

# Analysis of the Lack of Chinese Culture in Foreign Language Teaching in Colleges and Universities and Reconstruction

Qingli Meng\*

Taishan College, Tai'an, Shandong, 271000, China

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## ABSTRACT

In foreign language teaching, Chinese cultural education is a very important course content. Especially in the context of the current comprehensive implementation of quality education and education reforms, special attention should be paid to infiltrating Chinese culture into foreign language teaching, comprehensively improving students' own development capabilities, helping colleges and universities cultivate talents and enhancing students' sense of patriotism. In this regard, this article explores the reasons for the lack of Chinese culture in foreign language teaching in colleges and universities. Analyze the current teaching situation of Chinese culture in foreign language teaching. The corresponding restructuring strategy is put forward, in order to continuously improve the patriotism of foreign language students in colleges and universities, and put forward certain reference opinions for integrating Chinese culture into foreign language teaching.

## 1. Introduction

Culture is a rich term for a region, a nation, or even a country. Culture expresses their characteristics in beliefs, values, art and systems. It is an important means used by people in a country to express and communicate emotions. In daily life, we often associate culture with language, because language is not only a carrier of culture, but also an important medium for spreading culture. As time goes, people have more in-depth research on culture, language and communication, and more and more people have realized the importance of culture in teaching. In our country, people are paying more and more attention to the promotion of cultural factors, and achieved remarkable results. But there are still some problems that cannot be

ignored. For example, in foreign language teaching, teachers' teaching of Chinese culture still has cultural teaching for the purpose of input. The teachers emphasized the adaptation to foreign culture, ignoring the importance of Chinese culture. At the same time, it ignores the teaching requirements of integrating Chinese culture into foreign language teaching. Therefore, students are better at using foreign languages, but their native language skills are lower. As a result, students' comprehensive quality and intercultural communication skills have not been developed in a balanced and effective manner, which has affected the effective implementation of Chinese culture in foreign language teaching in colleges and universities. It has a negative impact on the spread of Chinese culture.

\*Corresponding Author:

Qingli Meng,

Taishan College, Tai'an, Shandong, 271000, China;

Email: 3406451436@qq.com

## **2. Analysis of Chinese Culture**

### **2.1 The Concept of Chinese Culture**

Chinese culture is the product of long-term and continuous development of history. It is the outstanding traditional culture accumulated by the Chinese nation during thousands of years of history. It is a treasure and a spiritual force. Whether it is Paleolithic inventions and creations, or Confucian ideology and culture, they are both the source of power to promote the development of our ideology and morality and to promote the development of the Chinese nation <sup>[1]</sup>. However, in recent years, my country's traditional culture has been continuously impacted by foreign cultures from the West. Therefore, we must pay attention to this point. We should continuously strengthen the cultivation of students' cultural and national consciousness, and promote and promote the development of Chinese culture.

### **2.2 Characteristics of Chinese Culture**

Excellent Chinese culture has a profound and lasting impact on people, and it is subtle. People's behaviors and ethics in daily life will be subject to the lasting influence of Chinese culture. Chinese culture not only has distinctive national characteristics, broadness and profoundness, and a long history, but it also promotes the development of our ideology and morality and cultivates the spiritual support of our code of conduct <sup>[2]</sup>.

## **3. The Current Situation of Foreign Language Education**

There are obvious differences between foreign language teaching in universities and foreign language training institutions in society. Foreign language teaching in colleges and universities has more advantages, such as in terms of teacher strength, teaching environment and research level. However, in recent years, with the continuous expansion of colleges and universities, both parents and students have paid great attention to the employment problem of foreign language majors. Under such circumstances, the foreign language departments of many schools have gradually transformed into education and training institutions. Many foreign language majors only study for the employment rate after graduation. They put more energy on the study of foreign languages and neglect the cultivation of their mother tongue. This is obviously unreasonable <sup>[3]</sup>. The purpose of learning a foreign language is not only to master a language and lay a solid foundation for one's future, but also to make good use of

this language to better spread the culture and spirit of the nation. Another purpose of learning foreign languages is to spread Chinese culture to the world and strengthen the influence of Chinese culture in the world. Therefore, students majoring in foreign languages must not only learn professional knowledge, but also pay attention to the study of Chinese culture and improve their comprehensive literacy. Whether it is from the aspect of cultivating talents or safeguarding national cultural security, it is very important to actively infiltrate the cultivation of Chinese culture in foreign language teaching in colleges and universities.

