

Interpretation of Foreign Literature Textbooks from the Perspective of Chinese Culture

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Abstract: Foreign literature teaching materials are important channels for Chinese students to expand their literary literacy and understand foreign literature knowledge. Since the reform and opening up, many kinds of foreign literature textbooks have been published in our country, but the quality is not uniform, it can be said that the excellent teaching materials are not many, some textbooks are wrong, and some teaching materials have old views. With the development of economy and the increasing degree of national self-confidence, colleges and universities are required to respond to the Chinese cultural perspective in the process of interpreting foreign literature textbooks, re-examine the compilation of teaching materials, and highlight the views of tolerance, innovation, pioneering and integration under the perspective of Chinese culture. This paper will make a comprehensive analysis from three aspects: the achievements of foreign literature teaching materials construction, the problems of foreign literature teaching materials compilation, and the interpretation of foreign literature teaching materials based on the view of Chinese culture, in order to promote the development of Chinese literature teaching materials compilation.

1. Introduction

Our country has restored the college entrance examination system, and colleges and universities have issued many foreign literature teaching materials to assist the teaching materials of Chinese department for foreign literature teaching. In just a few decades, China has issued dozens of versions of teaching materials, which have been compiled by the State Education Commission, by provinces and cities, and by colleges and universities. In delighting with the achievements of our foreign literature textbooks, we should also realize that our foreign literature textbooks are of different quality and cannot better serve foreign literature teaching. The purpose of reading foreign literature textbooks in colleges and universities is to enable college students to acquire more literary literacy, understand and identify with foreign excellent culture, at the same time, re-examine the development of their own national literature, so as to make college students more innovative and open cultural thinking. In view of this, it is necessary to analyze the interpretation of foreign literature textbooks from the perspective of Chinese culture.

2. Foreign Literature Teaching Materials

2.1 Varieties

The large number and variety of foreign literature teaching materials can meet the needs of different levels of teaching staff and colleges and universities. In the early 1980s, there were two main categories of foreign literature materials: the history of european literature (yang zhouhan et al.) and the brief compilation of foreign literature (zhao li, zhu weizhi, etc., as shown in figure 1). With the development of colleges and universities, foreign literature teaching materials in the middle and late 1980s appeared to flourish, and various colleges and universities increased their research on foreign literature teaching materials, and issued different versions of teaching materials

[1]. Colleges and universities, adult education has also started, independent of the impact of foreign literature textbooks, issued different versions. In general, the foreign literature teaching materials of our country have formed the development system of three kinds of foreign literature teaching materials based on the specialty, the undergraduate course as the emphasis and the adult teaching as the basis, which have enhanced the practical teaching of the teaching materials and are widely loved by the college students.



Figure 1 Foreign literature

2.2 Classic Materials

Although the quality of many foreign literature materials is uneven, but many of them are fine, some of the textbooks are reprinted, has been recognized by many experts. The Foreign Literature Compendium (published by Renmin University) is the first choice for foreign literature teaching in colleges and universities and occupies the classroom in colleges and universities for a long time. The Foreign Literature Course (Hunan Education Press) is novel in style, smooth in writing and beautiful in design, and is popular among teachers and students in colleges and universities.[2]. In the development of foreign literature teaching materials, many excellent teaching materials have emerged, such as the concise course of foreign literature, the outline of the development of world literature, and so on.

2.3 Promotion of Teaching

In the course of the development of foreign literature teaching materials, the teaching level of foreign literature has been greatly improved, from the simple reading of foreign literature to the in-depth reading of teaching materials to the timely incorporation of new achievements in foreign literature research. In the process of compiling foreign literature, the author interprets foreign literature from the cultural angle, and interprets literary thought from the viewpoint of Marxism-Leninism. The course of foreign literature (peng ruizhi, song yinzhan, wang zhongxiang) is not only a simple analysis of foreign literature from the literary value, but also a profound analysis of its ideological content, a pertinent evaluation of western modern literature in the 20th century, has academic research value, among which the classical views can stand the scrutiny of people. The Outline of the Development of World Literature (Cai Songmao, Fulingmei, Editor-in-Chief) and the Outline of the History of World Literature (Jiang Chengyong, picture 2) examine the development of foreign literature from the perspective of culture and history, and use comparative literature to study it, which makes up for the deficiency in the compilation of foreign literature textbooks.



Figure 2 Outline of the History of World Literature

2.4 Innovation of Teaching Materials

In the 1940s and 1950s, the compilation of foreign literature textbooks in our country was deeply influenced by the compilation of foreign literature textbooks, lacking of personal opinions, afraid to challenge the authority of foreign literature development, and directly cited views from the study of foreign literature in the Soviet Union. With the reform and opening up, the development of foreign literature textbooks in China has got rid of the road of foreign development, unloaded the personal ideological burden, and developed the way of compiling foreign literature textbooks in China. In the course of the development of Chinese foreign literature textbooks, the author constructs two modules, namely, Asia, Africa and Europe and the United States, and changes the erroneous view of "Europe as the cultural center ". The content of the textbook is moderate and the various viewpoints are relatively fair, which embodies the wisdom of Chinese scholars [3].

