

Reflection on Theory and Practice of Foreign Language Education from the Perspective of National Cultural Security

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Abstract: As a language tool for international communication, foreign languages are not only a unique means of competition among social fields, but also an important demand of national security strategy. This paper reconsiders the problems of Chinese foreign language education under national cultural security in theory and practice, and leads the organic integration of national cultural security and ideological and political education of foreign language curriculum through value guidance. It intends to propose a new era of national cultural security concept of foreign language education in China, in which the ontological humanistic value demand of Chinese culture is in line with the national development strategic goal, and the cultivation of international vision in cross-cultural communication is in line with the construction of national cultural security concept. The research on this topic highlights the awareness of national cultural security in foreign language education, which has certain research value and important practical guiding significance.

1. Introduction

In today's era of economic globalization and information networking, higher education has stepped into the process of internationalization and played the role of disseminator of common, shared new civilization. The internationalization of higher education is a pluralistic rather than monolithic trend involving a variety of specific activities, with the aim of providing an educational experience that is truly integrated into the context of global consciousness. It mainly includes three aspects, one is the international content of the course. Second is the international mobility of scholars and students related to training and research. Third is international technical assistance and cooperation programs. Thus, international higher education is essentially a kind of cross-cultural communication [1]. This kind of cross-cultural communication can broaden participants' perspective of their own country and deepen their understanding of foreign cultures. Different countries have different value orientations and ways of thinking. If the understanding of the cultural background of one country and another is not enough, and there are barriers in communication, then the culture of vulnerable countries will face security problems.

Therefore, in addition to teaching skills, foreign language education in colleges and universities pays more attention to macro issues such as social and cultural functions [2]. In this sense, foreign

language education is not only language education, but also cultural education, which carries important cultural missions and has certain social service functions. Foreign language education in colleges and universities will inevitably encounter the collision and friction between Chinese and Western cultures. Therefore, it is very important to discuss the demands and directions of foreign language education in colleges and universities under the background of national cultural security strategy, so as to make college foreign language education serve the strategic decision of safeguarding national cultural security.

2. Reflection on foreign language education under national cultural security from a theoretical perspective

2.1. Severe penetration British and American cultures

With the increasing influence of China in the international community, the increasing responsibility of global governance and the advancing goal of the great rejuvenation of the Chinese nation, the development of China's educational teaching concepts and China's higher education in the new era. In the past 40 years, foreign language education in China has made great progress and development, and has made outstanding contributions to China's rapid economic development and social and cultural construction [3]. However, the infiltration of English and American culture in college English education cannot be underestimated. For a long time, the Western language and literature, which is mainly English language, and the cultural thoughts and values it carries, have influenced the transmission of Chinese native national culture and values to a certain extent, making Chinese students prone to produce ideological ideologies and cultural values similar to English thinking. Under the infiltration and impact of Western culture, some students lack the resistance to foreign ideology and cultural values, resulting in the phenomenon of "cultural aphasia".

It can be said that, from the pursuit of "Westernization" of original learning materials in English textbooks to the introduction of "Westernization" of foreign education and teaching concepts in teaching methods, from the expansion of "standardization" of classroom teaching content and extracurricular language practice to the "heterogeneity" of the evaluation system of foreign language education, European and American culture is everywhere, and the infiltration of British and American culture in English education is increasingly serious. It directly or indirectly reflects the cultural standards of Britain and America, thus ignoring the differences between different cultures in the world. As the most widely used language in the world, English is not conducive to promoting the diversified development of world culture, enabling the culture of other countries to be inherited and transmitted on the world cultural stage, nor is it conducive to the strategic development of China's cultural security, and does not conform to the important educational function of philosophy and social sciences in Chinese universities.

2.2. Biased orientation of English education

As language culture is closely related to the rise and fall of a nation, the history of the cultural security development of our language education thoughts has passed through the reasoning tool of pre-Qin and Ya Yan, the multi-cultural blend of Han and Wei, and then to the standard language and culture basis of Sui and Tang Dynasties and Ya Yun, from the mandarins of Song, Yuan, Ming and Qing Dynasties to the mature development stage of modern Mandarin and Putonghua, and then to the modern English language education. In modern Chinese foreign language education, English is not only an important tool for cultural exchange between China and the West, but also a link to inherit and carry forward the excellent Chinese culture, and should take the national cultural security strategy as the cornerstone [4]. Therefore, English education must be promoted to the level of national security

strategy to pay attention to, improve the national survival of the height to understand. Over the years, the orientation of English education has paid too much attention to the cultivation of language skills, but ignored the shaping of international vision and international discourse power in cultural communication. As a result, the orientation of Chinese foreign language education is biased, the awareness of constructing cultural security is lacking, and it is difficult to better tell Chinese stories and spread Chinese voices.