## **4. The Reasons for the Absence of Chinese Culture Courses in Current Foreign Language Teaching**

### **4.1 English Education Occupies a Strong Position**

As cultural interactions and exchanges around the world continue to strengthen. Foreign culture has been greatly developed in China, which has affected the ideology of the local people to a certain extent. English culture has been widely promoted in English education, and it continues to occupy a dominant position in the field of education. This has caused many problems in the process of cross-cultural cultural promotion and expression for college students majoring in foreign languages. In the current stage of the development of foreign language majors in universities, English culture continues to occupy a dominant position. British and American cultures have had a subtle influence on contemporary students, leading to deviations in the perception of Chinese and Western cultures by foreign language majors in colleges and universities. Due to the influence of British and American cultures, Chinese students gradually neglect the study of Chinese culture and gradually lose interest. Some students even show resistance and fail to achieve a correct and reasonable learning culture, which makes Chinese culture gradually lacking in foreign language teaching in colleges and universities.

### **4.2 One-sided Cognition of Social Consciousness**

If students' understanding and cognition of the inheritance and value of Chinese culture are not comprehensive, they will be easily influenced by foreign cultures <sup>[4]</sup>. First of all, due to the impact of Western culture, many college students believe that Western culture is more modern, such as Western clothing and Western food. They think that Chinese culture is too traditional and they are unwilling to actively understand and accept Chinese culture. Secondly, due to our country's test-oriented ed-

education system, students' thinking has been affected by too many test-oriented exams. Students' understanding of English is limited to vocabulary and grammar. The teacher blindly pursues the student's test scores and neglects contextual teaching in combination with culture in teaching. Because the teachers did not realize the value and significance of culture in English education, the students were even less motivated to integrate Chinese culture in English learning.

#### **4.3 The Setting of Courses in Foreign Language Teaching in Colleges is Unreasonable**

The unreasonable setting of foreign language courses in colleges and universities is a common problem in Chinese colleges and universities at present. For example, English literature, American literature, comprehensive English teaching, and English grammar teaching are mainly related to foreign language courses. They are not integrated into the teaching of Chinese culture, which makes students involuntarily look for key points in their learning, pay attention to foreign language learning, and ignore mother tongue is not conducive to the cultivation of students' comprehensive cultural literacy, leading to the low Chinese cultural literacy of college students majoring in foreign languages<sup>[5]</sup>.

### **5. The Importance of Learning Chinese Culture for Foreign Language Students in Colleges and Universities**

#### **5.1 Promote the Training of Cross-cultural High-quality Talents in Foreign Language Majors in Colleges and Universities**

Under the current situation, the development of Chinese cultural education in foreign language teaching can cultivate a group of excellent foreign language professionals and high-quality talents for cross-cultural communication for the country. My country's education department has given great support to the integration of Chinese culture into foreign language teaching in colleges and universities. As a language subject, the foreign language major not only allows students to strengthen their own language communication and communication skills, but also allows students to master the language, integrate relevant Chinese cultural knowledge, and deepen their understanding of Chinese culture to cross-cultural communication<sup>[6]</sup>. However, although colleges and universities have increased their emphasis on infiltrating Chinese culture in foreign language teaching, teachers still ignore the education of Chinese culture to students in the classroom.

The lack of textbook content has caused a certain impact on foreign language students. In addition, the training of foreign language students in colleges and universities not only needs to improve the students' specific language application skills in all aspects, but also pay attention to the cultivation of students' awareness of cross-cultural communication. In daily teaching, students are provided with relevant cross-cultural communication training. While using Western educational concepts for education, they must also pay attention to the input of Chinese culture-related courses and pay attention to the education of their mother tongue. In the teaching of foreign language majors in colleges and universities, it is found that many students can describe Western culture in English very fluently, but it is difficult to express relevant content of Chinese culture in English. This is due to the students' lack of understanding of Chinese culture. Therefore, integrating Chinese culture into foreign language teaching in colleges and universities is conducive to promoting the cultivation of high-quality cross-cultural talents in foreign language majors in colleges and universities.

#### **5.2 Conducive to the Correct Understanding of Chinese and Western Cultures for Foreign Language Students**

Excellent Chinese culture can promote and promote the development of our country. Chinese cultural education in foreign language teaching in colleges and universities can encourage students to learn the wisdom of the ancient people, while strengthening their own personality cultivation, allowing students to gradually form a positive and optimistic attitude, and enhance Chinese cultural identity and national awareness<sup>[7]</sup>. When studying foreign language culture, college students should not completely accept a certain culture, but learn the excellent ideas of culture in depth. They should reflect on themselves from excellent foreign cultures and help them form correct thoughts. In addition, strengthening the Chinese cultural education for students majoring in foreign languages is the key to preventing students from entering the misunderstandings of Western culture. It is conducive to the inheritance of my country's excellent national culture and arouses students' sense of national pride.

