

An Analytical Study on College English Teaching Approaches from the Perspective of Traditional Chinese Culture

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Abstract: *Today, with the continuous development of quality education, English Teaching in colleges and universities is rarely integrated into China's traditional sinology culture in traditional concepts, which leads to the phenomenon of aphasia of sinology culture in the process of learning English. It is impossible to reproduce the sinology culture through English, so through these problems, teachers need to be able to recognize the importance and significance of integrating the sinology culture into college English teaching. Only by fully integrating the sinology culture and the spirit of college English teaching can students' vision be expanded, which is largely conducive to cultivating students' national pride and full confidence in their own culture.*

Keywords: *Chinese Culture; English Teaching; operational study*

1. Introduction

With the continuous development of modern education and teaching, as well as the increasing frequency of China's foreign activities, it is necessary for China's education and teaching to comply with the development trend of international culture in terms of inter-cultural communication. This requires colleges and universities to be able to infiltrate Chinese culture in time in the process of English knowledge acquiring, so that every student can cultivate a sense of pride in their own national culture through the infiltration and gaining of Chinese culture, and in this way, it can also miss every student be familiar with Chinese traditional culture, and integrate Chinese culture in the process of English teaching; it can also make every student better realize the cultural integration of China and the west, and use language to publicize China's excellent Chinese culture[1].

2. The fusion connotation of Chinese culture and college English teaching

Today, with the rapid development of international culture, in the process of higher education, only by fully integrating of Chinese culture and foreign culture can we better promote the perfect development of knowledge. Moreover, Chinese traditional culture has a very long history, and it is also the crystallization of China's national development and people's wisdom. What is more, in recent years, college English teaching has paid more and more attention to the cultivation of talents, and its teaching objectives are increasingly difficult to improve. In the new era of the opening- up of international culture, teachers need to adopt more diverse ways to improve students' cultural and cultural literacy, which can be better improved and promote the comprehensive cultivation of talents. At the same time, we should also build an equal education system. [2]Only by fully integrating international culture into the learning process of English language can we continue to ensure the effective development of Chinese culture, ensuring that the students do not forget its essence in the process of English learning and have a more comprehensive awareness of cross-cultural learning ideas, so as to give full play to the charm of traditional Chinese culture, and promote the students to pay attention to the development of Chinese culture.

3. The dilemma of current college English teaching

3.1. Insufficient cultivation of students' innovative thinking ability

In the process of English teaching in colleges and universities, traditional classroom learning skills

are usually used as the leading teaching, and what is involved in English knowledge is translation and language learning. However, too much attention is paid to the teaching and explanation of skills in teaching, so that students will only remember and learn mechanically in the process of learning English, as has resulted in some deficiencies in the cultivation of students' innovative thinking ability. Moreover, the inherent traditional teaching mode can not cultivate college students' comprehensive English learning thinking. In the process of college English learning, the teaching content should be rich and colorful, which can make every student have a deeper understanding of the importance and significance of learning English. Of course, in the process of integrating Chinese culture into efficient English knowledge, it can also enable students to integrate Chinese culture and English knowledge by themselves, so as to constantly develop their innovative thinking ability in English learning. By means of which, the students can improve their understanding of knowledge and fully connect Chinese culture with the foreign culture in order to better exercise their innovative thinking consciousness.

3.2. Students' understanding of Chinese culture is still shallow

College learning, as an important stage of students' learning, requires teachers to fully integrate Chinese culture in the process of English knowledge learning. In the current process of education and teaching, teachers have less penetration into Chinese culture, consequently it leads to such a state that the students only have a vague understanding of Chinese culture. For some terms and expressions of Chinese culture, it is difficult for the students to express correctly, which will cause errors in English learning and translation to a certain extent. In addition, in the process of English learning, students also lack the integration of Chinese culture and English culture to some degree, which reflects that students' mastery of Chinese culture is not deep enough.[3] However, in order to better promote the improvement of China's cultural soft power and the mutual integration with English culture, teachers need to increase the relevant penetration of Chinese culture in the process of English knowledge explanation so that every student can fully understand China's excellent traditional culture in the process of cultural study. In the meanwhile, through the study of English language, it can also let the world know China. Only in this way can the college students in the new era become excellent communicators of Chinese culture. Through this way and ability, we can also consciously cultivate excellent English talents in two-way cross-cultural communication.

