

Investigation and Analysis on the Status Quo of Traditional Culture Inheritance in Independent Colleges

—A Case Study of Xi'an KedaGaoxin University (I)

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Abstract—Inheriting Chinese excellent traditional culture has become an important task of university education in China. In order to more clearly explain the attitudes of independent college students towards traditional culture, a questionnaire survey was conducted among the students of Xi'an KedaGaoxin University. Using the survey data, this paper analyses the status quo of traditional culture inheritance in independent colleges, and discovers the problems students have when learning and contacting traditional culture. The data show that students are aware of the importance of traditional culture, but there is no good way to learn, resulting in less acceptance of traditional culture. In the survey, the students also proposed some ways about the inheritance of traditional culture that they are more willing to accept.

Keywords—Traditional Culture; Independent college; Investigation; Analysis

I. INTRODUCTION

As the main bearer of mass education, independent colleges play an important role in the process of traditional cultural inheritance [1]. Xi'an KedaGaoxin University is an independent college established for 13 years. Its admission scores are higher in the independent colleges of Xi'an, Its specialty is mainly set up by science and technology, as well as art, literature and management. In order to better understand the status quo of traditional culture inheritance in independent college, the author takes this college as the research object, and conducts a survey among the students to understand and analyze the cognition and attitude that students have towards traditional culture.

II. RESEARCH METHODS AND SURVEY TARGETS

The survey was conducted in the form of a questionnaire. In order to more accurately understand and grasp the students' real ideas, avoiding the orientation data, the questionnaire is open. The questionnaire involves two aspects: One is to investigate students' attitudes towards traditional culture from a macro perspective, the other is to investigate students'

understanding of traditional culture from a micro perspective.

The survey was conducted by 1,000 students, involving 30 majors, such as science, engineering, literature, management and arts. Freshmen accounted for 64.89%, sophomores accounted for 28.01%, juniors and seniors accounted for 7.10%. 67 of the questionnaires were returned as invalid questionnaires.

III. ANALYSIS OF SURVEY RESULTS

A. Students' Cognition of Traditional Culture

1) Analyzing students' self-evaluation of traditional cultural cognition

The interviewed students made a self-evaluation on their knowledge of traditional culture. Most students thought that their mastery of traditional culture were not very good. They only had a little understanding of many contents which could not be fully elaborated. 4.12% of the students thought they were proficient in traditional culture. However, when answering the questions about the specific traditional cultural knowledge in the questionnaire, only 8 of the more than 30 students who chose the "proficiency" item were correctly right. About 0.52% of the students chose to "barely understand", but when they answered the questions about cultural knowledge, the correct rate of their answers was not low.

This shows that some of the students are not very clear about their cognitive status, which stems from the students' unclear traditional cultural connotation.

2) Analyzing the ways of acquiring traditional culture

The survey shows that most students rely on the Internet and television to obtain traditional cultural knowledge. But it often brings a drawback that students' cognition of traditional culture is based on the understanding of others. Especially, modern TV production often change or fictionalize history and culture due to the plot. This will inevitably lead students to misunderstand traditional culture.

At the same time, the survey shows that classroom teaching only accounts for 16.28%, which did not play its due role in the process of students acquiring traditional culture. For example,

1. Research on College Chinese Course of Independent College (*The Teaching Reform Project of Xi'an KedaGaoxin University*)

2. Research on Enhancing Students' Interpretation of Ancient Literature Classics (2018KJ-08) (*Research Foundation Projects of Xi'an KedaGaoxin University*)

there are 48 majors in the independent colleges surveyed. However, there are only four majors offering the course of "College Chinese", and only two major offering the course of "The Traditional Culture of China". It is obvious that students lack a comprehensive and systematic way to accept the content of traditional culture.

