

Research on the Integration of Traditional Culture into Essential English Teaching in Universities

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Abstract: *The excellent traditional Chinese culture is the essence of the wisdom and experience accumulated by the Chinese people in the long history, and has a subtle influence on the development of college students' outlook on life and values. Integrating Chinese excellent traditional culture into Essential English teaching in colleges and universities is the need for cultivating the cultural self-confidence of modern college students, and also the need for inheriting and promoting Chinese excellent traditional culture. Aiming at the current situation of Essential English teaching in colleges and universities, this paper analyzes the necessity and existing problems of integrating traditional culture into Essential English teaching in universities, and puts forward the implementation path of integrating Chinese excellent traditional culture into Essential English teaching in universities to stimulate Students' cultural awareness, national self-esteem and self-confidence.*

Keywords: *Traditional Culture; Essential English; Teaching Path*

1. Introduction

"Language is a part of the whole culture, but it should not be limited to a system of tools, but should be regarded as a set of pronunciation customs and part of spiritual culture." Language and culture are mutual carriers, the language under the cultural bearing has something to say, not simple or boring. As the carrier and transformation communicator of Chinese culture, the dissemination of students is to spread Chinese traditional culture more widely in English universities, so that more people can understand the charm and connotation of Chinese traditional culture, and to a great extent the implementation of the strategic policy of promoting traditional Chinese culture has been promoted.

2. Traditional culture aphasia

Global cultural exchange is very important. The introduction of a cross-cultural teaching model in the teaching process is both in line with the development of the times and forced by the situation. However, in actual English teaching, there is a "deficit" phenomenon. The reason is that teachers overemphasize the introduction of Western culture in the teaching process, while the introduction of Chinese native culture has become relatively weak, which makes it impossible for students to use the language knowledge learned in this major to express Chinese characteristic culture when conducting cross-cultural communication. There are serious problems in the conversion of the two cultures. When many students learn English, they only accept the introduction of Western culture unilaterally, while the acceptance of Chinese culture is very little, which makes the two cultures in an unequal situation when they are introduced. The connotation and charm of Chinese culture will not be displayed, which will fundamentally make the situation of "Chinese culture aphasia" to occur. In addition, when teachers carry out teaching activities in Basic English classes, the knowledge granted by teachers is generally the more basic courses in English knowledge. In the whole teaching activity, teachers should use this basic course to introduce Chinese culture and other countries' culture at the same time, which can strengthen students' understanding of the integration of the two cultures on the basis, and also enable students to fundamentally combine the two cultures together. Such a comparison can help students improve their awareness of cross-cultural differences and the ability to express Chinese culture in English.

3. The necessity of integrating excellent traditional culture into essential english teaching

Chinese traditional culture originated from the historical practice of the Chinese for thousands of years. It is the sum of ideology and culture. Traditional Chinese culture can be divided into two categories, one is the culture passed down from Chinese classics, and the other is the cultural tradition handed down by Chinese people orally, with customs as the main feature. Chinese traditional culture is rich in connotations, both positive and negative. Integrating Chinese culture into education should inherit and carry forward the excellent parts of traditional culture.

3.1 The need of the development of the times

With the development of economy and society, China's economic aggregate has reached the second level of development in the world. In the process of globalization, China has put forward initiatives such as the "Belt and Road", and its status and level in the economic field has been continuously improved. However, corresponding to this, Chinese culture has not gained a firm foothold in world culture and exerted its due influence. Traditional culture has its own characteristics, which can not only have a positive impact on the development of contemporary China, but also made positive contributions to the progress of human civilization.[1] Against the increasingly complex background of today's international society, solutions and voices from the perspective of Chinese culture are needed. Incorporating traditional culture into English teaching is the need of the development of the times.

3.2 The need to enhance cultural self-confidence

English education is instrumental and culturally disseminated, and culture is the carrier of English learning, which has a subtle influence on students. College English teaching undertakes the task of cultivating students' English application ability, and on this basis, it is necessary for students to understand foreign cultures. If faced with differences and conflicts with traditional Chinese culture, we cannot establish awareness of the similarities and differences between different cultures, we will lose cultural self-confidence. They lack a sense of identity and pride in Chinese culture, and do not know how to introduce traditional cultural content in cross-cultural communication, resulting in "Chinese cultural aphasia", which is not conducive to the spread of Chinese culture and reduces its influence in cross-cultural communication.[2] Only by integrating Chinese traditional culture education and teaching into college English education and teaching can we establish students' cultural awareness and enhance cultural self-confidence.

3.3 The need to enhance cultural soft power

Soft power is the influence of culture, values, social system and other aspects relative to the ability of economic development. State awareness of the importance of soft power has reached unprecedented heights. In such a situation, it is particularly necessary and urgent to strengthen college students' sense of identity and awareness of traditional culture, enhance national self-esteem, and cultivate the awareness and power of cultural communication.[3] Teaching students how to introduce and disseminate Chinese culture is an important task in the new era of English teaching. Only in this way can the influence of Chinese culture be continuously improved in cultural exchanges.

4. Problems existing in current english teaching

4.1 Emphasis on language acquisition rather than cultural inheritance

At present, the focus of college English teaching is to improve students' skills in vocabulary, grammar, listening and speaking, reading, translation, and writing. Since the assessment system is mainly aimed at the level of language skills, in practical teaching, it mainly focuses on the learning and application of language skills, and highlights the tool characteristics of language teaching.[4] Cultural content is bound to be involved in English teaching, but this content is only used to serve the teaching of language skills, mainly to introduce Western culture, such as Western festivals, customs, religions, etiquette and so on. The content of the textbooks involves less Chinese culture, and college students do not have a deep understanding of Chinese culture, and do not know how to describe Chinese culture in English, let alone express their cultural concepts and ideological understanding in the exchange of Chinese and Western cultures.

