

Bottleneck and Countermeasures of Students Learning Traditional Culture in the Information Age

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Abstract: *This paper aims to explore the bottlenecks and strategies that students face in learning traditional culture in the information age. With the rapid development of information technology, students are facing many challenges in learning traditional culture, including a decline in learning interest, limited access to knowledge, and a lack of practical opportunities. In response to these bottlenecks, this paper proposes a series of countermeasures, including combining technological means for traditional cultural education, promoting practical learning and experiential education, strengthening cooperation between schools and social resources, etc., aiming to provide reference and guidance for the promotion of traditional cultural education in the information age.*

Keywords: *information age, students, traditional culture*

1. Introduction

With the advent of the information age, education methods, learning models, and knowledge dissemination methods worldwide have undergone tremendous changes. In this digital and intelligent era, traditional culture, as an important component of a country's spiritual genes and cultural inheritance, still carries important historical and cultural significance [1]. However, compared to the richness of traditional culture, modern students have a worrying level of knowledge and understanding of traditional culture. In the information age, students face many bottlenecks and challenges in learning traditional culture. The development and popularization of technology have changed the way students learn and acquire knowledge, making them more inclined to accept new types of information and culture, while their interest and understanding of traditional culture are gradually fading [2]. The status of traditional culture in the information age has been challenged, and many students are more inclined to pursue fashion trends and popular culture, while neglecting the learning and inheritance of traditional culture. In addition, the problems and limitations in the school education system also constrain students' learning and understanding of traditional culture.

In the face of these challenges, this paper believes that it is necessary to deeply explore the bottlenecks of students learning traditional culture in the information age, and propose corresponding countermeasures to strengthen traditional culture education. This paper aims to analyze the current situation and problems of students learning traditional culture in the information age, explore effective strategies and methods, and provide theoretical support and practical guidance for the improvement and development of traditional culture education. Through in-depth research and exploration, we can better promote the inheritance and development of traditional culture in the information age, cultivate students' love and identification with traditional culture, and promote the inheritance and promotion of excellent traditional Chinese culture.

2. Analysis of the bottleneck for students to learn traditional culture in the information age

In the information age, students face many challenges and difficulties in learning traditional culture, including the changes in learning methods caused by technological development and the impact on the status of traditional culture in the information age.

2.1 The impact of the information age on the learning of traditional culture

With the rapid development of science and technology, especially the popularization of new

technologies such as the Internet, mobile devices and social media, students' learning methods have undergone profound changes [3]. Traditional books, classrooms, and paper materials are gradually being replaced by digital and online learning resources. Students can access rich information and knowledge through search engines, online courses, and educational applications, which makes them more inclined to accept fast and fragmented learning experiences. However, this convenient learning method has also brought certain negative impacts. Students may be more likely to fall into a shallow and one-sided understanding, while their ability to think deeply and gain a deeper understanding of traditional cultural connotations may be inadequate. In addition, the proliferation and fragmentation of information may also lead to students learning traditional culture becoming fragmented and unsystematic, lacking a holistic understanding and understanding.

In the tide of the information age, the position of traditional culture is also facing challenges and redefinition. With the deepening of globalization and cultural exchange, Western culture, popular culture, and popular culture are more attractive and influential for young students. Under such cultural shock, the status of traditional culture may gradually be marginalized, and even be overlooked and forgotten. At the same time, the inheritance and promotion of traditional culture also face certain difficulties. Many students may misunderstand or lack interest in traditional culture, believing it to be outdated, useless, or even dull. In the cultural atmosphere of advocating novelty and pursuing trends, traditional culture is often regarded as an outdated symbol that is difficult to match with the aesthetic and lifestyle of contemporary students.

In summary, the information age has had a profound impact on the learning of traditional culture. Technological development has changed the way students learn, making them more inclined towards fragmented and superficial learning experiences, while the position of traditional culture in the information age is facing the risk of marginalization and neglect. Therefore, we need to seriously consider how to address these challenges, take effective measures, promote students' awareness and understanding of traditional culture, and promote the inheritance and development of traditional culture in the information age.

