Double Cold Reception Endangering Cultural Security: The Lack of Chinese Culture in Foreign-related Discipline Education

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**Abstract.** The weakening or even lack of Chinese culture has become a practical problem in foreign-related discipline education, including college foreign languages and teaching Chinese as a foreign language, and the Chinese cultural security is worrying. Since foreign-related discipline education directly or indirectly affects China's cultural security, soft power, or even its comprehensive national strength, we should strengthen the education of Chinese culture in the teaching practice of foreign languages and Chinese as a foreign language. That is to say, two things should be done pertinently. One is to highlight the differences between Chinese and Western cultures in college foreign language education, while teaching Western cultures to students, we should focus on sticking to the position of Chinese culture; the other is to highlight the charm of Chinese culture to foreign students in teaching Chinese as a foreign language, and consciously carry out the influence and dissemination of Chinese culture.

**A Brief Introduction to Foreign-related Discipline Education**

In line with the world tide of international exchanges and cooperation, the scope of China's foreign cooperation and exchanges has expanded to many fields, such as social politics, economy, culture, science and technology, life and so on. Especially in foreign-related education, including college foreign languages and Chinese as a foreign language, the speed of its rapid convergence to international standards has brought great impact on people's ideology.

The formulation of a country's foreign language policy should be based on its political and economic needs. As an English educator Mr. Hu Wenzhong pointed out, "A country's foreign language education policy is always closely related to its foreign policy, economic and trade exchanges, and the development of science and technology." [1] At the beginning of the founding of the People's Republic of China, for example, Russian was chosen as the direction of foreign language education because of political needs. Later, due to the contradiction between China and the Soviet Union, the proportion of English in secondary and university courses began to increase. However, public foreign languages have not been given due attention for a long time", and the teaching has always been at a very low level. It was not until 1978 when the National College Entrance Examination was resumed and with the convening of the National Colloquium on Foreign Language Teaching, especially the Scientific and Technological English Seminar in the second year, the academic circles began to study public foreign languages as an important field in foreign language teaching. Subsequently, in order to meet the political and economic needs of expanding diplomatic exchanges and cooperation, foreign languages, especially English teaching, have attracted widespread attention from the state and society. "Today English has become the longest and longest-lasting subject in school education in China." [2] Investigate its reason, on the one hand, because the social employers regard the level of foreign language as one of the main criteria to measure a person's comprehensive quality; on the other hand, foreign language, especially English, is not only a common course, and its teaching and "the English ability of our college students is directly related to the improvement of our country's comprehensive national strength and international
competitiveness, as well as the achievement of the strategic goal of leapfrog development of the social production." [1]

The teaching of Chinese as a foreign language in China began in July 1950 when Tsinghua University began to organize the "Chinese Language Specialized Course for Eastern European Exchange Students". After the Reform and Opening up, the cause of teaching Chinese as a foreign language has developed rapidly. In 1988, Xu Teng, as a senior official of the government, put forward for the first time at the National Conference on Teaching Chinese as a Foreign Language to promote the continuous development of teaching Chinese as a foreign language, a noble cause of the country and the nation. In 1993, the Outline of China's Educational Reform and Development was promulgated, proposing to "vigorously strengthen the work of teaching Chinese as a foreign language". Since then, the major of "Chinese as a Foreign Language" has emerged as a subject name. In July 2005, the first "World Chinese Congress" was held. Taking this opportunity, the "National Leading Group for Teaching Chinese as a Foreign Language" (hereinafter referred to as "Hanban") planned to set up 100 Confucius Institutes worldwide. In fact, since its first establishment in Korea in 2004, Confucius Institutes have spread all over the world. As of December 5, 2018, China has established 548 Confucius Institutes and 1139 Confucius Classrooms in 154 countries and regions. There are 2.1 million registered students and 46,000 full-time and part-time teachers at home and abroad. According to the statistics of the Hanban, by 2017, the number of people learning Chinese in the world has exceeded 100 million.

The Lack of Chinese Culture in Foreign-related Discipline Education

Throughout the education of foreign-related disciplines in China, including college foreign languages and Chinese as a foreign language, achievements are outstanding and far-reaching. However, after careful analysis of its current situation, there is a problem that has not been paid enough attention to. On the one hand, in college foreign language education represented by English, we neglect or even lose our own culture. On the other hand, we lack sufficient knowledge of the outward spread of our own culture in the teaching of Chinese as a foreign language.

As we all know, language, as the carrier of culture, embodies culture. American linguist Sapir once pointed out that "language cannot exist without culture". That is to say, language and culture are closely related and complementary. Any culture, including its dominant ideology, must depend on the language it uses to form and function. [3] Our college foreign language education practice also shows that the process of language acquisition is also the process of cultural acquisition.

