

An Exploration of the Principles of Integration of Chinese and Western Cultures in College English Teaching

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Abstract: In the traditional college English teaching mode of our country, we pay more attention to the transmission of knowledge and skills, and hold an attitude of neglect to the teaching of culture and communication competence. However, with the development of economic globalization, the traditional teaching mode is no longer suitable for the needs of the new era. On this basis, conforming to the trend of global cultural integration in the new era, adjusting the traditional teaching mode based on the principle of the integration of Chinese and Western cultures, and correctly understanding the relationship between the two cultures in teaching are the guarantee to ensure that college English teaching can cultivate more outstanding talents in line with the needs of social development.

Keywords: college English teaching, Chinese and Western cultures, integrated teaching

Introduction

There is an inseparable connection between language and culture, and the relationship between the two is complementary. Based on this, college English teaching is not only the teaching of English language but also the teaching of culture. At present, China pays more and more attention to English teaching. On the one hand, English is an effective way to guide students to understand the world. On the other hand, English is also an effective channel for the world to understand China. Therefore, attaching importance to English teaching and realizing the integration of Chinese and Western culture with college English teaching can not only cultivate students' cultural pride, but also effectively cultivate students' cross-cultural communication ability and further enhance the international influence of Chinese culture.

1. Current situation of integrating Chinese excellent culture into college English teaching

For a long time, Chinese English education has been dominated by the exam-oriented mode, which leads to the pressure of college students facing CET-4 and CET-6. For example, in the teaching process, teachers pay more attention to students' mastery of grammar, vocabulary and language knowledge and skills, and ignore the cultivation and improvement of students' critical thinking. In this process, teachers also pay attention to the dissemination and explanation of culture, but they are more dominated by the relevant culture of Western countries, and the teaching and promotion of excellent Chinese culture is neglected. As a result, students have a certain understanding of the culture of Western countries, but it is difficult for them to express their native culture in English, such as classical Chinese poetry and folk art. Some students simply cannot express themselves correctly in English or publicize and explain to the outside world.

2. Analysis of the causes affecting college English teaching and the integration of Chinese and Western cultures

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Based on the actual situation, this paper summarizes the reasons that influence the integration of Chinese and Western culture and college English teaching.

2.1 The idea of exam-oriented education still exists

On the one hand, Chinese university students come from a wide range of sources, leading to a uneven foundation of students, many students have a weak English foundation, and most students master English knowledge focused on coping with exams and obtaining scores, this evaluation standard makes students have the ability to "take the test", but there are obvious shortcomings in English communication and practical application of knowledge. On the other hand, some teachers are also influenced by the idea of exam-oriented education. Although with the advancement of education reform, the concepts of individualized teaching, personalized teaching, and all-round development have gradually replaced the idea of "exam-oriented education", in fact, some teachers are still judging by whether they have mastered the knowledge and skills of "coping with examinations". As a result, students, influenced by teachers, mistakenly believe that English learning is to master vocabulary and grammar knowledge, and unconsciously focus on phonology, semantics, grammar and vocabulary. As a result, cultural integration and cultural education are neglected in English teaching, and many students find it difficult to express the charm of traditional culture in English^[1].

2.2 Lack of practical and abundant teaching materials

In recent years, Chinese college English teaching materials have been adapted many times based on the actual needs. In terms of content, it presents the characteristics of a wide range of topics and rich and diverse topics. However, on the whole, most of the teaching materials mainly focus on the culture of English-speaking countries, and the explanation or elaboration of excellent traditional Chinese culture is relatively small, and more distributed in the after-class practice part. At the same time, in the process of compiling some textbooks, the emphasis is placed on guiding students to pass the "CET-4 and CET-6" exams, resulting in the content of the textbooks is similar to the subject matter of CET-4 and CET-6 in previous years, and the after-class exercises also show the examination mode. In addition, the original college English courses had a lot of learning content, and often faced with the dilemma of "fewer class hours and heavy tasks", which led to teachers having little time to skip the restrictions of textbooks for extracurricular extension, and also resulted in the lack of learning opportunities about Chinese culture for students. In addition, based on the guidance of teaching objectives and teaching modes, English teachers pay more attention to the explanation and analysis of textbook articles, while there is little content about traditional Chinese culture in the textbooks, which inevitably leads to the lack of opportunities for students to understand traditional culture and realize the integration of Chinese and Western cultures^[2].

