

The Mechanism of Integrating Local Practices in Cross-Cultural Education of Traditional Culture for International Students

Yihua Luan

*College of Fine Arts, Jilin University of Arts, Changchun, China
yihualuan88@gmail.com*

Abstract. The construction of international students' identities and the issues of cross-cultural transmission of traditional culture in the field of international education have received widespread attention. However, current research lacks a systematic deconstruction of the role of contemporary young students as subjects, and discussions on the localization practices of traditional cultural education for international students and the mechanisms of cross-cultural integration remain insufficiently in-depth. This paper is based on a research framework of diversified world identity from an educational perspective, focusing on the role of contemporary young students in the cross-cultural transmission of traditional culture, and explores the local practice integration mechanism of traditional culture cross-cultural education for international students. The study finds that young students fully play the role of cultural mediators, while issues such as educational fragmentation and simplistic elements limit the effectiveness of integration, and cultural identity is the core goal of cross-cultural integration. In this context, this article integrates traditional culture into daily education, allowing local students and international students to study together, communicate, and participate in daily activities. In response to this situation, this article integrates traditional culture into daily education, where local and international students learn, communicate, and participate in daily activities together. It is hoped that the awareness of domestic students can drive international students to understand traditional culture, and systematically explore the traditional cultural education of domestic international students, in order to prove that cross-cultural communication can break through regional limitations.

Keywords: Cross-Cultural Development, Traditional Culture, International Education, International Students

1. Introduction

In the context of globalization, the internationalization of higher education has become a collision field for diverse cultures. With the continuous promotion of the "going global" strategy of Chinese culture, the international dissemination of traditional culture has become an important support for enhancing the country's cultural soft power, and the youth group has become an irreplaceable and

active force in cross-cultural communication. During the process of encountering and understanding Chinese culture, international students studying in China are full of interest in Chinese cultural concepts, as well as traditional Chinese medicine health preservation, traditional arts, and other cultural aspects. Many international students have alleviated their psychological pressure and gained a sense of belonging on a spiritual level through traditional cultural activities such as Tai Chi, calligraphy, and tea culture. At the same time, in recent years, China has actively promoted the dissemination of traditional culture internationally through new media, providing more opportunities for international students to come into contact with and understand traditional culture. The traditional cultural education courses and festival cultural activities carried out by major universities help international students gain a deeper understanding of the core connotations of Chinese culture, enhance cultural identity, and lay the foundation for cross-cultural adaptation.

In this context, although the excellent traditional Chinese culture has significant value in studying and educating students in China, current educational practices still face many challenges. The primary challenge is the cultural differences and barriers to understanding that exist between cultures. There is a conflict between some excellent traditional Chinese cultural values and the domestic beliefs of international students. The Confucian concept of "seniority and inferiority" emphasizes collective harmony and hierarchical order, while many Western cultures place more emphasis on individualism and freedom and equality, which initially made them uncomfortable with the authoritative role of teachers in Chinese classrooms [1]. Secondly, there are still many issues with curriculum design and teaching methods. Many traditional Chinese cultural courses are still mainly taught by teachers, with students passively accepting and lacking interactive elements in the classroom. This teaching method is not suitable for Western students who value interactive learning.

Based on the above background, existing research on fusion mechanisms mostly stays at the macro strategic level, lacking in-depth exploration of daily education, group communication, and other aspects. In addition, can incorporating domestic students and international students studying in China into traditional cultural education scenarios break through regional and cultural boundaries and form a collaborative mechanism for identity building?

At the theoretical level, this study is based on the identity construction framework from the perspective of education, exploring the main role of young students in the cross-cultural dissemination of traditional culture, and whether traditional cultural education can be integrated into the joint education, daily activities, and communication of local and international students. By redesigning the curriculum of traditional Chinese culture, it aims to achieve cross-cultural communication and promote international students' understanding of traditional culture through the awareness of domestic students. This can enrich the research results in the field of international education and cross-cultural communication and fill the existing research gaps. At the practical level, research conclusions can provide theoretical and practical guidance for universities in traditional cultural education models.

