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Teaching Chinese as a Foreign Language in Primary and Secondary Education: Current Conditions, Institutional Barriers, and Strategic Countermeasures

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Abstract: ***Against the backdrop of comprehensively advancing quality-oriented education, students' expectations of the learning process have shifted considerably. Traditional, lecture-based instructional models are no longer sufficient to meet the developmental needs of learners, particularly in disciplines that emphasize practical application. The marketing major in vocational colleges and universities is characterized by its strong operational orientation and high demand for hands-on competence. As such, there is an increasing pedagogical imperative to adopt instructional approaches that bridge theoretical knowledge and real-world practice. Experiential teaching, which emphasizes learning through reflection on doing, has emerged as a viable and effective methodology in this context. This study seeks to systematically examine the application of experiential teaching within the marketing curriculum in vocational higher education institutions. Experiential teaching is grounded in the principle that meaningful learning occurs when students are actively engaged in experiences that require problem-solving, decision-making, and adaptive reasoning. In the field of marketing, where consumer behavior analysis, market positioning, brand communication, and sales strategies must be understood not only conceptually but also operationally, experiential methods offer significant advantages. These methods include case-based simulations, project-based learning, role-playing, real-world marketing campaigns, and internships, all of which enable students to contextualize academic content within authentic professional scenarios. The current state of marketing instruction in many vocational colleges, however, remains largely didactic. Instruction tends to focus on the transmission of theoretical principles with limited integration of practice. As a result, students often graduate with declarative knowledge but lack the procedural fluency and strategic agility required in the modern marketing workplace. Moreover, the disconnect between curriculum design and industry expectations further exacerbates the gap between academic preparation and vocational applicability.***

Keywords: Primary school mathematics textbook; Emotion; Attitude.

1. INTRODUCTION

Primary school mathematics should not only equip students with basic mathematical knowledge and skills, but also permeate the cultivation of emotional and attitude factors, promoting the formation and development of students' sound personality. Primary school mathematics textbooks are the most basic curriculum resources for primary school mathematics learning, the main basis for teaching and learning, and the source for primary school students to acquire mathematical knowledge, develop intelligence, and enhance mathematical abilities. Primary school mathematics textbooks contain rich emotional attitude factors, which are important blueprints for cultivating students' positive emotions and good attitudes. Therefore, it is necessary to analyze the infiltration characteristics of emotional attitude factors in primary school mathematics textbooks.

Emotion is the attitude and experience that people have towards whether objective things meet their personal needs, and it is an experience of complex psychological activities. Learning emotions refer to the inner experiences that arise from learning [1]. Attitude refers to people's beliefs, emotions, and behavioral tendencies towards things. The attitude towards mathematics learning refers to students' understanding, emotions, and behavioral tendencies towards mathematics learning [2]. A happy and positive emotional attitude can activate thinking, stimulate intellectual potential, promote mathematics learning, and improve the efficiency and quality of mathematics learning; On the contrary, a painful and negative emotional attitude can hinder mathematics learning and weaken and reduce the effectiveness of mathematics learning. This article takes the primary school mathematics textbook published by Hebei Education Press as an example to analyze the infiltration characteristics of emotional attitude factors, aiming to provide reference for the research of primary school mathematics textbooks and the cultivation of emotional attitudes in the teaching process.

2. INTRODUCING THE STUDY OF NEW TEXTBOOKS THROUGH THE "EDITOR'S WORDS" COLUMN TO STIMULATE STUDENTS' INTEREST IN LEARNING

Setting up a "Editor's Note" column before formally studying the textbook, guiding students to prepare for mathematics learning through letters, giving them a sense of familiarity, and can play a psychological preset role in new knowledge learning to a certain extent. This special column is illustrated with text and friendly language, which is a motivation and expectation for children from adults [3]. Setting up this special column before learning new textbooks can narrow the psychological distance between teachers and students, and is conducive to generating learning interest and thirst for knowledge.

In the "Editor's Words" section of the first volume of the second grade textbook published by Hebei Education Press, the letter begins with the title "Dear Child" and uses questioning to introduce mathematical problems in daily life, stimulating students' curiosity. Next, we will showcase the "ring game" that students have encountered in their daily lives, stimulate their interest in mathematics learning, and enable them to enter a new process of mathematics learning based on their emotional life experiences. Teachers act as "editors" in the teaching process to guide students into learning new knowledge, helping them build a bridge between life and learning, and promoting positive attitudes and emotions towards mathematics learning.

