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Strategies for Integrating Excellent Traditional Chinese Culture into Junior High School Chinese Language Teaching

Yajuan Zheng

Yinchuan Yuehai Middle School, Yinchuan, Ningxia 750000, China

Abstract: This paper explores strategies for integrating excellent traditional Chinese culture into junior high school Chinese language teaching. Through in-depth analysis of the intrinsic connection between traditional culture and Chinese language teaching, the paper proposes specific strategies such as integrating traditional cultural elements into the curriculum, innovating teaching methods, and strengthening teacher training. These strategies aim to cultivate students' cultural identity and confidence, and promote their all-round development. At the same time, the paper emphasizes the importance of establishing a scientific evaluation system to quantitatively assess the integration effect and puts forward suggestions for improvement. By implementing these strategies, junior high school Chinese language teaching will more effectively inherit and promote excellent traditional Chinese culture.

Keywords: Excellent traditional Chinese culture; integration; junior high school Chinese language teaching; strategies

Introduction

Excellent traditional Chinese culture is a precious heritage of the Chinese nation, containing rich historical, philosophical, artistic, and moral wisdom. Integrating excellent traditional Chinese culture into junior high school Chinese language teaching not only helps improve students' literary literacy and aesthetic appreciation but also cultivates their moral character and cultural confidence. This article aims to explore strategies for effectively integrating excellent traditional Chinese culture into junior high school Chinese language teaching, including the selection of curriculum content, innovation in teaching methods, and improvement of teacher training. By implementing these strategies,

the goal is to enable students to better understand and inherit excellent traditional Chinese culture, thereby achieving the cultural education goal of Chinese language teaching.

1. The Theoretical Basis for Integrating Excellent Traditional Chinese Culture into Junior High School Chinese Language Teaching

Education on excellent traditional Chinese culture aims to cultivate students' cultural identity and confidence by inheriting and promoting the cultural essence of the Chinese nation. It encompasses rich cultural connotations, such as poetry, historical allusions, philosophical thought, and moral norms.



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These cultural contents not only represent the spiritual outlook of the Chinese nation but also provide students with valuable spiritual nourishment and wisdom for life. In educational theory, education on excellent traditional Chinese culture emphasizes "cultivating people through culture," that is, shaping personality and improving character through cultural influence and permeation. It focuses on cultivating students' aesthetic taste, moral sentiments, and innovative spirit, enabling students to develop comprehensively under the nourishment of traditional culture. The goal of junior high school Chinese language teaching is to cultivate students' language and writing skills and improve their humanistic literacy and aesthetic taste. In this process, Chinese language teaching should not only impart language knowledge but also focus on cultivating students' reading, writing, oral expression, and thinking abilities. The characteristic of Chinese language teaching lies in the unity of its humanistic and instrumental aspects. On the one hand, as a humanities science, Chinese language carries rich cultural information and humanistic spirit; on the other hand, it is also a tool, serving as the foundation for students' learning of other subjects and daily communication. There is a close connection between the excellent traditional Chinese culture and junior high school Chinese teaching. First, traditional culture is one of the important contents of Chinese teaching. The junior high school Chinese textbook contains a large number of traditional cultural texts, such as ancient poems, ancient prose, and ancient stories. These texts not only have literary value, but are also important carriers for inheriting the excellent traditional Chinese culture. Second, traditional culture teaching helps to achieve the goals of Chinese teaching. By learning traditional culture, students can understand the history and culture of the Chinese nation, cultivate cultural identity and cultural confidence, and thus improve their humanistic literacy and aesthetic taste. At the same time, the moral norms and philosophical thoughts in traditional culture can also provide beneficial inspiration for students' moral cultivation and thinking development. Finally, Chinese teaching itself is also a process of cultural inheritance. Through Chinese teaching, students can inherit and carry forward the spiritual core of the excellent traditional Chinese culture, integrate it into their own language and

behavior, and become people with cultural literacy and moral sentiments [1]. In short, the integration of the excellent traditional Chinese culture into junior high school Chinese teaching has a profound theoretical foundation and practical significance. By deeply exploring the intrinsic connection between traditional culture and Chinese teaching, we can better play the unique role of traditional culture in Chinese teaching and provide strong support for cultivating students with comprehensive literacy.

