

# Deficiency and Remedy of Chinese Traditional Culture in Contemporary Foreign Language Learning

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**Abstract.** Culture and language are intimately connected, and language teaching is inseparable from the support of traditional Chinese culture. In addition to being used for normal interpersonal communication, language learning also shoulders the important mission of cultural communication. As foreign language learners, we must not only learn and use language knowledge, but more importantly, learn and spread the culture of different languages. Chinese traditional culture is vast and profound, and we must shoulder the burden of dissemination and inheritance. This article studies the current situation of traditional culture in foreign language learning, and proposes strategies to make up for the lack of culture.

**Keywords:** Chinese traditional culture; foreign languages; strategies.

## 1. Introduction

Chinese traditional culture is vast and profound, with a long history. It is an important testimony of the 5,000-year history of the Chinese nation. It is also an important spiritual treasure that Chinese children are proud of [1]. In the journey of Chinese children to practice the Chinese dream of the great rejuvenation of the Chinese nation, traditional Chinese culture has been given new strength and spirit. With the continuous deepening of international exchanges, the development of foreign language majors in Chinese universities has become more active and proactive. The opportunities for foreign language students to engage in international exchanges are also more frequent, and the collision of Chinese and foreign ideas is more violent. Foreign language students learn foreign language knowledge while understanding the historical, cultural, and social characteristics of the language country they are studying. While students are receiving foreign language courses, the way they receive traditional cultural education is constantly changing, and opportunities to learn foreign cultures are increasing. Under such a situation, the influence of traditional Chinese culture on foreign language students must be reduced. How foreign language students deal with the differences between Chinese and foreign cultures, display, disseminate and promote traditional Chinese culture on the stage of national exchanges, and improve their sense of identity and pride in traditional Chinese culture, is a serious consideration for every foreign language educator problem.

## 2. The Importance of Chinese Traditional Culture in Foreign Language Education

At present, the learning and dissemination of Chinese traditional cultural knowledge has attracted the attention of the majority of university leaders, and believes that education in traditional Chinese culture is necessary in the process of English learning. For foreign language students, after all, foreign languages are foreign languages. Most students study and live in China, and they also receive the influence of Chinese life, education, and cultural environment. Learning foreign languages is not just learning words and being able to communicate in spoken language. It is also necessary to closely link foreign languages with Chinese and traditional Chinese culture. Only when you really understand the differences between Chinese and foreign cultures can you apply foreign languages on different occasions. Handy. Especially in the field of foreign language translation, it is a bridge for communication and exchange between China and the West. If done properly and appropriately, it can play a good role in promoting and promoting. For some vocabulary with local characteristics, translation must be combined with the local cultural background. Simple literal

translation sometimes not only does not allow people to understand the true meaning, but also causes misunderstanding in serious cases. For example, "The Four Treasures of Study" is literally interpreted as four learning tools, but if combined with Chinese traditional culture, it can be translated into the four treasures of the study, which specifically refers to the traditional Chinese pen, ink, paper, and inkstone. In addition, Chinese culture has a heritage of 5,000 years. It not only brings us knowledge, but also gives us more moral education and understanding. At present, the cultural value of foreign languages has spread throughout the world[2]. Through the study of traditional Chinese culture, it can be integrated with foreign cultures, and the efficiency and results of foreign language learning can be better promoted.

### **3. The Status Quo of Integrating Traditional Chinese Culture in Foreign Language Teaching**

#### **3.1 The Initiative to Learn Chinese Traditional Culture is not Strong, and Traditional Cultural Values are Weakened**

The survey found that many foreign language students spend more time and energy on learning professional knowledge in their normal study and life. In their opinion, achieving good professional results is the most fundamental goal. They lack interest in the study of Chinese traditional culture, let alone take the initiative to learn. Due to professional restrictions, the daily contact is mostly with knowledge and culture related to foreign language majors. There is no time and opportunity to understand and study traditional Chinese culture, which makes the values of traditional Chinese culture indifferent.

#### **3.2 Irrational Arrangement of Foreign Language Teaching Materials**

At present, the unreasonable arrangement of teaching materials in foreign language teaching is also an important reason for the lack of traditional Chinese culture. Many colleges and universities use textbooks from British and American publishing houses. The textbooks published by these publishers rarely involve traditional Chinese culture. Through textbooks, students can only learn about Western culture. In addition, it is difficult to find learning materials for accurate foreign language translation and annotation of Chinese culture on the market, which has also become a major loophole in the absence of Chinese traditional culture in foreign language teaching.

#### **3.3 The Lack of Chinese Traditional Culture in Teachers Teaching Foreign Languages**

For students, teachers teach knowledge and answer questions. Foreign language students' non-active and inactive learning of traditional Chinese culture has a lot to do with the lack of traditional cultural accomplishments of foreign language teachers themselves. Many teachers, especially young foreign language teachers, have not received much influence from traditional culture during their own learning and growth. As a result, they are unable to impart more traditional culture to students when they teach to students. Affects students' acceptance and acquisition of traditional culture.

