

Exploration of an Innovative Reading Teaching Model Based on Excellent Traditional Chinese Culture

Yongyue Wei*

Mizhen Zhangxiqiao Central Primary School, Dezhou, 253510, China

*Corresponding author: lcqmzxxx@163.com

Abstract: In the context of modern education, integrating excellent traditional Chinese culture into reading teaching is an important measure for cultural inheritance and innovation. However, there are still issues in current reading teaching such as the limited selection of materials, outdated teaching methods, and insufficient student interest. This study explores innovative reading teaching models based on the core connotations and educational value of excellent traditional Chinese culture. It proposes strategies such as optimizing the selection of reading materials, introducing diversified teaching methods, integrating modern technology, and focusing on the internalization of cultural values to construct a cultural reading teaching system that meets students' practical needs. This research aims to provide theoretical and practical support for enhancing students' cultural identity and overall literacy, as well as to offer innovative pathways for the reform of reading teaching.

Keywords: Excellent Traditional Chinese Culture; Reading Teaching; Teaching Innovation; Cultural Values; Educational Reform

Introduction

Excellent traditional Chinese culture is an important spiritual asset of the Chinese nation, playing an irreplaceable role in cultivating students' values, cultural identity, and comprehensive literacy. Integrating traditional culture into reading teaching not only helps students understand the profound cultural connotations but also comprehensively enhances their reading abilities and overall qualities. However, with the rapid development of modern education, the focus on traditional culture in reading teaching has weakened. Issues such as the limited cultural connotations in material selection, insufficiently engaging teaching methods, and underdeveloped traditional cultural resources restrict the realization of cultural inheritance and educational goals. Research on innovative reading teaching models based on excellent traditional Chinese culture is not only an important way to improve students' cultural literacy and reading interest but also a practical need and necessary task for promoting the high-quality development of basic education.

1. Theoretical Basis for Integrating Excellent Traditional Chinese Culture into Reading Teaching

1.1 Core Connotations and Educational Value of Excellent Traditional Chinese Culture

Excellent traditional Chinese culture, with its rich ideological content and profound spiritual foundation, encompasses various aspects such as philosophical thought, humanistic spirit, moral norms, and artistic expression, forming the cultural foundation that has sustained the Chinese nation for thousands of years. Its core connotations are embodied in the harmonious unity between nature and society, the combination of individual moral cultivation and social responsibility, and a strong emphasis on knowledge inheritance and innovation. In the field of education, the values and behavioral norms embedded in traditional culture play an important role in shaping individuals. By integrating traditional culture into reading teaching, students' cultural identity, moral awareness, and aesthetic ability can be subtly nurtured, providing an essential means to cultivate their minds and shape their character. Furthermore, traditional culture offers abundant educational resources and vast practical space for reading teaching, helping deepen students' understanding and recognition of Chinese civilization.^[1]

1.2 The Alignment of Traditional Culture and Modern Reading Teaching Goals

Modern reading teaching aims to enhance students' language comprehension, critical thinking, cultural literacy, and humanistic spirit, which aligns closely with the educational philosophy of "unity of knowledge and action" and "the integration of learning and reflection" advocated by excellent traditional Chinese culture. On one hand, classical texts in traditional culture, such as *The Analects*, *Tao Te Ching*, ancient poetry, and prose, possess significant literary and educational value, offering high-quality textual materials for reading teaching. On the other hand, traditional culture emphasizes the relationships between the individual and society, and between humans and nature, which can inspire students to engage in deeper reflection and insight during their reading process. Moreover, modern education emphasizes an open perspective in a multicultural context, and traditional culture is an indispensable part of the global cultural landscape. Integrating it into reading teaching not only facilitates cultural inheritance but also enhances students' cultural understanding and international perspective.

1.3 Theoretical Support and Cultural Perspective for Teaching Model Innovation

Integrating excellent traditional Chinese culture into reading teaching requires innovation in teaching models, which should draw on the latest achievements in modern educational theory and cultural studies. Constructivist learning theory emphasizes the construction of students' knowledge system through contextualized learning, which aligns well with the educational approach in traditional culture that emphasizes specific contexts and practical experiences. For instance, in reading teaching, the introduction of situational teaching methods can help students deeply understand cultural connotations by creating real or virtual situations related to traditional culture, guiding them to engage in immersive experiences. Meanwhile, the theory of multiple intelligences supports the design of diverse teaching activities based on individual student differences, providing a theoretical basis for layered teaching and personalized cultivation in traditional culture education. From a cultural perspective, emphasizing the unity of cultural inheritance and innovation means that teachers should not only guide students to inherit excellent culture but also encourage them to express creativity in their learning, enabling the contemporary transformation and continuation of traditional culture. By combining theoretical support and cultural perspectives, it provides scientific guidance and effective pathways for the practical innovation of reading teaching.^[2]

