

# Research on Cultural Security in Foreign Language Education

Fei Sun<sup>1</sup>, Kai Yan<sup>2</sup>

1. Basic Department, Shenyang Institute of Science and Technology, Shenyang, Liaoning110167, China

2. Department of Information and Control Engineering, Shenyang Institute of Science and Technology, Shenyang, Liaoning110167, China

*ABSTRACT:* With the gradual enhancement of China's international competitiveness, China's education is constantly facing changes under the background of globalization. While enjoying the multi-disciplinary prosperity endowed by the development of the times, foreign language education must also pay attention to the ability to maintain a clear awareness of the safety culture behind it. Based on the security perspective, this paper explores the cultural security issues in foreign language education, briefly describes the connotation of cultural security in the context of foreign language education, and strives to seek a win-win situation to achieve cultural exchanges between China and foreign countries.

**KEYWORDS:** foreign language education; culture; security

## 1. Cultural safety connotation in foreign language education

This paper believes that the cultural security connotation is first reflected in the two-way, equal and dignified exchange and interaction of culture in the context of global integration, and develops on the basis of mutual absorption and mutual reference<sup>[1]</sup>. Under this premise, fully accept and absorb the advanced cultural achievements of the foreign countries, strive to safeguard the status and security of Chinese language and writing, defend the complete national cultural sovereignty and national cultural interests, and strengthen the national cultural security strategic awareness. In the practice of foreign language education, we avoid the assimilation or deconstruction of the foreign language education system by the Western education system<sup>[2]</sup>. While introducing the culture and values of foreign countries, we emphasize the effective output of culture, disseminate excellent cultural heritage

to the international community, demonstrate the independence and nationality of our culture, enhance our soft power, and contribute to China's cultural security.

## **2. Cultural security appeals in foreign language education**

### ***2.1 Foreign Language Education Value Choice***

Throughout the world, the formulation and implementation of foreign language education policies in many countries are implemented on the basis of the inherent development law of language education and the "endogenous" characteristics of the internal evolutionary cycle of the system. From the perspective of cultural security, my foreign language educators play a one-dimensional transmission from the strong discourse power countries in the West to the weak discourse power countries. When introducing and imparting foreign cultures<sup>[3]</sup>, Ignore the persistence of my own culture, and the subconsciousness caters to the value standards of Western culture. In the long run, it will hinder the improvement of the quality of the people and the healthy and diversified development of culture. If language education lacks the perspective of humanistic values, various social criticisms and moral accusations will come. Therefore, the value orientation of foreign language education should be based on the humanistic quality of constructing people, enriching the subjective spirit of human beings, and perfecting the rational nature of human beings. Once people have experienced the meaning and value of the ultimate concern that foreign language education can give people, in the real cultural collision and social cultural exchange, they have full pride and a sense of satisfaction.

### ***2.2 Mother tongue education emblem***

*In the collision between Chinese and Western cultures, the time leading to the aphasia of the national culture was after the industrial revolution. Before 1840<sup>[4]</sup>, China has always been a cultural power and a cultural exporter. However, with the popularization of foreign language education (especially English education) in China, Chinese foreign language education has gradually emphasized the importance of internationalization and international integration, forgetting the integration of foreign culture and national culture, and gradually more or less in*

*communication. Lose their own cultural discourse power. In particular, in recent years, mother-tongue education and culture have gradually become the status quo. Foreign language education is at the expense of the marginalization of Chinese language education and the decline of Chinese culture, not to mention the export of China's outstanding cultural classics. The reason for the Chinese culture to export deficits to foreign cultures is, on the one hand, the lack of systematicity in cultural output selection, and the international code standards for China's outstanding cultural values such as Confucian core values and Chinese cultural identity. On the other hand, foreign language educators in China do not have deep national rumors and become a stumbling block to export our values. It is hard to imagine a person who is not even aware of his own culture. He can control the language and culture of other countries and retain the cultural identity carried by his mother tongue for a long time.*

### **3. Strategies for the strategic management of foreign language education and culture**

#### ***3.1 Cultural consciousness and cultural self-confidence are fundamental***

Cultural self-consciousness is an arduous process, meaning that people living in a certain culture have a “self-knowledge“ of their culture and understand the various cultures of the world. It means that a kind of cultural self-realization, cultural self-confidence means that there is a kind of inner respect, trust and cherish for one's ideals, beliefs, doctrines and excellent cultural traditions. It fully affirms its own cultural connotation and value. a strong belief in cultural traits and vitality. The goal of foreign language education is to cultivate students' language skills<sup>[5]</sup>.