2. Analysis of the current situation and role of traditional culture in international education

2.1. Current situation of educational practice of traditional culture in international education

2.1.1. Curriculum system construction

Traditional culture has gradually been integrated into the curriculum system of studying abroad education in China. Many universities have incorporated a large number of excellent traditional Chinese cultural elements into their curriculum. These courses not only help international students

learn Chinese but also expose them to different cultural fields such as Chinese history, philosophy, literature, and art. Each university organizes and participates in intangible cultural heritage inheritance workshops, ancient poetry and song singing, folk experience activities, and other practical carriers through courses such as classical literature and traditional music, allowing international students to deepen their cultural identity through the integration of cognition and experience. For example, Yangming College of Guizhou University offers characteristic courses such as "Humanistic Guizhou", "Guizhou Folk Culture and Life", and "Chinese Ethnic Minorities" for international students, integrating regional culture into general education [2]. This approach not only adheres to the classical foundation but also emphasizes content innovation. In addition, universities also offer a variety of interest classes, such as Chinese calligraphy, martial arts, tea ceremony, Tai Chi, etc., allowing international students to personally experience and feel the charm of excellent traditional Chinese culture.

2.1.2. Extracurricular activities practice

The second classroom has become an important carrier of traditional cultural education. In recent years, in order to explore the educational value of excellent traditional Chinese culture, various universities have carried out rich and colorful campus cultural activities, organically combining traditional cultural education with extracurricular activities. For example, Beijing International Studies University has held a series of events such as the 7th Reading Culture Festival, the 8th "Lanting Cup" Calligraphy and Painting Competition, and the "Boya Cup" Humanities Knowledge Competition [3].

In recent years, the school has opened practice classes for overseas students, such as flower arranging, paper cutting, tea tasting, calligraphy, poetry, and painting. Learning Chinese culture has become a pleasure for them, and some overseas students have become "China experts" [4]. For example, tie dye course is one of the traditional Chinese culture courses offered by Shandong University of Science and Technology to international students, which has become a "treasure course" in the mouths of international students. Although many international students have earned enough credits for cultural courses, they have heard that they can personally try traditional Chinese craft tie-dyeing, so they resolutely choose to take tie-dyeing courses. Many students have expressed that the tie-dye experience class has made them more interested in Chinese culture. These activities run throughout the year, helping international students understand and experience China's festival culture, food culture, and respect for the elderly culture [5]. For example, Zhejiang University Ningbo Institute of Technology held the "Song Yun Culture Week - Dragon Boat Festival Wonderful Tour", and international students formed a Loong Boat team to participate in the race [6]. In terms of intangible cultural heritage inheritance, immersive experience has become the core form. Zhejiang University Ningbo Institute of Technology invites intangible cultural heritage inheritors to carry out bamboo weaving experience, transforming traditional culture from abstract knowledge to concrete perception.

2.1.3. Social practice and experiential learning

In the past, the traditional cultural education form for international students in schools was relatively single, often only emphasizing classroom teaching. Practice has proven that going out to experience, produce, and communicate is the key to experiencing the charm of traditional Chinese culture 'up close'. Before this, general courses such as 'Chinese Language and Culture' and 'Overview of China' offered to international students were still relatively unfamiliar to most students, with some content

being difficult to understand and lacking practical experience. Therefore, various universities have actively improved their traditional culture education curriculum system, invited teachers with artistic characteristics to enter the classroom, and offered more than 10 public elective courses on Chinese traditional culture. At the same time, the school also organizes international students to visit local history museums or folk culture centers, where they can gain a deeper understanding of the local development history, rich art forms, and social and cultural values under the guidance of professional guides.

2.1.4. Cross-cultural communication in the digital age

In today's world, where digital technology is sweeping the globe, the millennium intangible cultural heritage is breaking the boundaries of time and space through AR/VR technology. Utilizing AR/VR, AI and other technologies to create immersive experiences such as the "Digital Great Wall" and "Virtual Suzhou Garden", the flying "flying" out of caves in Dunhuang murals, the frame by frame decomposition of Su embroidery techniques in virtual space, and the "zero distance" interaction between Sichuan opera face changing actors and audiences, allowing overseas students to remotely experience the charm of traditional culture; At the same time, social media has become a media carrier dominated by young people. Through TikTok, YouTube, and other platforms, traditional cultural theme content has been constructed, and short videos, live broadcasts, and other forms have been used to promote the global spread of cultural elements such as Hanfu and China-Chic.

2.2. The role of traditional culture in international education

In the context of globalized educational mobility, traditional culture is no longer merely a historical heritage but has become a core medium and intrinsic driver for promoting cross-cultural communication and development. Based on classic frameworks such as the cross-cultural adaptation theory and the identity negotiation theory, and combined with international education practice cases, the role of traditional culture in cross-cultural communication and development can be systematically elaborated from the following four dimensions [7,8].