3) *Analyzing students' points of interest in culture*

The survey shows that the students' interests focus on three aspects: literature, utensils, science and technology, especially the artifacts such as architecture, jade and porcelain, weapons, costumes, festivals, diet, etc. In these aspects, the students' choice rate is very high, even for one major, it is as high as 73.33%. That is to say, some areas that can stimulate students' senses and cause their interest and curiosity are more concerned; while some areas that require rational thinking, such as philosophy and literature, the selection rate of students surveyed is low. However, it is not difficult to find that students who are specific to different majors still have a tendency to choose: liberal arts majors are more interested in Arts and crafts, science and engineering majors are more interested in science and technology.

4) *Analyzing the understanding of the core idea of traditional culture (Confucianism, Buddhism and Taoism) [2]*

In order to understand the students' mastery of the core ideas of Chinese traditional culture, the corresponding research questions were designed in the questionnaire [3][4]. The results show that nearly 61% of the students have some understanding of Confucianism, Buddhism and Taoism, but they cannot fully describe the specific content and spirit. This shows that the students have only a rough and sporadic understanding of the three ideas. They have neither systematically studied nor carefully read the classics. It's coincides with the data of another topic in the questionnaire.

When asked students "Have you seen books about traditional culture?" 78.07% of students chose to "watch occasionally." Nearly 11% of the respondents still choose not to know the three ideas, and 5.08% of the students choose "never read about traditional culture books." These means that some students have too narrow horizon and insufficient knowledge accumulation and reserves.

5) *Analyzing students' understanding of specific cultural knowledge*

The questionnaire sets up a survey on the specific knowledge content of traditional culture. The issues involve specific aspects of Chinese traditional cultural, such as ethics, geography, customs, military, painting, calligraphy, ideology and so on [5][6][7].

The results were unsatisfactory, and there were very few respondents who answered the questions correctly. Students' mistakes focus on the cognition of traditional cultural theories, Chinese ethical relations, and ancient geographic categories. For example, the correct rate of the theoretical paradigm of Chinese traditional culture is only 47.45%, the source of "burning one's boats" is only 42.06%, "the six relations" in traditional ethics is only 37.43%, and "Guanzhong" in ancient geography is only 32.34%. It can be seen that students still have problems in understanding the specific content of

traditional culture, especially in terms of theory, ethics, history and geography.

B. *Students' Attitude towards Traditional Culture*

1) *An analysis of attitudes towards traditional festivals*

When the students were asked "Whether you prefer a foreign festival or a traditional festival", 92.37% of them chose traditional festivals. The students believed that traditional festivals contain traditional cultural characteristics, which are the external manifestation of national history. Traditional festivals have a cultural heritage, and each festival has a special commemorative significance. For students, traditional festivals have become an important part of their lives. Traditional festivals are the bond of maintaining family ties, and family reunion in traditional festivals, which gives family members a strong sense of belonging. At the same time, some students pointed out that having holidays was also a reason why they liked traditional festivals.

There were still 7.63% of students who chose to enjoy foreign holidays. Students believed that foreign holidays could be with friends. For these young people, Western festivals are more exotic, more fashionable, trendier, livelier, more open, and freer. Western festivals are more entertaining and give them a feeling of relaxation, so they are more willing to see it as a chance to meet up with friends. They pointed out that the propaganda of traditional festivals is not strong enough. It causes students to only know the "festival diet", but not know the meaning of the festival, so they lose interest in traditional festivals.

2) *An analysis of the attitudes towards the status quo of traditional culture*

From the survey, the students have a consensus: Chinese traditional culture is extensive and profound, and it is the essence of national wisdom. Traditional culture is the cultural foundation that makes the nation stronger. And it should be protected. Young people have the responsibility to pass on and carry it forward.

The students also pointed out that people in modern society are indifferent to traditional culture, mainly because of the decline in attention: Modern people think that the traditional culture has little practical significance, lacks fashion elements, and has no innovation. The traditional culture in modern society lacks its original cultural connotation, some of which are mere formality. Without enough traditional culture publicity is also an important reason for the alienation of traditional culture and social life. Lack of publicity, people do not understand traditional culture, and naturally they are not interested in it, do not pay attention, do not attach importance.

