

## Original Research Article

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# Research on the Teaching of Chinese and Foreign Literature Appreciation in Higher Education from a Cross-cultural Perspective

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**Abstract:** This paper aims to explore the significance, theoretical basis, current situation analysis, and teaching strategies of Chinese and foreign literature appreciation teaching in universities from a cross-cultural perspective. In today's increasingly globalized world, cross-cultural communication has become an indispensable skill. As an important way to cultivate students' cross-cultural awareness and abilities, the teaching methods and strategies for Chinese and foreign literature appreciation in universities urgently need innovation. This paper analyzes the current situation of Chinese and foreign literature appreciation teaching in universities and, combined with cross-cultural theory, proposes a series of effective teaching strategies to improve teaching quality and promote students' all-round development.

**Keywords:** Intercultural perspective; Higher education institutions; Appreciation of Chinese and foreign literature; Teaching strategies

## Introduction

With the deepening of globalization, intercultural communication has become an important characteristic of modern society. As a crucial base for cultivating high-quality talent, higher education institutions play an irreplaceable role in the teaching of literary appreciation, in inheriting culture, broadening horizons, and enhancing literacy. However, traditional teaching of Chinese and foreign

literature appreciation in higher education institutions often focuses on textual interpretation and skills training, neglecting the integration of intercultural perspectives. This leads to students struggling to deeply understand the connotations and values of literary works from different cultural backgrounds. Therefore, this paper will conduct an in-depth study of the teaching of Chinese and foreign literature appreciation in higher education institutions from an intercultural perspective, aiming to provide new ideas and strategies



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for teaching practice.

## **1. The Significance of Teaching Chinese and Foreign Literature Appreciation in Higher Education from a Cross-Cultural Perspective**

### **1.1 Enhancing Literary Literacy and Aesthetic Appreciation**

Teaching Chinese and foreign literature appreciation in higher education is fertile ground for cultivating students' literary literacy and aesthetic appreciation. Through reading and analyzing literary works that transcend time and space, students can appreciate the artistic charm and intellectual essence of different cultural backgrounds. From the graceful and bold style of classical Chinese poetry to the profound and romantic style of classical European literature, and then to the subversion and reconstruction of modernist literature, these rich and diverse literary works not only enrich students' spiritual world but also cultivate their literary appreciation ability and aesthetic taste. In the process of cross-cultural comparison and collision, students' literary horizons are broadened, and their understanding of literature becomes more profound and comprehensive.

### **1.2 Understanding of Cross-cultural Awareness and Values**

The teaching of Chinese and foreign literature appreciation in colleges and universities is an important way to cultivate students' cross-cultural awareness and understanding of different cultural values. Literature plays an important role in the formation of a country, region or national culture. Literary works influence people's thinking and values by spreading ideas and concepts<sup>[1]</sup>. Through appreciating these works, students can gain a deeper understanding of the uniqueness of other cultures and recognize the diversity and complexity of cultures. In comparison and reflection, students can more clearly recognize the advantages and disadvantages of their own culture, thereby cultivating an open and inclusive cross-cultural mindset. This cross-cultural awareness not only helps students better adapt to the globalized social environment, but also promotes the exchange and integration between different cultures.

### **1.3 Cross-cultural Communication Skills and Future Development**

The teaching of Chinese and foreign literature

appreciation in colleges and universities provides a solid foundation for students' future international exchanges, career development and personal growth in terms of cross-cultural communication skills. In the era of globalization, cross-cultural communication has become the norm in daily life and work. Talents with good cross-cultural communication skills are more competitive on the international stage. Through the teaching of Chinese and foreign literature appreciation, students learn how to communicate and cooperate effectively on the basis of respecting and understanding different cultures. This ability will not only help them navigate various challenges and opportunities in future international exchanges with ease, but will also open up broader paths for their career development and personal growth.

## **2. Theoretical Foundations of Intercultural and Literary Appreciation Teaching**

In today's increasingly globalized world, intercultural communication has become a bridge connecting different countries, ethnicities, and cultures. University teaching of Chinese and foreign literary appreciation, as an important platform for cultivating students' intercultural awareness and abilities, is deeply rooted in the theoretical foundations of cultural relativism and comparative literature theory. These two theories not only provide solid ideological support for teaching but also guide the specific operations of teaching practice, enabling literary appreciation teaching to transcend cultural boundaries and achieve deeper cultural exchange and understanding.

### **2.1 Cultural Relativism: Respect for Diversity and Equal Dialogue**

Cultural relativism is a crucial cornerstone of intercultural studies. It emphasizes the equality and diversity among different cultures, arguing that each culture is a unique product formed under specific historical, geographical, and social conditions, possessing irreplaceable value and significance. This theory has profound implications for teaching the appreciation of Chinese and foreign literature in universities. First, it requires teachers to abandon cultural bias and centrism, adopting an open and inclusive attitude to accept and appreciate literary works from different cultural backgrounds. In the teaching process, teachers should guide students to recognize

that each culture has its unique artistic expression and aesthetic standards, encouraging students to understand and evaluate the literary achievements of different cultures with an attitude of equality and respect. Second, cultural relativism also encourages intercultural dialogue and exchange. By comparing and analyzing literary works from different cultures, students can gain a deeper understanding of the similarities and differences between various cultures, thereby building bridges of mutual understanding and respect in intercultural communication.

