

# Research on the Integration of Chinese Fu Culture into College English Teaching

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**Abstract.** As an indispensable component of the excellent traditional culture of the Chinese nation, the Fu culture has a long and profound history. The subject College English plays an important role in moral education. Integrating the Fu culture into College English teaching effectively is in line with the attributes of ideological and political education in language courses, and it helps to strengthen students' cultural confidence and improve their ability to tell Chinese stories well in foreign languages. This paper aims to explore how to integrate the Fu culture into college English teaching effectively from the following four aspects: creating textbooks and teaching content, organizing classroom teaching based on the Fu culture, expanding extracurricular learning and improving teacher literacy.

## 1. Introduction

Fu culture (also known as Chinese Fu culture) is a folk culture originating from China. The Fu culture is synchronized with the historical development process of the Chinese nation, and has a profound and extensive impact on people's life. It contains people's longing for a better life and their expectations for a happy life. The meaning of "Fu" in Chinese culture is not material satisfaction, but mainly spiritual satisfaction and the pursuit of an auspicious life. What Fu culture reflects is the positive attitude towards daily life. With the development of the times, the Fu culture has also been endowed with more connotations in the new era. The report of the 20th National Congress of the Communist Party of China clearly states: "better tell China's stories, make China's voice heard, and present a China that is credible, appealing, and respectable." "We will deepen exchanges and mutual learning with other civilizations and better present Chinese culture to the world." [1]

The purpose of College English course is not only to cultivate students' comprehensive English application ability, but also to integrate value shaping, knowledge imparting, and ability development, helping students not only communicate effectively in English in future learning, work, and social interactions, but also to firmly establish ideal beliefs, establish correct worldviews, life views, and values. With the deepening and diversification of global cultural exchanges, the dissemination of Fu culture around the world will also become increasingly widespread. How to effectively integrate the Fu culture with English teaching is a topic worthy of continuous and in-depth research. The purpose of this study is to explore the

methods and paths for effectively integrating the Fu culture into college English teaching.

## 2. The Importance of Integrating Fu Culture into College English Teaching

College students shoulder the important responsibilities of the times. Integrating the Fu culture into college English teaching is of great significance.

### 2.1. Strengthen the communication link between China and other countries around the world

The Fu culture is a channel to promote the world's understanding of China. With thousands of years of historical civilization, the Fu culture has fully been integrated with all aspects of people's lives, both in breadth and depth. [2] It reflects the concept of life and values of the entire Chinese nation. During Chinese traditional holidays, many over-seas Chinese people hold various prayer activities related to the Fu culture from their hometown no matter where they are. This not only reflects the strong appeal of the Fu culture, but also indicates that the Fu culture can create a sense of belonging and identification among overseas Chinese. The Fu culture has gradually been accepted by people around the world.

### 2.2. Enhance further inheritance and promotion of China's excellent traditional culture

The connotation of Fu is very broad, covering all the beautiful wishes in life, with different interpretations in

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different eras and populations. [3] It reflects the core concepts of China's excellent traditional culture, such as harmony between man and nature, diligence and prosperity, filial piety and friendship, and so on. Among the six auspicious Chinese characters "Fu, Lu, Shou, Xi, Cai, Ji", "Fu" is listed as the primary position. Every Spring Festival, the Chinese people paste the Chinese character "Fu" on the doors and windows in their home, hoping for happiness and health in the coming New Year. By studying the "Fu" culture, students can better understand these core concepts and further promote the inheritance and development of China's excellent traditional culture.

### **2.3. Building students' stronger cultural confidence and patriotism**

Fu culture is the emotional bond of the Chinese people. The culture values the harmony, stability, and prosperity of the family and the country, and emphasizes the emotional bond and responsibility between individuals, families and the country. By studying Fu culture, students can better understand the significance of family and country, and enhance their love for their motherland. At the same time, incorporating Fu culture into English classrooms can also help students better tell Chinese stories in English, enhance their cross-cultural communication skills, which is of great significance for their comprehensive development and growth.

## **3. Effective Strategies for Integrating Fu Culture into College English Teaching**

Constructivist learning theory emphasizes that teachers should increase the challenge of content in the classroom to stimulate students' learning potential and enthusiasm, and achieve teaching objectives. [4] This provides theoretical support for the feasibility of integrating Fu culture into college English teaching. The theory of the relationship between language and culture holds that languages are important manifestation of cultures, and language learning and cultural learning are interrelated and mutually reinforcing. [5] This theory also provides support for the necessity of integrating Fu culture into college English teaching.

Fu culture is not only a resource that can be utilized in English learning, but also an important aspect that requires in-depth exploration and research in the process of English learning.

### **3.1. Develop and improve English textbooks and teaching content that contain the Fu cultural**

Firstly, different themes can be arranged in textbooks according to different aspects of Fu culture. For example, it can be divided into several themes such as Fu culture, Spring Festival culture, and auspicious culture, etc. Teachers may explore the Fu culture reflected in stories, folk customs, place names, cuisine, scenic spots, poetry, and landscapes, etc. Each theme is further subdivided into different sub themes. A variety of forms can be designed

such as texts, pictures, dialogues, exercises, etc. Thus it can help students understand and experience the Fu culture through various forms.