2.2 Current situation and problems of students learning traditional culture

Currently, many students generally have a low level of understanding of traditional culture, resulting in a one-sided and insufficient understanding. Some students may lack a deep understanding of the core values, historical origins, and cultural symbols of traditional culture, and may even have a certain degree of misunderstanding or prejudice [4]. This lack of cognitive level is mainly influenced by various factors, including family education, school education, and social environment. In family education, due to insufficient inheritance of traditional culture by parents or excessive emphasis on the pursuit of modern life, students have limited access to traditional cultural resources in the family and lack in-depth learning and experience. In school education, the educational status of traditional culture is not clear, and schools often place more emphasis on modern scientific knowledge and exam oriented education. The content and depth of traditional cultural education are often overlooked. In the social environment, the influence of popular culture and popular culture is more significant, and the presentation of traditional culture on media and social platforms is limited, making it difficult for students to access rich and diverse traditional culture learning resources.

Students face many difficulties and challenges in learning traditional culture. Traditional culture has a complex content, a long history, and involves a wide range of fields, which puts high demands on students' cognitive ability and comprehensive literacy. Students need to possess certain historical knowledge and cultural background knowledge in order to deeply understand the connotation and essence of traditional culture. There are certain differences between the language expression and thinking patterns of traditional culture and the thinking habits of modern students, which require students to have the ability of cross-cultural communication and cross temporal cognition. Many classic works and allusions in traditional culture may have ancient and obscure language styles and expressions, posing certain challenges to students' reading comprehension and thinking abilities. In addition, the depth and breadth of traditional cultural learning often exceed the coverage of the school education system, and students often need to make up for the shortcomings of school education through additional extracurricular reading and self-directed learning.

There are some problems and limitations in the school education system that affect the effectiveness and depth of students learning traditional culture [5]. Firstly, the status of traditional cultural education is not given enough attention, and this issue is rooted in the school education system. In today's society, schools often place more emphasis on exam oriented education and the transmission of modern

scientific knowledge, which leads to a disregard for traditional cultural education. The importance of traditional cultural education in the comprehensive development of students has been overlooked. School education tends to focus more on cultivating students' exam scores and professional knowledge, while neglecting the cultivation of their humanistic literacy and cultural cultivation. Traditional cultural education has been marginalized, and the level of attention to it in school curriculum has significantly decreased, which has limited opportunities for students to learn in the field of traditional culture. This situation has led to insufficient understanding and experience of traditional culture among students, thereby affecting their overall quality and cultural cultivation. Therefore, the status of traditional cultural education in the school education system urgently needs to be improved. Schools should pay more attention to the value of traditional cultural education, incorporate it into the curriculum system, and provide students with more comprehensive and rich educational resources. Secondly, the content and teaching methods of traditional cultural education are relatively lagging behind, reflecting a fixed mindset of schools in teaching strategies. Traditional culture is often viewed simply as a separate course or piecemeal integration into other disciplines, lacking a systematic traditional culture education system and in-depth teaching methods. This teaching method often only stays at the traditional teaching and note taking, ignoring the active participation and practical experience of students. Therefore, students often lack in-depth and systematic learning of traditional culture, only staying at the surface level of understanding, making it difficult to truly understand its connotation and essence. The teaching methods of traditional cultural education need to pay more attention to pertinence and innovation, introducing interactive and experiential teaching models, allowing students to deeply experience the charm and connotation of traditional culture through practical participation. At the same time, we should actively explore the combination with modern scientific and technological means, and use multimedia, Internet and other resources to inject new vitality and vitality into traditional cultural education. Only by constantly innovating teaching methods can we better stimulate students' interest in traditional culture and improve their enthusiasm and initiative in learning. In addition, the teaching staff of traditional cultural education is relatively weak, reflecting the insufficient investment of the education system in the field of traditional culture. At present, many schools lack specialized and high-quality traditional cultural education talents, which has affected the teaching quality and effectiveness of traditional cultural education. Many teachers lack in-depth knowledge of traditional culture and rich teaching experience, making it difficult to integrate traditional culture with the actual lives and learning of current students, making traditional culture education dull and boring. At the same time, the relatively weak teaching staff of traditional cultural education also affects the teaching level and teaching ability of teachers in the classroom, making it difficult to guide students to deeply understand and feel the connotation and charm of traditional culture. Therefore, it is crucial to strengthen the construction of the teaching staff for traditional cultural education and enhance the professional competence and teaching ability of teachers.

