

A study on the reform of college foreign language teaching from the perspective of multi-culture

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Abstract: *Under the background of the continuous improvement of modern education system in our country, the teaching mode of college education has been comprehensively innovative, and has provided good teaching support for students. From the perspective of multi-culture, there are still some problems in the current foreign language teaching mode in colleges and universities. It is necessary to reform and innovate the teaching, clarify the main direction of reform under multi-culture, constantly improve the quality of foreign language teaching, meet the diversified learning needs of students, and promote the comprehensive development of students' quality. Therefore, this paper will conduct in-depth research and analysis on the reform of college foreign language teaching from a multicultural perspective, and sum up some measures based on practical experience, hoping to be helpful to relevant personnel.*

Keywords: *multi-culture; Higher education; Foreign language teaching; Reform research; Optimization measure*

1. Introduction

In college foreign language teaching, in order to improve the quality and effect of foreign language teaching, it is necessary to fully integrate multicultural perspectives into teaching in the process of carrying out teaching activities. Through the combination of diverse cultures, teaching reform and innovation can be promoted, a good classroom environment can be built, and students' learning enthusiasm can be stimulated, which is the key to improving the quality of college foreign language teaching. Foreign language teaching should be combined with its cultural background. Students not only need to master basic knowledge such as words and grammar, but also need to put it in the cultural background, so that they can better understand the foreign language and accurately grasp the connotation and main points of the foreign language, which is the key to promote the reform and development of foreign language teaching.

2. Analysis of the basic connotation and infiltration significance of multicultural perspective

2.1 Basic connotation of multiculturalism

Multicultural perspective is a teaching concept and method in college foreign language teaching, and an important direction for the development of college foreign language teaching. It emphasizes the basic connotation of respecting and accommodating different cultures, cultivating cross-cultural communication ability, improving cultural consciousness and self-confidence, and paying attention to global issues. It can better improve students' comprehensive language literacy and intercultural communication ability, so as to enable students to adapt to the development needs of modern society. Its basic connotation mainly includes the following aspects: (1) Respect and tolerance for different cultures. The multicultural perspective emphasizes the equality and respect between different cultures, and believes that different cultures have their unique values and contributions, so it is necessary to respect and tolerate the differences between different cultures. (2) Cultivate cross-cultural communication ability. The multicultural perspective focuses on cultivating students' ability to communicate effectively across different cultures, ensuring that students can understand and respect the differences between different cultures, and avoiding misunderstandings and conflicts caused by cultural differences [1]. (3) Improve cultural consciousness and self-confidence. From the perspective of multiculturalism, only through in-depth understanding and research of different cultures can we better understand and grasp the characteristics and advantages of our own national culture, and improve our

own cultural consciousness and self-confidence. (4) Guide students to focus on global issues. Multicultural perspectives encourage students to focus on global issues, such as environmental protection, climate change, human rights, etc., and develop their ability to have an international perspective and global awareness.

2.2 Analysis of the significance of cultural penetration

Under the background of economic globalization and cultural diversification, cultural penetration in foreign language teaching becomes more and more important. Cultural penetration in college foreign language teaching is not only an educational method and idea, but also the key to improve students' language level and comprehensive quality. Its significance is mainly reflected in the following aspects: (1) Cultural penetration can improve students' intercultural communication ability. Through in-depth exploration and explanation of the cultural connotations behind foreign languages, students can understand and respect the differences between different cultures, understand the habits, beliefs and values of foreign people, and be able to adapt and integrate into the communication and interaction in different cultural environments, so as to improve the ability of cross-cultural communication. (2) Cultural penetration can enhance students' comprehensive language application ability. Language and culture are inseparable. Only by deeply understanding the cultural connotation reflected by language can we better master the methods and skills of using language. In foreign language teaching, by integrating cultural elements into language teaching, students can have a deeper understanding of language rules and expressions, and improve the ability of comprehensive use of language. (3) Cultural penetration can promote the improvement of students' self-cognition and humanistic quality. Cultural penetration in foreign language teaching is not only a process of imparting knowledge, but also a process of enlightening thoughts and shaping personality. In the process of exploring foreign language culture, students can constantly explore their own cultural identity and values, and thus improve their self-awareness and self-cognition level. Meanwhile, through the study of foreign language culture, students can broaden their horizons, enhance their humanistic quality and improve the cultivation of humanistic spirit [2].

