

# A Study on the Integration of Traditional Chinese Culture into College English Teaching in the Context of Ideological and Political Education

Ling Ma

School of Foreign Language, Shihezi University, Xinjiang Shihezi 832000

---

**Abstract:** At present, college English teaching focuses on Western culture and ignores the inheritance of local culture. However, traditional culture is the spiritual pillar of the Chinese nation, and its integration into English teaching can enhance students' cultural self-confidence and sense of national identity. Through a literature review, this study analyzes the theoretical basis of integrating traditional culture into English teaching, including cultural identity, cross-cultural communication and educational thought, and hopes to provide theoretical guidance for promoting the transformation of college English courses, so as to achieve the fundamental task of cultivating people with virtue.

**Keywords:** ideology and politics in the curriculum, college English, traditional culture

---

## Introduction

Cultivating people with virtue is the core task of today's higher education, and comprehensively promoting the ideological and political construction of the curriculum is the basic way to achieve this goal. In June 2020, the Ministry of Education issued the Guiding Outline for the Ideological and Political Construction of the Curriculum of Colleges and Universities, which provides clear guidelines for university education. The integration of traditional culture, as an important part of the ideological and political curriculum, is of great significance. At present, university English teaching generally focuses on Western culture and ignores the inheritance of local culture. However, traditional Chinese culture is the spiritual pillar of the Chinese nation, and its integration into English teaching can not only enhance students' cultural self-confidence and sense of national identity, but also help to achieve the educational goal of cultivating people with virtue. Therefore, it is imperative to explore how to integrate traditional Chinese culture into university English teaching. The purpose of this paper is to study how to effectively combine traditional Chinese culture with college English teaching in the context of curriculum ideology and politics, so as to improve students' comprehensive literacy and international vision.

### 1. The current situation of college English education

The traditional university English teaching model tends to focus on the cultural discussion of the source country of English, but ignores the education of local culture to a certain extent, especially the cultivation of language skills more than the guidance of speculation and cultural connotation. Although many colleges and universities are fluent in English conversations, students are expected to take the initiative to demonstrate and promote traditional Chinese culture in cross-cultural exchanges, so as to deepen the international community's understanding of Chinese culture. However, in reality, many English teachers tend to teach Western culture in the teaching process, and do not pay enough attention to the

integration of traditional Chinese culture<sup>[1]</sup>. Some teachers have limited understanding of traditional culture, resulting in a lack of knowledge in this area. In recent years, a large number of questions about traditional Chinese culture have been incorporated into the CET-4 and CET-6 exams, but students' lack of understanding of the English correspondence of relevant vocabulary and cultural connotations has greatly affected their scores. Therefore, we are faced with an obvious challenge, that is, there is a significant problem of "Chinese cultural aphasia" in university English teaching.

## **2. The significance of integrating traditional Chinese culture into college English teaching in the context of ideological and political education**

### **2.1 Coping with Chinese cultural aphasia**

At present, while emphasizing the international perspective, university education seems to dilute the integration of local culture intentionally or unintentionally, which has a subtle deviation from the fundamental concept of cultivating people with virtue. College English teaching should not only stop at the cultivation of language skills, but also actively undertake the mission of inheriting and promoting the excellent Chinese culture. In the context of globalization, it has become the core pursuit of modern university English teaching to give Chinese traditional culture a global voice, enhance its international influence, and promote multicultural integration. For a long time, English language teaching has tended to focus on the teaching of language knowledge, and not enough attention has been paid to the English expression of traditional Chinese culture, resulting in students having little knowledge of their own cultural heritage. This knowledge gap is particularly evident in cross-cultural communication, where students may be in a passive position and susceptible to the influence of Western culture. Therefore, integrating elements of traditional Chinese culture into English teaching can not only deepen students' cultural understanding and shape their unique cultural perspectives, but also stimulate their national self-esteem and pride, which is an indispensable part of ideological and political education in college English courses.

