



Research on China Pakistan Cultural Exchange in Applied Undergraduate College under the Context of the Belt and Road Initiative

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Abstract:

With the construction of the China-Pakistan Economic Corridor and "One Belt, One Road" Initiative(BRI), China and Pakistan maintain close cooperation in politics, economy, and other aspects, but cultural exchanges and cooperation lags behind, and has become a short board in the comprehensive relationship between China and Pakistan. To promote the friendly development of China-Pakistan relations, education is a key component of culture and the educational cooperation is vital to enhance Sino-Pakistan bilateral ties. Pakistan Study Center in Inner Mongolia Honder College of Arts and Sciences strives to play a better role in building a bridge of China-Pakistan friendship by promoting the cultural exchange. This paper mainly explores what this Pakistan Study Center have done recently in cultural exchange, to be specific, the exploration of Pakistan students' Chinese language education in a University of the Punjab combined with the research related to Pakistani cultural learning of Chinese college students in Inner Mongolia Honder College of Arts and Sciences.

Keywords: China-Pakistan friendship, cultural exchange, PSC, General Introduction of Pakistan, Pakistan students

Introduction

"The Belt and Road Initiative" is an important initiative proposed by China in the context of the new era to promote the common development and prosperity of China and the countries along the Belt and Road, which will play a great role in promoting and facilitating both the further development of China and the development and prosperity of the countries along the route. Both for the further development of China and the development and prosperity of the countries along the route will play a great role in promoting and facilitating. With the construction of the China-Pakistan Economic Corridor and BRI, China-Pakistan relations are getting closer and closer, and China-Pakistan relations are also known as the "Iron Relationship". Compared with the cooperation in politics, economy, and other aspects, cultural exchanges and cooperation lags behind and has become a short board in the comprehensive relationship between China and Pakistan. As is known to all, education is a key component of the cultural exchange and the educational cooperation is vital to enhance Sino-Pakistan bilateral ties.

To promote the development of China's Belt and Road policy, four colleges and universities in Inner Mongolia Autonomous Region accept Pakistani students, of which Inner Mongolia Honder College of Arts and Sciences has set up a Pakistan Study Centers(PSC), which is one of the nine research centers in the country at present. This PSC strives to play a better role in building a bridge of China-Pakistan friendship, and for this purpose, it specially strives to win over more international students to study Chinese language at home and abroad. In addition, since the university opened "General Introduction of Pakistan" in 2015, nearly 6000 people have taken this course, and research on the teaching of this course will help to understand the needs of this group, so as to better play the role of propaganda of the culture of the two countries' students.

Literature review

At present, the main literature and views on China-Pakistan cultural exchanges are as follows: Analyzing and researching from the perspective of education, Tu Huazhong, Nie Brothel, and Cha Wenxian pointed out that with the gradual progress of the construction of the "China-Pakistan Economic Corridor", China needs people who are familiar with Pakistan's politics, economy, society, culture, and religion, and also proficient in Urdu, Punjabi, and other composite talents. As the construction of "China-Pakistan Economic Corridor" progresses, China needs composite talents who are not only familiar with Pakistani politics, economy, society, culture and religion, but also proficient in Urdu and Punjabi^[1]. According to Zhang Ying and Zhou Xingxing, Tianjin and Pakistan have cooperated to build the Pakistani Luban Workshop to provide technical and skilled talents for the "China-Pakistan Economic Corridor"^[2]. Ailaiti Migit, Zhang Yan and Lu Hua proposed that the number of international medical students in Pakistan continues to grow, and there are similarities and differences between medical education in China and Pakistan, so we should better combine and improve

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the two systems, and explore appropriate management pathways^[3]. At present, foreign scholars and research institutions on the cultural exchanges between China and Pakistan is relatively small, mainly focusing on the study of cultural diplomacy of certain major countries and regions, the main literature and views are: Joseph Nye pointed out that culture in a sense can be an important factor in maintaining friendly relations between countries^[4]. According to the American scholar Major, culture is one of the four modes of influence on international relations, that is, actors are able to view problems, analyze them and make decisions through the prism of different cultural concepts and ideologies^[5].