3. Main problems in college foreign language teaching from a multicultural perspective

3.1 Lack of innovation in teaching concept

At present, the teaching concepts of "teaching materials as the center" and "knowledge transfer as the main" are prevalent in foreign language teaching in colleges and universities, which ignore the individualized needs of students and the cultivation of practical application ability. Teachers usually just explain the content of textbooks, and lack innovative teaching methods and means. The teaching resources are simple and lack of diversity, and the teaching process lacks sufficient interaction and feedback mechanism, which makes it difficult to stimulate students' learning enthusiasm and interest; The lack of interdisciplinary teaching design and practice, the failure to fully explore the connection between foreign language teaching and other disciplines, the failure to combine foreign language teaching with social practice, can not cultivate students' interdisciplinary comprehensive quality. The above problems lead to the lack of innovation in the teaching concept of foreign language teaching in colleges and universities, and the lack of students' learning interest and initiative, which makes it difficult to cultivate high-quality talents with multi-cultural perspectives.

3.2 Teaching methods are not scientific enough

First of all, the main manifestation of the unscientific teaching method is that the teaching content is too simple and the teaching method is monotonous. Some teachers only teach according to the requirements of textbooks, and do not introduce the multicultural perspective into the teaching. The single teaching method is difficult to arouse the interest of students, resulting in unsatisfactory teaching effect. Secondly, the teaching method is not scientific enough, which also shows that the teaching evaluation is not comprehensive and scientific enough. In actual teaching, some teachers simply rely on the test results to evaluate the learning results of students, which cannot fully reflect the learning situation of students and help students find their shortcomings, so it is difficult to improve the learning method. Finally, the lack of scientific teaching methods is also reflected in the lack of teachers' teaching skills. Some teachers lack basic teaching skills in teaching, such as classroom management, knowledge imparting, etc. As a result, students cannot effectively guide students to learn and it is difficult to

achieve teaching from a multicultural perspective. Therefore, the lack of scientific teaching methods in college foreign language teaching is an urgent problem to be solved. Teachers need to strengthen their own teaching skills and knowledge reserves, and at the same time introduce a multicultural perspective to meet the needs of students with more scientific teaching methods [3].

3.3 Lack of multicultural content penetration

With the acceleration of globalization, the multicultural perspective has been widely concerned in college foreign language teaching. However, it is found in practice that there are some problems in college foreign language teaching, and one of the most prominent problems is the lack of multicultural content penetration. College foreign language courses are still dominated by language knowledge, ignoring the importance of multi-cultural perspectives. Students generally only passively accept grammar, vocabulary and other knowledge, but lack understanding and knowledge of different cultures, and cannot truly understand the internal relationship between language and culture. Some teachers still adopt a single cultural perspective in teaching, without sufficient discussion and analysis of multi-culture, so that students cannot truly experience and feel the similarities and differences between different cultures, and it is difficult to broaden their ideas and horizons. Authentic multicultural experience is lacking in foreign language teaching in some colleges and universities. Teachers only take multiculturalism as part of the teaching content and fail to provide real opportunities for cross-cultural communication. This teaching method is difficult to ensure that students truly feel cultural differences and cannot cultivate students' cross-cultural communication ability.

3.4 Teachers' multicultural literacy needs to be improved

Some foreign language teachers in colleges and universities do not fully understand and apply multicultural knowledge and concepts in teaching. While teaching language knowledge, teachers need to pay attention to cultivating students' intercultural communication ability and respecting and understanding students with different cultural backgrounds. However, some teachers still have a superficial understanding of multicultural culture and lack in-depth thinking and exploration. Some teachers may have cultural differences or incomprehension in their teaching, for example, they do not fully integrate other cultural backgrounds in teaching, which will have a negative impact on students. Therefore, teachers need to have a keen cultural awareness and cross-cultural communication ability to avoid these problems in the teaching process. Due to the influence of teachers' teaching methods, language, cultural background and other factors, students may face acculturation problems. For example, students may feel unfamiliar with or not understand certain cultural connotations or certain language expressions in the classroom. Therefore, teachers need to pay attention to helping students adapt to the multicultural environment in the teaching process. Students are encouraged to be open and respectful in cross-cultural communication.

