

# Optimization of College English Culture Teaching Based on Constructivism Theory

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**Abstract:** *Constructivism theory is a psychological theoretical cognitive model that allows individuals to have new thinking about the world's cognition and understanding through conceptual schema. Under the background of constructivism theory, this paper discusses the optimization thinking strategy of college English culture teaching, which is the main content of the article. College English teachers should combine constructivism theory, change existing teaching methods, and create scenarios to think about English teaching from the perspective of students' psychology, which can effectively guide and help students to learn and understand English culture, and make students easier to accept other foreign cultures.*

**Keywords:** *Constructivist Theory; College English; Culture Teaching; Optimization Strategy*

## 1. Introduction

Language is the carrier of culture and is restricted by culture. In English teaching, teachers need to explain the characteristics of English language and culture to students, and consider the effective teaching methods of language and culture from the perspective of constructivism. By studying some deficiencies in the current English culture teaching, we will integrate constructivism theory and culture teaching. Considering the cultivation of students' cultural quality and the dissemination of cultural knowledge in English, we can make better use of language and culture carriers, let students understand English cultural knowledge, and establish students' main learning position.

## 2. The necessity of cultural teaching in college English teaching

Culture is a complex system, while language is a carrier of culture. Language can be expressed in natural environment, production and labor, customs, religious beliefs, historical allusions, and ways of thinking, but it is also subject to different cultural constraints. Because language and culture are inextricably linked, only when culture teaching is truly integrated into English teaching can it be truly integrated into English teaching. Foreign language teaching is both a language and a humanities discipline. [1] A scientific and complete language teaching system is to organically link language teaching and cultural teaching, so as to integrate Chinese and Western cultures. Therefore, in the process of foreign language teaching, teachers should combine language background knowledge with foreign language teaching in order to cultivate students' cultural consciousness, so as to deepen their understanding of culture, broaden their horizons and enhance their ability of cultural exchange.

In order to adapt to the development of the new situation, deepen the teaching reform and improve the teaching quality, college English is in the process of continuous reform and deepening. College English culture, as an important part of college English teaching, is listed as a compulsory course for college students, which shows its importance. College English is a course with English knowledge and application skills, cross-cultural communication and learning strategies as the core under the guidance of foreign language education theory.[2] The main purpose of college English course is to cultivate students' comprehensive ability to use English, enhance students' self-learning ability, and improve students' comprehensive cultural quality, so that students can better integrate into the society and the world.

### **3. Teachers' English cultural education concepts and role transformation from the perspective of constructivism**

#### ***3.1. The transformation of teachers' educational concepts in college English culture teaching***

Constructivism believes that knowledge is not taught by teachers, but by learners in a specific environment, that is, social and cultural environment, with the help of required learning materials. On the basis of constructivist theory, students' learning is not entirely dependent on the teacher's wishful indoctrination and teaching, but student-oriented. According to the teaching concept of "constructivism" and the teaching concept of "people-oriented", the traditional "knowledge infusion" method has brought new challenges to English teaching.[3] When accepting the new education concept, the biggest difficulty is to break the traditional education concept of students for a long time and abandon the traditional teacher-based education method. Under the guidance of constructivism, teachers should change from simple collection, collation and arrangement of materials to the "guide" of knowledge instillation, so that students can actively participate in learning, make students consciously become the main body of learning, cooperate and communicate with students, and guide students' learning from the height of knowledge to achieve the maximum benefit of cultural learning.

#### ***3.2. The role transformation of teachers in cross-cultural teaching***

According to the view of constructivism, teachers should change their roles from "inculcator" of knowledge to "assistant and cooperation", not only to inculcate knowledge into students, but also to guide students to self-construct in specific situations, which requires teachers to reposition their roles and roles in the classroom. In traditional education, the role of teachers is more simple, which is to impart knowledge; Under the guidance of constructivism, the role of teachers has also changed.[4] Taking English culture as an example, teachers need to stimulate students' interest in cultural learning. Interest is the best teacher. Teachers should try their best to make students interested and curious about English culture. Secondly, teachers participate in the teaching content and environment of cultural background courses. In teaching, teachers should guide students to use modern teaching methods, give full play to their imagination, and create a situation and atmosphere for English culture learning to let students stay in it.

### **4. Optimization strategies of college English culture teaching based on constructivism theory**

According to constructivism, learning is accomplished with the assistance of others in a specific situation, that is, the collaborative activities between people, while "situation", "cooperation", "conversation" and "meaning construction" are the main factors. In the classroom, teachers should use a variety of teaching materials and means to create a cultural learning atmosphere that can stimulate students' learning enthusiasm, give full play to their potential and imagination, and promote cooperation, communication and other forms.

#### ***4.1. Creating environment***

Constructivism is a negation of the traditional teaching of "removing" the situation. For English courses for non-English majors, because non English majors lack the influence of English culture, English culture classes need teachers to use vivid scenes to vividly present the customs and historical features of foreign cultures, so that students can be exposed to the environment of foreign cultures, mobilize all their senses, "touch the scene" and "blend the scenes", and stimulate students' desire and interest in learning foreign cultures.[5] We can combine the existing knowledge with the students' knowledge, and build up their own knowledge by using their brains and thinking actively. When carrying out situational teaching, constructivism advocates that in teaching, attention should be paid to cultivating students' understanding of what they have learned and regard it as the most important content in teaching design. In today's highly developed science and technology, the use of multimedia teaching can make the scene in the classroom more realistic, and pictures, movies, etc. can be integrated into the classroom. When creating teaching situations, teachers should be based on the content related to the teaching materials, and should not excessively exaggerate the classroom atmosphere due to a single feeling. A good situation can properly mobilize students' enthusiasm for learning, combine teaching with interest, and achieve "blending of feelings and scenes". In terms of teaching objectives, teaching contents and teaching tasks, attention should be paid to avoiding too much or too much entertainment in the setting of

situations.