### **2.2 Cultivating high-quality international talents**

The goal of higher vocational education is to create professionals with strong technical skills and a global perspective, and English language teaching plays a key role in this process. Successful people should have excellent intercultural communication skills, accurate language skills, and forward-thinking thinking. In this context, the integration of local cultural heritage into the practice of higher vocational English teaching not only stimulates students' enthusiasm for exploring diverse knowledge systems and cultures, but also exercises their ability to switch freely between different cultural contexts. This echoes the zeitgeist of "innovation and entrepreneurship", and through the integration of traditional and modern English teaching, we gradually improve students' advanced cognitive skills and innovative thinking patterns. Such an integrated strategy not only promotes the all-round growth of students, but also lays a solid foundation for cultivating high-quality, multi-skilled and international talents. Therefore, the integration of traditional Chinese culture into higher vocational English teaching is not only an inevitable choice to meet the needs of globalization, but also an important driving force to promote the quality upgrading of vocational education<sup>[2]</sup>.

### **2.3 Meeting the ideological and political requirements of the curriculum**

The goal of higher education is to create professionals with strong technical skills and a global perspective, and English language teaching plays a key role in this process. Successful people should have excellent intercultural communication skills, accurate language skills, and forward-thinking thinking. In this context, the integration of local cultural heritage into the practice of higher vocational English teaching not only stimulates students' enthusiasm for exploring diverse knowledge systems and cultures, but also exercises their ability to switch freely between different cultural contexts. This echoes the spirit of the times of "innovation and entrepreneurship", and through the integration of traditional and modern English teaching, students' advanced cognitive abilities and innovative thinking patterns are gradually improved. Such an integrated strategy not only promotes the all-round growth of students, but also lays a solid foundation for cultivating high-quality, multi-skilled and international talents. Therefore, the integration of traditional Chinese culture into university English teaching is not only an inevitable choice to meet the needs of globalization, but also an important driving force to promote the quality upgrading of vocational education<sup>[3]</sup>.

## **3. The integration path of traditional Chinese culture in college English teaching**

---

### **3.1 In-depth excavation of teaching materials and resources, and expansion of traditional cultural content**

Strengthening the effective integration of educational resources and integrating traditional Chinese culture into university English teaching strategies is a key measure. In the latest edition of the New Vision University English textbook, teachers need to make innovative excavations to extract the profound Chinese cultural connotations contained in it, although the text is derived from the original Western works and focuses on the depiction of Western social life, the teaching goal should emphasize cultural exchange from a global perspective. Teachers should use innovative thinking to discover elements of Chinese culture that are in line with the times and skillfully integrate them into the classroom, so as to demonstrate the unique charm of Chinese culture and practical cases of socialist core values, which can not only enrich the teaching content, but also enhance students' understanding and acceptance of multiculturalism, and enhance their cultural self-confidence<sup>[4]</sup>.

In addition to the in-depth development of teaching materials, adding elective courses is another effective way. According to the needs and suggestions of students, teachers can use online resources such as MOOC platforms to select courses rich in traditional Chinese cultural elements for students to choose from. At the same time, a combination of online and offline teaching modes is adopted, and special learning modules of Chinese culture, such as SPOC or micro-courses, are introduced to stimulate students' enthusiasm for learning and broaden their knowledge field. This teaching method is conducive to improving students' cultural literacy and global perspective, thereby improving the quality of teaching. The Chinese passages in the "New Generation College English" series cover many hot topics in Chinese society, and teachers can take this opportunity to not only teach translation skills, but also take this opportunity to integrate traditional Chinese cultural elements, so that students can master translation skills while enhancing their sense of identity and cultural confidence in national culture.

### **3.2 Giving play to the guiding role of teachers, improving the level of teachers' own literacy**

The task of university English educators goes beyond simply teaching language, they are not only catalysts for communication between different cultures, but also disseminators of cultural connotations, which requires them to have a diverse knowledge structure, be able to use them flexibly in the classroom, and demonstrate excellent teaching skills. They must possess a deep level of intercultural literacy, which includes an in-depth knowledge of the target language country, as well as an in-depth study of Chinese society, economy, history and culture. To this end, teachers should make good use of their leisure time for in-depth reading and reflection, pay attention to modern pop culture trends, and dabble in a wide range of cultural resources, such as cultural programs such as "Chinese Poetry Conference" and "Classic Chants", so as to deepen their understanding of traditional Chinese culture<sup>[5]</sup>.