From the macro level, language is the symbol of national cultural identity and national identity. English learners should not only communicate with foreign public opinions, but also learn to use English to spread culture, publicize the essence of Chinese national excellent traditional culture, and promote the spirit of patriotism education. In today's world, Western countries, led by the United States, have pursued unilateralist policies since the Cold War to bully and contain the rapid rise of China, and used the strong spread of English language and culture to cope with the United States' attempts to put its own interests first, maintain its hegemonic position, and maliciously create global political, economic and military turmoil to gain profits. In view of the great differences between Chinese and Western languages and cultures in cross-cultural communication, Chinese English learners should not only learn to draw on the essence of foreign cultures for our own use to promote social development, but also learn to express and spread the excellent Chinese culture and humanistic values in English to cultivate national character, national backbone and national spirit. In the construction of cultural diversity, we should keep the national cultural identity and carry forward our own cultural characteristics. From the micro point of view, Chinese people pay far more attention to English education than their mother tongue. The biased orientation of English education should be corrected, and the awareness of national cultural security should be enhanced in college English education.

2.3. Lack of awareness of national security in the context of globalization

The earth is the home of human beings, and it is the bounden duty of the earth people to protect the material civilization and spiritual civilization on the earth, which concerns the safety of everyone in the world. Therefore, while attaching importance to the cultural security of our nation and country, we should try our best to help save those endangered cultures, establish a people-oriented security mechanism, and cooperate closely with other countries and regions to jointly deal with public cultural security issues at the global level [5]. Under the background of the rising tide of education internationalization and globalization, the awareness of national security in the globalization of English education needs to be further improved. The value orientation of contemporary foreign language education has changed from one-way introduction to multidirectional export, so foreign language education is bound to be an important position in the conflict of multi-cultural ideology under the form of cultural security. How to accurately grasp the cultural security risks in foreign language education has important strategic and instructive significance [6]. In the process of foreign language education, different cultures will inevitably have conflicts and frictions, but they also integrate with each other, gradually forming a more and more similar unity in the colorful world cultural kaleidoscope. On the one hand, we should earnestly study and absorb the advanced science and technology and excellent national culture of Britain and America. On the other hand, it is necessary to maintain the unique independence of the Han culture precipitated by the long history of the Chinese nation. On the basis of multiculturalism and through the concept of a global community with a shared future, we should achieve a beautiful situation of "harmony without diversity, sharing beauty with each other". In the face of Western countries' geo-economic repression and unilateral policy implementation, China's great power status is playing an increasingly important constructive role on the international stage. From this point of view, English majors should attach importance to

the screening of western cultural values and ideologies when learning English culture. Through English language and cultural education, we should accelerate the formation and enhancement of national security awareness, constantly reform and innovation, and continuously expand opening-up, so as to make the effectiveness of China's international discourse match its comprehensive national strength and influence on the road of realizing the great rejuvenation of the Chinese nation, and make China's due contribution to world peace and development.

3. Reflection on foreign language education under national cultural security from the perspective of practice

Foreign language education is an integral part of higher education. In foreign language education, the connotation of cultural security is embodied in the ability to communicate to protect and develop our language culture while disseminating foreign language and cultural knowledge, thus defending our cultural sovereignty and cultural interests, strengthening strategic consciousness of our national cultural security. However, there are still some problems that need to be solved in our practice of foreign language education in maintaining and promoting national cultural security.

First, for a long time, college foreign language teaching has emphasized the goal of cross-cultural communication and cultivated students with certain language skills. However, foreign language teaching in higher education still does not get rid of "exam-oriented education" and "certificate education", so the cultural quality education still cannot be realized. In particular, the education of our traditional culture has been neglected in foreign language teaching. Although some colleges and universities have set up courses on traditional Chinese culture or the contrast between Chinese and Western culture, the actual foreign language education does not have a good integration of Chinese and Western culture. At present, college students lack the sense of identity and pride of their own traditional culture and the resistance to foreign ideologies and cultural values. The introduction of "target language culture" into foreign language teaching has become a common understanding in the teaching community. However, in the intercultural communication, the phenomenon of traditional Chinese culture "aphasia" betrays the absence of "mother tongue culture" in our country's foreign language teaching. In fact, the "mother tongue culture" factor in foreign language teaching plays an extremely important role in achieving the macroscopic goal of foreign language teaching and improving the comprehensive quality of students.