3.3. The phenomenon of aphasia in Chinese culture is increasing

At present, in the process of college English teaching, teachers still use the traditional education and teaching approaches to guide the classroom content, which leads to students' lack of the addition of new teaching elements and overemphasize the output of the target culture, but only pay attention to the students' learning efficiency in the short term, which leads to a slight lack of cultural literacy and subject consciousness of each student. Even the aphasia phenomenon of learning Chinese culture also occurs frequently. Therefore, in view of this problem, it is clear that college students are very weak in gaining Chinese cultural knowledge, and in the process of learning, they only take one-sided care of the influence of fast food culture, and do not learn enough traditional cultural knowledge in real Chinese culture, so it is difficult to use English for the publicity of Chinese culture. Moreover, some English teachers' self-cultivation of Chinese culture is relatively poor, which can not help students' Chinese culture literacy, leading to the phenomenon of Chinese culture aphasia indirectly.

4. The significance of integrating Chinese culture into college English teaching

4.1. Fully carrying forward the excellent traditional Chinese culture

In the process of English teaching in colleges and universities, fully integrating the excellent culture of Chinese Sinology is also beneficial to carrying forward the excellent traditional culture of China. Because in the process of English learning, language learning will be carried out in the way of reading, listening and writing, and such learning approach is more the use of English language to express their own ideas, so to this extent, teachers' full integration of Chinese culture in the process of teaching in colleges and universities is useful to students' deep understanding of Chinese culture in the process of subtle influence. Through such learning, they can also have more profound ideas about China's 5000-year history of civilization, which can help them establish full confidence in Chinese culture. [4]At the same time, only after students strengthen their cultural confidence and motivation, can they better carry forward the excellent traditional Chinese culture, improve their self-cultivation, and promote their

personality change and cultural learning.

4.2. Solving students' cultural confusion

In the process of infiltration of traditional Chinese culture, knowledge of traditional culture can also help better solve students' confusion in the process of Sino- British cultural exchange. And in this way, the students can also continue to feel the profound connotation of Chinese traditional culture. The language knowledge contained therein, including fixed entries and translation, requires students to master accurately. In this way, the explanation of cultural connotation can better promote students' linguistic communication in the process of Chinese and English cultural learning, and such English knowledge learning can show the students' understanding of knowledge more accurately.

4.3. Providing effective support for cross-cultural exchanges

In the process of college English teaching, the timely integration of Chinese traditional culture can also enable every student to fully integrate the learning of English knowledge and Chinese culture with independent thinking. In this way, it can also enrich the classroom teaching content, and promote each student to integrate effectively the Chinese culture into the content of English knowledge in the process of classroom learning. It can not only promote the students' understanding of Chinese culture, but also enable them to integrate Chinese and foreign cultures when learning English. In this way, we can promote cross-cultural communication and realize our teaching objective.

5. Effective strategies of college English teaching from the perspective of traditional Chinese culture

5.1. Increasing the proportion of Chinese culture in English learning

As far as traditional English teaching is concerned, the knowledge of language and culture accounts for a very large proportion in curriculum teaching. However, in order to better English teaching, if there is some relevant sinology culture, we should actively expand the content of sinology culture to the teaching of English knowledge. If sinology culture has been ignored, it will cause aphasia in international culture. Therefore, in order to better promote the integration of Chinese culture into English teaching and cultivate college students' comprehensive two-way cross-cultural ability, it is necessary for College English teaching to pay attention to the intellectual infiltration of Chinese culture, increase the proportion of Chinese culture in the curriculum, and fully present it in textbooks. Only when the content of textbooks and teachers' classroom infiltration methods fully include the content of Chinese culture so that the content of Chinese culture accounts for more proportion in English teaching, can we better penetrate Chinese culture and use the teaching of English knowledge to achieve barrier free interaction in education.