2. Current Situation and Issues in Integrating Traditional Culture into Reading Teaching

2.1 Insufficient Integration of Traditional Culture in Reading Materials

In current reading teaching, the integration of traditional cultural content is relatively low. Specifically, traditional cultural texts are underrepresented in textbooks, with most courses focusing more on modern literature and international literature, neglecting the educational value of excellent traditional Chinese culture. For example, in Chinese language textbooks, although some traditional cultural works such as poetry, prose, and historical stories are included, their overall proportion is limited, making it difficult for students to systematically understand traditional culture. Moreover, some classical cultural texts, due to their ancient language and longer length, are difficult to adapt to students' modern learning habits, which further weakens the presence of traditional culture in reading materials.

This phenomenon is partly due to the unclear positioning of traditional culture education, which has not fully recognized the important role of traditional culture in cultivating students' cultural identity and core competencies. On the other hand, it is also constrained by the consideration of cultural diversity and text difficulty during the compilation of textbooks, making traditional cultural content often disadvantaged in material selection. Although some schools try to supplement traditional cultural content through extracurricular reading activities or school-based courses, these activities often lack systematic design and professional guidance, leading to insufficient student interest and engagement with the reading materials. Additionally, there is also an issue of theme singularity in material development, where traditional culture content is often limited to rituals, moral teachings, and similar aspects, with insufficient exploration of the aesthetic thoughts, philosophical wisdom, and scientific spirit reflected in traditional culture. This further weakens the appeal and diversity of reading materials.^[3]

2.2 Single Teaching Methods and Lack of In-depth Exploration of Cultural Significance

The integration of traditional culture into reading teaching also faces the issue of single teaching

methods. Many teachers still use traditional methods such as explanation and memorization, with the primary goal being knowledge transmission, neglecting the importance of active student participation and deep thinking. In this model, students' understanding of reading materials often remains superficial and fragmented, making it difficult to form a profound understanding of the connotations of traditional culture. For instance, when explaining *The Book of Songs*, the teaching content may be limited to interpreting the chapters and analyzing the language, without deeply exploring the ideological connotations and modern significance in conjunction with historical background and cultural values.

In-depth exploration of culture requires teachers to have a high level of cultural literacy and text interpretation skills, but currently, some teachers still lack professional competence in traditional culture education. Many teachers' understanding of traditional culture stays at the basic level of the textbook content, without engaging in creative teaching that aligns with contemporary educational concepts. Furthermore, the limitations of teaching resources also restrict teachers' ability to deeply explore traditional culture. Existing teaching resources mostly focus on knowledge points and lack systematic guidance integrating cultural background, value analysis, and practical applications. The single nature of teaching methods not only weakens the classroom appeal but also hinders students from internalizing traditional culture into their personal values, thus affecting the achievement of cultural education goals.

2.3 Need to Improve Students' Reading Interest and Cultural Identity

Students' interest in reading traditional culture and their cultural identity are directly related to teaching effectiveness. However, in actual teaching, many students lack interest in traditional cultural texts and even develop a sense of rejection. This phenomenon is closely related to the monotonous presentation of traditional cultural content, which lacks appeal. For example, when reading excerpts from *The Romance of the Three Kingdoms* or *Zizhi Tongjian*, teachers often fail to present the historical context or the stories of characters in an engaging way, focusing mainly on knowledge transmission, which prevents students from forming an emotional connection.^[4]

Moreover, some traditional cultural texts, due to their archaic language and complex structures, often create a sense of distance for students, making it difficult for them to truly understand their spiritual core. This situation is more pronounced in the context of modern society's cultural diversity and information fragmentation. Modern students tend to prefer light and easy-to-understand modern works, lacking the patience and interest to engage with the profound thoughts and complex expressions contained in traditional cultural works. At the same time, the fast-paced lifestyle makes it difficult for students to invest time and effort into reading and reflecting on traditional cultural content. This not only weakens the role of reading teaching in enhancing students' cultural literacy but also hinders the formation of students' cultural identity.

To address this issue, reading teaching needs to improve the presentation of traditional culture. For instance, by introducing vivid teaching cases and designing cultural theme activities based on students' interests, students' participation and sense of belonging can be effectively enhanced. At the same time, strengthening guidance on students' cultural value recognition through emotional education and interdisciplinary interactions can further enhance students' identification with and love for traditional culture, laying a solid foundation for their comprehensive development.