2.2.1. Reduce cultural distance and eliminate communication barriers

The core obstacle to cross-cultural communication lies in cultural distance. Traditional culture can become a "universal bridge" for cross-cultural communication, eliminating barriers to communication. Elements in traditional culture, such as Tai Chi, calligraphy, traditional festivals, intangible cultural heritage techniques, etc., have strong visual and experiential qualities, which can lower the threshold for cultural acceptance and stimulate the learning interest of international students. For example, Leshan Vocational and Technical College invites international students to experience papermaking in Jiajiang. Through the process of making paper by themselves, international students can intuitively feel the great wisdom of Chinese culture [9]. This type of cultural experience is more easily accepted by groups from different cultural backgrounds.

2.2.2. Promote bicultural identity and achieve identity integration

Cross-cultural development can also enable different cultures to identify with each other and achieve identity integration. Traditional culture can not only help Chinese students to identify with traditional culture, but also enable domestic students to identify with the excellent traditional culture of China. Benet Martínez's bicultural identity integration (BII) theory suggests that individuals with

high BII have stronger cross-cultural adaptability and psychological resilience, and traditional cultural education is an effective path to enhance the BII level of international students [10].

In cross-cultural communication, the cultural awareness of domestic students is a prerequisite for promoting cultural dissemination. Traditional cultural education transforms domestic students into cultural disseminators. In the process of explaining traditional cultural values to Chinese international students and leading them to experience them firsthand, domestic students can strengthen their awareness and consciousness of excellent traditional culture. Yang Jianyi's research confirms that youth's active participation in cultural practices can enhance identity confidence, and cross-cultural interaction scenarios provide a core platform for such practices [11].

2.2.3. Building a diverse and symbiotic educational environment

Traditional cultural practices can serve as a link to support international education and connect international students with domestic students. For example, the inscription research activity at Chengdu Normal University adopts a collaborative practice between domestic and international students. Domestic students serve as cultural guides, while international students are responsible for multilingual interpretation, achieving cultural mutual learning through cooperation [12]. These practices are fully in line with the concept of "eliminating exclusion and promoting full participation" in inclusive education. In cross-cultural development, traditional cultural education can help domestic students learn to respect multiculturalism, and international students studying in China can learn to understand different cultures through cultural experiences. For example, Jiangsu Vocational College of Commerce and Trade organized Chinese and foreign students to participate in community folk activities. In the process of writing Spring Festival couplets and wrapping Zongzi, students not only realized the charm of Chinese culture, but also learned to understand cultural differences from the perspective of others [13].

3. Limitations of teaching implementation

Although the integration of traditional culture into international education has achieved some phased results, its teaching methods still have significant limitations, mainly reflected in the overly narrow selection of cultural elements and the fragmented design of cultural activities. These two major limitations not only restrict the in-depth development of traditional culture education but also hinder the achievement of the inclusive development goals of international education. They clearly deviate from the core principles advocated by inclusive education, which emphasize 'eliminating exclusion, full participation, and overall integration,' and thus require in-depth analysis in combination with specific practice and theoretical frameworks.

3.1. Elemental singularity

In current international education, the teaching of traditional culture generally faces the problems of 'simplification' and 'superficiality' in terms of element selection. At present, college courses are mostly limited to festival customs, traditional handicrafts, and other fixed forms. For example, cultural experience courses in Confucius Institutes are mostly concentrated on Taijiquan, Paper Cuttings, calligraphy, Chinese knots, etc. The cultural content in international Chinese education textbooks mainly focuses on festivals, Hanfu, etc., with little involvement in the deep thinking, values, and philosophical ideas of Chinese culture. Most international students can name festivals such as Spring Festival and Mid-Autumn Festival, but only a small number of international students

understand the core values of traditional culture. This situation limits the understanding of Chinese culture among international students in China to only basic content, resulting in the curriculum design of various universities placing more emphasis on surface forms and neglecting the deep connotations of Chinese culture [14]. Taking the example of teaching international students how to create "Chinese knots" in schools, the existing curriculum only teaches them the methods and applicable festivals for creating Chinese knots, and international students have little theoretical explanation of the origin and cultural connotations of Chinese knots. In this situation, international students cannot truly understand the essence of Chinese culture, let alone achieve cultural identity.