Secondly, in the environment of globalization and internationalization, many people have a weak awareness of their mother tongue in the process of reform and opening up, and their attitude towards language shows that they value foreign languages over their mother tongue. At the basic education level in China, the teaching of foreign languages has been prematurely and excessively reinforced, and some schools offer foreign language classes for more than the time specified in the syllabus each week, sharing the same amount of time as Chinese classes. At the higher education level, students spend far more time learning foreign languages than they do learning Chinese. As a result, students neglect the learning of their mother tongue, and the essence of their mother tongue culture is only lightly touched. In fact, the neglect of mother tongue education has seriously affected foreign language proficiency and ability, the most prominent reflection of which is the low translation ability [7]. Therefore, education in native language and culture is indispensable in the process of training foreign language professionals or training talents with intercultural communication skills in various fields.

Third, the implicit role of cultural security in international foreign language education is not obvious. China is seen by the world through international Chinese culture education. More than 40 years of reform and opening up have achieved remarkable results. The "going out" of Chinese culture in the new era means spreading Chinese voice to the world through foreign language education and

international Chinese culture education. At present, international Chinese culture education is faced with a one-sided emphasis on Chinese language knowledge teaching and neglect of the cultural functions of Chinese international teaching, which is mainly manifested in the lack of spiritual and cultural inheritance in universities, relatively simple cultural education and teaching mode, and the lack of lively cultural practice activities [8]. Therefore, the concept of openness and inclusiveness should be upheld in international cultural education, so that the Chinese culture full of Chinese spirit and Chinese values can be gradually exported to the world through international education, so as to improve more effective communication channels for learners from all over the world, so that they can understand and get familiar with the current social development of China, and gradually become interested in the thousands of years of Chinese civilization history. Thus love the social value of Chinese culture, promote the spread of the great cultural gene of the Chinese nation. To this end, by setting up Chinese international education courses, overseas students are trained to have an international and global vision, so that overseas students can not only learn to master Chinese language skills, but also learn both Chinese and Western culture from an inclusive and broad perspective, understand the profound connotation of Chinese culture, and form a sense of identity and synergistic effect of Chinese culture.

4. The Concept of National Culture Safety in Foreign Language Education

As language is the main content and important carrier of cultural transmission, it is also the key to guarantee national cultural security. In the face of the current US-led NATO Allies, they vigorously advocate the policy of bullying, create rumors and distort facts, publicize all kinds of unfriendly measures against China, and even openly denigrate and hinder Chinese foreign economic and cultural development, which threatens Chinese firm practice of multilateralism and the establishment of a fair, reasonable and win-win global environmental governance system. In view of the international situation and national cultural security in Chinese foreign language education, this paper puts forward the national cultural security concept in Chinese foreign language education in the new era based on the humanistic values theory of moral cultivation and global community of destiny and the actual situation of foreign language education.

First, the concept of national cultural security in foreign language education should promote the ontological humanistic value needs of Chinese culture and achieve the goal of national development strategy. As language and culture security runs through all aspects of national cultural security, under the current international situation, foreign language education, guided by national foreign language capacity building, serves political and military fields, social economy, science and technology, humanities and other fields. Under the framework of national cultural security under foreign language education, a plan for multilingual foreign language education talents with English as the main foreign language radiating to the "Belt and Road" economic Belt will be established to meet the demand for multilingual and multilevel foreign language education talents for the development of Chinese foreign political economy, science, technology, culture and military fields [9]. It involves the overall coordination and planning development of five parts, including education level, talent scale, teacher supply, regional distribution, and resource investment, and establishes supply plans for teacher sources, teaching capital scale, teacher selection criteria, teacher welfare and other aspects to ensure the implementation of the foreign language education talent training plan. Through the English oriented multilingual foreign language education, focus on cultivating the national cultural security awareness of the educates, while teaching multilingual knowledge and culture and language skills, pay attention to the cultivation of students' humanistic values to meet the needs of national economic development, strengthen the cultivation of students' cultural thinking quality and the strategic goal of the development of socialist society with Chinese characteristics in the new era. The national strategic

vision of English-dominated language and culture propagates the beautiful ideal of social harmony, which is the common pursuit of human society, promotes the national cultural security construction of foreign language education, and realizes the common development goal of language culture and national strategy.