Figure 1: "Editor's Words" column in the first volume of the second grade decimal textbook published by Hebei Education Press

3. DESIGN TEACHING MATERIALS THAT INCORPORATE EMOTIONAL AND ATTITUDINAL FACTORS, BASED ON STUDENTS' REAL-LIFE EXPERIENCES

Mathematics originates from practical life and is a systematic study of life experiences related to numbers and shapes. The primary school mathematics textbook of Hebei Education Press attaches great importance to integrating life factors, fully reflecting the practicality and practicality of mathematics learning, respecting students' sensory experience, and promoting students to fully mobilize their learning enthusiasm and cultivate their interest in mathematics learning in the process of primary school mathematics learning.

For example, in the second grade textbook "Hour, Minute, Second", inserting the real-life example of "the countdown bell welcoming the New Year on the Spring Festival Gala" can guide students to perceive the unit of time, deepen their understanding of traditional Chinese festivals, and stimulate positive emotions towards Chinese traditional culture and festivals; In the second volume of the first grade, "Addition and Subtraction within 100 (II)", in the new knowledge learning of "subtracting two digits from two digits", the real-life example of "Beijing's

successful bid for the Olympics" in the "Dr. Rabbit website" column is introduced into the new lesson. This example details the number of votes obtained by different bidding cities, helping students to develop a positive sense of national and ethnic honor and inspire their patriotism and national pride on the basis of learning addition and subtraction within 100.

Figure 2: Illustration of the "Hour, Minute, Second" Chapter in the Second Grade Decimal Textbook of Hebei Education Press

4. PENETRATING EMOTIONAL ATTITUDE EDUCATION THROUGH CREATING VIVID AND VIVID SCENARIOS

Vivid and vivid educational contexts are the guarantee for improving educational effectiveness. Good contexts can stimulate students' positive emotional attitudes and experiences, enabling them to understand the process of generating, forming, and developing mathematical knowledge in vivid contexts.

In the "Comprehensive and Practical" section of the primary school mathematics textbook published by Hebei Education Press, the knowledge of "numbers and algebra", "graphics and geometry", and "statistics and probability" is often integrated through situational creation. This not only cultivates students' ability to comprehensively apply knowledge and experience to solve practical problems, but also helps them consolidate the relevant unit knowledge they have learned. Through vivid, concrete, inspiring, and educational situations, it triggers students' thinking, generates learning enthusiasm, and cultivates positive emotions and attitudes towards mathematics learning. For example, in the second grade textbook "Visiting Patriotic Education Bases", a scenario related to students' life experience is created to guide students to "think" about the mathematical problems that need to be solved in organizing the visit activity. On the basis of stimulating students' interest in learning, it cultivates their questioning awareness and problem-solving ability, promotes students to receive patriotic education on the basis of learning "three digit addition and subtraction three digit" knowledge, and stimulates positive patriotism.

Figure 3: Scene of the "Visiting Patriotic Education Bases" Activity in the "Comprehensive Practice" Section of the Second Grade Decimal Textbook of Hebei Education Press

5. PENETRATING EMOTIONAL ATTITUDE FACTORS THROUGH THE INTEGRATION OF INTERDISCIPLINARY KNOWLEDGE

The integration of knowledge from different disciplines is an urgent demand for education in today's era. Cultivating comprehensive and creative talents who can cope with future social challenges is also a necessary trend in the development of education today. Therefore, the construction of primary school mathematics textbooks also attaches great importance to the infiltration of timeliness, humanity, and comprehensiveness into the textbooks.

The first grade second volume of the primary school mathematics textbook published by the Hebei Education Press introduces the common knowledge of "the harm of batteries" through the "Dr. Rabbit website" column in exercises, guiding students to practice addition and subtraction within 100. On the basis of consolidating the knowledge of "addition and subtraction within 100", students can understand common sense of life, stimulate their awareness of environmental and ecological protection, and guide them to develop good habits and attitudes towards life. In the first volume of second grade, "Multiplication and Division in Tables (II)", an introduction to "ladybugs" is inserted before the new chapter content, explaining that they are beneficial insects and are protected by people. This encourages students to learn about insects on the basis of learning the "7 multiplication mnemonics", and develop positive emotions and attitudes towards protecting nature, animals, and plants.