4. An analysis of the reform and optimization measures of college foreign language teaching from the perspective of multiculturalism

Based on the above analysis, it can be made clear that in the process of foreign language teaching in colleges and universities, the integration of multi-culture has important practical significance, can effectively improve the teaching quality, and has a good effect on the training of students' comprehensive ability. However, due to the lack of practical experience, there are still some problems in the specific process of infiltration and integration, leading to the impact of teaching reform. Therefore, combined with relevant practical experience, this paper summarizes the following scientific and effective measures for the reform and optimization of college foreign language teaching:

4.1 Strengthen the innovation of multicultural education concepts

From the perspective of multiculturalism, foreign language teaching in colleges and universities needs to strengthen the innovation of multicultural education concepts in order to better adapt to the needs of modern society. Strengthening the innovation of multicultural education concepts is an important direction of the current foreign language education reform. To this end, the following innovative measures can be adopted: (1) Promoting multicultural teaching materials. Multicultural teaching materials are selected to guide students to better understand multiculturalism and broaden students' horizons. At the same time, teachers are encouraged to use network resources and multimedia

technology to design multicultural teaching courseware and improve teaching effects. (2) Strengthen interdisciplinary integration. Foreign language education is closely related to humanities, social sciences, cultural studies and other disciplines, and it is necessary to encourage interdisciplinary cooperation and set up interdisciplinary courses so that students can receive multicultural education in multiple subject fields. (3) Improve students' intercultural communication ability. Multicultural education is not only the imparting of knowledge, but also the cultivation of students' intercultural communication ability. Schools need to strengthen the cultivation of students' cultural explanation and cultural communication ability to help students better integrate into the international environment [4]. (4) Strengthen the construction of teaching staff. It is necessary to improve the multicultural literacy of foreign language teachers, encourage teachers to participate in multicultural education training and exchange activities, and enhance their understanding and cognition of multicultural education. Moreover, it is necessary to strengthen the training of foreign language teachers to help students better use multicultural perspectives and integrate multicultural elements into teaching. (5) Establish a multicultural teaching evaluation system. By establishing a multi-cultural teaching evaluation system, students' comprehensive quality is evaluated in a variety of ways, students are encouraged to participate in multi-cultural education activities, and students' multi-cultural literacy is cultivated.

4.2 Adopt diversified teaching methods

From the perspective of multiculturalism, the reform of foreign language teaching in colleges and universities needs to take a series of measures, among which the adoption of diversified teaching methods is the key. For example, multimedia technology can be used to assist teaching. Through projection, video, audio and other multimedia equipment, the multicultural content is integrated into the classroom, so that students can feel the actual situation of language use in a multicultural environment, so as to better understand and master language knowledge; The group cooperative learning method can be adopted to ensure that students from different cultural backgrounds can communicate with each other and learn each other's cultural background and language characteristics, so as to enhance students' cultural cognition and intercultural communication ability. In order to improve students' language ability under multicultural background, practical language teaching methods can be adopted to organize students to carry out cross-cultural communication practice activities in the actual environment outside the classroom, such as observing and studying local culture, participating in social activities, and experiencing foreign culture, so as to enhance students' practical ability and cross-cultural awareness. The case teaching method can be adopted to incorporate real multicultural cases into the teaching content, so that students can enhance their understanding and coping ability of multicultural culture through analysis, discussion and problem solving. Adopting diversified teaching methods is an important measure to optimize foreign language teaching in colleges and universities and strengthen the concept of multicultural education. Introducing new teaching methods can better stimulate students' interest in learning, improve students' learning effect, and help students form a more open and inclusive attitude and cultural vision in a multicultural environment, which can not only promote students' foreign language learning. It can also strengthen students' comprehensive ability and promote their all-round development [5].