3.2. Activity fragmentation

There are two aspects of division in traditional cultural education activities: one is the disconnect between cultural activities and overall education, and the other is the disconnect between international students and local students. However, these two existing divisions run counter to the inclusive education philosophy that aims for "holistic integration". The concept of inclusive education aims to reduce exclusion and segregation in education, meet the diverse needs of all learners as much as possible, and participate equally in the integration and development of various cultures. However, some practices of traditional cultural education currently strengthen the phenomenon of exclusion and segregation in education.

Cultural activities have been separated from overall education, and traditional cultural education has become an additional link. In current practice, traditional cultural content is often presented in the form of ancillary components and has not been reflected in core courses. For example, traditional cultural activities in universities are usually arranged temporarily before festivals and not included in the main curriculum design from the beginning. This situation makes traditional cultural activities disconnected from daily teaching courses, loses systematicity and coherence, and makes it even more difficult for international students to continue to be interested in traditional culture. Moreover, the group of international students cannot experience the inherent connection between traditional culture and modern life and professional learning, resulting in cultural education being formalized and marginalized.

In addition, there has also been a serious disconnect between international students and domestic students, resulting in the stagnation of traditional culture in the integrated development of international education. The existing traditional cultural activities are mostly carried out in the form of "international student exclusive activities", which form a distinction and educational isolation from the activities of domestic students. The accommodation arrangements of some universities have further exacerbated this fragmentation by centralizing the accommodation of international students in "international student apartments" and managing them separately from domestic student dormitories. This not only deprives international students of opportunities to interact with domestic students daily and learn about traditional Chinese culture, but also makes it difficult for them to alleviate the anxiety caused by their inability to adapt to new cultures, ultimately hindering the construction of cross-cultural identity and the achievement of international education integration development goals.

4. Recommendation

In response to the different limitations of traditional culture in international education teaching practice, this article suggests improving teaching content from the following three directions. In terms of the curriculum system, taking the Language, Culture, and Practice Collaborative Course

launched by Beijing Chinese University as an example, language is used to facilitate classroom teaching, community visits, and social research. Secondly, using a "cultural themed" interdisciplinary design, create a cultural experience package centered around traditional festivals, Chinese philosophy, artistic aesthetics, and other themes [15]. It will be equipped with bilingual manuals, video tutorials, and materials such as tea ceremony, calligraphy, and clothing. At the same time, theoretical lectures, cultural experiences, and creative practices progress layer by layer, cultivating students' knowledge, abilities, and literacy to progress together. In terms of innovative teaching methods, promote the "4E Cross-Cultural Teaching Method", stimulate students' cognitive conflicts through Encountering, promote deep communication through Engaging in Dialogue, guide students to critically reflect through Enhancing, and transform learning outcomes into practical actions through Implementing [16]. Simultaneously conducting project-based learning (PBL), allowing Chinese and foreign students to form teams to complete cultural product creation, such as short video shooting, cultural and creative product design, and cultural experience activity planning, enabling Chinese and foreign students to achieve cultural understanding and innovation in real tasks. Drawing on the successful practice of Tsinghua University's Su Shimin Academy, through the joint learning and living of Chinese and foreign students, deep friendships are formed in the common life. In terms of technological application, the use of "digital technology+immersive experience", VR/AR technology to create virtual cultural scenes such as ancient academies or traditional festival sites, and the development of cultural experience games can enhance the learning interest and participation of international students through "gamified learning", injecting new vitality into traditional cultural education.

5. Conclusion

This study focuses on the core issue of "how traditional culture can help young students build cross-cultural identities in the context of international education". It systematically reviews the practice of traditional culture in curriculum, activities, and digital scenarios, and uses cross-cultural development theory to analyze its limitations of "single elements and fragmented activities". Research has found that when domestic students become disseminators of culture and traditional cultural courses are integrated into daily teaching and life, regional cultural boundaries can be broken. To this end, this article proposes a collaborative curriculum of language, culture, and practice, a four-step teaching method of "Encounter Economy End", a theme-based interdisciplinary experience toolkit, project-based mixed creation, and VR/AR immersive experience, hoping to upgrade traditional cultural education from a marginalized subsidiary chapter to a main classroom.

In summary, cross-cultural education of traditional culture is not simply a matter of knowledge transfer or activity stacking. Its ultimate goal is to enable young students, whether domestic or international, to not only understand and experience traditional culture, but also its spiritual core through deep, warm, and creative educational practices, and ultimately become sincere appreciators, confident interpreters, and disseminators of innovation through shared learning and creation. Only in this way can traditional culture truly transcend geographical and psychological boundaries, take root and sprout in the soil of international education, and become a spiritual bond that connects different civilizations and nourishes the common values of humanity.

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