

# A Comparative Analysis of Chinese and Korean Spring Festival Culture and Teaching Strategies

Ying Ye

Yonsei University Global and Area Studies, Seoul 03722, South Korea.

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**Abstract:** Both China and Korea have a rich culture of Chinese New Year, and there are similarities and differences between the customs of the two countries. The festival culture, as the essence of a country's culture, not only reflects the cultural connotation of the whole nation, but also reflects people's living standard to a certain extent. This paper discusses the similarities and differences of Chinese and Korean Spring Festival culture through a comparative analysis of Chinese and Korean Spring Festival culture, and proposes strategies for teaching Chinese Spring Festival culture in Chinese to Korean in order to help people better understand and pass on Chinese and Korean Spring Festival culture.

**Keywords:** China and Korea; Chinese New Year Culture; Teaching Chinese to Korea

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## Introduction

Chinese New Year is not only one of the most important festivals in traditional Chinese culture, but also one of the important festivals in Korea. The Chinese and Korean Spring Festival cultures have a deep historical background and unique cultural connotations. In the process of teaching Chinese as a foreign language, only by grasping the similarities and differences that exist in the cultures of the two countries can we teach students effectively and help them to improve their interest in learning Chinese. Therefore, an in-depth study of the comparative analysis of Chinese and Korean Spring Festival culture and teaching strategies is of great practical importance.

## 1. Comparative Analysis of Chinese and Korean Spring Festival Culture

As one of the most important traditional festivals in China, the origin of Chinese New Year has been described in many ways, but almost all of them are closely related to farming in the past, and the name of the festival has been changing with the times. According to harvest festival records, the first time the concept of "New Year" appeared was during the Neolithic period, and it was officially used as a unit of time during the Zhou Dynasty, after which the tradition of New Year was established. The Chinese New Year in Korea was influenced by the traditional Chinese culture, which existed on the Korean peninsula during the Three Kingdoms period, and was introduced to the Korean peninsula during the Goryeo period, where it was fused with local folklore to form the current Korean New Year.

First of all, in terms of the content of the festival, there are many similarities between the traditional customs of Chinese and Korean New Year. For example, eating New Year's Eve dinner, putting up Spring Festival couplets, setting off fireworks, paying respects to the New Year, and so on. However, Korean Spring Festival also has a unique traditional activity - ancestor worship. This is because Koreans believe that the only way to ensure the prosperity of the family and the safety of everything is to welcome the New Year is by cognitive prayers to the ancestors during the Chinese New Year period. Therefore, the content of Korean Spring Festival activities still mainly revolves around the rituals. In contrast to China, Korea focuses on the interactive communication between the living and the dead, while China emphasizes the celebration between the living and the living.

Secondly, in terms of festival rituals, the Chinese and Korean Spring Festival rituals are different. Chinese Spring Festival rituals

are mainly about ancestor worship and praying for a good harvest, while Korean Spring Festival rituals are about praying to ancestors for blessings and health. In addition, Korean Spring Festival has a special ritual - fire ritual. Koreans believe that fire rituals can drive away evil and bless families with peace.

Once again, the atmosphere of Chinese and Korean Spring Festival is very different in terms of festive atmosphere. In China, the atmosphere during Chinese New Year is warm, festive and lively, with people reuniting at home, paying respects to each other, and setting off fireworks and firecrackers in the streets and alleys. In Korea, the atmosphere during Chinese New Year is quiet and peaceful, with people enjoying food and cleaning at home, as well as going to temples to pray for blessings<sup>[1]</sup>.

## **2. Strategies of Chinese Spring Festival Culture in Teaching Chinese to Korea**

### **2.1 Follow the principle of teaching according to the material**

In the process of teaching Chinese as a foreign language, teachers need to follow the principle of teaching according to students' abilities, which requires them to respect the different differences between individual students in the actual teaching process and to choose the appropriate teaching method according to the actual teaching situation in order to ensure the quality of teaching.

