

# Study on the Immersion of Chinese Cultural Elements in Foreign Language Teaching Based on Cultural Confidence

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**Abstract:** With the accelerating process of globalization, foreign language, as an international language, has become increasingly prominent in education. However, in the current college foreign language teaching, the input of western culture is often overemphasized, thus ignoring the output of Chinese traditional culture. To a certain extent, this phenomenon leads to the imbalance of students' cross-cultural communication ability, and also limits the inheritance and development of Chinese cultural elements. Therefore, how to immerse Chinese cultural elements in foreign language teaching based on cultural self-confidence has become an important problem to be solved in the field of education. Based on this, this paper will explore and study the effective strategies of effectively infiltrating Chinese cultural elements in foreign language teaching at the university stage.

**Keywords:** College foreign language; Chinese cultural elements; Infiltration strategy

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## Fund Project:

Topic: Research on the Immersion of Chinese Cultural Elements in Foreign Language Teaching Based on Cultural Confidence

Project approval number: WGW21101

In the process of foreign language teaching at the university stage, teachers' effective penetration of Chinese cultural elements means that they combine Chinese traditional cultural elements with foreign language teaching closely in foreign language teaching activities, and devote themselves to improving students' cultural confidence, cross-cultural communication ability and understanding of traditional culture. Chinese traditional culture is extensive and profound, including rich literature, art, philosophy, history and other aspects. In college foreign language teaching, teachers can effectively enrich students' knowledge reserves and broaden their horizons by infiltrating Chinese traditional culture. At the same time, they can also significantly improve their foreign language expression ability and cross-cultural communication ability, and effectively enhance their core literacy and comprehensive quality.

## 1. The Significance of Immersion of Chinese Cultural Elements in Foreign Language Teaching Based on Cultural Confidence

### 1.1 Cultivate Students' Cultural Confidence

Through the immersion of Chinese cultural elements in foreign language teaching based on cultural self-confidence, students can be helped to have a clearer and deeper understanding of their own nation and national culture, which will cultivate their cultural self-confidence. Specifically, cultural self-confidence is an important cornerstone of the prosperity of a country and a nation, and it can also become one of the necessary qualities for personal growth. Only when party students have cultural self-confidence can they be more confident and free to express their views and positions in their future study and development.

### 1.2 Improving Students' Intercultural Communication Ability

Cross-cultural communication ability is one of the necessary qualities for students in the context of globalization. In the process of teaching foreign language subjects at the university level, teachers will help students gradually understand and familiarize themselves with the differences between Chinese and Western cultures by immersing Chinese cultural elements in foreign language teaching based on cultural self-confidence, which will help improve their sensitivity and tolerance to different cultures, and then improve Cross-

cultural communication skills. In the future study and work, students need to have communication and cooperation activities with people from different cultural backgrounds, so it is of great significance to cultivate cross-cultural communication ability.

## **2. The Principles of Immersion of Chinese Cultural Elements in Foreign Language Teaching Based on Cultural Confidence**

### **2.1 Moderation principle**

The principle of moderation should be paid attention to when infiltrating traditional Chinese culture into college foreign language teaching. In the teaching process, teachers should introduce Chinese traditional culture according to the content of teaching materials and teaching objectives, so as to avoid overemphasizing traditional culture and neglecting the essence of foreign language teaching. At the same time, when infiltrating traditional culture, we should highlight the key points, aiming to help students understand cultural phenomena, adapt to cultural differences, and improve cross-cultural communication skills. Through the course study, students should be able to master the basic concepts, basic theories and basic methods of cross-cultural communication; respect the diversity of world cultures, at the same time enhance critical cultural awareness, and be able to interpret and evaluate different cultural phenomena; decent and effective Cross-cultural communication and help people with different cultural backgrounds to communicate across cultures, choose representative traditional cultural content to explain and display, promote students to better understand the essence and connotation of Chinese traditional culture. In addition, when teachers penetrate traditional culture, they should adjust teaching strategies and methods according to students' acceptance ability and feedback, so as to ensure the smooth development of teaching activities.