For example, in order to better increase the proportion of international culture in English learning so that the students can have a full understanding of Chinese culture and knowledge through oral transmission of teachers, we should also timely infiltrate some antonyms related to Chinese culture so that the students can learn the concept of bilingual interaction when learning translation skills. In the meanwhile, when infiltrating the relevant contents of international culture, teachers should also be able to start with China's traditional culture and traditional customs, and appropriately intersperse some national characteristic cultural contents so that the students can appreciate the traditional charm brought by international culture, and while appreciating Chinese culture, they are also required to master the translation of relevant sentences of international culture. While selecting the content, we should also select some representative Chinese culture to compare with English culture from many aspects of oral English and translation, so that the students can have a good awareness of Chinese culture in the process of learning English, understand the level of Chinese culture, and analyze the diversity and differences between Chinese culture and English culture.

5.2. Ways to enrich the cultural knowledge of sinology

In the process of college English teaching, in order to better integrate international culture into English classroom learning and teaching, it is necessary for our English teachers to adopt more diversified education and teaching approaches to infiltrate Chinese culture. At the same time, we should also select different cultural resources according to the students' learning status, and use these diverse resources to stimulate students' full interest in the study of Chinese culture. Only when teachers can fully infiltrate

the knowledge of Chinese culture in the classroom, can the students feel the influence of international culture imperceptibly in the process of obtaining English knowledge, more actively carry out the acquiring of Chinese culture and English knowledge, and establish full national cultural confidence[5].

For example, in the process of preparing classroom content, the teachers can guide the students to share their accumulated international cultural content in the form of English speech or reading aloud. At the same time, the chosen content and theme can be classical Chinese poetry, or traditional etiquette and culture. It is the students who should also give flexible play in the process of delivering their speeches on stage. The study of Chinese culture should be endowed with new connotation. At the same time, teachers can also explain more idioms and stories about Chinese culture through English, and perform these stories and English stories, so that students can fully express English with body language. In this way, it can drive more students to integrate into the study of Chinese culture and strengthen students' national culture confidence. At the same time, in the process of college English teaching, we can also actively carry out more diversified translation classes so that some international cultural articles with strong appeal can be translated into English, correctly grasping resources and correct English expression, which can not only enhance students' understanding of Chinese culture, but also enable them to have a deeper memory of English culture.

5.3. Enhancing teachers' ability to introduce classroom culture

For the teaching of English knowledge in colleges and universities, whether the students can receive the edification of Chinese culture also depends in part on the benign guidance of teachers. Therefore, in view of the integration of international culture and English culture teaching, colleges and universities need to pay more attention to Chinese culture, formulate clear talent training goals, so that teachers can fully penetrate into the process of classroom teaching. At the same time, they also need to summarize and reflect on the current teaching approaches, and develop the comprehensive goal of talent training with the times to cultivate efficient talents. For the teaching of English culture, the teachers need to be able to comprehensively promote the development of relevant mechanisms of the cultural introduction platform, English courses related to Chinese cultural materials, establish a professional English teacher team, and carry out sufficient Chinese culture training for teachers, and so on, so that the teachers can master the comprehensive Chinese culture content to better input some useful knowledge for the students. In order to better promote the cultural professional level of the teachers, it is necessary for colleges and universities to carry out some professional training for teachers, enhance the teachers' professional knowledge, and improve the conditions of relevant teaching, so as to encourage teachers to learn more Chinese culture, improve their own cultural reserves and cross-cultural learning methods.

For example, schools can carry out relevant training to guide teachers to enrich their professional teaching skills and improve their understanding of Chinese culture for the purpose of making them become qualified disseminators of Chinese culture. They can also drive more students to continue to inherit and spread China's excellent traditional culture, and give students the right guidance and demonstration role. At the same time, after some professional training, the teachers can not only improve their own ability but help them find some better approaches to help the students.

The teachers should make a teaching plan according to students' interests, help the students enjoy the explanation of English culture. At the same time, the teachers must fully penetrate the connotation of Chinese culture and gradually improve the application of Chinese culture in English teaching content in translation and writing courses so that the students can master the necessary entries of Chinese culture.

6. Conclusion

To sum up, in order to better integrate Chinese and Western cultures, college English teaching needs traditional culture to be fully integrated into the learning and interpretation of English culture with the carrier of traditional Chinese culture. In this way, it can not only ensure the full integration and penetration of excellent Chinese traditional culture and English culture, but also promote every student to establish a strong sense of national self-confidence and pride. Meanwhile, it can also make college English teaching conform to the trend of international cultural development of the times, effectively spread our unique culture, and enhance our cultural soft power.

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