Secondly, teachers can develop school-based textbooks. For example, for literature majors, literature works related to Fu culture can be included for elective reading; for tourism majors, introductions to tourist attractions related to Fu Culture can be included into the textbook. Furthermore, textbooks can be compiled based on the local place where the university is. For example, the university where the author works is located in Fujian Province. Fujian and Taiwan regions are also a gathering place of Chinese Fu culture, forming unique regional characteristics. [6] How to tell the story of Fu culture well in Fujian and Taiwan is a topic worth exploring and researching as it will help to highlight cultural and economic value. What's more, it is suggested that the appropriate language should be adopted in the textbook. For example, for English majors, more professional terms and language expressions can be added. For non-English majors, concise and understandable language expressions can be used.

Thirdly, practical activities and case studies related to Fu culture can be added into textbooks, such as writing exercises in the literature major and field visits in the tourism major, allowing students to deeply understand and experience Fu culture through hands-on practice and case studies.

In addition to the above principles and methods, high-quality online bilingual resources for Fu culture can be arranged. The characteristics of timeliness and interest should be taken into consideration in the selection of online resources, which helps to stimulate students' interest. It can not only help broaden students' horizons, but also make English class vivid and lively.

### **3.2. Organize Classroom Teaching Based on the Fu Culture**

To begin with, the selection of teaching content in textbooks should consciously integrate excellent traditional cultures such as socialist core values and Fu culture, with depth and foresight in thinking, while keeping up with the trend of the times, and guiding students to establish correct worldviews, outlooks on life, and values.

Secondly, teachers need to establish the concept of College English serving specialty construction. Teachers need to explore the integration point between College English courses and professional courses of students' majors, integrate the Fu culture into professional talent cultivation goals, make scientific and rational teaching plans and adopt innovative teaching methods to arouse students' enthusiasm for English learning. In this way, we can cultivate students with both solid professional foundation and ability of cross-culture communication.

Teachers should design teaching activities centered on improving students' learning outcomes. It is suggested that teachers conduct research on individual differences among students and teach them according to their aptitude.

Teachers can provide specific guidance for each student. The cultural elements in Fu Culture that are familiar to students can effectively stimulate their learning enthusiasm and enhance their interest in English learning. Teachers are suggested to arrange virtual scenes or provide real scenes, encourage students to participate and experience as much as possible. For example, traditional Chinese characters like Fu and Spring Festival customs in students' hometown can be introduced in class.

Furthermore, the teaching method with interactivity and pertinence should be adopted. Teachers may use network platform and multimedia technology, such as online courses, videos, pictures, etc., to show students the charm of Fu culture. Teachers can explore the implicit elements of Fu culture practice in their courses, such as designing English speeches, group discussions, role-playing activities with the theme of Fu culture. Teachers can introduce Fu culture in English and related vocabulary. It will help students understand the English expression of Fu Culture.

In addition, extracurricular learning is one of the most important parts in higher education. After class teachers can encourage students to participate in practical activities related to Fu culture outside of class. For example, students can establish a translation group for Fu culture, visit museums, scenic spots and historical sites, etc. In these activities students can personally experience the charm of traditional Chinese culture and deepen their understanding of Fu culture.

Classroom learning can be combined with extracurricular expansion. [7] The development of the Fu cultural industry can provide new channels for empowering the cultural and tourism economy. For instance, Fujian Province focuses on promoting the Fu cultural brand and driving the accelerated development of the cultural and tourism industries. If more popular Fu cultural brands can be established, they will boost the rapid development of the cultural and tourism industries. At the same time, Fu cultural resources and brands will in turn promote the creative transformation and innovative development of Fujian Fu culture.

Therefore, in addition to holding English lectures, seminars, English speech contests, and other activities, the integration of Fu Culture into the second classroom of college English teaching can also be deeply explored in conjunction with the location of the university. For example, the Fu culture in Fujian and Taiwan is an important carrier linking the brotherhood between the two sides of the Taiwan Strait. Teachers can guide students to analyze the current translation situation and existing problems of Fujian and Taiwan Fu culture, explore English translation strategies that reflect the connotation of Fu culture, and improve the standardization of Fujian and Taiwan Fu culture English translation. What's more, teachers can guide students to conduct questionnaire surveys and on-site research on the current situation of Fu culture and how to expand the channels for the external dissemination and promotion of Fu culture in the new era. The students are encouraged to explore how to promote the creative transformation and innovative development of Fu culture, tell the Chinese story well, and enhance the

cultural identity and pride of people on both sides of the Taiwan Strait.

In addition to the way mentioned above, it should also be promoted through teacher training. The training of English teachers on cultural knowledge and cross-cultural communication skills is also significant.

In summary, in order to integrate the Fu culture into College English teaching and promote the educational role of foreign language courses, improvements should mainly be made in improving teaching materials and content, innovating teaching models, improving teachers' teaching abilities, and innovating the extracurricular activities.

In terms of evaluation, excellent traditional cultures such as Fu Culture can be integrated into the teaching quality evaluation system, and a set of teaching quality evaluation standards that comply with the values of excellent traditional cultures such as Fu Culture can be established, including teaching objectives, teaching content, teaching methods, teaching effectiveness, and other aspects. Teachers and schools can timely analyze and provide feedback on evaluation results, understand advantages and disadvantages of this teaching mode, and thus help further improve teaching quality.

## 4. Conclusion

“Our country will thrive only if our culture thrives, and our nation will be strong only if our culture is strong. Without full confidence in our culture, without a rich and prosperous culture, the Chinese nation will not be able to rejuvenate itself.” [8]

Fu culture can promote and strengthen people's positive values and beliefs. How to integrate the Fu culture with English teaching is a significant topic. College English teachers need to continuously explore various teaching and evaluation methods, and innovate talent cultivation models to improve the efficiency of foreign language teaching and education.

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