As far as the education of international students in Pakistan is concerned, academics have fully affirmed the importance of the education of international students in Pakistan for China and Pakistan to consolidate the strategic cooperative relationship. Cai Bing, Zhang Haiwei and others investigated and analyzed that more and more Pakistanis are interested in Chinese language and culture^[6]. Studies by Shan Bin, Zakaria, Muhammad and others focused on the education and management of international students in Pakistan^[7]. Chang Le, Zan Qiuju, Wang Caixia and others analyzed the teaching management and implementation aspects of international student education in Pakistan^[8]. FRahman, Cao Chuanfeng Madiha Mukhar, and Fu Yu, etc. have studied the theoretical perspectives of the research on the international student population in Pakistan in terms of cultural integration and adaptation and cultural and social identities and their influencing factors^[9]. Yang Jian, Tengyue Zhang, and AliJunaid have examined the Pakistani The micro aspects of Chinese language teaching for international students in Pakistan have been explored with regard to the issue of specialty selection and teaching research for international students in Pakistan^[10], but there are very few researches on cultural exchange for international students in Pakistan.

To summarize, domestic and foreign scholars have conducted some related research on China-Pakistan cultural exchange, which can provide theoretical and methodological reference for this study. Although there are more studies on China-Pakistan relations by domestic and foreign academics, there are few articles exploring China-Pakistan cultural exchange from the perspective of China-Pakistan cultural mutual understanding, and the author have not seen any exploration of Pakistan students' Chinese language education in a university of Pakistan combined with the research related to Pakistani cultural learning of Chinese college students. Therefore, this project mainly focuses on two cases, Chinese Language Education in Confucius Institute at University of the Punjab and as well as the Chinese college students who are taking the course of "General Introduction of Pakistan", in order to find out the paths of the international students and college students in Pakistan to play the better role of "cultural messengers" of China and Pakistan.

Research content

This study seeks to discover and summarize the strengths and problems of this PSC in promoting China-Pakistan humanistic exchanges through investigation, and to put forward constructive suggestions for future development, so as to provide theoretical basis and practical guidance for further promoting China-Pakistan humanistic exchanges and the construction of China-Pakistan Economic Corridor. Specifically, according to the purpose of this study, the main content of this study is centered on the following points: 1. analyzing the current teaching situation of the elective course "General Introduction of Pakistan" for Chinese students in this university and proposing strategies to strengthen the humanistic exchanges between Chinese and Pakistani students; 2. finding a reasonable path of humanistic exchanges in combination with the Chinese language education of the Pakistani students in the Confucius Institute at University of the Punjab. The main research methods of this project include questionnaire survey, interview and case study.

The survey on Chinese college students taking General Introduction of Pakistan

General Introduction of Pakistan is an elective course which covers a wide range of knowledge areas such as geography, history, economy, polity, education, art, philosophy, character, folklore, religion, etc. The specific objective of the course is to make students aware of the geographical features of Pakistan, major historical events, important historical documents, polity system, education system, family life, customs, values, etc., and at the same time to learn about the status of Sino-Pakistani exchanges in the light of current affairs and politics. Since 2015, more than 6,000 people have taken the course.

In order to understand the current teaching situation of the elective course "General Introduction of Pakistan" in this college and to propose strategies to strengthen the humanistic exchange between Chinese and Pakistani students accordingly, a questionnaire and interview have been designed about the elective course "General Introduction of Pakistan". The questionnaire was designed with 12 questions, containing the following six aspects: personal situation and motivation for taking the course (1-3), students' gains from the course (4-6), awareness of the course curriculum and content (7-9), knowledge of Pakistan (10-12), satisfaction with the teaching and expectation of future courses (11-13), and willingness to introduce Chinese culture to international students in Pakistan (14-15). Among them, question 15 is a subjective question, which students can fill in the suggestions for their personal situation. Subsequently, 400 questionnaires were distributed to our students of different majors through Questionnaire Star between the classes of Pakistan Country Profile, and 380 valid questionnaires were retrieved. At the same time, one lead teacher as well as 50 students participated in the interview survey, which provided a detailed explanation of the gains and learning expectations of the course.