2.4 Insufficient Development and Utilization of Traditional Culture Educational Resources

The insufficient development and utilization of traditional culture educational resources is an important bottleneck restricting the innovation of reading teaching. Currently, many schools face shortages of resources and content singularity when teaching traditional culture. For example, reading materials for traditional culture suitable for different age groups of students have not been fully developed, and existing resources are mostly focused on classical texts, neglecting the diversified cultural forms such as books, films, and games. Additionally, there is inadequate development of digital resources, and the dissemination and sharing of traditional cultural resources face certain technical and platform limitations. Even when resources are abundant, schools and teachers tend to underutilize these resources, lacking reasonable selection and integration based on students' interests and needs. This situation severely limits the depth and breadth of traditional culture integration into reading teaching, requiring improvement through collaboration among educational policies, research investment, and teaching practices.^[5]

3. Innovative Reading Teaching Model Based on Excellent Traditional Chinese Culture

3.1 Innovative Selection of Reading Materials: A Combination of Diversity and Cultural Appropriateness

The innovative selection of reading materials is the foundation for integrating excellent traditional Chinese culture into reading teaching. Traditional culture encompasses a rich variety of content, including classic literature, historical documents, philosophical thoughts, artworks, and folklore, all of which carry profound educational value. The selection of materials should reflect diversity, covering different cultural dimensions and multiple forms of expression. For example, literary works could include classic chapters from *The Analects*, *Three Hundred Tang Poems*, and *Dream of the Red Chamber*. Historical materials could include excerpts from *Zizhi Tongjian* and *The Twenty-Four Histories* about national feelings. Philosophical thoughts could cover core concepts from *Tao Te Ching* and *The Doctrine of the Mean*. This diverse design helps students appreciate traditional culture from multiple perspectives and expand their cultural horizons.

At the same time, the selection of reading materials should emphasize cultural appropriateness, meaning the content should be tailored to the age characteristics and cognitive levels of the students. For example, reading materials for primary school students should focus on easy-to-understand fables and poems with simple language, while materials for middle school students can introduce more cultural depth and philosophical thinking, selecting pieces with greater ideological and literary value. Additionally, the reading content should be contextually relevant, incorporating topics related to contemporary social issues, enabling students to perceive the value and significance of traditional culture in modern society. For instance, topics like "family values and personal growth" or "environmental protection and ecological culture" could be incorporated into reading materials to enhance students' sense of reality and participation.

Finally, the use of cross-cultural comparison materials should be strengthened. For example, by selecting excerpts from *The Art of War* and *On War*, students can deepen their understanding of the uniqueness and universality of traditional Chinese culture in the context of cross-cultural dialogue. Combining diversity and cultural appropriateness helps students develop a more comprehensive and profound understanding of the essence of traditional culture, fostering cultural confidence and aesthetic taste.

3.2 Introducing Diversified Teaching Methods: Situational Experience and Task-Driven Approaches

Introducing diversified teaching methods is an important way to innovate the reading teaching model. First, situational experience can effectively stimulate students' interest by creating real or simulated cultural contexts in the classroom, allowing students to deeply experience the spiritual essence of traditional culture. For example, when studying the story of *Da Yu Taming the Flood*, students can simulate the decision-making process through role-playing, reflecting on the importance of leadership and responsibility. When studying *Preface to the Orchid Pavilion*, students can immerse themselves in the atmosphere of art and culture by combining calligraphy practice and the background of ancient music, gaining a deeper understanding of the aesthetic pursuit of "cultivating oneself and nurturing one's character."^[6]

Secondly, the task-driven approach emphasizes active participation and self-directed learning by students. Teachers can design reading tasks with traditional culture themes, such as guiding students to explore "the modern significance of Confucian thought" through literature research and then presenting their findings in groups. Creative tasks, such as rewriting traditional stories in a modern context or creating cultural knowledge maps, can also be incorporated to enhance students' comprehensive abilities. Task-driven learning, through clear goals and specific steps, allows students to gradually acquire cultural knowledge and improve teamwork and problem-solving skills.

Additionally, teachers can flexibly use gamified learning methods, integrating traditional culture into fun activities, such as developing knowledge quizzes or puzzle games related to classic cultural content, enhancing classroom interactivity and enjoyment. With the support of these diversified teaching methods, traditional culture will no longer be a dry set of knowledge points, but rather an engaging cultural experience in students' learning and life.

3.3 Integrating Modern Technology: Building a Digital Cultural Reading Platform

The development of modern educational technology provides strong technical support for innovating traditional cultural reading teaching. Building a digital cultural reading platform can enhance students' learning interest and reading experience through multimedia technologies, vivid interface designs, and intelligent features. The platform should encompass rich traditional cultural content, including texts, audio, video, and interactive experience projects, to satisfy students' multisensory needs. For example, developing an online platform similar to a "Digital Museum of Chinese Culture" would allow students to explore related background knowledge by clicking on pages of ancient texts, and experience historical stories or traditional festival celebrations through virtual scenes.