## **2.2 Comparative Literature Theory: Comparing Similarities and Differences to Promote Integration**

Comparative literature theory is an important methodology for teaching cross-cultural literary appreciation. It explores various aspects of literary development beyond a single language and cultural tradition, such as patterns, trends, and interactive influences, through the comparison of literary works from different languages and cultural traditions <sup>[2]</sup>. In the teaching of Chinese and foreign literature appreciation in colleges and universities, the application of comparative literature theory is mainly reflected in the following aspects: First, by comparing literary works from different cultures, students can intuitively feel the similarities and differences in literary expression between different cultures. This comparison not only helps to broaden students' literary horizons but also stimulates their learning interest and desire for exploration. Second, comparative literature theory encourages students to delve into the cultural connotations and spirit of the times behind literary works. Through comparative analysis of themes, characters, and artistic techniques, students can gain a deeper understanding of the social reality and cultural value reflected in the works. Third, comparative literature theory also promotes communication and integration between different cultures. Through comparison and reflection, students can recognize the commonalities and connections between different cultures, thereby enhancing their understanding and recognition of different cultures. Cultural relativism and comparative literature theory provide a solid theoretical foundation and methodological guidance for teaching Chinese and foreign literature appreciation in universities. They not only require teachers to embrace

and appreciate literary works from different cultural backgrounds with an open and inclusive mindset, but also encourage students to deepen their understanding of the essence and cultural connotations of literature through comparison and analysis of literary works from different cultures. In this cross-cultural approach to literary appreciation, students not only enhance their literary literacy and aesthetic appreciation abilities, but also cultivate cross-cultural awareness and communication skills, laying a solid foundation for future international exchanges, career development, and personal growth. Therefore, universities should fully utilize these theoretical resources to continuously optimize the design and practice of teaching Chinese and foreign literature appreciation, in order to cultivate more high-quality talents with an international perspective and cross-cultural literacy.

## **3. Analysis of the Current Status of Chinese and Foreign Literature Appreciation Teaching in Higher Education Institutions**

In today's increasingly globalized world, the teaching of Chinese and foreign literature appreciation in higher education institutions serves as an important bridge connecting different cultures and promoting cross-cultural communication among students, and its status and role are becoming increasingly prominent. However, while acknowledging its achievements, we must also face the many problems and challenges that exist in current teaching.

### **3.1 Lack of Cross-cultural Teaching Awareness and Monotonous Teaching Methods among Teachers**

Some university teachers lack a clear cross-cultural teaching awareness in their teaching of Chinese and foreign literature appreciation. They often focus too much on textual interpretation and skills training, while neglecting the cultural connotations behind literary works and the importance of cross-cultural communication. This deviation in teaching philosophy makes it difficult for teachers to integrate cross-cultural elements into the teaching process, and fails to effectively stimulate students' cross-cultural interest and desire for exploration. Furthermore, the monotonous teaching methods are also a major problem facing current Chinese and foreign literature appreciation teaching in higher education institutions. Many teachers still use traditional lecture-style teaching

methods, lacking interaction and discussion, making it difficult to attract students' attention and stimulate their active thinking abilities. This cramming-style teaching method not only fails to meet the needs of current students but also seriously restricts the improvement of teaching quality.

### **3.2 Limitations of Students' Cultural Background and Knowledge Reserves**

Students' own cultural background and knowledge reserves are also important factors affecting the teaching effectiveness of Chinese and foreign literature appreciation. Because students come from different regions and family backgrounds, their cultural perspectives and knowledge reserves vary considerably. This difference is particularly evident in teaching Chinese and foreign literature appreciation, as literary works often contain rich cultural connotations and historical backgrounds. For students lacking relevant cultural background knowledge, it is difficult to deeply understand the deeper meaning of the works and the author's creative intentions. Furthermore, due to the limited foreign language reading and comprehension abilities of some students, they also face considerable difficulties when reading and analyzing foreign literary works. These problems not only affect students' learning outcomes but also weaken their interest and confidence in Chinese and foreign literature appreciation courses.

### **3.3 Scarcity of Teaching Resources and Imperfect Evaluation System**

The scarcity of teaching resources and the imperfect evaluation system are also significant factors restricting the development of Chinese and foreign literature appreciation teaching in universities. On the one hand, due to limitations in funding and human resources, many universities have insufficient investment in the construction of teaching resources for Chinese and foreign literature appreciation. This leads to problems such as outdated teaching materials and backward teaching facilities, seriously affecting teaching quality and effectiveness. On the other hand, the current evaluation system for Chinese and foreign literature appreciation teaching in universities also has many shortcomings. Many universities still use traditional examination-based evaluation methods, overemphasizing students' memorization abilities and

test-taking skills, while neglecting the cultivation and evaluation of students' intercultural communication abilities, innovative thinking abilities, and critical thinking abilities. This evaluation system not only fails to comprehensively reflect students' true level and ability development, but also fails to provide effective feedback and guidance for teaching improvement.