Analyzing the results of the questionnaire and interviews, it was found that the students' motivation for choosing the this course was divided into four aspects. 52.1% of the students thought that they could expand their cultural knowledge while meeting the demand for credits, which accounted for more than half of the total number of students, indicating that the

students' choice of courses was not blindly and utilitarian with credits as the main focus. They have a certain need for their own cultural quality improvement. During the interviews, some students mentioned that as a result of the multidisciplinary cooperation and impressive achievements of the China-Pakistan Economic Corridor, contemporary college students do not only focus on the developed countries in Europe and the United States, but also aspire to follow the national policies and focus on the international relations of interconnection to participate in the construction of the country. In addition, 21.8% of the students chose the course on the advice of their tutors. Unlike the developed English-speaking countries, Pakistan's country profile course is a minority and innovative course, so the tutor's explanation and introduction at the beginning of the course gave the students a certain guidance and direction. The percentage of students who did not know the course and chose it casually was 1.3%, indicating that a very small number of students were reckless and indifferent, lacking motivation and learning incentives to choose the course.

As for the teaching evaluation methods adopted in this course, the process assessment includes attendance, classroom performance and regular assignments. The summative assessment is in the form of open-book final paper. Students' votes on the feasible options for the assessment form are as follows, the percentage of the open-book examination is 36.8%. It reduces the burden of students to some extent. This type of assessment requires students to have a certain degree of comprehension of the material and be able to synthesize and apply what they have learned in order to provide independent opinions. In addition, they have the ability to distinguish right from wrong and analyze and solve problems. Cultural knowledge contests, cultural talent demonstrations, or submission of cultural works accounted for 43.7%, which was the highest among them. This shows that students have a certain desire for the fun of assessment: the way to get rid of the boring test passive learning, and can fully experience the charm of culture in a relaxed and pleasant atmosphere requires students to understand the current status of relevant academic research and thus acquire relevant knowledge. The proportion of students who chose to write course papers and closed-book exams was 9.5%, which indicates that students are intimidated by academics and scientific research, and also shows that students' expectations of elective courses are more inclined to cultural expansion than academic research.

With regard to the role of General Introduction of Pakistan offered by the school, students believed that it could increase students' understanding of China's all-weather strategic partnership country and cultivate cross-cultural awareness. 91% of the students affirmed the significance of offering the course, believing that it could increase cultural exchanges between China and Pakistan, help students cultivate their ability of cultural tolerance, and strengthen humanistic literacy. Asked whether they would be willing to introduce Chinese culture to Pakistani students if they had the opportunity to participate in practical cultural exchange activities, 94% of the students said they would be willing to do so. During the interviews, students also expressed their willingness to show their expertise to international friends, such as brush writing demonstration, paper-cutting art, performance, poetry reading, etc. When asked about the reasons for their unwillingness to introduce Chinese culture to Pakistani students, they mainly suffered from the fear of limited linguistic communication skills. Bilingual learning materials could be considered in the future.

