



The Importance and Methods of Cultural Introduction in Higher Vocational English Teaching

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Abstract: With the acceleration of globalization and the increasing frequency of international exchanges, English, as an international language, is becoming more and more important in higher vocational education. However, in higher vocational English teaching, cultural introduction has always been a neglected issue. Many teachers only focus on the teaching of language knowledge and ignore the introduction of cultural background, resulting in misunderstandings and conflicts in cross-cultural communication among students. Therefore, this paper aims to explore the importance and methods of cultural introduction in higher vocational English teaching to improve students' cross-cultural communication ability.

Keywords: higher vocational English; teaching; cultural introduction; methods

1. Introduction

With the acceleration of globalization and the increasing frequency of international exchanges, the status of English as an international common language is becoming more and more important. In higher vocational English teaching, cultural introduction is not only an important means to improve students' English language ability but also a necessary way to cultivate students' cross-cultural communication ability and comprehensive quality. This research aims to explore the importance and methods of cultural introduction in higher vocational English teaching, in order to provide useful references and references for higher vocational English teaching. Through the research and analysis of relevant literature, this study believes that cultural introduction can help students better understand the English language and culture, improve students' English language ability and cross-cultural communication ability, cultivate students' comprehensive quality and international vision, in order to provide more effective cultural introduction methods and strategies for higher vocational English teaching.

2. The Importance of Cultural Introduction

2.1 Improving Language Comprehension Ability

Language is the carrier of culture, and culture is the connotation of language. Cultural introduction in higher vocational English teaching helps students better understand and use English. Through cultural introduction, students can understand the knowledge of the history, geography, social system, customs, values and other aspects of English-speaking countries, so as to better understand the meaning and usage of the English language. For example, when learning English vocabulary, if students understand the cultural connotations behind the vocabulary, they can more accurately understand and use these vocabularies. In addition, cultural introduction can also help students understand the thinking mode and expression way of English-speaking countries, thereby improving students' English reading comprehension and writing ability.

2.2 Enhancing Cross-cultural Communication Ability

In higher vocational English teaching, cultural introduction is of great significance for enhancing students' cross-cultural communication ability. Through cultural introduction, students can better understand the cultural connotations carried by the English language, thereby avoiding communication misunderstandings caused by cultural differences.

Cultural introduction can help students understand the differences and similarities between different cultures and cultivate their cultural sensitivity and adaptability. Students will learn to respect and appreciate other cultures and reduce cultural biases and misunderstandings [1]. In addition, cultural introduction can also enrich students' language knowledge and expression ability. They can learn vocabulary, idioms and expressions related to culture, making their language more authentic and accurate. In cross-cultural communication, understanding the cultural background and values of the other party is crucial. Cultural introduction enables students to have this ability and can better communicate and exchange effectively with people from different cultural backgrounds. Through cultural introduction, students will not only learn a language but also cultivate the ability of cross-cultural communication, laying a solid foundation for their future career development and

international exchanges [2].

2.3 Cultivating Students' Cultural Awareness

Cultural awareness refers to the understanding, respect and appreciation of different cultures. In higher vocational English teaching, it is very important to cultivate students' cultural awareness. Through cultural introduction, students can better understand the cultural connotations carried by the English language, thereby improving their understanding and application ability of English. In addition, the cultivation of cultural awareness can also help students broaden their horizons, enhance their cross-cultural communication ability, and cultivate a global vision and international competitiveness. In teaching, students' cultural awareness can be cultivated by guiding them to read English literary works, watch English movies, and understand the history and culture of English-speaking countries. At the same time, teachers can also help students better understand and respect different cultures by comparing the differences and similarities between different cultures, thereby improving students' cross-cultural communication ability [3].

2.4 Enriching Teaching Content

Cultural introduction can enrich the content of higher vocational English teaching. In traditional English teaching, the teaching content is often limited to grammar, vocabulary, listening, speaking, reading and writing, while ignoring the importance of culture. Through cultural introduction, teachers can integrate the knowledge of history, geography, society, culture and other aspects of English-speaking countries into teaching, so that students can better understand the cultural background and social customs of English-speaking countries, thereby improving students' comprehensive English quality [4]. In addition, cultural introduction can also enable students to better understand the connotation and extension of the English language and avoid language misunderstandings and cultural conflicts. Therefore, cultural introduction is one of the important means to enrich the content of higher vocational English teaching.

3. Methods of Cultural Introduction

3.1 Textbook Selection

Textbook selection is an important link in cultural introduction. In higher vocational English teaching, textbooks with rich cultural content should be selected to help students better understand the culture of English-speaking countries. These textbooks can include English literary works, historical documents, social science works, etc. By reading these textbooks, students can deeply understand the knowledge of the cultural background, social system, values and other aspects of English-speaking countries, thereby improving their cross-cultural communication ability [5]. In addition, the selection of textbooks should also consider the English level and learning needs of students to ensure that the difficulty of the textbooks is moderate and can stimulate students' interest in learning. At the same time, the content of the textbooks should also keep pace with the times and reflect the latest cultural trends of English-speaking countries to help students better understand the culture of English-speaking countries.

3.2 Classroom Teaching

In classroom teaching, teachers can carry out cultural introduction in various ways. For example, use multimedia resources to display cultural pictures and videos of English-speaking countries to let students intuitively feel cultural differences. In addition, teachers can also organize role-playing, group discussions and other activities to let students experience culture in practice. When explaining the text, teachers can guide students to analyze the cultural elements in it to deepen their understanding of culture. At the same time, teachers can also combine cultural knowledge with language learning and infiltrate cultural connotations through the teaching of vocabulary and grammar. Through cultural introduction in classroom teaching, students can better understand the culture behind the English language and improve their cross-cultural communication ability.