According to the theory of social structure, "learning is the process of acquiring knowledge". Knowledge is not taught by teachers. It is acquired by learners in a specific environment, that is, in a social and cultural environment, with the help of others, using necessary learning resources and using semantic construction methods. Therefore, in the absence of natural language environment, foreign language teachers must make full use of the language environment if they want to make students better master the target language. From the humanistic point of view, an important task of foreign language teachers is to create a learning environment that is consistent with the current learning theme, as real as possible, close to reality and in line with the subject. Teachers can create situations through films, recordings, videos, VCD programs and network resources, such as English films, foreign news, background knowledge, biographies, geography, etc., to provide students with a real or simulated learning environment, and learners can give full play to the interests of interactive learning to realize the use of knowledge and the construction of meaning in the process.

#### ***4.2. Cooperation and sharing***

An important idea of constructivism is that there should be cooperation and sharing in the whole process of learning. According to the constructivist teaching concept, traditional teaching methods should be abandoned in English culture teaching, and cooperative learning with students should always be paid attention to, guiding and helping students to collect, analyze and summarize cultural materials, create scenarios, and evaluate learning results. In the process of democratic discussion, consultation and exchange, teachers and students have jointly built a multi-level teaching group to achieve cooperation and result sharing between students and students, groups and groups, teachers and students and groups. In today's highly developed information media, teachers' personal energy, technology, resources and other resources are very limited, and the information collected is relatively simple. Some English teachers' comprehensive computer skills are not high, and the scenes they create are not realistic. The coverage of history, culture and social knowledge is very wide. The one-sided words of teachers are often one-sided, limited and boring. Especially after the reform and opening up, with the rapid development of information technology, college students get more and more information in English culture, and the access to information is also more and more extensive. Especially for students of science and engineering, students have skilled computer processing technology, and can activate dull historical and cultural pictures through processing historical and cultural pictures, pictures, etc. Teachers should always keep in mind the teaching idea of "collaborative completion" and actively guide students to collect, sort out and analyze cultural materials in multiple ways. The teacher can arrange the students to work together. When grouping, the principle of "homogeneity between groups and heterogeneity within groups" should be followed. In addition, teachers can also use the performance reward mechanism to stimulate the students' enthusiasm for cooperation and sharing, and assign the scores to the teams with the most complete data collection, the clearest analysis context, the most vivid and persuasive picture performance.

#### ***4.3. Dialogue and exchange***

Constructivism believes that dialogue, sharing and exchange are the basis and important tool of cooperation. The teacher plays the role of "director" in the classroom, creates an environment for students to discuss and communicate, and organizes students to communicate and interact. Teachers can take the form of group conversation to provide students with opportunities to learn, discuss and communicate. Students solve problems by asking questions, answering each other, discussing, debating, and communicating to generate sparks of wisdom, form consensus, and extract and summarize essence from them. In the group communication, each student uses the collected data to convince other students, and under the guidance of the teacher, expands the group discussion results to the whole class, so that students can communicate with each other. The teacher will send group members to report on the group's problems and the results of the discussion. The teacher and students will evaluate the work of the group together, and summarize the knowledge learned, so the whole class can share it. In this process, the teacher should play the role of a guide and guide. Due to the diversity of various historical and cultural materials, different schools also have different views. Therefore, different cultural habits have their own reasons and historical reasons. Teachers can make the key points, difficulties and doubts of the problem possible by creating different problem situations. Through group dialogue, guide students to think, expand students' thinking, find out the causes and causes of cultural and historical knowledge, and connect knowledge horizontally and vertically to form new knowledge points, so as to deepen the understanding of history and cultural knowledge, and achieve the purpose of integration through dialogue and

communication. Students can solve problems, master key points, expand and deepen knowledge, and comprehensively explore cultural and historical knowledge from a level.

In the process of teaching, teachers will also prepare scripts for students, and let students discuss and play roles after inputting cultural knowledge. The time of each class shall not exceed 10 minutes. If you can insist on once a week, you can complete more than 30 activities in a year. Role play and group performance involve cultural facts, problems and values, can effectively promote the interaction between students and students, and can effectively improve the teaching effect. In the learning process, students can cooperate with each other to promote the friendly and cooperative spirit of students. At the same time, language learning is also a process of communication. In learning and communication, students can not only improve their English level, but also master certain rules of communication, so as to promote the healthy development of students' personality and achieve comprehensive educational objectives. After performing the role, the teacher will explain and evaluate the teacher, and then let the students discuss. Role play can make cultural phenomena more real and easier to remember. In addition, the second class is set up to encourage students to participate in various English activities, such as English reading competition, oral competition, skit, English corner, etc. The teacher should try to create a learning environment for students that can use language and create a cultural atmosphere that adapts to it.

## 5. Conclusion

In summary, culture teaching in English teaching is one of the important contents, reflecting the cultural differences between foreign countries. Understanding English culture can help students understand the essence and connotation of English learning. In this process, teachers need to combine the relevant characteristics and requirements of constructivism theory, and master the characteristics and strategies of cultural teaching, in order to promote the improvement of students' language and cultural knowledge, and successfully carry out cross-cultural teaching activities.

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