The compilation of foreign literature textbooks provides a teaching carrier for foreign literature teaching in China and trains a large number of talents. A new generation of foreign literary scholars, with the help of old scholars, are more active in thinking, and look at the compilation of foreign literature textbooks from a new cultural point of view. For example, in the Outline of the Development of World Literature, through the theory of narratology, *Madame Bovary* (Fig.3) is analyzed; in the Brief History of Foreign Literature, the view of sociology of mankind is adopted, and it is also more cultural and persuasive, which can inspire teachers to teach.

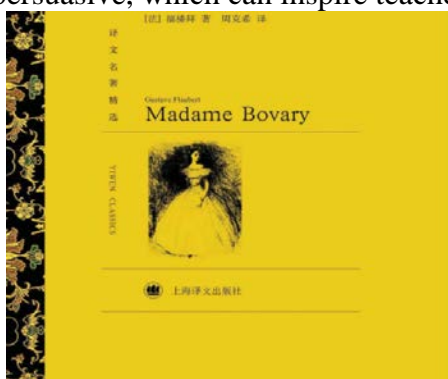


Figure 3 Madame Bovary

3. Foreign Literature Textbooks

3.1 Serious Plagiarism, Strong Subjectivity

In the process of compiling foreign literature textbooks in China, the problem of shoddy production is prominent, and even the problem of plagiarism appears. Many foreign literature textbooks lack personal cultural insights, most of which are copied from other similar teaching materials, which seem to absorb many foreign literature materials compilation research results, but

in fact become a "patch covered with rags ", as long as the various textbooks can be compared to show their original form. The compilation of foreign literature textbooks is not a hodgepodge, some foreign literature textbooks are only "three copies ", " two copies" constitute a book, you can find out the problems [4]. If we use foreign literature teaching materials which lack logic and core spirit, it will make students produce wrong foreign literary opinions and make students' cultural views confused.

In the analysis of the 19th century European romantic literature, " foreign literature brief writing "is divided into negative romanticism and positive romanticism two views, this view originally derived from Goethe's personal point of view, but has a certain one-sidedness, the later people also have some objection to this in the reading process, think that each writer's situation is different, there are positive factors in the negative romanticism, there are negative views in the positive romanticism, cannot be divided only through the negative, positive surface view. Compared with the negative and positive words with strong subjective color, the way of time classification is often more objective [5].

3.2 Self-defeating Practices

Some colleges and universities in order to complete the task of teaching and research, blindly carry out the compilation of teaching materials, compilation of dozens of people, but lack of academic atmosphere, like administrative institutions. In order to complete the task quickly, some compilers directly pieced together the materials and submitted them to the publishing house for publication without careful examination.

The compilation of foreign literature teaching materials is not arbitrary, but should be based on the syllabus compiled by the relevant units of the state, and cannot be changed or changed without authorization. However, in the process of actual compilation, some compilers ignore the state regulations and make arbitrary changes, which is not conducive to the development of foreign literature teaching. Teaching is not the same as publishing personal literature, each subject has its own rules, if this point is ignored, it will affect the subject teaching, which is not conducive to the cultivation of talents in colleges and universities.

4. Interpretation of Foreign Literature Textbooks Based on the Perspective of Chinese Culture

There are many kinds of excellent cultural contents in Chinese traditional culture, which can promote the research of foreign literature textbooks by interpreting foreign literature textbooks from the perspective of Chinese culture.

4.1 Self-Cultivation, In-Depth Study

Foreign literature teaching material is the foundation of foreign literature teaching, not the gold-plated stone of university teachers and schools. In the process of compilation, the compilers should cultivate themselves, do not rush to achieve, do a good job in the compilation of teaching materials. In the process of compiling excellent foreign literature materials, such as the Compendium of Foreign Literature, the Course of Foreign Literature, and the History of World Literature, a great deal of effort has been put into the process of compiling them.

4.2 Cultural Perspective, Analysis of Teaching Materials

From the perspective of Chinese culture, we should not blindly introduce foreign research viewpoints in the process of interpreting and compiling teaching materials, but should make a comprehensive analysis in combination with the information of foreign literature teaching, research results and national conditions in colleges and universities in China, so as to inherit, criticize and innovate the teaching materials of foreign literature, and have cultural and academic self-confidence in the process of compiling, strengthen the theoretical depth, so that students can be inspired by literary thinking in the process of learning [6]. In the process of reading and compiling, we can use Marxism theory with Chinese characteristics to analyze it in depth, expound the theoretical reasons,

and break through the solidified thinking in the process of compiling self-questioning and answering examination materials.

5. Conclusion

Foreign literature teaching materials are the inevitable choice for students to improve their literary literacy and develop their literary thinking. In the process of interpreting foreign literature teaching materials, we can find that many problems of compiling, such as rough and shoddy, lack of thought, and so on, restrict the teaching value of foreign literature teaching materials. In the process of compiling foreign literature teaching materials, we should analyze the compilation of teaching materials from the perspective of Chinese culture, use various Chinese cultural viewpoints such as Marxism and traditional cultural thought to ensure the quality of the compilation of foreign literature teaching materials, and also truly promote the research work of foreign literature teaching materials.

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