

# Research on the Communication Strategies of Traditional Culture Among Adolescents from the Perspective of Narrative Theory

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**Abstract:** With the acceleration of modernization and the arrival of the information age, the sense of alienation among young people towards traditional culture is gradually increasing, and the inheritance and development of traditional culture face many difficulties and challenges. This not only affects young people's understanding and sense of identity towards traditional culture but also constitutes a potential threat to the enhancement of national cultural soft power and the inheritance of national spirit. Therefore, it is imperative to promote the dissemination of traditional culture among young people, which not only enhances young people's understanding of traditional culture, but also strengthens their cultural self-awareness and confidence, and is an important means of cultural inheritance. Based on the perspective of narrative theory, this paper deeply analyzes the difficulties in the dissemination of traditional culture among young people and explores corresponding dissemination strategies, hoping to contribute new ideas and methods to the inheritance and development of traditional culture.

**Keywords:** Narrative theory; Traditional culture; Young people; Cultural dissemination; Strategies

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## 1. Introduction

Culture is the soul of a country and a nation and an important source of national cohesion and creativity. The fine traditional Chinese culture has a long history and is extensive and profound. It is the deepest cultural soft power of the Chinese nation, embodies the deepest spiritual pursuit of the Chinese nation, and is an important spiritual support for realizing the Chinese dream of great national renewal<sup>[1]</sup>. Narrative theory, as a theoretical framework for the study of narrative structure, narrative mode, and narrative effect in text and context, provides a new perspective and method for the dissemination of traditional culture. Narrative is not only an important carrier of cultural inheritance but also an important means of cultural transmission. By constructing attractive narrative structure and narrative methods, the core values and spiritual connotations of traditional culture can be effectively transmitted, and young people's interest and sense of identity in traditional culture

can be enhanced. Therefore, it is of great significance to explore the communication strategies of traditional culture among young people from the perspective of narrative theory to promote the creative transformation and innovative development of traditional culture.

## **2. The dilemma of the communication of traditional culture among adolescents**

### **2.1. The double impact of cultural diversity and information overload**

As natives of the information age, teenagers grow up in an environment full of cultural elements from all over the world. From pop music, movies, and games in the West, to anime, fashion, and food in the East, teenagers can easily access and absorb these diverse cultures. However, this phenomenon of cultural diversity not only broadens teenagers' horizons but also brings an impact on traditional culture. While enjoying the freshness and stimulation brought by multi-culture, teenagers tend to ignore their traditional culture. At the same time, information overload has become a major obstacle to the spread of traditional culture. In the information society, information is growing at an explosive rate, and teenagers are faced with a huge amount of information input every day. This kind of information overload not only distracts their attention but also weakens their attention and interest<sup>[2-4]</sup> in traditional culture. It is difficult for teenagers to calm down to deeply understand and experience traditional culture when they are browsing social media, watching short videos, playing games and other recreational activities, which results in a great loss of the effect of traditional culture transmission among teenagers.

### **2.2. The lagging and stereotyped education of traditional culture**

At present, traditional cultural education in many schools still stays at the level of book knowledge and classroom teaching and lacks vividness, interest and practicality. This kind of traditional education mode makes it difficult to attract the attention of young people, let alone stimulate their interest in learning. In the face of boring traditional cultural knowledge, young people tend to have resistance, resulting in the poor effect of traditional cultural education. In addition, the stereotyped nature of traditional culture education also limits teenagers' in-depth understanding and innovation of traditional culture. Many traditional cultural education activities tend to focus on the copying and imitation of forms but neglect the cultural connotation and spirit of inheritance. This kind of rigid education mode not only fails to cultivate teenagers' consciousness of cultural innovation but also may cause them to misunderstand and prejudice traditional culture. In the absence of in-depth understanding, it is difficult for teenagers to truly feel the charm and value of traditional culture, and thus it is difficult to form an identity and love for traditional culture<sup>[5]</sup>.

### **2.3. Cognitive deviation and psychological conflict among young people**

As a special group, teenagers' cognitive and psychological characteristics also pose a challenge to the spread of traditional culture. Teenagers are in a critical period of rapid physical and mental development, their cognitive ability and values are not fully mature, and they are easy to be affected by external factors<sup>[6]</sup>. Under the background of multi-culture and information overload, new things tend to attract young people's interest more easily. However, for some traditional cultures, due to their lack of understanding and single mode of transmission, some young people may consider them uninteresting, and thus have a psychological resistance. In addition, young people are under great learning pressure and think that knowledge learning is the most important, so they tend to ignore traditional cultural learning<sup>[7-9]</sup>. This psychological resistance not

only affects the acceptance of traditional culture but also may lead to their misunderstanding and rejection of traditional culture. In the absence of correct guidance and effective incentives, it is difficult for teenagers to form a positive attitude and positive evaluation of traditional culture.