4.3 Strengthen the penetration of multicultural content

Multicultural perspective is an important concept in today's foreign language education. Its core is to introduce multicultural content and improve teaching methods, so that students can better understand and respect other cultures while learning languages, and enhance the ability of cross-cultural communication. However, in the practice of foreign language teaching in colleges and universities, There are still some problems, such as lack of multicultural content, teaching concept is not innovative enough, and teachers' multicultural literacy needs to be improved. Therefore, in order to optimize foreign language teaching, it is necessary to strengthen the penetration of multiculturalism. From the perspective of multiculturalism, foreign language teaching should pay attention to teaching language knowledge while introducing relevant multicultural content to expand students' knowledge horizon and cultivate their cross-cultural communication ability. For example, multicultural materials can be introduced. Teachers can introduce relevant cultural elements such as history, geography, religion and art according to the content of textbooks. To ensure that students understand the characteristics and differences of different cultures, thereby increasing students' awareness of multiculturalism; Outside the classroom, multicultural themed activities can be organized, such as cultural festivals, thematic lectures, cultural experiences, etc., so that students can have a deep understanding of other cultures and experience the process of cross-cultural communication. Multicultural teaching materials focus on

reflecting the characteristics of different cultures in both content and form, which is conducive to stimulating students' interest and curiosity and deepening students' understanding of diverse cultures. For example, in the teaching process, the book *World Englishes* can be quoted. It covers the language and cultural phenomena of English speakers from different cultural and linguistic backgrounds around the world, enabling students to understand and feel the changes and diversity of English in different regions. Meanwhile, teachers can guide students to think about the similarities and differences between different cultures through discussion, analysis and comparison, and promote the ability of cross-cultural communication [6].

4.4 Improve teachers' multicultural literacy

In the context of today's globalization, the importance of multicultural perspectives has been widely recognized. College foreign language teaching needs to reflect the concept of multiculturalism in teaching so as to meet the needs of The Times. However, the level of multicultural literacy of teachers in college foreign language teaching still needs to be improved, which causes many problems in the reform of foreign language teaching. Therefore, improving teachers' multicultural literacy has become one of the important goals of the current foreign language teaching reform in colleges and universities. First of all, teachers need to establish the concept of multiculturalism in teaching, which is not only a prerequisite for improving the level of teachers' multicultural literacy, but also the basis throughout the whole teaching process. Teachers need to recognize that students from different countries and nationalities have their own unique cultural backgrounds and living habits, respect these differences, and pay attention to cultivating students' intercultural communication ability in teaching. Secondly, colleges and universities need to provide teachers with multicultural training to improve their multicultural literacy through courses, seminars, lectures and other means. The training needs to include the understanding of various cultures, such as history, language, literature, religion, etc. At the same time, it also needs to involve basic skills and strategies of cross-cultural communication. Training can improve teachers' understanding and cognition of multi-culture and help teachers better cope with students from different cultural backgrounds [7]. Finally, colleges and universities need to prepare rich multicultural materials for teachers to use in teaching, including literary works, music, movies, etc., under various cultural backgrounds, as well as some culturally representative scenes and activities. Through the application of multicultural materials, teachers can master the basic requirements of multiculturalism. Teachers can help students better understand and experience different cultures, so as to enhance students' cultural literacy and intercultural communication ability.

4.5 Strengthen the creation of cultural integration practice activities

From the perspective of multiculturalism, foreign language teaching is not only a skill imparting, but also an ability training for intercultural communication. Cultural integration practice helps students better understand and integrate communication methods and behavioral norms under different cultural backgrounds. Students can have a deeper understanding of the differences and similarities in the history, culture, politics, economy and other aspects of different countries, so as to better adapt to the scene of cross-cultural communication. Strengthening the creation of cultural integration practical activities can increase students' interest and enthusiasm in foreign language learning and improve their learning enthusiasm. In practical activities, middle school students can feel the practicability and vividness of language learning through personal participation, so as to better master language skills. Therefore, it is necessary to increase the use of multicultural materials, and teachers can add various multicultural materials into teaching. Such as music, movies, literature and so on. Through the use of multicultural materials, students can have a more comprehensive understanding of the culture of various countries, so as to better language learning and communication; A variety of practical activities can be designed, such as cultural exhibitions, field trips, role play, etc. Through different forms of practical activities, students can better understand the practicability and vividness of foreign languages, so as to improve their learning enthusiasm. In addition, schools can introduce some cultural exchange activities, such as international cultural festivals, cultural salons, etc. Through colorful activities, students can better understand the culture and customs of different countries, and promote the exchange and integration of different cultures.