### **4. The Remedies for the Lack of Traditional Chinese Culture in Foreign Language Learning**

#### **4.1 Raising Awareness of Traditional Chinese Culture**

China is a large cultural power and a strong cultural power. Therefore, we must actively spread Chinese traditional culture to other countries in the world, so that the world can understand the power of Chinese science and technology while being familiar with the essence of Chinese traditional culture. In foreign language teaching, first of all, teachers and students should enhance their own understanding of traditional Chinese culture and enhance their sense of identity and pride. Bring the traditional and representative culture that can carry forward our country into the foreign

language classroom study, and show the students a full range. At the same time, we must standardize and unify traditional culture and foreign language translation, and introduce our outstanding cultural traditions to students and the world in correct and standard terms.

#### **4.2 Selecting Suitable Traditional Cultural Content to Enrich Foreign Language Teaching Materials**

Introducing Chinese traditional culture into the current foreign language teaching is an effective way to solve the lack of Chinese traditional culture. Learning Chinese culture well is a prerequisite for learning foreign languages well, and the compilation of foreign language teaching materials should not deviate from this basic principle. When selecting foreign language textbooks, you should consider the elements of traditional Chinese culture and try to choose textbooks that introduce traditional cultures[3]. These textbooks can include translations of outstanding Chinese literary works, foreign translations of some traditional Chinese cultures, or foreign translations of China's national conditions. At the same time, you can also add some foreign language translation vocabulary commonly used in introducing traditional Chinese culture to the textbook. These practices can help students to enhance their understanding of traditional Chinese culture in their daily foreign language learning. At the same time, it can also help students accurately introduce Chinese culture in foreign languages, improve their ability to express Chinese culture in cultural exchanges, and increase students' self-confidence and national pride.

#### **4.3 Improving the Cultural Literacy of Foreign Language Teachers**

At present, the channels for students to acquire knowledge in our country are mainly based on teachers' classroom teaching, so the quality of teachers can not be underestimated. Therefore, in foreign language teaching, we must pay attention to the cultural literacy of teachers, so that teachers can make better use of foreign languages to spread traditional culture to students in the process of imparting knowledge. Teachers' Chinese culture and cultural literacy have, to a certain extent, determined how well students learn traditional Chinese culture. If teachers are unable to introduce and disseminate traditional culture to students in foreign languages, it will be even more difficult for students. Therefore, teachers need to continuously improve their foreign language skills on the one hand, and on the other hand, they also need to continuously improve their cultural literacy to achieve the foreign language dissemination of Chinese culture.

#### **4.4 Increase Diversified Extracurricular Activities in English Teaching**

College English teachers should appropriately expand various extracurricular activities when carrying out English teaching activities, create a relaxed and happy teaching atmosphere by leading students to participate in experiential and rich extracurricular activities, and enhance students' strong interest in learning traditional Chinese cultural knowledge. Strengthen students' intercultural communication skills and professional standards. At the same time, by intentionally creating both diversified and rich extracurricular activities, students can give full play to their mastery of traditional cultural content and professional level of learning English. From another level, it is also beneficial to increase. In order to improve students' self-confidence in the knowledge of traditional culture in their country, they can fully integrate traditional culture with the study of English and improve their language ability and literacy in an all-round way.

#### **4.5 Attaching Importance to Traditional Cultural Education**

When college students are studying and studying English, basically all their study attention will be focused on the exploration of Western culture. During the process of exploration, they will be slowly immersed in Western culture and then immersed in it. Slowly ignore the study and study of the country's traditional culture. In addition, most college students want to improve their English and ensure that they can express themselves in English. They will read a lot of Western classic literature, watch Western movies and videos, and listen to Western music and audio. This is very helpful to improve their English ability, but they have forgotten another important part is that they

cannot give up their traditional cultural knowledge. College students should also pay attention to the path to learn Chinese traditional culture when trying to learn English through various channels , And not allow this to happen. When English teachers are teaching English, they should also strengthen the teaching of traditional cultural knowledge. They can balance the learning of western culture with the learning of traditional Chinese culture in a reasonable way, improve the status of traditional culture in English teaching, and often advocate College students go to read some famous Chinese translations in English so that college students can learn and understand Chinese traditional culture in depth and strengthen their cultural cognition.

#### **4.6 Exerting the Test Effect and Adding Traditional Cultural Content to the English Test**

At present, examinations in China's education stage are still the basic means to promote student learning. Therefore, you can reasonably add some test questions to assess the knowledge and cognitive abilities of traditional Chinese culture on the English test papers. This will not only make college students realize the importance of studying traditional culture while learning English, but also be efficient. Promote students' awareness of learning about their own culture. Once the knowledge content of traditional culture is also included in the examination questions of English test, not only can the English teachers pay more attention to the traditional culture teaching, but also can greatly enhance the college students on how to not forget the local traditional culture in English learning Exploration of learning motivation. Only when college students are studying English and studying the knowledge of traditional culture, can they avoid cultural aphasia.

### **5. Summary**

There is a very close relationship between cultural connotation and language learning. In a sense, the two are an interdependent community. Language is not only a carrier for spreading culture, but also a tool for interactive communication. At the same time, language is the main expression and important component of culture. When developing language teaching activities, if you want to master the language thoroughly, you need to have a deep understanding of the cultural origin of the language. When developing English teaching, it is not only to spread English knowledge to students, to guide students to recite grammatical words, but also to be a cultural transfer. Therefore, when teaching English, we must pay great attention to cultural teaching and cannot separate language from culture. In the beginning, China's traditional culture should be infiltrated into the English teaching of colleges and universities so that when Chinese college students communicate with foreign students, they can use accurate English to introduce Chinese cultural content smoothly. Cultural communication also promotes Chinese culture.

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