservative than progressive. In the process of social and cultural transformation, it generally plays a lagging role, often falling behind changes in society and culture. Only under the powerful intervention of social ideology can it keep pace with society and culture and make various changes." [2] The digital-intelligent era demands that education must transform itself and places higher requirements on the creation of teaching situations. Educational digital transformation refers to the integration of digital technologies into all dimensions of education, driving educational organizations to innovate and reform in an all-round way, including teaching paradigms, organizational structures, teaching processes and evaluation methods. It shifts from supply-driven to demand-driven, achieves high-quality and equitable education and supports lifelong learning, thereby forming a sound educational ecosystem characterized by openness, adaptability, flexibility and sustainability [3].

At the basic level of international Chinese education lies language teaching. Guided by ideological and political education, supported by digital-intelligent technologies, and carried through situational creation, it guides students to master educational theories, acquire basic knowledge such as pronunciation, pinyin, vocabulary and grammar, and develop skills in speaking, listening, reading and writing. Such an integrated four-in-one model of "ideology and politics + technology + situation + knowledge" helps students solidly grasp basic Chinese knowledge and professional educational theories.

Proceeding from practical teaching, this approach summarizes teaching laws, emphasizes students' life experience, stimulates their interest and unlocks their potential. It aims to cultivate students with a sense of national identity, a scientific spirit and correct values, so as to fulfill the fundamental task of fostering virtue through education.

2.2. Ability Cultivation and Value Shaping

International Chinese education also covers many fields such as cultural communication and intercultural communication. Among them, the teaching of Chinese culture includes literature, history, traditions, customs and other contents. Cultivating cross-cultural communication and embodying the combination of Structure-function-culture are the outstanding features of international Chinese language education [4].

Guided by value leadership, we can rationally create scenarios with the support of technological means to deepen students' understanding and cognition of Chinese culture, and cultivate their ability to comprehend Chinese culture, integrate Chinese and foreign cultures, and conduct cross-cultural communication.

The model of "Ideological and Political Education + Technology + Situations + Competencies" also helps inspire students' inquiry-based learning, practice their teamwork spirit, and improve their ability of autonomous learning.

3. Situational Teaching Contributes to the Construction of a Sound Educational Ecosystem

L. A. Cremin formally established the "Ecology of Education" as a research term [5], arguing that education is an organic, complex, and unified ecological system. Its constituent factors are organically interconnected and dynamically manifest as a complex network of consistency and contradiction, balance and imbalance.

3.1. Situational Teaching is Highly Integrated into the Entire Process of Educational Transformation

The digital-intelligent driven educational transformation and upgrading should follow the basic logic of "knowledge innovation → organizational innovation → system reconstruction → talent development", so as to cultivate a sound digital-intelligent educational ecosystem [6]. Situational teaching optimizes teaching content, upholds value guidance, and emphasizes the creation of "domains" and "scenarios". It serves as an important entry point for the integration of digital applications into education and teaching, and is also in line with the digital education development concept of "GAI3" proposed by Minister of Education Huai Jinping.

Under the teaching models of "Internet + Classroom" and "AI Integrated into Classroom", which inherently increase the difficulty of teaching management and organization, utilitarian indoctrination and slogan-style explicit persuasion can hardly fulfill the function of ideological and political education. Situational teaching, however, can leverage the technologies and wisdom of the digital-intelligent era to guide students through the process of situational simulation, generation, and innovation. It achieves resonance with students' life experiences and emotions subtly, like the spring breeze nourishing all living things, facilitating internalization in the heart and externalization in behavior, and thereby enhancing the effectiveness of ideological and political teaching.

3.2. Situational Resource Repository Supports the Construction of Teaching Models

Ideological and political-oriented situational resource repositories provide case support for the construction of international Chinese teaching models. Specifically, three issues should be considered in the development of situational repositories: First, the basic laws of situational teaching in international Chinese education should be followed, and common and applicable teaching models should be summarized based on teaching practice. Second, the principles of situational teaching in international Chinese education should be clarified, professional differences identified, and the cross-cultural characteristics of situational design further highlighted. Third, the cases of situational teaching in international Chinese education should be enriched by adhering to the principle of practicality. Covering social life, cultural phenomena and cultural connotations, as well as behavioral patterns, cultural concepts and cultural psychology, the cases should proceed from the specific to the general, from the shallow to the deep, and from the concrete to the abstract, taking into account both ancient and modern times while focusing on the contemporary era.

Ideological and political-oriented situational design in international Chinese education should adhere to the fundamental concept of "people-oriented" and activate the four basic modules of situational generation: situational design, situational introduction, heuristic instruction, and situational reflection. Specifically, the following three issues should be noted:

First, the creation of situations must center on two aspects. One is a comprehensive analysis of teaching subjects. Teachers should understand students' existing knowledge structures, identify their interests, and grasp their psychological characteristics, so that situations can be presented naturally and reasonably. The other is the accurate positioning of teaching objectives.

The design of situations is not an impromptu decision in classroom teaching, but a deliberate arrangement intended to achieve teaching goals. Each situation has its preset purpose and serves the ultimate realization of the overall teaching objectives.

Second, ideological and political-oriented situational design should also emphasize students' dominant position and the transformation of learning styles. In applying situational teaching, attention should be paid to intuitive perception, stimulating students' desire for independent exploration, creating a harmonious classroom atmosphere, emphasizing emotional communication between teachers and students, strengthening students' sense of participation as subjects, and protecting their innovative awareness.

Third, ideological and political-oriented situational design attaches importance to teachers' guiding role. As classroom organizers and designers of the teaching process, teachers should consciously create situations that can evoke students' affective responses based on teaching objectives, the nature and features of the course, and teaching content. This will stimulate students' interest in learning, activate their thinking, and promote the development of their cognitive abilities and psychological functions.

Situational design should be based on the developmental characteristics of students, respect individual differences, and aim to cultivate students' ability of independent thinking, self-integration and innovative thinking. On the basis of basic teaching forms such as lecture-based teaching, group discussion, cooperative learning and research reports, we should make full use of digital-intelligent technologies and resources from various related fields, so as to establish innovative teaching modes including inquiry-based, participatory and project-based learning, with students as the main body, teachers as the guide, and exploration as the core [7].

4. Conclusion

Situational teaching boasts unique advantages in international Chinese education. Its features—such as intuitiveness, vividness, and simulation—enable it to effectively support task-based language teaching and intercultural communication. Ideologically and politically oriented situational creation is characterized by implicit design, non-coercive guidance, non-utilitarianism, and non-propagandistic approaches.

By comparing situational design in other professional disciplines, we note that its application in international Chinese education must be guided by intercultural communication theories and grounded in learning theories such as constructivism and connectivism. It is essential to clarify the differences in learners' thinking, perspectives, and psychological states. The creation of situations requires not only intellectual effort, strategic planning, and professional competence but also genuine empathy and emotional engagement.

The process through which old and new situations stimulate, generate, and integrate with one another must serve the ultimate achievement of teaching objectives. With profound academic grounding, logical rigor, and emotional appeal, situational teaching can persuade, inspire, and attract students, facilitating the internalization of ideological and political elements within the curriculum.

Acknowledgments

This work was supported by grants from the project of the 2024 Key Special Project of Ideological and Political Courses in Anhui University of Finance and Economics (No. acszjydz2024010), the project of the 2023 Anhui Provincial Quality Project for Education in the New Era (No. 2023szsfkc072), the project of Teaching Research in Anhui University of Finance and Economics (No. acjyyb2025050).

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