2. Practical Strategies for Integrating Excellent Traditional Chinese Culture into Junior High School Chinese Language Teaching

2.1 Integrating Elements of Excellent Traditional Chinese Culture into the Curriculum

Integrating elements of excellent traditional Chinese culture into the junior high school Chinese language curriculum is not merely about transmitting knowledge, but also about inheriting and promoting a profound cultural heritage. This requires educators to possess deep cultural literacy and superb teaching skills to ensure that students benefit from it. When selecting curriculum content, educators should consciously choose representative cultural texts. These texts may be a deeply moving ancient poem or prose, or a profound idiom or fable. They may showcase the wisdom and emotions of the ancients, or embody thousands of years of cultural and philosophical reflection of the Chinese nation. Through studying these contents, students can more intuitively experience the depth and breadth of Chinese culture. For the interpretation of these texts, teachers should not merely stay on the surface of the words. Behind ancient poems and prose often lie the poet's life experiences, emotional ups and downs, and social background. When teaching these contents, teachers should fully explore their cultural connotations, allowing students not only to understand the literal meaning of the verses, but also to appreciate the historical background and social landscape behind them. For example, by interpreting the poem "Spring Night Rain", students can not only learn about the beauty of its words, but also understand the social life and cultural customs of the Tang Dynasty. In addition to direct text teaching, teachers can also combine the textbook content to explore the traditional cultural

connotations in depth. Whether it is ancient historical allusions or idioms and fables containing philosophical principles, they are all treasures of Chinese culture. Teachers can use comparative explanations, situational simulations and other methods to let students not only feel the charm of traditional culture in the learning process, but also deepen their understanding and recognition of traditional culture. In addition, teachers should also pay attention to combining traditional culture with modern life, so that students can find the shadow of traditional culture in real life and enhance their sense of closeness and recognition of traditional culture. For example, they can combine traditional festivals and customs to organize students to carry out relevant cultural experience activities, so that they can feel the charm of traditional culture in practice^[2].

2.2 Innovating Teaching Methods, Emphasizing Student Autonomy and Practicality

In teaching traditional culture, teachers cannot rely solely on traditional methods and means; they need to continuously innovate to better stimulate students' learning interest and initiative. Especially in junior high school Chinese language teaching, emphasizing student autonomy and practicality is key to ensuring the effective inheritance of traditional culture. To allow students to better participate in and experience the charm of traditional culture, situational teaching has become a popular method. It creates a real or simulated cultural environment for students to learn and explore. This method not only allows students to learn in a relaxed and enjoyable atmosphere but also enables them to understand and appreciate traditional culture more deeply. For example, when learning ancient poetry and prose, teachers can use multimedia tools to present students with an ancient life scene, allowing them to feel as if they are there, and better experience the life and emotions of ancient literati. Furthermore, group cooperation is also a teaching method that can enhance student autonomy. In groups, students can exchange ideas, cooperate, and jointly explore the connotation and value of traditional culture. This learning approach not only cultivates students' teamwork skills but also allows them to deepen their understanding of traditional culture through communication. For example, teachers can provide students with a topic about traditional culture, let them conduct research in groups, and share

their research results in class. Project-based learning is a teaching method that focuses more on practicality. It encourages students to participate personally and learn and experience traditional culture by completing specific projects. This method can not only cultivate students' practical ability and innovative spirit, but also enable them to deepen their understanding of traditional culture in practice. For example, teachers can organize students to carry out a project about traditional handicrafts, let them make a handicraft by hand, and thus gain a deeper understanding of the charm and value of traditional handicrafts^[3]. In addition to the above teaching methods, organizing a variety of practical activities is also very important. These activities can allow students to participate in the inheritance of traditional culture and enhance their cultural literacy and practical ability. For example, students can visit museums and historical sites to learn about ancient history and culture; or participate in traditional handicraft making, folk art performances, etc., and personally experience the charm of traditional culture.

2.3 Strengthen Teacher Training to Enhance Teachers' Cultural Literacy and Teaching Ability

Teachers play a crucial role in the journey of inheriting and promoting excellent traditional Chinese culture. They are not only disseminators of culture but also guides for students' minds. Therefore, strengthening teachers' traditional culture training and enhancing their cultural literacy and teaching ability is essential to ensuring the effective inheritance of traditional culture. To improve teachers' cultural literacy, it is first necessary to strengthen their traditional culture training. Schools can regularly hold special lectures, inviting experts and scholars in the field of traditional culture to impart the essence and connotation of Chinese culture to teachers. These lectures can not only enable teachers to gain a deeper understanding of the historical origins and cultural heritage of traditional culture but also inspire their love and interest in it. At the same time, schools can also offer specialized training courses, through systematic curriculum design and in-depth learning, to help teachers comprehensively improve their understanding and knowledge of traditional culture. Such training can not only improve teachers' cultural literacy but also lay a solid foundation for

them to better integrate traditional cultural elements into their teaching. In addition to training, encouraging teachers to participate in traditional culture research is also an effective way to enhance their cultural literacy. Schools can provide teachers with research resources and platforms to support them in conducting research on topics related to traditional culture. Through in-depth research, teachers can not only gain a deeper understanding of the connotation and value of traditional culture, but also apply their research results to teaching, providing students with a deeper and richer cultural experience ^[4]. At the same time, improving teachers' teaching ability is also an important part of strengthening teacher training. Schools can organize teachers to conduct teaching observation, teaching seminars and other activities, so that they can learn and draw on advanced teaching methods and means in practice. Through these activities, teachers can continuously improve their teaching level and teaching effect, and better guide students to feel and learn the charm of traditional culture. In addition, schools can also establish incentive mechanisms to encourage teachers to achieve more academic results and teaching experience in the field of traditional culture. By selecting outstanding teachers and giving them awards and honors, teachers' enthusiasm and motivation to devote themselves to traditional culture education and research can be stimulated.