### **3. Communication strategies of traditional culture among adolescents from the perspective of narrative theory**

#### **3.1. Construct a narrative teaching environment and create a traditional cultural atmosphere**

Narrative teaching environment refers to the construction of teaching scenes with story plots and situations so that students can feel and learn about traditional culture in the experience. This kind of environment can stimulate students' curiosity and desire for inquiry so that they can accept the influence of traditional culture in a relaxed and pleasant atmosphere<sup>[10]</sup>. To be specific, first of all, the teaching space with traditional cultural themes should be designed. Teachers can arrange traditional cultural elements in classrooms or school public areas, such as hanging ancient poems, calligraphy works, ethnic costumes, etc., to create a strong traditional cultural atmosphere. At the same time, multimedia can be used to display traditional cultural stories or historical events, so that students can get a double experience in vision and hearing. Secondly, classroom activities on traditional culture should be carried out. Teachers should design classroom activities with traditional culture as the theme, such as role-play, story retelling, poetry recitation, etc. By participating in the activities, students can have a deeper understanding of the background and connotation of traditional culture, and at the same time exercise their ability to express themselves and teamwork. In addition, festivals are used to educate students about traditional culture. On traditional festivals or important anniversaries, teachers can organize students to celebrate, such as making dumplings in the Spring Festival, appreciating the moon in the Mid-Autumn Festival, and racing dragon boats in the Dragon Boat Festival<sup>[11]</sup>. These activities can not only make students feel the charm of traditional culture but also enhance their national pride and sense of belonging.

#### **3.2. Use narrative teaching method to improve the teaching effect of traditional culture**

The narrative teaching method refers to enabling students to learn traditional culture through participation and experience by telling stories, constructing situations, and simulating history. This method can stimulate students' interest in learning and improve their memory and comprehension. To be specific, first of all, story-based teaching is adopted. Teachers should integrate traditional cultural knowledge into stories and let students learn traditional culture while listening to stories by telling historical stories, folklore, etc. Teachers can guide students to analyze the cultural elements in the stories, such as characters' personalities, values, social customs, etc., to help them deeply understand the connotations of traditional culture. Secondly, situational simulation teaching should be implemented. Teachers can let students experience the charm of traditional culture in role play by simulating ancient social scenes or historical events<sup>[12]</sup>. For example, students can be organized to conduct simulated performances of ancient court etiquette or conduct a deduction of ancient war strategies. This teaching method can enable students to learn traditional culture in practice and improve their practical operation ability and problem-solving abilities. In addition, project-based learning is carried out. Teachers should guide students to carry out project-based learning around traditional cultural themes, such as studying ancient scientific and technological achievements and exploring the origin of traditional festivals. Through

independent research, group cooperation and results presentation, students can gain a deeper understanding of the historical background, development context, and social value of traditional culture.

### **3.3. Integrate modern technology and narrative means to innovate traditional cultural transmission methods**

The development of modern technology provides more possibilities for the dissemination of traditional culture. Teachers can make use of the combination of modern technology and narrative means to innovate the transmission of traditional culture, to make traditional culture closer to the lives of young people. To be specific, firstly, digital educational resources on traditional culture should be developed. Teachers can use multimedia technology and virtual reality technology to develop digital educational resources on traditional cultural topics, such as e-books, online courses, virtual reality experiences, etc. These resources can provide students with a more intuitive and vivid learning experience and help them better understand and remember traditional cultural knowledge. Secondly, social media can be used to spread traditional culture <sup>[13,14]</sup>. Teachers can release short videos, pictures and information related to traditional culture through social media platforms such as Weibo, WeChat and Douyin to attract students' attention and interaction. Teachers can encourage students to share their learning experiences and ideas to create a positive learning atmosphere for traditional culture. In addition, online activities on traditional culture can be organized. Teachers should actively use online platforms to organize lectures, exhibitions, competitions and other activities on traditional culture to provide students with more opportunities to learn and communicate. These activities can cross geographical restrictions and allow more students to participate in the learning and dissemination of traditional culture.

### **3.4. Focus on narrative feedback and evaluation to promote the continuous dissemination of traditional culture**

Narrative feedback and evaluation are an indispensable part of the process of traditional culture transmission. By collecting students' feedback and evaluation results, teachers can understand the effects and existing problems of traditional culture communication, to continuously improve teaching methods and means and promote the continuous transmission of traditional culture. To be specific, first of all, the evaluation system of traditional culture learning effect should be established. Teachers should combine teaching objectives and students' learning needs to establish a traditional cultural learning effect evaluation system. Students' mastery of traditional culture and ability to use it should be assessed through regular tests, homework checks, and classroom performance. Secondly, students should be encouraged to create traditional culture. Teachers should encourage students to integrate their traditional cultural knowledge into their creations, such as writing, painting, music, etc. Through the creative process, students can further deepen their understanding and perception of traditional culture, while exercising their creativity and artistic expression ability. In addition, students' feedback is collected and teaching methods are continuously improved. In the teaching process, teachers should actively collect feedback from students and understand their interest points and puzzles about traditional culture <sup>[15]</sup>. According to the feedback, teachers can adjust their teaching methods and means to make the dissemination of traditional culture more in line with students' needs and expectations. At the same time, teachers should pay attention to the timeliness and innovation of traditional culture, and constantly introduce new elements and ideas to make traditional culture glow with new vitality and vitality in the process of inheritance.

## 4. Conclusion

To sum up, the communication of traditional culture among young people is faced with multiple dilemmas, such as the double impact of cultural diversification and information overload, the lag and rigidity of traditional cultural education, and the cognitive deviation and psychological conflict of young people. These dilemmas not only limit the transmission effect of traditional culture among adolescents but also affect their cognition and identification of traditional culture. Educator shoulders the heavy responsibility of inheriting and developing traditional culture. Under the guidance of narrative theory, educators can effectively promote the dissemination and in-depth development of traditional culture among young people by constructing a narrative teaching environment, applying narrative teaching method, integrating modern technology and narrative means and paying attention to narrative feedback and evaluation, to stimulate students' interest and enthusiasm in traditional culture and cultivate their cultural accomplishment and national spirit.

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