

Strategy Analysis: Integrating Chinese Traditional Culture into the Teaching of English Literature Courses

Dafeng Zhong*

Nanchang University, Nanchang 330031, China

*Corresponding author: Dafeng Zhong, zhongdafeng@163.com

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Abstract: As the spiritual treasure of the Chinese nation, the outstanding traditional Chinese culture, with its unique philosophical thoughts, values, historical inheritance and artistic forms, is of great significance for cultivating students' intercultural communication ability and enhancing cultural self-confidence. Under the background of globalization, integrating excellent traditional Chinese culture into the teaching of British and American literature courses can not only enrich the course content and broaden students' horizons, but also promote the exchange and integration of Eastern and Western cultures, and cultivate students' global vision and critical thinking ability. Based on this, this paper actively explores the specific strategies for integrating excellent traditional Chinese culture into the teaching of British and American literature.

Keywords: Excellent traditional Chinese culture; English and American literature course; Integration strategies

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1. Introduction

With the acceleration of globalization, cross-cultural communication in the field of education is becoming more and more frequent. How to maintain and promote the essence of local culture in an international perspective has become an important issue facing higher education at present. British and American literature courses, as an important part of foreign language education, not only carry the task of teaching Western literary classics and culture, but also provide students with a window to understand the world's diverse cultures. Therefore, skillfully integrating the excellent traditional Chinese culture into the teaching of British and American literature can not only enhance students' cultural consciousness and self-confidence, but also promote students' deep understanding of the similarities and differences between different cultures.

2. The necessity of integrating excellent traditional Chinese culture into the teaching of British and American literature courses

2.1. Integrating traditional culture is an important mission in the teaching of British and American literature

In the new era, the content of college English teaching is no longer limited to simple preaching and teaching but should give full play to the teaching value of the discipline and promote the comprehensive development of students. It should cultivate students' cultural confidence, guide them to tell Chinese stories well in English and promote the continuous inheritance and development of traditional Chinese culture. As an important course for college English majors, the course of British and American Literature has the characteristics of wide coverage and great influence. It is an important carrier to spread Chinese traditional culture and cultivate students' cultural self-confidence ^[1]. However, as far as the teaching situation of British and American literature is concerned, it is generally faced with the problem of aphasia of traditional culture. The main reason is that for a long time, the teaching of British and American literature has been focusing on the interpretation and analysis of Western literary classics, ignoring the integration and contrast of Chinese excellent traditional culture, which leads to aphasia and other problems of Chinese excellent traditional culture. The existence of this problem is not only detrimental to the shaping of students' sound cultural views and the development of cross-cultural communication ability but also leads to the lack of cultural self-confidence of students, thus leading to the export of excellent traditional culture ^[2]. Therefore, promoting the integration of excellent traditional Chinese culture in the teaching of British and American literature is helpful in cultivating students' cultural self-confidence and enables them to take the initiative to shoulder the mission of carrying forward traditional culture and telling Chinese stories well in English.

2.2. The integration of traditional culture is driven by national guidance and educational policies

The report to the 20th National Congress of the Communist Party of China pointed out: "Promote cultural self-confidence and self-improvement and create new glory of socialist culture" ^[3]. Under the guidance of the state, in recent years, the education department has successively issued a number of guiding policies aimed at strengthening traditional culture education, such as the Guiding Outline for Improving the Education of Excellent Traditional Chinese Culture released in 2014, which emphasizes the systematic integration of excellent traditional Chinese culture in the curriculum and teaching material system ^[4]. The Guidelines for College English Teaching, revised in 2020, also clearly put forward the requirements of integrating excellent traditional Chinese culture and socialist core values into college English teaching ^[5]. The release of these guidelines has pointed out the direction and provided fundamental guidelines for promoting the integration of excellent traditional Chinese culture in the teaching of British and American literature courses and deepening the teaching reform of British and American literature courses.

2.3. The integration of traditional culture is the internal demand of the curriculum reform of British and American literature

As a comprehensive subject with both instrumental and humanistic characteristics, British and American literature is an important way to cultivate students' humanistic quality and improve students' intercultural communication ability. In recent years, the state has put forward a series of development strategic goals, such as building a strong cultural country, promoting cultural export, and building a foreign discourse system ^[6].