In addition, this elective course requires not only professional competence, but also the ability of teachers in curriculum design, teaching and management. As the director of Pakistan Research Center of Hongde College, he visited Pakistan many times and was invited to participate in international conferences, which promoted the exchanges between Inner Mongolia universities and Pakistan and the construction of the Belt and Road to a certain extent, in terms of economic and cultural exchanges, educational cooperation and academic exchanges. Under the deepening development of the strategic partnership between the region and Pakistan, the elective course on "General Introduction of Pakistan" offered by him includes basic knowledge of the country of Pakistan, but also involves cultural diplomacy, cultural identity, cultural self-confidence and intercultural communication awareness, which is crucial to the formation of students' outlook on life and values. The survey results on personal factors of teachers found that students generally agreed with the expertise of the teachers of the course, with a percentage of 84.5%, and 72.6% of the students felt that the teachers could keep up with the times and incorporate contemporary features. Teacher classroom management includes classroom interpersonal relationship management, classroom environment management, and classroom discipline management. Teachers are expected to assist in establishing good and harmonious student-student relationships, teacher-student relationships, and establishing group norms; appropriate seating arrangements in the classroom environment; and setting reasonable norms for classroom discipline. With approximately 250 students per class classroom management is a challenge for most teachers. 40.3% of the students felt that the teacher managed the classroom appropriately, indicating that the classroom management aspect of this course needs to be improved, and for the large number of students who took the course and were only able to attend the classroom in the staircase classroom, the actual results of the large classroom was less than ideal, and students in the interviews indicated that it would be better if a smaller number of students were offered in future for the course.

Survey on Chinese language education in Confucius Institute at Punjabi University

It is important to analyze the Confucius Institute in Lahore, the capital of Punjab province, which is the center of Pakistani culture and art and the second largest city in Pakistan. The University of Punjab, a comprehensive university founded in Lahore in 1882, is the oldest and largest institution of higher learning in Pakistan and has produced three Nobel Prize winners. Actually, the Confucius Institute at Punjabi University, Pakistan, has been cooperating with Hongde College since its establishment in 2015.

A questionnaire survey was conducted to 70 students in the spring semester of the Confucius Institute at Punjabi University. The results showed that 44.29% of the students have been learning Chinese for less than one year, the proportion of students who have been learning Chinese for 1-2 years is 11.43%; the proportion of students who have been learning Chinese for 2-4 years and 4-6 years is about 20%. The education level of the students is nearly 50% for undergraduates, 15% for high school and postgraduates, and 20% for Chinese language learners with doctoral degrees. It can be seen that the proportion of high school students, undergraduates and postgraduates in this semester's Chinese language class at the Confucius Institute at Punjabi University is normally distributed, with undergraduates being the most numerous, which indicates that students who have received a university education are more aware of the cultural exchanges between China and Pakistan. The percentage of high school students, though small, can reflect the awareness of the general public in Basestan about the close relationship between China and Pakistan. In addition, the percentage of doctoral degrees is on the rise compared to the previous period, which better illustrates the general scholars' affirmation of China's Belt and Road construction to promote the development of Pakistan and the countries along its routes.

Then the way of Chinese language teaching at this Confucius Institute after the establishment of the Confucius Institute at Punjab University in June 2015 is analyzed in terms of classroom teaching, cultural activities, electronic media and online teaching. The Chinese language teaching and Chinese culture dissemination in Lahore is also categorized into four phases. In the third phase since the establishment of the Confucius Institute at the University of the Punjab, a number of higher education institutions in Lahore have established cooperative relationships with it. For example, the University of Lahore, Ramesh University, Central University of Punjab, Lahore Grammar School, and so on. There is a trend of Chinese language learning in Lahore, and even students who have been studying Chinese for half a year have started elementary Chinese language courses. As of June 2020, there are as many as 18 Chinese language training schools (non-school-based) in Lahore. In order to tell a good Chinese story, promote the Chinese language and culture, and inspire the young generation of Pakistan to learn the Chinese language and culture, and better understand China and the China-Pakistan Economic Corridor, the Confucius Institute at PNDU has actively changed its mindset. The Confucius Institute at Punjab University has actively changed its way of thinking and organized a series of cultural activities in cooperation with local groups that know, love and love China.