Secondly, in the intercultural communication of foreign languages, students will be trained to have an international perspective and construct the concept of national cultural security in foreign language education. Language is a tool of communication, language learning is a bridge for people to go to the world, but also to understand foreign advanced science and technology and excellent humanistic values, language and culture security is the foundation of national cultural security. Therefore, based on Chinese native cultural ideology and English-dominated foreign language education background, we plan foreign language education in accordance with the humanistic values of "cultivating virtues and people" and "a community with a shared future for mankind" in foreign language education, and consciously integrate the construction of cultural security concept in foreign language education into the grand blueprint of national development strategy. English - based foreign language education not only enables students to have an international vision and consciously draw a clear distinction between foreign languages and native languages, but also clarifies the positioning of foreign languages in education and teaching and identifies the Chinese language identity of Chinese. At the same time, cross-cultural communication learning is required to demonstrate Chinese cultural identity in multilingual language resources. To break through the monopoly of English as a foreign language education tool, re-examine the national security awareness of Chinese culture in English cross-cultural communication activities, and realize the important strategic value of foreign language education. We will promote Chinese traditional and classical cultural industries to go global, take an international perspective as the guide, and tell Chinese stories to the people of the world. On the basis of national cultural security, it will send out Chinese voice abroad in foreign language cross-cultural communication, promote the communication between the people and the people, and train students to have an international vision and build national cultural security concept in foreign language education.

Thirdly, the concept of national culture in foreign language education should combine the ideological and political teaching of professional courses with the inheritance of our traditional excellent cultural accomplishment. Foreign language education must take national cultural security as the theme, combine with the connotation of Chinese traditional excellent culture, deeply explore the ideological and political education resources contained in English major curriculum, and promote the construction of national cultural security concept in English curriculum ideological and political. Through foreign language education, the English curriculum should give full play to the education function of cultivating people by virtue of patriotism, national identity and social core values, and inherit the traditional humanistic quality of the Chinese nation. For example, respect the old and love the young, family and all things prosperous, thrift, self-improvement, respect work and enjoy the masses, help the needy and do good deeds, such as love, value the people, keep good faith, worship justice, harmony and harmony, the core ideas. To carry out the concept of national cultural security in foreign language education, make ideological and political teaching of professional courses and the inheritance of Chinese traditional excellent cultural accomplishment cooperate with each other. We will make use of the rich and colorful cultural resources of our mother tongue to cope with threats to language security and provocations of cultural erosion, properly handle international relations, safeguard overseas rights and interests and expand economic and trade exchanges. In the practice of foreign language education, emphasis is placed on the role of "three qualities" of foreign language education in educating people from the perspective of national cultural security awareness, proper handling of the relationship between mother tongue and foreign language, local culture and world civilization, and striving to realize the concept of a community of shared future for mankind that

integrates individuals, countries and even the world. From the perspective of national cultural security consciousness, we should establish a correct view of language, optimize the planning and layout of foreign language education, improve the overall service ability of language, and promote colleges and universities to better provide personnel service guarantee for the national strategic development.

5. Conclusion

Language security is an integral part of national cultural security, which is related to the strategic security of the survival of the contemporary nation and the prosperity of the country. The development course of cultural security thought in Chinese language education has fully proved that the country is unified and the nation is prosperous, the culture is stronger, the language spread influence is wider, and the national culture is taken seriously. And vice versa. On the basis of national cultural security, this paper reflects on many problems in theory and practice, such as serious infiltration of British and American culture in foreign language education, biased orientation of English education, lack of awareness of national security, vague understanding of ontological discourse of national cultural security, unclear position of foreign language education in national security strategy and unclear implicit role of cultural security in international foreign language education. It leads the organic integration of national cultural security and foreign language curriculum ideological and political education through value orientation and puts forward the national cultural security concept of foreign language education in the new era. Therefore, foreign language education in China must align the ontological humanistic value needs of Chinese culture with the strategic goals of national development, and combine the cultivation of international vision in cross-cultural communication with the construction of national cultural security concept. In short, the implementation of the "three similarities" of the national cultural security concept of foreign language education in colleges and universities should take the cultivation of the humanistic value of cultivating virtues and cultivating people as the fundamental goal, and be guided by the concept of a community with a shared future for mankind. It should not only learn foreign advanced science and technology and progressive culture, seek common ground while reserving differences, tolerate and cooperate for win-win results, but also spread the precious spiritual wealth of the excellent traditional Chinese culture. Harmony without uniformity inherits the way of life and the ideological and cultural concepts of the upward direction.

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