4.2 College students lack cultural self-confidence

Because the content of English teaching is mainly based on western culture, it influences students' thinking subtly. Students understand Western history, religion, customs, food, etc. Some students like to celebrate foreign festivals and identify with the Western way of life, but they lack knowledge and understanding of Chinese traditional culture and traditional festivals. The lack of cultural education makes some college students lack national self-confidence in cultural awareness, blindly adore foreigners and lack cultural self-confidence. Chinese cultural aphasia appears in college students' English learning, and college students are experiencing a profound Western cultural shock. Under the strong cultural impact of the West, adding Chinese excellent traditional culture education to college English teaching has become an urgent problem to be solved. Integrate into traditional culture, focus on cultivating students' national awareness and patriotism in college English teaching, and cultivate students' love for Chinese excellent traditional culture and pride in national culture.

4.3 The traditional cultural literacy of English teachers is insufficient

With the increasing frequency of cultural dissemination, college English teachers take on more important responsibilities, not only to complete the task of language teaching, but also to complete the task of cultural dissemination. Teachers must have both Western cultural knowledge and traditional Chinese cultural literacy in order to introduce traditional Chinese culture into classroom teaching, so that cultural inheritance and knowledge acquisition can develop together. In practice, it is found that college English teachers have accumulated a lot of experience and knowledge in English research, but there are deficiencies in the cultivation of Chinese excellent traditional culture.[5] It is mainly manifested in insufficient knowledge of Chinese traditional culture, lack of understanding of traditional culture, especially the difficulty of translating some traditional words; on the other hand, lack of awareness of dissemination of traditional culture. In terms of the attitude of university teachers and students to integrate Chinese culture in English teaching, although they all realize that there is indeed a lack of Chinese culture in English teaching, and they also realize the importance of integrating traditional culture in English teaching, they are still concerned about how to increase the content and how to spread Chinese culture in teaching and learning, lack of active consciousness.

5. The path of integrating traditional culture into teaching

The introduction of Chinese culture in the Essential English classroom of English majors is a cultural development trend and a necessity. In actual teaching, teachers can introduce Chinese culture by means of articles, vocabulary and article background. The following will take the textbook as an example to briefly describe the introduction method of Chinese culture in the Essential English class.

5.1 Import through background knowledge

In the Essential English class for English majors, teachers can help students improve their reading comprehension by introducing the relevant cultural background knowledge of the subject of the article. When introducing foreign culture, they can also introduce relevant Chinese culture from the contemporary background. . For example, there is an article about Western Christmas "Christmas Day in the Morning" (Book 1, Unit 12), relevant teachers can introduce their holiday background to students to introduce Western knowledge, and at the same time, they can introduce traditional Chinese festivals For example, Chinese Spring Festival and foreign Christmas are exactly the same in concept of festivals, so teachers can guide students to use English knowledge to express the sources and customs of traditional Chinese festivals. When talking about foreign law "Twelve Angry Men" (Book 3, Unit 16), teachers can appropriately introduce relevant Chinese laws to students, and then guide students to express relevant Chinese laws in English in the same way. The difference between the two cultures has been reduced, and it can also make students interested in the two cultures and the new way of retelling in the learning process, enhance students' interest in learning, and help promote Chinese culture.

5.2 Import via vocabulary

When teaching students about Essential English courses, they can integrate and introduce Chinese and Western cultures through vocabulary. When teachers talk about a foreign vocabulary, they can guide students with its related cultural connotations, and at the same time, they will have the same

meaning. The vocabulary of Chinese elements is introduced to students, so that the exchange and introduction of Eastern and Western cultures can be realized in vocabulary. In telling a certain vocabulary (such as "collectivism" and "individualism (individualism)"), teachers can also explain the two different values of the East and the West, and guide students to convert this difference into English, so , which not only explains the similarities and differences between the two vocabulary, but also improves the students' language conversion ability.

5.3 Import by text

In addition to the above two points, the two cultures can also be properly introduced through text introduction. For example, teachers can explain the texts so that students can understand the different values and worldviews of Chinese and foreign cultures. There is no shortage of thinkers in ancient and modern China and abroad. Teachers can give examples of Socrates, a famous thinker in ancient Greece and Confucius, a famous thinker in ancient China. They can introduce their thoughts to students, so that students can further understand the ideology and culture of ancient foreign countries and ancient China. At the same time, it can train students to use English to communicate ancient Chinese thoughts to narrate, which can not only complete the exchange of Eastern and Western cultures, but also improve students' knowledge reserve ability and humanistic quality.

6. Conclusion

School education must strengthen the belief in cultural self-confidence and practice the road of cultural power, which will inevitably require the integration of Chinese excellent traditional culture into English classrooms. College English teachers should not only study and comprehend the knowledge of Chinese excellent traditional culture, but also closely combine it with the pursuit of the harmonious evolution of modern civilization, and also actively explore factors such as the professional characteristics and occupational requirements of the teaching objects, and combine the characteristics of the school. Cultural resources, pioneering the construction of a new English classroom in universities help students to enhance their confidence in Chinese culture and nationality, and allowing students to learn and inherit the excellent traditional Chinese culture.

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