3) *An analysis of the attitudes towards traditional culture*

The attitude of students towards traditional culture is also an important issue in this survey. The corresponding subjective questions were set in the questionnaire. By analyzing the answers of students, it can be seen that most students still like traditional culture and express their support for the inheritance and development of traditional culture. They are a respectful attitude towards traditional culture and want to learn it.

The survey results show that the main factors affecting students' learning of traditional culture are as follows: a). Students do not understand traditional culture and have not established corresponding knowledge system. b). Traditional culture has become knowledge. It's difficult to find in real life, and in the film or TV works, it's not very real. So it is difficult for students to understand the true meaning of traditional culture. c) Professional courses and English take up a lot of learning time, so there is no time to learn traditional culture. d). Many students even think that traditional culture is not a compulsory professional course. It is not important. Students do not realize the importance and significance of traditional culture. e). Classical texts containing traditional cultural content are mostly classical Chinese. For independent college students who have poor understanding of ancient Chinese reading, these classical works are difficult to read, which makes students discouraged and lose interest in reading.

The students also gave reasons why they thought that contemporary college students did not understand traditional culture, such as they don't like it; lack of ways to understand it; government propaganda and requirements are not in place; employment pressure is high; traditional culture is out of touch with society; students have no time to take care of it; The theoretical study is too boring, etc.. Among these reasons, 60.36% of the students agreed that "no traditional culture is useless and has little impact on their future life". This shows that students still have the idea of quick success and instant benefit when they learn knowledge, and they fail to realize the great use of traditional culture.

4) *An analysis of suggestions on the inheritance of traditional culture*

How to pass on traditional culture, the students also gave their own advice. First, we should innovate our thinking and diversify inheritance models. Second, the government should invest more attention and even protect traditional culture from a legislative perspective, thereby reversing the social atmosphere and creating a good social environment. Third, use all types of media to increase publicity, especially to use the advantages of new media to spread quickly, and make great efforts in the construction of network, WeChat platform and website. At the same time, we should also use excellent film and television works, animation works, comic works, and even variety entertainment programs, online games, cosplay, etc. to convey traditional culture. Fourth, we should hold more activities to enhance the participation of traditional culture, such as knowledge contests, speech contests, traditional cultural ceremonies, etc., so that people can feel the charm of traditional culture. Some students suggest that we can form "a set of suits and a set of Chinese clothes" model, so that traditional culture becomes a part of life. Fifth, the school should strengthen the construction of the curriculum system, cultivate students' feelings and cognition of traditional culture from a young age. The school needs to offer Sinology class,

traditional culture compulsory courses and the second class, such as calligraphy, picture, manual, cooking, etc., and hold lectures on traditional culture. Sixth, traditional culture can be conveyed through newspapers and magazines. Schools can organize reading clubs to help students interchange ideas. All museums are free to open, and people can have a more intuitive and perceptual knowledge of history and culture by visiting museums.

In general, most students believe that propaganda of the mainstream media and school education are very important ways of traditional cultural heritage, and "Legislation" is also a very important way to ensure inheritance in the form of law. The students also suggest that young people need to take on the heavy responsibility of traditional cultural heritage, so it is important to attract young people's interest and attention, using interesting activities to learn in a relaxed and free atmosphere.

IV. CONCLUSION

Through the analysis of the questionnaires of the interviewed students, it can be seen that the independent college students have a high sense of identity with traditional culture, and they also understand their responsibilities in the process of traditional cultural inheritance. From their own point of view, students propose that school education is still the way they systematically learn traditional culture. They think that the relaxed and interesting atmosphere is more conducive to learning. They hope that when learning traditional culture, they can integrate learning into real life with a perceptual experience.

At the same time, the county and society should also use various media to publicize the content of traditional culture, so that more people can identify with traditional culture when they actually perceive it.

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