3. Evaluation of the Effect of Integrating Excellent Traditional Chinese Culture into Junior High School Chinese Language Teaching

Excellent traditional Chinese culture is a treasure of the Chinese nation. Integrating it into junior high school Chinese language teaching can not only enhance students' sense of national cultural identity, but also effectively promote students' all-round development. However, how to evaluate the effect of this integration to ensure teaching quality is a topic worthy of in-depth discussion.

3.1 Establish a Scientific Evaluation System and Conduct Quantitative Evaluation of the Integration Effect

To evaluate the effect of integrating excellent traditional Chinese culture into junior high school Chinese

language teaching, it is necessary to first establish a scientific, systematic and operable evaluation system. This system should be guided by clear goals and formulate reasonable and specific evaluation indicators. (1) Design reasonable evaluation indicators. The design of evaluation indicators is the core of the evaluation work. For the integration of excellent traditional Chinese culture, we can design evaluation indicators from the following aspects: 1) Students' cognitive level of traditional culture: By assessing students' mastery of traditional cultural knowledge, literary classics, etc., we can evaluate the depth and breadth of their cognition. 2) Students' emotional attitude towards traditional culture: Through questionnaires, interviews and other methods, we can understand students' interest, preferences, recognition and other emotional attitudes towards traditional culture, and evaluate whether they are willing to actively contact and learn traditional culture. 3) Students' performance in traditional cultural practice: Observe students' participation in traditional cultural practice activities, such as calligraphy, painting, and poetry creation, and evaluate their performance and ability in actual operation. These evaluation indicators can reflect students' level of understanding of traditional culture, as well as their emotional attitude and practical ability, so as to comprehensively evaluate the integration effect. (2) Use multiple evaluation methods. In order to understand the integration effect comprehensively and objectively, we need to use multiple evaluation methods. These methods include: 1) Questionnaire survey: By designing a questionnaire, collect students' views, feelings and suggestions on the integration of traditional culture into Chinese language teaching, so as to adjust teaching strategies in a timely manner. 2) Classroom observation: Teachers observe students' performance in the classroom, such as participation, interaction and reaction, to understand students' acceptance and interest in traditional culture. 3) Homework analysis: By analyzing students' homework, understand their understanding and application of traditional culture, and evaluate their learning effect. The comprehensive use of multiple evaluation methods can provide us with more comprehensive and accurate evaluation information, which helps us to better understand the integration effect.

3.2 Analyze and Summarize the Evaluation Results and Propose Improvement Suggestions

The purpose of evaluation is not only to understand the current situation, but also to discover problems and propose improvement suggestions. Therefore, we need to conduct in-depth analysis and summary of the evaluation results in order to provide reference and guidance for subsequent teaching. (1) Conduct in-depth analysis of the evaluation results. After collecting the evaluation data, we need to use statistics and other analytical methods to conduct in-depth data mining. This can help us discover the problems and highlights in traditional culture teaching, such as some teaching content being difficult for students to accept, and some teaching strategies achieving significant results. Through in-depth analysis of these problems, we can find the root cause and crux of the problems, providing a basis for subsequent improvement work. (2) Summarize successful experiences and shortcomings.

In the process of analyzing the evaluation results, we need to objectively view the successful experiences and shortcomings of traditional culture teaching. Successful experiences are worth continuing to promote and disseminate; while shortcomings need to be seriously reflected upon and improved. By summarizing these experiences and lessons, we can provide useful reference and guidance for future teaching work. (3) Propose targeted improvement suggestions. In response to the existing problems and shortcomings, we need to propose specific and feasible improvement suggestions. These suggestions may involve adjustments to teaching content, innovations in teaching methods, and the development of teaching resources. By implementing these suggestions, we can further improve the integration of traditional culture into junior high school Chinese language teaching and promote students' all-round development.

Conclusion

Excellent traditional Chinese culture is the pride and foundation of the Chinese nation. Integrating it into junior high school Chinese language teaching is not only a way to inherit traditional culture but also a powerful boost to students' all-round development. Through this article, we can see that strategies such as integrating traditional culture into curriculum content, innovating teaching methods, and strengthening teacher training can all play an important role in junior high school Chinese language teaching. Looking to the future, we hope that more educators will conduct in-depth research and practice of these strategies, allowing excellent traditional Chinese culture to shine even brighter in junior high school Chinese language teaching and cultivating more outstanding students with cultural confidence and all-round development.

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