In order to adapt to the new trend and requirements of the development of English education, the teaching reform of British and American literature must be deepened and the teaching quality improved to better meet the needs of national strategic development. Traditional Chinese culture itself has a very rich educational connotation. Its integration into the teaching of British and American literature can not only expand the breadth and depth of the teaching of British and American literature, but also help to cultivate students' intercultural communication awareness, exercise their language expression ability, and help them deepen their understanding of traditional Chinese culture to enhance the sense of national identity, strengthen cultural self-confidence, and better achieve the teaching objectives of the course.

3. The concrete integration path of excellent traditional Chinese culture in the teaching of British and American literature courses

3.1. Excavate the excellent traditional Chinese cultural elements and reconstruct the content system of British and American literature courses

The integration of excellent traditional Chinese culture into the teaching of British and American literature requires teachers to dig deeply and comprehensively integrate the integration of British and American literature curriculum and Chinese excellent traditional culture, to promote the reconstruction of the content system of British and American literature curriculum. Under the background of global integration, the course content of British and American literature should not only cover the classic works of Western literature but also integrate into the essence of excellent traditional Chinese culture, so as to build a curriculum system in which Chinese and Western cultures complement each other ^[7]. To be specific, teachers can explore the integration of excellent traditional Chinese culture and British and American literature courses in the following ways:

- (1) Select reading of literary works. When selecting the classics of British and American literature, teachers can consciously select those works with similar themes, emotions or social backgrounds with Chinese culture, such as works that discuss the concept of family, the relationship between man and nature, morality and ethics and other universal topics, and guide students to find different interpretations and expressions of the same theme under different cultural backgrounds through comparative analysis. In order to enhance the understanding and recognition of the excellent traditional Chinese culture ^[8]. For example, when teaching Shakespeare's Hamlet, classical Chinese tragedies such as The Orphan of Zhao can be introduced to explore the manifestations of the theme of revenge in different cultures and the cultural psychology behind it ^[9].
- (2) Literary theory and critical methods. Introduce the concepts of traditional Chinese literary theory such as "artistic conception" and "character" into British and American literary theory teaching, encourage students to interpret Western literary works from these theoretical perspectives, and reflect on the limitations and shortcomings of Western literary theories in interpreting Chinese literary works, to help students form cross-cultural literary criticism ability ^[10].
- (3) The case analysis of cross-cultural communication. Combining historical and contemporary examples of cross-cultural communication, such as The Travels of Marco Polo and Pearl Buck's The Good Earth, this paper analyzes how Chinese culture has influenced and shaped Westerners' cognition of China, as well as the misunderstandings and integration between China and the West in cultural exchanges, so as to cultivate students' global vision and cross-cultural communication ability.

3.2. Carry out comparison and mutual learning between Chinese and Western cultures to enhance students' national cultural identity

There are objective differences between Chinese and Western cultures. In the teaching of British and American literature, teachers can combine the teaching content, flexibly integrate it into the excellent traditional Chinese culture, and guide students to compare and learn from the Western culture, to encourage students to deeply understand and respect Western literature, and cherish and inherit the excellent traditional Chinese culture, to enhance their national cultural identity ^[11]. For example, the plot of “one pound of flesh” in *The Merchant of Venice* can be compared with the concept of “benevolent government” in ancient Chinese rule of law. By analyzing Shylock’s ruthlessness and greed as a loan shark, and comparing it with the ancient Chinese concepts of “governing by virtue” and “people-oriented,” students can be guided to think about the balance and conflict between law and morality, individual interests and social justice in different cultural backgrounds ^[12]. Such contrast not only deepens students’ understanding of Western literary works but also makes them realize the profound humanistic care and social responsibility contained in the excellent traditional Chinese culture, thus enhancing their pride and sense of identity in their culture.