#### **5.3 Conducive to Strengthening the Penetration of Patriotic Education and Safeguarding National Cultural Security**

The term "cultural soft power" has gradually appeared in our lives more and more frequently, especially in this era of rapid development of information technology, "cultural

soft power” has become more and more important to the development and influence of a country. It is important<sup>[8]</sup>. The most important element of “cultural soft power” is culture. The standard used to measure the soft power of a country can promote and promote the development of the country. Continuously strengthening Chinese cultural education in foreign language teaching in colleges and universities can promote the effective dissemination of Chinese culture, enhance national self-confidence, and help maintain the country’s cultural security and demonstrate national strength.

## **6. The Reconstruction Strategies of Chinese Culture in the Teaching of Foreign Language Colleges**

In foreign language teaching in colleges and universities, the problem of the gradual lack of Chinese culture is put forward for strategic research. First, we must consider the ideology, teaching materials and teachers, attach importance to the cultivation of students’ comprehensive quality, and strengthen the cultivation and promotion of students’ English application ability and cross-cultural communication ability.

### **6.1 Strengthen Mother Tongue Education**

In English education in colleges and universities, strengthening the improvement of English knowledge and skills and focusing on cultural accumulation are important means to improve cross-cultural communication. At the same time, it is necessary to increase the importance of mother tongue education. In particular, colleges and universities need to strengthen the education of their mother tongue in foreign language teaching, so it is necessary to increase the importance of mother tongue culture<sup>[9]</sup>. First of all, schools can encourage teachers to integrate Chinese culture into actual teaching classrooms, and set up some related open classes, with the purpose of improving the situation of low cultural education in the mother tongue and inspiring students’ interest in learning. Secondly, in order to enhance the education of students’ national consciousness and patriotic feelings, colleges and universities can integrate the construction of mother tongue culture in the construction of campus culture and carry out more publicity activities. Finally, colleges and universities can also use professional teachers to give lectures to broaden the knowledge level for students, so that students can learn more about Chinese culture and understand Chinese culture more<sup>[10]</sup>.

### **6.2 Enhance Students’ Cultural Awareness**

Cultural awareness plays a key role in students’ sense of cultural identity in their mother tongue in foreign language learning. Cultural awareness can enhance students’ self-recognition and understanding of their mother tongue culture. Therefore, schools must strengthen the cultivation of students’ cultural awareness to promote the effective combination and application of mother tongue culture<sup>[11]</sup>. In teaching, in order to allow students to form a correct understanding of the differences between Chinese and Western cultures, and continue to inherit and carry forward the excellent culture of our country, teachers should pay attention to the guidance of students’ cultural awareness. For example, when teachers are teaching foreign cultures, they can appropriately incorporate materials related to Chinese culture. The purpose is to make students better understand and recognize Chinese culture and enhance cultural awareness.

### **6.3 Optimize the Curriculum of Foreign Language Majors**

Scientific and rationality are the specific requirements for the most foreign language professional courses. If Chinese culture is integrated into the subject, it can not only increase the interest of learning, but also effectively cultivate students’ cultural literacy and promote the comprehensive development of students<sup>[12]</sup>. Therefore, the school can infiltrate the important Chinese festival culture into the teaching of foreign language majors, enrich the spiritual world of students, and strengthen the cultivation of students’ awareness of Chinese culture<sup>[13]</sup>.

### **6.4 Strengthen the Training of Teachers’ Professional Quality**

The professional quality of teachers has a direct influence on the quality training of students. Therefore, foreign language teachers in colleges and universities should continuously improve their understanding and attention to Chinese culture<sup>[14]</sup>. In the classroom, in order to let students feel the influence of Chinese culture on the world, improve students’ cultural awareness, and enhance students’ sense of national responsibility and self-confidence, teachers need to infiltrate students with Chinese culture<sup>[15]</sup>.

## **7. Conclusions**

In summary, it is very important to carry out Chinese cultural education in foreign language teaching. The education of Chinese culture in foreign language teaching can not only improve the humanistic literacy of college



students, but also promote their cross-cultural communication ability<sup>[16]</sup>. It is the key to improving the influence of Chinese excellent culture in the world culture. Therefore, in order to cultivate students' good cultural awareness, colleges and universities must develop and innovate outdated educational concepts and educational models. In order to enhance students' national self-confidence and stimulate their patriotism, it is necessary to pay attention to the study of mother tongue. In order to promote the development of national culture and maintain the safety of national culture, contemporary college students must have cultural self-confidence.

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