In short, students learning traditional culture face many problems such as insufficient cognitive level, learning difficulties and challenges, as well as problems and limitations in the school education system. In order to better promote students' awareness and understanding of traditional culture, targeted measures need to be taken, including strengthening family education, improving the school education system, and optimizing the content and methods of traditional culture education.

3. Exploration of strategies for students to learn traditional culture in the information age

In the information age, students are facing new challenges and opportunities in learning traditional culture. In order to enhance students' awareness of traditional culture, a series of measures need to be taken to optimize educational resources, integrate traditional cultural education content, and enrich the diversified means of traditional cultural education, in order to stimulate students' interest in learning and deepen their understanding of traditional culture.

3.1 Enhancing students' awareness of traditional culture

Traditional culture education needs to make full use of various educational resources, including schools, families, society and the Internet. Schools should optimize the curriculum of traditional culture, integrate traditional cultural content into various disciplines, and establish an interdisciplinary traditional culture education system. For example, in Chinese language class, the values of traditional culture can be disseminated through classic literary works, and in history class, the historical origins and evolution process of traditional culture can be deeply explored. The family is also an important place for traditional cultural education. Parents can guide their children to understand traditional culture

by telling stories, watching movies and TV shows related to traditional culture, and other means. At the same time, social resources should also be fully utilized, such as organizing traditional cultural activities, holding lectures and exhibitions, etc., to enable students to have close contact with traditional culture.

Traditional cultural education requires the use of various means to attract students' attention, enhance their interest and participation in learning. In addition to traditional classroom teaching, traditional cultural education can also be popularized and promoted through electronic media, Internet platforms and social media. For example, online education platforms can be used to offer traditional culture courses, create short videos and animations related to traditional culture, design traditional culture knowledge competitions and games, and other forms, allowing students to learn traditional culture in a relaxed and enjoyable atmosphere. In addition, students can enhance their perception and understanding of traditional culture through on-site visits, cultural experiences, and interactive displays, allowing them to experience the charm and connotation of traditional culture firsthand.

In summary, improving students' awareness of traditional culture requires two aspects: optimizing and integrating educational resources, and diversifying traditional cultural education methods. By fully utilizing various educational resources, establishing an interdisciplinary traditional cultural education system, and combining various teaching methods and forms, students can be better stimulated to learn and promote their deep understanding and love for traditional culture.

3.2 Innovating traditional culture learning models

In the information age, innovating traditional cultural learning models is crucial. By combining technological means and promoting practical learning and experiential education, it can stimulate students' interest in learning and improve learning outcomes.

With the continuous development of technology, traditional cultural education can also innovate through various technological means. The Internet and multimedia technology can be used to create a digital traditional culture learning platform to provide students with convenient and rich traditional culture resources. These resources include e-books of classic literary works, online courses on traditional cultural knowledge, virtual reality experiences of history and culture, etc., allowing students to learn anytime, anywhere through their phones or computers. Artificial intelligence technology can be used to develop intelligent traditional cultural learning tools, such as intelligent teaching software, intelligent voice assistants, etc., to help students learn and understand traditional cultural knowledge more efficiently. In addition, virtual reality technology can be used to create an immersive learning environment for traditional culture, allowing students to experience the charm and charm of traditional culture firsthand.