### **2.2 Stage principle**

In the process of college foreign language teaching activities, teachers should follow the principle of stages when they focus on infiltrating Chinese cultural elements. Teachers should introduce Chinese traditional culture in stages and plans according to the students' age, psychological and cognitive development level, so as to adapt to the students' acceptance ability. At the same time, teachers also need to determine the penetration goals of different stages according to the actual situation and needs of students, such as the primary stage, the intermediate stage and the advanced stage. The objectives of each stage should be specific and clear in order to better guide teaching.

### **2.3 The principle of cultural equality**

When teachers effectively penetrate Chinese cultural elements in college foreign language teaching, they should not introduce prejudice or discrimination in traditional culture, but should treat Chinese and Western cultures with an equal attitude, so that students can better understand and understand while learning foreign languages. The differences and commonalities of Chinese and Western cultures. In addition, teachers should also fully respect the cultural background and values of students, encourage them to express their views and opinions, and guide them to treat different cultures with an open and inclusive attitude, and effectively enhance cross-cultural communication skills [2].

### **2.4 Practicality principle**

The practical principle of immersion of Chinese cultural elements in foreign language teaching based on cultural self-confidence means that teachers should select traditional cultural content closely related to students' learning and life to infiltrate in the teaching process, so that students can understand and apply what they have learned [3]. In this regard, teachers can choose some practical traditional cultural content, such as traditional music, dance, calligraphy, painting, etc. Through display and experience, students will effectively understand and feel the charm of Chinese traditional culture more deeply and clearly.

## **3. Effective Strategies of Immersion of Chinese Cultural Elements in Foreign Language Teaching Based on Cultural Confidence**

### **3.1 Excavation of Traditional Cultural Elements in Textbooks**

College foreign language textbooks contain many contents related to Chinese traditional culture. Teachers can combine these contents to guide students to explore the connotation and value of Chinese traditional culture [4]. For example, in traditional Chinese culture, making friends is a very important part. The ancient Chinese attached great importance to the friendship between friends, and there were many famous sayings about making friends, such as "it's a pleasure to have friends coming from afar" and "the friendship between gentlemen is as light as water. These sayings can be closely integrated with the topic of making friends in the course, so that students can better understand the importance of making friends and how to build good friendships with others. In addition, etiquette

is also a very important part. China is known as the “state of etiquette. In the process of making friends, how to call each other, how to introduce themselves, how to express gratitude are very important etiquette. Through these etiquette learning, it will help students to deeply understand and understand the etiquette culture in Chinese traditional culture. There are many differences between Chinese traditional culture and western culture, and these differences are also reflected in the process of making friends. Through the comparison and analysis of these differences, students can understand the differences and commonalities of different cultures. In this way, it will effectively realize the in-depth teaching of the traditional cultural elements in foreign language textbooks, and promote the overall improvement of students’ personal subject literacy and comprehensive quality.

### **3.2 Use of multimedia technology**

With the development of today’s social environment, teachers can help students understand the charm of Chinese traditional culture more intuitively through movies, music, pictures and other multimedia means, and at the same time can effectively stimulate interest in learning. For example, teachers can use multimedia technology to carry out teaching activities from three aspects. First, to make multimedia courseware, you can make multimedia courseware, combine Chinese traditional cultural elements with course content, and show students Chinese traditional culture through pictures and texts. For example, pictures of traditional Chinese ancient architecture, Chinese calligraphy, Chinese painting, etc. are displayed in the courseware, along with relevant foreign language expressions. Second, play related videos, teachers can play some videos related to Chinese traditional culture, such as Chinese traditional music, dance, opera and so on. These videos can help students understand Chinese traditional culture and enhance their cultural confidence. At the same time, it can also make it better understand the differences between Chinese and Western cultures through comparison and contrast. Third, teachers can use network resources to search for some websites or materials related to Chinese traditional culture, such as the National Museum of China, China Culture Network, etc. These websites or materials will effectively help students to better understand Chinese traditional culture, and will effectively strengthen cultural self-confidence and cross-cultural communication ability<sup>[5]</sup>.

Conclusion: to sum up, in the process of foreign language teaching at the university stage, teachers start from the actual situation of students and infiltrate Chinese cultural elements with scientific and rational nature, which has practical educational significance and teaching value. it can promote students to feel the charm and connotation of Chinese traditional culture in the process of learning subject knowledge, and shape the core literacy and comprehensive quality of individual disciplines. It will play a practical role in providing excellent guarantee for future learning, development and growth.

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