

The Necessity of Integrating Public English Course into Chinese Culture Education in Higher Vocational Colleges

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Abstract: Looking at the current public English culture teaching classroom in higher vocational colleges, the main problems are that the classroom focuses on grammar knowledge and language learning, and the cultural explanation is not in-depth; The classroom is centered on European and American culture and lacks the complementary and integrated teaching of Chinese culture; The teaching method of Chinese culture adopted by teachers is relatively single and lacks the cultivation of cross-cultural communication awareness. In the process of teaching, a variety of teaching methods are used together to introduce Chinese cultural elements by comparing Chinese and English cultures and combining with hot current events; To guide students to look at cultural differences with a dialectical attitude and inclusive perspective, to establish their own national identity and cultural self-confidence, to actively spread and promote Chinese culture in cross-cultural communication activities, and to improve their two-way communication ability can effectively strengthen Chinese cultural education.

Key words: Vocational school; English class; Cultural education; Necessity

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1 Introduction

In June 2013, during the seventh collective study of the Political Bureau of the CPC Central Committee, state leaders stressed that: The core values of a nation and a country must be consistent with its history and culture. Therefore, to cultivate and practice the

socialist core values, we should not only conform to the specific practice of promoting the cause of socialism with Chinese characteristics in the new era, but also constantly draw nutrition from the excellent traditional Chinese culture. As a part of College English teaching, higher vocational English teaching should conform to the trend of teaching reform and the progress of the times, and introduce Chinese cultural elements into teaching appropriately^[1]. While teaching British and American culture, we should also give consideration to the horizontal comparison of Chinese history, culture, economic and social development to students. Students are required to be able to express the contents related to China's development in English, cultivate students' ability of cross-cultural communication, and introduce Chinese culture, history and other positions and views to the world.

2 The current situation of culture teaching in Higher Vocational English class

2.1 The classroom focuses on grammar knowledge and language learning, but the cultural explanation is not in-depth

With the development of society, the training objectives of vocational education are constantly adjusted. From the cultivation of technical talents to the cultivation of practical talents, to the cultivation of high-end skilled talents in the front line of production, construction, service and management as the main task, the description of training objectives in different periods is similar and has different emphasis. As the cradle of talent training, colleges and universities should not only pay attention to the

practicality of education, but also take into account the social employment needs in the formulation of talent training objectives, often ignoring the students' humanistic quality and traditional culture education.

2.2 The classroom is centered on European and American culture, and lacks the complementary and integrated teaching of Chinese culture

Teachers' classroom teaching activities are an important source of cultivating students' cultural awareness. For a long time, the background of articles selected in public English textbooks are all English speaking countries, which also leads to many students yearning for "foreign" culture, and even some thoughts of worshiping foreign countries and fawning on foreign countries are spreading among students^[2]. The information asymmetry causes many students to envy the "freedom" of European and American countries. They envy the children there who finish school at three o'clock and play in the street. They sigh that Chinese students are under great academic pressure. As teachers, they should analyze the differences between China and western developed countries in different life situations more fairly and objectively, and tell students different social and national political and economic systems. Countries with different national conditions have different economic, cultural and religious differences. We should learn these differences from the perspective of tolerance and respect instead of denying our own culture. In classroom teaching, teachers consciously integrate the knowledge of Chinese traditional culture, which is beneficial for students to deepen their understanding of Chinese traditional culture. The construction of multicultural values can not only guide students to think in different contexts, but also inspire students to correctly deal with the relationship between mother tongue culture and foreign culture.