3.3 Extracurricular Activities

Extracurricular activities are one of the important ways of cultural introduction in higher vocational English teaching. Teachers can organize students to participate in activities such as English corners, English speech contests, and English drama performances, so that students can feel the charm of English culture in a relaxed and pleasant atmosphere. In addition, teachers can also encourage students to participate in international exchange activities and study abroad to let students personally experience the cultural differences of different countries and regions and improve their cross-cultural communication ability.

3.4 Utilization of Multimedia Resources

The utilization of multimedia resources is an effective method of cultural introduction. Teachers can use multimedia resources such as pictures, videos, and audios to let students more intuitively feel the culture of English-speaking countries. For example, teachers can play English movies, documentaries, music, etc., so that students can understand the cultural background, social customs, values and other aspects of English-speaking countries while enjoying. In addition, teachers can also use multimedia resources to conduct cultural comparisons to let students understand the differences and commonalities between different cultures, thereby improving students' cross-cultural communication ability. When using multimedia resources for cultural introduction, teachers need to pay attention to selecting appropriate resources to avoid content that is too complex or difficult to understand. At the same time, teachers also need to guide students to think and discuss, so that students can deeply understand the cultural connotations of English-speaking countries while enjoying multimedia resources.

4. Principles of Cultural Introduction

4.1 Principle of Moderation

Cultural introduction should be moderate to avoid excessive or insufficient. Teachers should select appropriate cultural content for introduction according to students' English level and cultural background. For higher vocational students, the focus of cultural introduction should be on aspects related to daily life and career, such as business etiquette and cross-cultural communication. At the same time, teachers should pay attention to the depth and breadth of cultural introduction and avoid too complex or profound cultural knowledge so as not to increase the learning burden of students. In addition, the content of cultural introduction should be combined with teaching objectives and teaching content to improve teaching effects.

4.2 Principle of Practicality

The practicality principle of cultural introduction emphasizes that in higher vocational English teaching, the introduced cultural content should be related to students' actual life and future career needs. This means that when teachers select cultural materials, they should consider the professional background and career development direction of students, so that students can apply the learned cultural knowledge to actual situations. For example, for students majoring in business English, cultural content related to business etiquette and cross-cultural communication can be introduced; for students majoring in tourism English, the tourism culture of different countries and regions can be focused on. In this way, students can better understand and use English and improve their professional quality and cross-cultural communication ability. In addition, the practicality principle also requires that the content of cultural introduction has timeliness and practical significance, which can help students understand the current cultural phenomena and trends of society and cultivate their cultural sensitivity and adaptability[6].

4.3 Principle of Systematicness

The principle of systematicness requires that in higher vocational English teaching, cultural introduction should be systematic and coherent. Teachers should formulate a systematic cultural teaching plan according to the teaching syllabus and the actual level of students and organically integrate cultural knowledge into all aspects of English teaching. For example, in vocabulary teaching, the cultural connotations of vocabulary can be introduced; in reading teaching, students can be guided to analyze the cultural elements in the article; in listening and speaking teaching, students can be made to understand the communication methods and habits under different cultural backgrounds. At the same time, teachers should also pay attention to the difficulty level and progressive relationship of cultural knowledge and gradually improve students' cultural literacy. In addition, the principle of systematicness also requires teachers to pay attention to the systematicness and integrity of knowledge in the process of cultural introduction, and avoid the fragmentation and one-sidedness of cultural knowledge. Teachers can guide students to read relevant cultural books, watch cultural films, etc., to broaden students' cultural vision and let students comprehensively understand the knowledge of the cultural background, social customs, values and other aspects of English-speaking countries.

5. Conclusion

5.1 Summary of Research Results

In higher vocational English teaching, cultural introduction is of great significance. Through research, we have clarified the positive role of cultural introduction in improving students' language ability, cross-cultural communication ability and comprehensive quality. The research results show that cultural introduction should run through all aspects of teaching.

Teachers should improve their own cultural literacy, adopt a variety of teaching methods and means to guide students to understand the cultural background, values and social customs of English-speaking countries. At the same time, the selection of textbooks is also crucial and should contain rich cultural content. In addition, schools should provide relevant support, encourage teachers to participate in cultural training, carry out cultural activities, and create a strong cultural atmosphere. In the future, we need to further explore the effective ways of cultural introduction and continuously improve teaching methods and strategies to better meet the needs of students and improve the quality of higher vocational English teaching.

5.2 Limitations of the Research

Due to the limitations of research time and resources, this study may have some limitations. First, the research objects are mainly concentrated in higher vocational colleges in a certain area, and the sample size is relatively small, which may not be able to represent the situation of higher vocational English teaching nationwide. Secondly, the research methods mainly adopt literature analysis and questionnaire survey, which may not be able to comprehensively and deeply understand the actual application situation of cultural introduction in higher vocational English teaching. In addition, the discussion on the methods and strategies of cultural introduction in the research may not be detailed and in-depth enough, and further research and practice are needed to improve it. Finally, the evaluation of the effect of cultural introduction in the research mainly adopts methods such as questionnaire survey and test scores, which may not be able to comprehensively and accurately reflect the improvement of students' cultural literacy and language ability.

5.3 Future Research Directions

Future research directions can further explore the specific practice and effect evaluation of cultural introduction in higher vocational English teaching. It can study the impact of different cultural introduction methods on students' language learning and cross-cultural communication ability, and how to carry out personalized cultural introduction according to students' professional characteristics and needs. In addition, it can also study the integration mode of cultural introduction and English teaching, and how to better cultivate students' cultural awareness and critical thinking ability in teaching. At the same time, it can focus on the cultivation of cross-cultural communication ability and study how to improve students' adaptability and communication ability in a cross-cultural environment.

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