2.3 Teachers ignore the integration of Chinese and Western cultures

In the course of college English teaching, teachers play an important role in transmitting knowledge and culture. Teachers' own ability level and ideology will have a direct impact on subject teaching activities. But from the actual point of view, the current teachers in the teaching process, most of the teaching is based on teaching objectives, around the teaching materials to complete the teaching. In addition, in the daily teaching process, the integration of Chinese and Western cultures is ignored. For example, in the process of English "listening, speaking, reading, writing and translation", more explanations are combined with Western culture, and less integration of traditional Chinese culture is given. As a result, many students can understand and accurately explain "Easter" and "Thanksgiving" and other cultures, but cannot explain the traditional Chinese "Mid-Autumn Festival" and "Lantern Festival". At the same time, in the teaching process, teachers have weak awareness of spreading excellent traditional Chinese culture, and some teachers' own quality is not enough to support them to complete the integration of Chinese and Western culture. For example, the teacher's own knowledge is not complete, so it is difficult to complete the cultural transmission in the actual teaching; Teachers' ability level and awareness of cultural communication do not match with their own accomplishment; Teachers ignore cultural communication and promotion, and do not take the initiative to guide, etc. These problems will affect the effective integration of Chinese and Western culture and college English teaching.

3. An analysis of the principles and methods of integrating excellent traditional Chinese

culture into college English teaching

3.1 Updating college English teaching concepts to achieve intercultural communicative competence training

In the process of English teaching, teachers should not only pay attention to the traditional English pronunciation, vocabulary and grammar knowledge, but also pay attention to the five elements of "listening, speaking, reading, writing and translation", but also integrate cultural communication and promotion into the teaching concept. Through the effective connection between Chinese and Western culture and college English teaching content, on the one hand, students are guided to broaden their horizons and learn more knowledge on the basis of textbooks, and on the other hand, students are guided to develop scientific and reasonable English learning habits and thinking patterns. Updating college English teaching concepts can help students strengthen cultural pride and national self-confidence, have a deep understanding of the causes of cultural phenomena, break the shackles of thinking, and truly form cross-cultural communication skills^[3].

3.2 Innovative teaching methods, classroom innovation based on "reverse teaching design"

In the teaching process, based on the teaching methods and teaching methods of the new era, innovative courses are created, and the advantages of the concept of "reverse teaching design" are given full play to guide students to exert their subjective initiative, consciously and spontaneously explore and explore knowledge related to teaching content. For example, take Unit 5 of New Horizons College English 1 (4th Edition) Reading and Writing Course as an example: The topic of this unit is Celebrating Holidays. In the teaching process, the teacher guides the students to consult the relevant materials of the Chinese Spring Festival by themselves, and check the pictures and audio resources with the help of the Internet, which provides rich reference for the classroom teaching process. In the analysis of the article, the teacher organized the students to discuss in groups, guided the students to use the knowledge content to describe their favorite festivals, and explained the "festival characteristics". At the same time, in the design of teaching objectives, teachers are oriented to the effective expression of students, that is, focus on training students' knowledge application ability. In addition, teachers can integrate traditional Chinese Lantern Festival, moon cake and other festival characteristics with teaching content, and further enhance students' cross-cultural awareness by analyzing the differences between Chinese and Western festivals^[4].

4. Conclusion

At present, in college English classroom teaching, the cultivation of students' intercultural communication ability has become the key goal. However, because many teachers do not have a deep understanding of intercultural communication, many people have errors in their understanding, which leads to the phenomenon of Chinese cultural aphasia in intercultural communication. In fact, cross-cultural communication should be an interactive behavior of both sides, which means cultural absorption and transmission, both of which are indispensable. Based on this, it is necessary to integrate the excellent traditional Chinese culture into the regular college English teaching activities.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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