Today, the university education system of foreign languages in China is basically complete. Generally speaking, students' ability and level of mastering English have been greatly improved. But almost at the same time, they are also strongly influenced by European and American cultures, especially American cultures, which are acquired with English learning. As a result, in dress, manners and speech, behavior, aesthetic taste and even values, they are all in line with the West. Of course, from the point of view of China's goal of rapidly integrating into the global systems of world politics, economy, science and technology and culture, it is no doubt that college students shouldering the heavy responsibility of China's construction should master strong English communicative competence and familiarize themselves with the culture of the West, especially the Superpower USA. This is also the expected goal of college foreign language education. However, in practical teaching, we tend to emphasize how to move into Anglo-American culture, and always intentionally or unintentionally dilute or neglect the culture of our mother tongue. Therefore, as far as the social, historical and cultural knowledge of China is concerned, the degree of students' mastery is unsatisfactory. For example, some college students do not know who the Chinese "War of Resistance" is fighting against, and some translate the Chinese term "抗战"(Counter-Japanese War) into "anti-war" and "against war". This kind of translation jokes due to the lack of basic historical knowledge is enough to arouse our reflection on college foreign language education.

In addition, we are not able to show and disseminate Chinese culture to the world through the teaching of Chinese as a foreign language, and the effect is not satisfactory. Although every year tens
of thousands of foreign students graduate from Chinese universities, and China opens new Confucius
Institutes abroad, at the same time, thousands of teachers of teaching Chinese as a foreign language
are teaching and promoting Chinese in all countries of the world, due to the reasons of teaching
Chinese as a foreign language itself and the intentional interference and distortions of Western media,
although Chinese is spoken abroad and accepted by more and more people, few people really know
about Chinese culture and reality, and even we are shocked by some foreigners’ lack of understanding
of China. According to a friend who is currently visiting the University of San Diego in the United
States, when he first went to the United States, he encountered such a thing: a local teacher who
knows a little Chinese asked if Chinese teachers have chalk or students have ballpoint pens, and he
couldn’t believe it when he knew that we have our own laptop!

It can be seen that the weakening or even absence of Chinese cultural influence has become a
practical problem in our foreign-related discipline education, including college foreign languages and
teaching Chinese as a foreign language. Reflecting on the embarrassing situation, the main reason for
the above phenomena is that the teaching purpose and the practical teaching methods of our front-line
teachers deviate from the baton of "syllabus" or "teaching requirements". Objectively speaking, after
the College English Teaching Syllabus has been revised and evolved to College English Teaching
Requirements. The requirement is put forward that senior English majors should be familiar with
Chinese cultural tradition and have certain artistic accomplishment, which is in line with the reality of
our college students' knowledge structure. However, in the specific implementation of "teaching
requirements", because of the "one-size-fits-all" quantitative management of teachers' teaching
performance by teaching units, many teachers put the requirements behind their heads and began to
pursue one-sidedly the passing rates of CET-4, CET-6 or TEM-4 and TEM-8. As a result, the training
students receive most in the classroom is test-taking skills and abilities, and the teachers' scientific
researches on teaching are almost about how to improve students' test-taking skills. Therefore, the
education of Chinese culture emphasized in College English Curriculum Requirements has become a
blank paper, and it seems that it is not appropriate for anyone to mention it.

Similarly, the education of Chinese culture also encounters cold reception in teaching Chinese as a
foreign language. Li Quan pointed out in his book: "The revisers of the Standard of Chinese
Proficiency Level also take it as their duty to guide Chinese as a foreign language teaching in China to
the leading teaching method system of combining structure-function-culture". However, in actual
teaching, the Chinese as a foreign language teaching circle in China will consider many other factors,
and for the sake of promoting the teaching of Chinese as a foreign language and avoiding being held
up as "cultural chauvinism" and encountering resistance, they "rarely directly address culture, but
most cautiously call it ‘cultural background knowledge’". [3] Therefore, in teaching Chinese as a
foreign language, Chinese culture seems to be "brought up in a boudoir without knowing it". In
today's globalized world where heterogeneous civilizations and cultures collide fiercely and compete
with each other, the status of Chinese culture, which is on the defensive or even disadvantageous side,
cannot help but become precarious in foreign-related disciplines education. A straw shows which
way the wind blows. We conclude that the cultural security in China is also worrying.

Cultural Security and Cultural Soft Power

Because cultural security is a worldwide issue closely related to economic security and political
security and directly affects the sovereign security of the whole country, every country will face it
objectively, and developed countries are no exception. But for developing countries, maintaining
cultural security is particularly serious. Specifically, how to safeguard the security of socialist
Chinese culture has more urgent practical significance.