It is necessary to pay attention to the all-round development of people and pay attention to the cultivation of students' humanities quality. Foreign language education must satisfy the cultural essence of nationality, science and humanity, and also incorporate the special requirements brought about by modernity and practicality. Cultivate students' cognitive ability to culture and correct attitude towards self, others, and society<sup>[6]</sup>, and make scientific judgments on cultural values, thus cultivating cultural consciousness. Make full use of the differences between

Chinese and Western cultures in foreign language education to strengthen the accumulation, inheritance and promotion of the outstanding culture of the Chinese nation, and enhance self-confidence and pride in their own national culture. Only by adhering to cultural consciousness and cultural self-confidence in foreign language education can we better develop and inherit national culture, improve the viability of national culture, promote the healthy development of culture, and promote the cultivation of national cultural safety awareness in foreign language education.

### ***3.2 Cultural identity and cultural sharing as protection***

As a concept of different dimensions, identity and sharing are in the modern society, culture, identity and culture, sharing and sharing, forming a specific cultural identity and cultural sharing. Foreign language education is an important part of language education. It is a cultural identity construction activity, and it is also a process of cultural enjoyment. Cultural identity is not only a consensus and recognition of the cultural value of the nation, but also a sense of pride in the culture of the nation. It also refers to the proper introduction, dissemination, learning of other nationalities and national cultures, and accepting and recognizing the values of foreign cultures in the process of communication. By letting Chinese teenagers deeply understand the historical origins and rich connotations of national culture, they can help them form correct values and enhance their sense of identity and belonging to the Chinese nation. At the same time, spreading the Chinese excellent traditional culture, promoting our splendid civilization to the world, and sharing the fruits of our cultural progress are favorable guarantees for realizing cultural identity and effectively safeguarding national cultural security. The development direction of national culture is in the hands of cultural self-confidence. Correct cultural sharing requires confident people to lead and scientifically establish a sense of cultural security. Adding Chinese culture-related content to foreign language education can not only enable students to learn the wisdom of the ancients, improve their personal accomplishment, but also cultivate students' sense of identity and self-confidence in traditional culture.

### ***3.3 Cultural criticism and cultural equality are key***

Many young people nowadays are more superficial in Chinese traditional culture and are prone to the crisis of national cultural identity. The important reason is that they are blindly worshipped by foreign cultures and cannot spread the excellent culture of their own people. This cultural exchange itself is unequal. Therefore, foreign language educators need to give correct guidance to young people, guide young people to distinguish between right and wrong, critically absorb the essence of Western culture, wash away their sediments and garbage, cultivate correct values and outlook on life, and let young people realize that culture has no advantages or disadvantages. Teach them to establish a culturally independent and equal consciousness. It should be recognized that the cultural exchange characteristics of "you have me, I have you", a more reasonable understanding, a better understanding of the cultural relations of different countries. The penetration of Western culture. In the face of erroneous and harmful cultural content, young people must have a clear judgment, be prepared for prevention in advance, and better resist the entry of undesirable elements.

#### ***3.4 Cultural Heritage and Cultural Innovation for Sublimation***

Cultural innovation is the essence of cultural inheritance and development. Inheritance and development must be transcended and must be innovative. Cultural innovation is bound to be realized on the basis of traditional cultural inheritance. The spread of culture in communication and the development on the basis of inheritance all contain the meaning of cultural innovation. The inheritance and development of culture itself is a process of metabolism and continuous innovation. Therefore, we must proceed from the reality of Chinese cultural construction, inherit and carry forward the fine traditions of national culture, and must have a global vision, actively learn from and draw on the excellent cultural achievements of countries and nations of the world, and make innovations, keep pace with the times, and constantly Enhance the appeal and appeal of socialist culture with Chinese characteristics. At the same time, foreign language educators should make full use of the knowledge they have learned to deal with cultural security issues, so that foreign language education can organically integrate Chinese and Western cultures, and realize their own cultural innovation on the basis of mutual integration and transformation.

#### 4. Conclusion

All in all, my foreign language education should start from the perspective of cultural security, guide young people to have a deep understanding of their national culture, and help young people establish correct cultural awareness and values. To truly achieve foreign language education, "foreign use for the medium", "take the essence, go to its dross." It is possible to win a truly equal and respected position in the process of international exchanges and earnestly safeguard the cultural security of the country.

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