As educators, university English teachers also have a role to play in shaping values, and they should continue to strengthen national pride and make it their core mission to develop students' moral character and cultural awareness. Only by deeply understanding and cherishing their own culture can they use their rich cultural knowledge and skillful cultural exchange skills to stimulate students' enthusiasm for telling Chinese stories and resist the possible influence of foreign cultures. When teaching Western culture, teachers need to guide students carefully and through comparative analysis to help students understand the historical and cultural meanings behind traditional festivals such as the Spring Festival and the Mid-Autumn Festival, so as to strengthen the local cultural identity. In general, university foreign language teachers should not only improve their own cultural literacy and aesthetic ability, but also cultivate students' cultural critical ability and self-cultural identity, guide them to move from passive cultural acceptance to active cultural self-confidence, and realize the sublimation process from cultural introspection to cultural consciousness and then to cultural self-improvement.

### **3.3 Optimizing the teaching evaluation system and organize the assessment of traditional cultural knowledge**

On the basis of in-depth excavation of teaching materials and expansion of traditional cultural content, it is very important to optimize the teaching evaluation system and organize the assessment of traditional cultural knowledge.

Traditional teaching evaluation systems tend to focus on the assessment of language skills, and relatively little assessment of cultural knowledge. Therefore, we can encourage students to learn and understand traditional Chinese culture in depth by improving the evaluation method and incorporating the mastery of traditional cultural knowledge into the teaching evaluation system. For example, special traditional cultural knowledge exams or assignments can be set up, including ancient Chinese poems, historical figures, traditional festivals, cultural symbols, etc. In this way, students' interest in traditional culture can be stimulated, and they will be able to study deeply and be able to effectively apply what they have learned in practice.

At the same time, content related to traditional culture can also be appropriately added to the evaluation links such as speaking and writing. For example, in the oral assessment, you can set up some topics to discuss or speak about traditional festivals, so that students can demonstrate their understanding and application of traditional Chinese culture. In the writing assessment, students can be asked to write an essay or essay about traditional Chinese culture as a way to test their cultural literacy and expressive skills. Through these evaluation sessions, students can have a more comprehensive understanding of their mastery of traditional culture, and at the same time, they can also be motivated to study and research traditional culture in depth. In addition, students can also be organized to deeply explore and study traditional cultural knowledge through class discussions, group projects, etc. In the classroom, teachers can design topics related to traditional culture, guide students to discuss, and encourage them to put forward their own opinions and opinions. At the same time, students can be organized to conduct group projects or research, allowing them to select traditional cultural topics of interest and conduct in-depth investigation and analysis. Through such activities, students can not only improve their comprehensive ability and teamwork ability, but also enhance their understanding and recognition of traditional culture. By improving the evaluation methods and increasing the content of traditional culture, we can better stimulate students' interest in traditional culture, improve their cultural literacy and language expression ability, so as to realize the organic integration of traditional culture and English teaching, and cultivate high-quality talents with international vision and cultural self-confidence.

#### **4. Conclusion**

China's profound traditional cultural accumulation has provided incomparably rich spiritual nourishment for integrating ideological and political education elements into English teaching in higher education, and has had a profound impact on cultivating students' comprehensive quality. In order to improve the effectiveness of university English teaching, it is necessary to follow the pace of the times, emphasize the cultivation of international communication skills, and make full use of the modern value and positive influence of traditional Chinese culture, break the "cultural barrier" in the higher vocational English classroom, and strive to build an all-round educational environment.

#### **Conflicts of interest**

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

#### **References**

- [1] Chen Wei. An Analysis of the Effective Integration Path between Chinese Excellent Traditional Culture and College English Curriculum [J]. *English Teachers*. 2022; 22 (12): 170-172.
- [2] Irina Ilihan. Exploration of Strategies for Integrating Excellent Traditional Chinese Culture into College English Teaching [J]. *Journal of Xinjiang Normal University: Philosophy and Social Sciences Edition*. 2022; 43 (4): 6.
- [3] Min Haozhe, Mo Jiali, Li Ruizhi. The Value and Implementation of Excellent Traditional Chinese Culture from the Perspective of Ideological and Political Education in Universities [J]. *Frontiers of Social Sciences*. 2024; 13 (2): 5.
- [4] Peng Yunxia. Inheritance and dissemination of traditional culture in English teaching in universities [J]. *Journal of Jiangxi Electric Power Vocational and Technical College*. 2023; 36 (4): 49-51.
- [5] Cai Shuting. How to promote excellent traditional Chinese culture in English teaching in universities [J]. *Modern Vocational Education*. 2022; (17): 124-126.