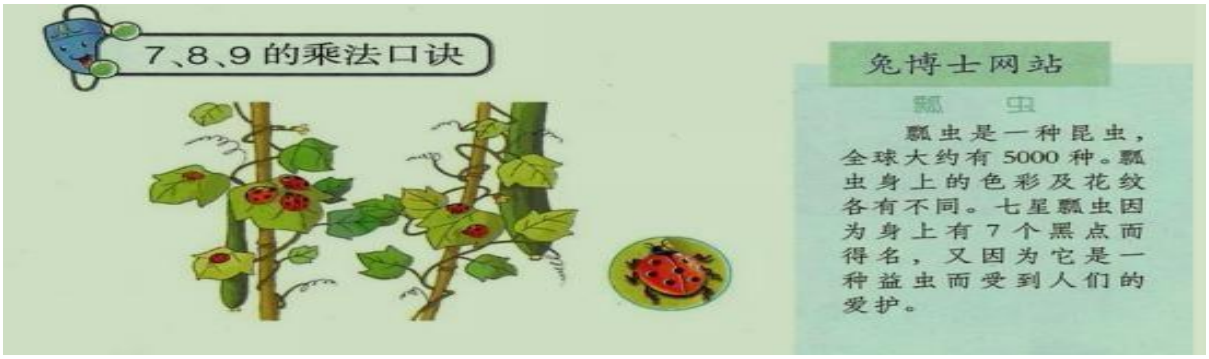

Figure 4: Illustrations of "Ladybug" related knowledge in the "Intra Table Multiplication and Division (II)" chapter of the second grade decimal textbook published by Hebei Education Press

6. EMPHASIZE THE INTEGRATION OF FACTORS RELATED TO THE HISTORY OF MATHEMATICS TO PROMOTE THE FORMATION OF POSITIVE EMOTIONAL ATTITUDES AMONG STUDENTS

Chinese culture is profound and extensive, and the history of mathematical development has a history of thousands of years. Incorporating content related to the history of mathematical development into contemporary primary school mathematics learning can stimulate students' sense of honor for their country and stimulate their interest in learning mathematics [4]. In primary school mathematics textbooks, introducing some knowledge about the history of mathematics in conjunction with relevant mathematical content can not only promote students' comprehensive and in-depth understanding of new knowledge, but also enable them to receive positive emotional attitude education from it.

The unit "Multiplication and Division in Table (II)" in the first volume of the second grade of the Hebei Education Press introduces the history of the use and development of multiplication mnemonics in China, guiding students to stimulate their positive mathematical learning emotions while organizing multiplication mnemonics. Based on consolidating and strengthening the multiplication mnemonic table, students can understand the relevant mathematical development history, and thus develop admiration for the profound traditional culture of China. In the same chapter, "The Origin of Multiplication and Division Signs" was also introduced as an extracurricular supplementary knowledge. Among them, the introduction of multiplication signs was first proposed by British mathematician Oudley, who believed that multiplication was a special form of addition. Therefore, in"+" Based on this, it has been adapted "×". This extracurricular mathematical knowledge not only deepens students' understanding and comprehension of multiplication and division, but also caters to their curiosity, further stimulating their interest and desire to learn mathematics.