Traditional cultural education not only needs to impart knowledge, but also needs to cultivate students' emotional identification and aesthetic experience through practical learning and experiential education. Therefore, practical learning and experiential education can be promoted through organizing traditional cultural activities, conducting cultural experience courses, and other forms. For example, students can be organized to visit traditional cultural sites, museums, and art exhibitions, allowing them to experience the historical heritage and artistic charm of traditional culture firsthand. At the same time, activities such as traditional cultural craft production and traditional festival celebrations can also be carried out, allowing students to deeply understand the connotation and spirit of traditional culture through personal participation. In addition, students can cultivate their emotional identification and aesthetic experience of traditional culture through forms such as theatrical performances, music and dance, and stimulate their creativity and imagination.

3.3 Strengthen cooperation between schools and social resources

In order to better promote traditional cultural education, schools need to strengthen cooperation with social resources, establish a good mechanism for school community cooperation, and jointly promote the development of traditional cultural education.

Schools can establish close cooperative relationships with cultural institutions to jointly carry out traditional cultural education activities and projects. Cultural institutions can provide schools with rich traditional cultural resources and professional teaching support, such as museums, libraries, art groups, etc. Schools can invite experts and scholars from cultural institutions to conduct lectures, workshops, and other activities on campus, providing professional training and guidance on traditional culture for

teachers and students. At the same time, schools can also co organize traditional culture exhibitions, performances, and competitions with cultural institutions to stimulate students' interest and love for traditional culture, and promote the in-depth development of traditional culture education.

Schools can also actively carry out social practice activities, combining traditional cultural learning with social practice, so that students can deepen their understanding and experience of traditional culture in practice. Schools can organize students to participate in volunteer service activities for the protection and inheritance of traditional culture, such as participating in the protection of historical sites and the dissemination of folk art. Through practical activities, students can not only feel the vitality and social value of traditional culture, but also cultivate a sense of social responsibility and cultural confidence, contributing their own strength to the inheritance and development of traditional culture. Strengthening cooperation between schools and social resources is an important measure to promote traditional cultural education. Through cooperation with cultural institutions and social practice, students can be provided with more diverse opportunities to learn traditional culture, promoting the deepening and sustainable development of traditional cultural education.

4. Conclusion

In the information age, students face some bottlenecks in learning traditional culture, but at the same time, a series of countermeasures can be taken to overcome these difficulties and achieve effective inheritance and development of traditional cultural education. This paper analyzes the bottlenecks of students learning traditional culture in the information age and proposes corresponding countermeasures, in order to provide reference for further promoting traditional culture education. The bottleneck of students learning traditional culture in the information age mainly manifests in low interest in learning, limited access to knowledge acquisition, and lack of practical opportunities. With the popularization of information technology, students are more inclined to pursue novel and practical knowledge, while their interest in learning traditional culture has declined. At the same time, the channels for obtaining traditional cultural resources are limited, and the practical learning opportunities for traditional cultural education are relatively insufficient, resulting in a lack of understanding and experience of traditional culture among students. In view of the above problems, the author proposes that traditional culture education can be carried out by combining scientific and technological means, and a digital traditional culture learning platform can be built by using the Internet and multimedia technology to provide students with rich and diverse traditional culture resources and convenient learning ways. At the same time, practical learning and experiential education can be promoted to cultivate students' emotional identification and aesthetic experience of traditional culture through organizing traditional cultural activities and conducting cultural experience courses. In addition, strengthening cooperation between schools and social resources is also an important way to promote traditional cultural education. It is possible to establish close cooperative relationships with cultural institutions, jointly carry out traditional cultural education activities and projects, and provide students with richer opportunities to learn traditional culture. In summary, the bottleneck that students face in learning traditional culture in the information age can be overcome through various means. Only by fully leveraging the role of technological means, promoting practical learning and experiential education, and strengthening cooperation between schools and social resources, we can better promote the development of traditional cultural education and achieve the inheritance and innovation of traditional culture.

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