In teaching Korean Chinese, it is a very important principle to teach students according to their abilities. For beginners, their understanding of Chinese culture may be rather superficial, so teachers need to start with simple and easy-to-understand aspects, such as the historical origin of Chinese New Year, traditional customs, food culture, etc., so that students can have a preliminary understanding of Chinese New Year.

For students who already have some basic knowledge of Chinese, teachers can explain in depth the cultural connotations of Chinese New Year, such as family reunion, ancestor worship, New Year's worship, etc., so that students can gain a deeper understanding of the meaning and value of Chinese New Year. At the same time, teachers can also guide students to further expand their horizons and knowledge by watching Chinese New Year parties, reading books and articles related to Chinese New Year culture, and many other ways.

In teaching, teachers can also help students learn Chinese Spring Festival culture through various forms, such as organizing students to make Chinese New Year couplets, cut paper, and wrap dumplings, so that students can experience the unique charm of Chinese Spring Festival culture in practice. In addition, teachers can also organize visits to local Chinese New Year celebrations for students to experience the atmosphere and culture of Chinese New Year first hand<sup>[2]</sup>.

### **2.2 The need to deal with cultural "transfer" in teaching**

Cultural "transfer" refers to the influence that students' native language has on their learning of Chinese, which can be both good and bad. The Chinese and Korean cultures are in the same Asian cultural sphere and have many cultural similarities, and the Chinese New Year is also similar in both countries, but due to the different histories of the two countries, the Chinese New Year culture has different characteristics in the process of transmission. Therefore, in the teaching process, teachers need to combine the differences between Chinese and Korean cultures to guide students properly.

First of all, the cultural backgrounds of Korea and China are different, so there is a need for appropriate cultural "translation" in the teaching process. For example, the Chinese New Year's Eve dinner is not a particularly important tradition in Korea, so students need to explain its meaning and importance in Chinese culture. It is also necessary to pay attention to the language expressions and avoid using Korean idioms or expressions to describe Chinese culture.

Second, attention needs to be paid to the difficulty of teaching due to cultural differences. In China, there are a variety of cultural activities during Chinese New Year, such as fireworks, dragon and lion dances, etc. These activities are very familiar to Chinese students. However, for Korean students, these activities may be something they have never been exposed to before, so teachers need to explain and demonstrate appropriately so that students can better understand and experience Chinese Spring Festival culture.

Finally, there is a need to pay attention to the cultural conflicts caused by cultural "migration". For example, during the Chinese New Year, people give red envelopes to their friends and relatives, but this is not a tradition in Korea. In this case, teachers need to guide students to understand and respect the differences between cultures, rather than simply imposing their own cultural ideas on them. <sup>[3]</sup>

## 2.3 Ensure that the teaching process is lively and interesting

First of all, Chinese Spring Festival culture is a very colorful culture, which includes many interesting activities and customs. Therefore, teachers can make use of the important festive activities in China to carry out teaching and learning, so as to ensure that the teaching process is lively and interesting. For example, activities such as dragon and lion dances, fireworks, stickers and dumplings during the Spring Festival can be the highlights of the teaching. Through the introduction and learning of these activities, students can have a deeper understanding of Chinese culture, and at the same time feel happy and fun in learning.

Secondly, Chinese Spring Festival culture is also a very educational culture. During the Spring Festival, it is a traditional Chinese custom for families to reunite, pay respect to each other, and give each other gifts. Teachers can use these customs to help students understand the traditional virtues of the Chinese people, such as respecting elders, caring for family members, and unity and friendship. By learning about Chinese Spring Festival culture, students can better understand Chinese values and cultural traditions, as well as draw positive energy from them and improve their own moral qualities.

## Conclusion

In conclusion, the comparative analysis of Chinese and Korean Spring Festival culture shows that there are similarities and differences between the two countries' Spring Festival cultures. In teaching, teachers need to follow the principle of teaching according to students' abilities to help them better understand and pass on the Chinese and Korean Spring Festival cultures. At the same time, teachers can also stimulate students' interest and enthusiasm through innovative teaching strategies, such as organizing Chinese New Year cultural experience activities, so that they can better understand and pass on Chinese and Korean Spring Festival culture.

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