In addition, a questionnaire analysis of Chinese language teaching in the institute shows that after six months of learning Chinese, 25.7% of students will use Chinese to communicate in public, 21.74% will read Chinese publications, 28.57% will love Chinese movies and TV dramas, and 41.43% will prefer to use Chinese when chatting with Chinese people. 32.86% of Chinese language enthusiasts in the 32.86% of Chinese language lovers preferred Chinese when choosing between English and Chinese as a second language for communication. 25.7% of the students indicated that they would mix Chinese words in their daily communication. 28.86% of the students indicated that they would use Chinese more often than English in their daily life after learning Chinese. After learning Chinese, 65.7% of the students are interested in Chinese culture and want to travel to China for study. 57.14% of the students are interested in traditional Chinese festivals and customs. 45.71% of the students are willing to introduce Chinese culture to their friends. 60% of the students want to make friends with Chinese people after learning Chinese. Finally, the problems of Chinese language education are analyzed in terms of Chinese teachers, teaching materials and teaching resources and methods, and solutions are proposed in terms of teacher group construction, curriculum construction and teaching materials development. In conclusion, based on the Confucius Institute at Punjab University in Pakistan, its influence should be enhanced step by step, and more activities of cultural exchange should be actively carried out, so as to build up a bridge of mutual understanding between the people of China and Pakistan.

Suggestions on the development of PSC at the Applied Undergraduate College

Since the epidemic, Inner Mongolia colleges and universities have suspended offline education for international students, among which, our university has suspended the elective course "Pakistan Overview", but how to better play the role of the only Pakistan Study Center of Inner Mongolia Autonomous Region Colleges and Universities in the future? The following section explores the development of the PSC at Inner Mongolia Hongde College of Arts and Sciences in five areas: economy, research, human resources, education, and culture:

Firstly, this center should continue to promote the construction of the China-Pakistan Economic Corridor. Since 2016, the Center has helped China Railway Six Bureau Group to invest 7 billion RMB in railroad construction in Pakistan, and assisted China Sinoma Group and China Sinoma Import & Export Company in negotiating a total investment of about 10 billion RMB in the Gwadar Port to invest in a new energy power plant and its ancillary construction. What's more, the Center should continue to look for opportunities to help Chinese enterprises to invest in the construction of the China-Pakistan Economic Corridor. Secondly, more academic exchanges and scientific research could be conducted in China and Pakistan. Some international journals listed this PCS as a cooperative unit of the journal, and with the support of the college, the teachers are encouraged to actively submit manuscripts and give them incentives. Members of the center should continue to apply for and participate in university-level, provincial and even national projects to effectively promote the construction of the China-Pakistan Economic Corridor, cultural exchanges and scientific research on China-Pakistan cooperation. Besides, the center should strive to expand channels to attract more universities and enterprises dedicated to the construction of "Belt and Road" and well-known experts in the industry to submit articles, so as to give full play to the journal's role as a platform for promoting academic exchanges. Thirdly, compound talents from China and

Pakistan should be absorbed in the future. There are several Chinese and Pakistani members in the PSC, but most of the Chinese members are teachers majoring in English, so more Chinese and Pakistani talents with compound abilities should be invited, and each member could be motivated to carry out researches on political, economic, cultural cooperation and other common concerns of the two sides. Fourthly, China-Pakistan educational exchange and cooperation could be promoted further. This university has excluded more than 40 teachers and students in batches to teach Chinese or study abroad in Pakistan, such as Atchison College, International University of Modern Languages, Punjab University, etc. In the future, the possibility of online teaching and more educational exchange channels could be expanded in the new era. The potential of cooperation between alumni in Pakistan in various fields and the possibility of cooperation with other universities in China and Pakistan should be explored further. Lastly, various cultural exchange activities could be actively organized. In 2021, the university held the "Pakistan Culture Day" for the first time on the 70th anniversary of the establishment of diplomatic relations between China and Pakistan, which is an important manifestation of the warm and friendly relations and also an effective way to promote the people-to-people exchanges. Besides, more offline and online China-Pakistan cultural exchanges across centers at home and abroad can be held continuously in the future, in order to deepen the communication between the college and Pakistan, promote the youth of the two countries to inherit the friendship between China and Pakistan.

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