As some scholars have said that the advanced nature of culture is the natural barrier to safeguard
cultural security. There is no advanced culture and no security. Correspondingly, the process of
ensuring cultural security should be the process of continuously improving the advanced nature of
culture and the process of continuously building advanced culture. [4] Similarly, the process of
building advanced culture is also the process of enhancing cultural soft power. The promotion of the
latter has irreplaceable significance for the promotion of comprehensive national strength.
As far as the relationship between cultural factors and comprehensive national strength is concerned, Professor Joseph Nay of Harvard University discussed it as early as 1990. He took hard power and soft power as the criteria to measure a country's strength, and pointed out that the factors of science, technology, education and economic growth in national strength become more important. [5] In 2002, an American scholar Clarke explicitly put forward the concept of "cultural strength". He believed that: "...The fourth element of American power continues to emerge... This elusive content is the cultural strength of the United States." [6]

The Communist Party of China's understanding of the relationship between cultural strength and comprehensive national strength was initially judged and expressed from the 14th National Congress of the Party. The repeated emphasis on cultural soft power is a common understanding of the successive leaders of CPC. It is this basic understanding that enables CPC to establish the basic principles and strategies for promoting the comprehensive national strength of contemporary China.

As mentioned earlier, in order to enhance the comprehensive national strength and emphasize the soft power of culture is to build advanced culture, and "maintaining the advanced nature of culture is the key to safeguard national cultural security. The higher the degree of cultural advancement, the higher the degree of cultural security, and innovation is the basis and prerequisite for maintaining cultural advancement. [7] In contemporary China, the advanced culture is a scientific mass socialist culture that faces modernization, the world and the future. That is to say, on the premise of inheriting and carrying forward China's excellent traditional culture and drawing lessons from the excellent cultural achievements of Western countries, we should create a new socialist culture with Chinese characteristics in order to improve the comprehensive national strength, safeguard the socialist cultural security and even the sovereign security of the country. However, in the process of the new creation of socialist culture with Chinese characteristics and the promotion of cultural soft power, education has always been an indispensable and important link, and the education of foreign-related disciplines at the forefront of the collision between Chinese and Western cultures is even more important.

Adhere and Disseminate Chinese Culture

Since foreign-related discipline education directly or indirectly affects China's cultural security, or our cultural soft power, or even our comprehensive national strength, we should take precautions against it and set an example to strengthen the education of Chinese culture in the teaching practice of foreign languages and Chinese as a foreign language. As some commentators have pointed out, we should do two things pertinently. One is to highlight the differences between Chinese and Western cultures in college foreign language education, while teaching Western cultures to students, we should focus on sticking to the position of Chinese culture; the other is to highlight the charm of Chinese culture to foreign students in teaching Chinese as a foreign language, and consciously carry out the influence and dissemination of Chinese culture. That is to say, in order to maintain the cultural security of the Chinese nation, we must adhere to and disseminate Chinese culture in education. [8]

As mentioned earlier, the Chinese culture adhered to and disseminated refers to an advanced culture, that is, a modern, world-oriented, future-oriented, national, scientific and popular socialist culture. This advanced culture, on the one hand, can enhance, strengthen and give full play to the value of culture serving the cause of socialism with Chinese characteristics, enhance the dominance of socialist culture in contemporary Chinese culture and its comparative advantage in the forest of world cultures, and set the direction of contemporary Chinese cultural construction and promote the development of culture with the times; on the other hand, it represents and safeguards the cultural interests of the Chinese nation, adheres to the guidance of scientific theory, and is created by and serves the masses. In a word, this advanced culture has established a strong pillar to safeguard China’s cultural security.

In educational practice, the most practical and operational way to adhere to and disseminate Chinese culture is to teach, publicize and penetrate the long history of social development, fine traditions of civilization and excellent cultural achievements of the Chinese nation. At the same time,
we should consciously resist, criticize and eliminate the backward and corrupt culture colored with superstition, ignorance, decadence and vulgarity that affects the image of Chinese culture. Only taking the education of foreign-related disciplines with the teaching attitude of responsibility to students and from the ideological level of safeguarding cultural security, can our advanced culture be upheld and inherited in the next generation, and can it be disseminated and accepted all over the world.

For foreign-related discipline educators, to teach Chinese culture to students at home and abroad, they should also put forward higher requirements for their own quality. Only solid foreign language knowledge and excellent language skills are not enough for the task of "adhering to and disseminating Chinese culture". They also need a comprehensive knowledge structure and high-grade Chinese traditional cultural accomplishment. Therefore, they should constantly strengthen their own learning, familiarize themselves with Chinese culture, expand their cultural minds and enhance their cultural character. Only in this way can they truly arm themselves, and have the ability to put into practice the requirements of strengthening students' Chinese cultural accomplishment and promoting Chinese culture put forward by the Requirements for Curriculum Teaching and the Standards for Grading Chinese Proficiency. Also, only in this way can foreign-related disciplines education really contribute to safeguarding national cultural security and enhancing cultural soft power.

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