

Research on the integration of traditional culture education into the curriculum system of English majors

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Abstract: The General Secretary clearly pointed out in his speech at the 12th Collective Study of the Political Bureau of the 18th CPC Central Committee that "Chinese culture is the deepest source of our national cultural soft power, and it is an important way for us to improve our national cultural soft power". It is our historical responsibility to transmit and carry forward the excellent traditional Chinese culture. We not only want to maintain the prosperity of Chinese culture, but also to spread Chinese culture to the world and show the charm of Chinese culture to the world, and colleges and universities should shoulder the social responsibility of Chinese culture inheritance and dissemination. Therefore, this paper takes the relationship between English language and culture as the starting point to explore the significance of traditional culture in the teaching of English courses in colleges and universities, and puts forward its own insights on the way of integrating traditional culture into teaching from the perspectives of the internationality of dissemination, the extensiveness of content and the three-dimensionality of mode.

Key words: traditional culture; English majors; path of integration

1 Introduction

In the era of globalization, English, as an important cultural communication medium, plays the role of a bridge connecting different civilizations. How to integrate Chinese traditional culture into English major programme in colleges and universities has become a key issue related to cultural heritage and international exchange. The purpose of this paper is to discuss the urgency and importance of integrating traditional Chinese culture into the teaching of English majors. By clarifying the definition of culture, emphasizing the close relationship between language and culture, and elaborating the value of traditional culture in English courses in colleges and universities, this paper aims to propose a specific path to integrate traditional culture in order to cultivate English majors with international competitiveness and cultural confidence.

2 The definition of culture

"Culture" is a complex whole that includes knowledge, beliefs, arts, morals, laws, customs, and all the abilities and habits that people acquire as members of society. As traditional culture exists not only in China, but also in Europe and America, all countries, nations and regions with history have their own traditional culture. Regarding the research and understanding of these two concepts, since the reform and opening up, the humanities and social sciences, especially scholars engaged in the study of traditional Chinese culture, and modernization theory researchers have made a fuller

special inquiry. In short, the so-called Chinese traditional culture is, by extension, a historical and cultural concept with strict national boundaries. This study emphasizes the national boundaries of traditional Chinese culture in order to clarify the geographical and historical positioning of teaching and disseminating traditional Chinese culture.

3 Relationship between language and culture

Language is the medium of cultural dissemination, and culture is the content of language expression and dissemination. English is a common language in the world. To spread Chinese culture to the world, we also need to learn how to use English to introduce Chinese culture, so that we can show the charm of Chinese culture to the world. English majors should spread Chinese culture while teaching language knowledge. Therefore, we should cultivate English majors with a broad international outlook and excellent cross-cultural communication skills so that they can shoulder the important mission of spreading positive and confident Chinese culture to the world.

In the 1960s, with the deepening of globalization, the theme of integrating mother tongue culture into foreign language teaching gradually began to attract the attention of scholars around the world. Scholars believe that foreign language learners need to better understand the culture of their own mother tongue while receiving sufficient cultural input from the target language. Kramsch, a famous scholar, has pointed out that the purpose of integrating the culture of the mother tongue into teaching is to make language learners realize the importance of cross-cultural communication and to strengthen the foundation of foreign language learning [1]. At the same time, it is necessary to promote the benign exchange between national culture and other countries' excellent traditional culture, make them integrate with each other, and give full play to the advantages of the two cultures. Kramsch also explains in detail that the integration of culture into foreign language teaching not only improves the language learners' understanding of the national culture, but also enhances their communicative ability in different cultural backgrounds, which is a strong guarantee for the enhancement of cross-cultural communicative competence, which fully indicates that language learners should integrate foreign language learning with their own cultures, so as to lay the foundation for future intercultural communication and dissemination of their own cultures [2].

4 The importance of traditional culture in the teaching of English courses in colleges and universities

Firstly, it meets the need for culture to "go out" and is conducive to the spread of Chinese culture. The relationship between language and culture is complementary and indispensable. The creation, development and inheritance of culture cannot be separated from language, and the development of language cannot be separated from culture. As English majors are exposed to a large number of Western cultural elements every day, they are easily influenced by them, which, together with the lack of local culture in teaching, will hinder the inheritance and development of Chinese traditional culture. Integrating Chinese traditional culture into English teaching can better promote students' understanding of Chinese traditional culture, cultivate students' national self-confidence and better promote Chinese culture.