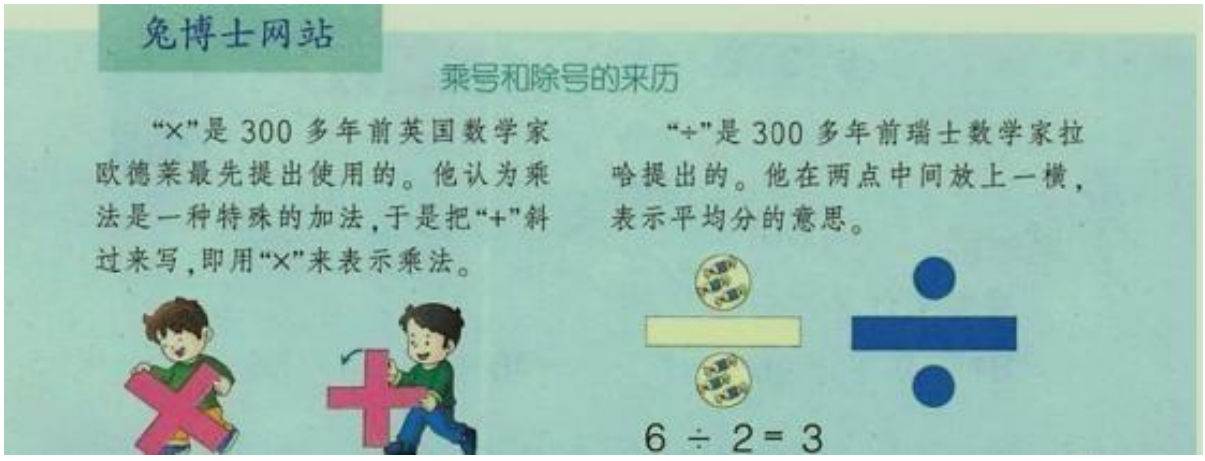

Figure 5: Illustration of the Knowledge of "Origin of Multiplication and Division Symbols" in the Unit of "Intra Table Multiplication and Division (II)" in the Second Grade First Volume of Hebei Education Press

7. SET UP A "SELF-EVALUATION" COLUMN TO STIMULATE POSITIVE EMOTIONS AND ATTITUDES TOWARDS MATHEMATICS LEARNING

The new curriculum emphasizes the diversification of evaluation methods, incorporating students' self-evaluation on the basis of the traditional teacher evaluation based single evaluation system. The self-evaluation method of students can fully stimulate their subjectivity and initiative in learning, and promote their positive emotions and attitudes towards mathematics learning.

The Hebei Education Press primary school mathematics textbook sets up a "self-evaluation" column at the end of the textbook, which guides students to evaluate their past semester's mathematics learning through the dynamic and interesting evaluation method of "rewarding the number of stars". This fully reflects the subjectivity and initiative of mathematics learning, and can stimulate students' enthusiasm and confidence in learning mathematics to a certain extent. Taking the "Self Evaluation" column in the second semester of third grade as an example, the specific evaluation items include: having confidence in learning mathematics well, being able to overcome

difficulties encountered in mathematics learning, and actively participating in mathematical exploration activities. The above items incorporate factors of emotional attitude cultivation, guiding students to summarize their learning process through self-evaluation and enhance their confidence in mathematics learning. In addition, it can also enable teachers to conduct targeted teaching based on their understanding of students' emotional attitudes towards mathematics learning, reflecting individualized instruction.

In summary, the development of modern society requires primary school mathematics teaching not only to enable students to master basic knowledge and skills, but also to attach importance to the cultivation of students' positive emotions and attitudes, and to promote the development of students' sound personalities. Therefore, analyzing the characteristics of the infiltration of emotional attitude factors in primary school mathematics textbooks is an important part of stimulating and cultivating students' positive emotions and attitudes in the process of primary school mathematics teaching, and it is an indispensable step for teachers to prepare lessons and teach.

8. CONCLUSION

This paper argues that the integration of experiential teaching into the marketing curriculum is not merely an enrichment strategy but a structural necessity. It enhances students' practical competencies, sharpens their analytical skills, and cultivates professional dispositions such as teamwork, communication, and adaptability. Through immersive learning environments, students are better equipped to internalize marketing concepts and apply them flexibly across diverse business contexts. Furthermore, experiential teaching contributes to increased learner motivation and engagement, as students perceive greater relevance and immediacy in what they study. To maximize the effectiveness of experiential teaching, several implementation conditions must be addressed. These include the professional development of faculty to design and facilitate experiential activities, the establishment of school-enterprise partnerships that provide authentic platforms for practice, and the reform of assessment systems to capture process-oriented learning outcomes. In addition, instructional resources and curriculum hours must be realigned to accommodate the iterative and time-intensive nature of experiential learning. In conclusion, this study underscores the transformative potential of experiential teaching in shaping a more competent and career-ready marketing workforce in vocational colleges and universities. It advocates for a paradigm shift from teacher-centered knowledge transmission to learner-centered experience construction. By embedding experiential methodologies into the core of marketing education, institutions can better fulfill their mandate to produce application-oriented talents who are not only knowledgeable but also capable of navigating the complexities of real-world marketing environments.

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