4.6 Optimize the teaching evaluation system

From the perspective of multiculturalism, the reform and optimization of foreign language teaching in colleges and universities involves many aspects. Among them, optimizing the teaching assessment

and evaluation system plays an important role in promoting the improvement of education and teaching quality and realizing the educational goals from the perspective of multiculturalism. In order to improve the scientificness of the teaching assessment and evaluation system, the following methods can be adopted: (1) Attach importance to ability evaluation to improve teaching effectiveness. The traditional assessment and evaluation system mainly focuses on the mastery and memory of knowledge points, but from the perspective of multi-culture, the simple mastery of knowledge can no longer meet the needs of education goals, so it is necessary to shift from the perspective of knowledge points to the perspective of ability, and pay attention to the cultivation of students' cross-cultural communication ability, cultural awareness and cross-cultural communication strategies. In the evaluation of students' performance, it is necessary to pay attention to the evaluation of students' ability, such as the assessment of students' cognition of cultural differences and mastery of cultural communication strategies, so as to better reflect the effectiveness of education and teaching. (2) Focus on process evaluation and reflect the characteristics of multi-culture. To optimize the teaching evaluation system, we need to pay attention not only to ability evaluation, but also to process evaluation. From a multicultural perspective, students' attitudes, emotions and behaviors in the classroom need to be evaluated and fed back. In the teaching process, it is necessary to pay attention to students' independent learning, encourage students to actively participate in and think creatively. Teachers should give students positive encouragement and support to help them solve problems encountered, so as to better reflect the characteristics of multiculturalism and stimulate students' learning enthusiasm and motivation [8]. (3) Strengthen technical support and improve the scientificity and objectivity of evaluation. With the continuous development of information technology, various teaching AIDS and platforms are emerging in an endless stream. While optimizing the teaching assessment and evaluation system, it is necessary to strengthen technical support to improve the scientificity and objectivity of evaluation. For example, online assessment tools and platforms can be used to make evaluation based on students' homework, reports and oral performance, which can not only improve the scientificity and objectivity of evaluation. It can also provide teachers with a more convenient way to evaluate.

4.7 Provide rich multicultural teaching resources

In college foreign language teaching, strengthening the content and penetration of multicultural education can effectively improve students' intercultural communication ability and global awareness, which is the basic direction of foreign language teaching reform and optimization, and providing rich multicultural teaching resources is an important measure to strengthen multicultural education. The provision of multicultural teaching resources needs to be made from multiple perspectives, among which foreign language films and books are a very important part. As a form of entertainment, foreign language films can show the cultural characteristics of different countries and regions in a vivid form, helping students to better understand and experience other cultures. Through the audio-visual effects of films, students can not only learn foreign language expressions, but also learn to express foreign languages. It is also able to understand the connections between language, culture and social context; Reading foreign language books is a way to provide rich multicultural teaching resources. By reading foreign literary classics, students can better understand the cultural background, historical background and cultural differences, in-depth understanding of cultural connotations, and improve reading comprehension and writing ability. At the same time, it is necessary to pay attention to diversified and personalized teaching methods. In teaching, teachers can introduce multicultural elements in various ways, such as explaining cultural background, displaying cultural works of art, organizing cultural exchange activities, etc. Teachers can help students better grasp the language and culture by providing students with different types of learning materials and guiding students to practice the language in different situations. The university can provide multicultural teaching resources through various channels, such as the establishment of multicultural libraries, multicultural film shows, and multicultural curriculum design. The university can also actively cooperate with universities in other countries and regions, organize students to exchange and study overseas if conditions permit, and help students learn and practice languages and cultures under different cultural backgrounds.

5. Conclusion

In summary, this paper briefly expounds the basic connotation of multicultural perspective and the significance of its penetration, analyzes the existing problems in college foreign language teaching, and finally puts forward a number of optimization measures that can promote teaching reform through multicultural penetration, hoping to play a certain reference and help role in college foreign language

teaching and comprehensively promote the reform and development of foreign language teaching.

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