Secondly, improving cross-cultural communicative competence is conducive to the achievement of the goal of quality education. Infiltrating traditional culture education in English teaching and making students understand traditional culture and cultural habits cannot only optimize the English output context, but also help students to unify Chinese and foreign cultural life and cultural background in language learning, so that they can master more English application and language transfer skills, which is conducive to the ultimate realization of the goal of quality education for English majors.

Thirdly, enriching teaching activities and contents is conducive to better English classroom teaching. From the students' point of view, it can be found that in most cases, when teaching other languages, adding some Chinese traditional cultures that the students are familiar with and love will give the students more discourse power and a sense of cultural

identity in learning. Therefore, this way of teaching English helps to create a better classroom atmosphere for students, increase their interest in learning, and promote better English classroom development, which often also improves students' participation in the classroom to achieve the effect of strengthening.

5 The path of integrating traditional culture into English writing teaching in colleges and universities

5.1 Exploring the global cultural attributes of traditional Chinese culture

The integration of traditional Chinese culture into the teaching of English majors should take into account the current and future "globalization" of students. To a certain extent, our understanding of traditional Chinese culture has been narrow in the past. It is instructive to look at the spread and acceptance of Chinese culture in the West. General Secretary Xi Jinping pointed out in the report of the 20th Party Congress that "we should adhere to the position of Chinese culture, refine and display the spiritual symbols and cultural essence of Chinese civilization, accelerate the construction of Chinese discourse and Chinese narrative system, tell Chinese stories, spread Chinese voices, and present a credible, lovable and respectable image of China." Cultural communication based on such a world historical and cultural context is a problem that English majors will face. The "traditional Chinese culture" integrated in the English classroom should be a kind of traditional Chinese culture with the attributes of world culture.

5.2 Collecting and arranging richer educational content on traditional Chinese culture with regional characteristics

Considering the modernity that Chinese traditional culture should have, the existing previous studies are not deep enough into the content of traditional culture, and the design of the content is relatively homogeneous, so we should break through the narrow concept of culture, introduce Chinese traditional culture with more global cultural attributes, and broaden the content of cultural teaching. For example, in terms of the content of traditional culture, it is no longer limited to the introduction of traditional festivals, traditional food and other stereotypical content, but combined with the regional characteristics of the university, to explore the local culture-related content, try to find a more living, and more regional characteristics of the content, so that the students have a greater sense of empathy and identity of the content. Taking the southern region of Northeast China as an example, regional cultural contents related to the Liaohe culture can be developed and introduced, starting from the celebrities, historical events, traditional customs and habits of the Liaohe culture, and encouraging students to explore and discover the relevant contents on their own. Through classroom teaching, club activities, races and education integration, and other forms and ways to integrate and disseminate, we will ultimately cultivate English majors with high comprehensive literacy, broad international vision, excellent cross-cultural communication skills and the ability to disseminate and establish a relatable, lovely and honourable image of China for our country [3].

5.3 Optimizing the curriculum and broaden the path to cultural integration

First of all, we should reflect the integration of the whole curriculum in the curriculum system. Instead of limiting it to the common reading classes in the past, we should integrate traditional Chinese culture education in all aspects of vocabulary, grammar, listening, speaking, writing, translation and other courses. At the same time, we should optimize the curriculum system of English majors, perfectly combine the content with the curriculum system, build a new liberal arts system, and encourage cross-major and cross-grade communication and integration.

Secondly, multi-path integration: Through classroom teaching, after-school homework, group tasks, extracurricular club activities, off-campus practice, volunteer activities, competitions, cultural festivals and so on, various activities are reasonably integrated with the curriculum system to broaden the path of integration.

Finally, general education programmes are set up to highlight cultural contrasts and comparisons. This will enable

students to better avoid conflicts, achieve complimentary, compatibility and better intercultural communication in the future. The two cultures play a complementary role in teaching and learning, which can greatly reduce the foreign language scholars in the process of learning a foreign language.

6 Conclusion

Integrating traditional culture education into the curriculum system of English majors cannot only broaden students' horizons and knowledge reserves, but also be more conducive to their career development. Students majoring in English in colleges and universities are, in a sense, the future reserve army of English education in China, who are responsible for teaching English to the next generation and also for internal and external exchanges, and have a very important historical task to promote our traditional culture. Therefore, English majors in colleges and universities should have a more in-depth study of traditional culture in order to exert a more far-reaching influence of traditional culture on students when they are engaged in the profession of English teachers in their future posts, and to integrate Chinese traditional culture into the professional teaching of English education in colleges and universities, so as to enable English majors in colleges and universities to pass on the awareness and concepts of traditional culture to more students in their future employment and thus making China's traditional culture continue to carry forward and develop in a sustainable and healthy way.

Conflicts of interest

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

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