3.3. Incorporate traditional festivals and customs to enrich classroom teaching styles

In order to display the charm of excellent traditional Chinese culture more vividly and intuitively, teachers can integrate the introduction of traditional Chinese festivals and customs into the English and American literature courses. The display of festival customs can not only activate the classroom atmosphere, but also make students feel the unique charm of Chinese culture in a relaxed and pleasant atmosphere, and enhance their cultural consciousness and self-confidence ^[13]. Specific implementation strategies are as follows: First, use the pre-class introduction to introduce the origin of relevant festivals, legends and customs. For example, when explaining Shakespeare’s “*A Midsummer Night’s Dream*,” we can introduce the Chinese traditional festival “Qixi Festival” (also known as the Qiqiao Festival) to tell the beautiful legend of the Cowherd and the Weaver Girl, as well as the custom of ancient women begging for skillful skills from the Weaver girl on the Qixi night. Such an introduction not only adds interest to the class but also enables students to have a deeper understanding of traditional Chinese culture while comparing Chinese and Western views on love.

Secondly, holiday-themed activities are organized to let students experience the charm of Chinese culture. For example, on the eve of the Spring Festival, a “Spring Festival Culture Week” can be organized, which includes experiences of traditional crafts such as writing Spring couplets, cutting window cuts and making dumplings, as well as knowledge contests and story-sharing sessions about Spring Festival customs. Through these practical activities, students can not only touch the warmth of Chinese culture with their hands but also enhance friendship in team cooperation and feel the joy and warmth of the festival together ^[14]. In addition, modern teaching technologies, such as multimedia and network resources, are used to demonstrate the pageants and customs of traditional festivals. Teachers can collect and play the wonderful clips of the Spring Festival gala, the Lantern Festival, the Mid-Autumn Festival customs and other video materials so that students can feel the extensive and profound Chinese culture. At the same time, students are encouraged to use their spare time to independently collect relevant information, make PPTs or short videos for class display, to exercise their independent learning ability and expression ability. Finally, festival customs should be integrated into daily teaching, making them an indispensable part of English and American literature courses. When teaching literature works related to festivals, teachers can guide students to think about the cultural connotation and social significance behind festival customs, such as reunion and harmony in the Spring

Festival and homesickness and reunion in the Mid-Autumn Festival. Through these reflections, students can more deeply understand and pass on the excellent traditional Chinese culture in the context of cross-cultural communication.

3.4. Carry out cultural salons and seminars to promote the collision and blending of ideas

In order to further stimulate students' interest in cultural exploration, promote their in-depth understanding of excellent traditional Chinese culture and expand their international vision, cultural salons and seminars can be held regularly in the courses of British and American literature. These activities can be organized around specific cultural themes or literary works, inviting experts, scholars or culture enthusiasts from both inside and outside the school to participate, share insights and engage in a collision of ideas. In cultural salons, open discussion topics can be set, such as "similarities and differences between Eastern and Western love concepts" and "female images in ancient and modern literary works," and students can be encouraged to combine their knowledge of American and American literature with excellent traditional Chinese culture to express their opinions and feelings. At the same time, through group discussion, role play and other forms, students can deepen their understanding of cultural differences in a relaxed and pleasant atmosphere, and improve their ability of cross-cultural communication. Seminars, on the other hand, focus more on academic and in-depth discussions. Teachers can select some representative or controversial literary works and guide students to conduct in-depth analysis from multiple perspectives, such as cultural background, historical context, author's intention and reader's acceptance ^[15]. At the seminar, students can not only present their research results but also ask questions of experts and get professional guidance and feedback. The creation of such an academic atmosphere helps cultivate students' ability of critical thinking and innovation, while also enabling them to cherish and pass on the fine traditional Chinese culture more.

4. Conclusion

To sum up, integrating excellent traditional Chinese culture into the teaching of British and American literature not only helps to cultivate students' cultural self-confidence and intercultural communication ability but also enables them to cherish and pass on their own national culture while learning Western literature. In the teaching practice of British and American literature, teachers can inject new vitality and connotation into the course of British and American literature by exploring traditional cultural elements, comparing Chinese and Western cultures, integrating traditional festivals and customs, etc., to make it a bridge connecting Chinese and Western cultures and inheriting national spirit.

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