## **4. Teaching Strategies for Chinese and Foreign Literature Appreciation in Higher Education from a Cross-Cultural Perspective**

In today's increasingly globalized world, teaching Chinese and foreign literature appreciation in higher education is not only an important component of literature education but also a crucial pathway to cultivating students' cross-cultural awareness and communication skills. To achieve this goal more effectively, we need to develop and implement a series of targeted teaching strategies from multiple dimensions.

### **4.1 Enhancing Teachers' Cross-Cultural Literacy**

Teachers are the core of teaching activities, and their cross-cultural literacy directly impacts teaching quality and the cultivation of students' cross-cultural competence. Therefore, enhancing teachers' cross-cultural literacy is a primary task. Specifically, universities should strengthen cross-cultural teaching training for teachers through lectures, workshops, and online courses to help them deeply understand the concepts, methods, and techniques of cross-cultural education. Simultaneously, teachers should be encouraged to engage in self-directed learning, broadening their horizons and enhancing their sensitivity and understanding of different cultures through reading relevant books and articles and watching documentaries. Furthermore, universities should actively promote international exchange and cooperation for teachers, providing opportunities for them to study abroad and participate in international conferences, allowing them to experience different cultural environments firsthand and deepen their cross-cultural understanding. These measures will significantly enhance teachers' cross-cultural teaching abilities and inject new vitality into the teaching of Chinese and foreign literature appreciation.



## 4.2 Enriching Teaching Content and Methods

In order to stimulate students' learning interest and enthusiasm, the teaching content and methods of Chinese and foreign literature appreciation in colleges and universities should be continuously enriched. (1) Introducing original text reading is an indispensable link. Original texts are the most direct and in-depth way to understand a culture. Through reading original texts, students can more comprehensively feel the linguistic charm, cultural characteristics and artistic value of the works. Therefore, teachers should guide students to choose original texts that are suitable for their language level and interests, and provide guidance and feedback in a timely manner. (2) Cross-cultural comparative teaching is an effective teaching strategy. By comparing literary works in different cultural backgrounds, students can see the differences and commonalities between different cultures more clearly, and enhance their understanding and respect for multiculturalism. In the teaching process, teachers can use group discussions, case analysis and other methods to guide students to conduct in-depth discussions from different perspectives. (3) Multimedia-assisted teaching is also an important means to improve teaching effectiveness. Using multimedia resources such as pictures, audio and video, the historical background, characters and plot development of the works can be displayed intuitively, enhancing the attractiveness and appeal of teaching.

## 4.3 Strengthening Students' Intercultural Awareness

Cultivating students' intercultural awareness is one of the core objectives of teaching Chinese and foreign literature appreciation. To achieve this goal, universities can adopt various measures. First, organizing intercultural exchange activities is an effective approach. Through international cultural festivals, exchange meetings for international students, and other activities, students can have close contact with people from different cultural backgrounds and understand their lifestyles, ways of thinking, and values. This face-to-face exchange helps students break down cultural barriers and enhance mutual understanding and friendship. Second, encouraging students to engage in extracurricular reading and intercultural research is also an important means of cultivating intercultural awareness. By reading literary works from different cultural backgrounds and watching relevant

films and documentaries, students can broaden their cultural horizons and enhance their sensitivity and understanding of different cultures. Third, encouraging students to participate in intercultural research projects or write papers on intercultural topics can further develop their intercultural thinking and writing skills.

## 4.4 Improving the Teaching Evaluation System

The teaching evaluation system is an important benchmark for measuring teaching quality and effectiveness. To promote students' all-round development, universities should construct a diversified teaching evaluation system for the appreciation of Chinese and foreign literature. First, emphasis should be placed on evaluating students' intercultural literacy and abilities. In addition to traditional exam scores, students' intercultural communication skills, intercultural research skills, and intercultural adaptation skills should be included in the evaluation system. Students should be comprehensively evaluated through various forms such as classroom performance, group discussions, and project reports. Second, students should be encouraged to participate in the evaluation process. Involving students in the formulation of evaluation standards and the feedback of evaluation results can enhance their sense of ownership and participation, and improve the fairness and effectiveness of the evaluation. Finally, the feedback and improvement functions of the evaluation should be emphasized. Through feedback and analysis of evaluation results, teachers can promptly identify problems and shortcomings in teaching and take corresponding measures to improve and optimize. At the same time, students can also understand their strengths and weaknesses through evaluation feedback, and clarify their future learning directions and goals.

## Conclusion

Teaching the appreciation of Chinese and foreign literature in higher education from a cross-cultural perspective is a significant research topic. Through this discussion and analysis, we recognize the crucial role of cross-cultural teaching in enhancing students' literary literacy, broadening their horizons, and cultivating cross-cultural awareness and abilities. In the future, we will continue to deepen our research and practice in this field, contributing more wisdom and effort to the development of teaching the appreciation of Chinese

and foreign literature in higher education.

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