The application of artificial intelligence technology can further enhance the platform's personalization. Through big data analysis, the platform can automatically recommend suitable cultural materials based on students' reading interests and levels, generating learning reports that help teachers and students understand progress and effectiveness. Additionally, virtual reality (VR) and augmented reality (AR) technologies can be applied in cultural education, such as through VR experiences of the dynamic scenes in *Along the River During the Qingming Festival*, allowing students to intuitively feel the charm of Song Dynasty urban life and culture. Online community spaces are also an important part of the digital platform, where students can share reading insights, discuss cultural issues, and engage with classmates and teachers to explore the connotations and significance of traditional culture. The widespread use of digital platforms injects modern vitality into traditional culture education, expands its dissemination range, and enhances students' deep engagement in cultural learning.

3.4 Emphasizing Reading Reflection and Practice: Achieving the Internalization of Cultural Values

The goal of traditional culture education is not only to impart knowledge but also to guide students in internalizing cultural identity and values. Reading reflection and practical activities play a crucial role in this process. On one hand, reflection activities, such as reading journals and critical analysis, can help students move beyond the surface of the text to explore its core ideas. For example, after reading *The Yueyang Tower*, a reflection task could be designed around "What is the view of sorrow and joy?" to encourage students to relate current social phenomena to their understanding and thoughts.

On the other hand, practical activities serve as an important step in transforming traditional culture knowledge into behavioral guidance. For instance, organizing students to participate in intangible cultural heritage protection activities, such as researching traditional handicraft techniques or documenting local cultural stories, deepens their understanding of the importance of cultural inheritance. Additionally, through activities like "Cultural Practice Days" or thematic exhibitions, students can personally experience traditional skills such as calligraphy, painting, and pottery, showcasing their work and reinforcing the fun and participatory aspects of cultural experience.

Furthermore, designing interdisciplinary collaborative projects is also an effective way to internalize cultural values. For example, in collaboration with science courses, a theme like "Ancient Technology and Modern Innovation" could be explored, where students search for inspiration in *The Exploitation of the Works of Nature* to consider how traditional technologies can be applied to solve contemporary problems. Through continuous reading, reflection, and practice, students will gradually internalize the core values of excellent traditional Chinese culture into their personal belief systems and apply them in daily life, thus achieving the comprehensive and profound goals of education.

Conclusion

This paper addresses the need to integrate excellent traditional Chinese culture into reading teaching, analyzing the current status and issues in existing teaching practices, and proposing an innovative model based on optimizing reading material selection, diversified teaching methods, integration of modern technologies, and reading reflection and practice. The research shows that integrating traditional culture not only enriches the content of reading teaching but also enhances students' cultural identity and overall literacy, providing a more engaging approach to teaching. In the future, it is necessary to further develop educational resources that are suitable for different age groups, promote the application of educational technology, and create a blended learning environment that combines virtual and real elements. Additionally, there should be greater emphasis on teacher training and interdisciplinary collaboration to continuously optimize teaching strategies, achieving the creative transformation and innovative development of excellent traditional Chinese culture.

Fund Project

This paper is one of the research outcomes of the general project "Research on the Design of Learning Task Groups for Integrating Classical Chinese Traditional Culture into Primary School Chinese Reading Teaching" (Approval No. 2023YB241) under the "14th Five-Year Plan" of Shandong Provincial Educational Science.

References

- [1] Xiao Jiaqi, Chen Yanxin. *Exploration of Teaching Pathways for Cultivating Critical Reading Ability under the Perspective of Excellent Traditional Chinese Culture—Taking The Foolish Old Man Moves the Mountain as an Example*. *Chinese Character Culture*, 2024, (23): 145-147.
- [2] Cui Xiaomei, Yuan Yuan. *Reading Enriches the Heart, Fragrance of Books Lasts Far*. *Language and Writing Newspaper*, 2024-12-11(008).
- [3] Xie Yun. *Understanding the Imprint of Chinese Culture and Strengthening Confidence in Traditional Culture—Taking the "Practical Reading and Communication" Learning Task Group Teaching as an Example*. *Henan Education (Teacher Education)*, 2024, (09): 52-53.
- [4] Li Jiahui. *Teaching Design and Implementation of Full Book Reading of Journey to the West Based on the Inheritance of Excellent Traditional Chinese Culture*. Guangzhou University, 2024.
- [5] Cao Li, She Yuhui, Qin Yao. *Exploration of Full Book Reading Teaching under the Perspective of Excellent Traditional Chinese Culture Education*. *Hubei Education (Educational Teaching)*, 2024, (03): 8-10.
- [6] Wang Xiaojun. *Let Excellent Traditional Chinese Culture Take Root in Reading Teaching*. *Community Culture*, 2024, (05): 132-135.