2.3 The teaching method of Chinese culture adopted by teachers is relatively single, lacking the cultivation of cross-cultural communication awareness

The main method for teachers to teach Chinese culture is direct teaching based on the content of teaching materials. On the one hand, it shows that teachers have some difficulties in collecting and arranging teaching resources; On the other hand, it also shows that teachers have not formed the concept system of Chinese culture teaching methods^[3]. How to carry out cultural learning not only requires

teachers to have profound cultural literacy, but also requires our teachers to fully prepare for lessons, analyze current events, accumulate cultural phenomena in life, and form a certain cultural literacy, so as to make cultural teaching run through English classroom. "When the teacher is teaching some slang, for example, deep appears in the exercise side of the first volume of new generation English Students understand the word "six" as "in the seventh heaven", and the correct meaning is "very happy, very happy, in a state of Ecstasy". Even if the correct translation is given, many students feel confused when they see English and its corresponding Chinese, and it is difficult to understand the internal logic of the Chinese translation of these slang, which requires teachers to guide them when explaining these slang. While the students are reading, the author gives the students a supplementary study of the paper "the comparison of the likes and dislikes of numbers in Chinese and Western cultures in the Institute of foreign languages". This article lists the meanings of many different numbers in China and the West. For example, China has a very two-level concept of "seven". The number seven can be described as Qixiong, Qizi and Qixian. Here, the number seven is not just a number, but a symbol of perfection. At the same time, the number "seven" also implies disorder, sadness and sadness, such as "seven up and eight down", "seven pieces together", "seven mouths and eight tongues". In western culture, also influenced by religion, the number "seven" can mean perfect or evil. To implant some cultural concepts into students and provide them with different ways of thinking, so as to cultivate their ability to think independently from different cultural backgrounds. When you meet slang such as "in seventh heaven" and "have two left feet", you can understand it from the perspective of culture and religion. Secondly, the teacher's teaching method is relatively single. Due to the limited class time, the students' acceptance of new knowledge and class discussion are not the same in most courses. This requires that our teachers make sufficient preparation when preparing lessons, and can skillfully combine the resources of online platform in classroom teaching to provide students with more rich and interesting examples to help students understand knowledge. Through the online and offline hybrid teaching, it can enhance students' learning cohesion, enhance students' self-confidence and sense of achievement.

3 Ways of integrating Chinese culture into English class in Higher Vocational Colleges

3.1 A variety of teaching methods are used together to build a multi-cultural modern classroom

In English class, some teachers can use the cultural phenomenon that fits the life according to the needs of the course to introduce the course, which has a more sense of substitution^[4]. For example, when learning unit 4 Yummy Food, the first volume of Comprehensive English course for Higher Vocational Colleges in E era, the teacher can first ask the students about their favorite food or the special food of their hometown. Then the teacher can further ask the students what kind of Western food they like to eat. On this basis, the students will be guided to understand the taste of food, the cooking methods of English proverbs and other related expressions, so as to realize the natural introduction of the new course content. In addition, when we talk about the differences between Chinese and American food culture, we should guide students to compare and analyze the cultural differences behind the food habits of different cultures from different dimensions. Students not only learn the western food culture in class, but also have a deeper understanding of the formation of their own national food culture by consulting materials after class. Only in this way can they dialectically integrate two different background food cultures, instead of mechanically learning some new words, and have a more profound and three-dimensional interpretation of the course content^[5].

3.2 From the traditional festivals as the starting point, carry out traditional culture education

Chinese traditional festivals are rooted in Chinese farming culture. In ancient China, farming economy was the main economy, which determined that our ancestors had an innate worship of nature. There is a saying about the origin of the Spring Festival. Every Spring Festival, farmers will kill pigs and sheep to worship ancestors and gods and pray for good weather in the coming year. The origin of the Mid Autumn Festival is because the rice is ripe on the 15th day of the eighth month of the lunar calendar. People work hard for a year to celebrate the harvest. It can be seen that these traditional festivals contain profound and simple traditional culture^[6]. Through the second classroom, teachers and students can

explore the traditional Chinese culture contained in traditional festivals. They can invite the older generation to the classroom to introduce the customs and stories of the older generation. Combined with literature and documentaries, they can sort out the regional and contemporary changes in the inheritance of festivals, so as to have a deeper understanding of China's traditional culture in the continuous learning and communication Festivals and culture.

3.3 Combine with extracurricular activities to create a pluralistic and inclusive cultural environment

It is far from enough to carry out traditional Chinese culture education in English teaching only relying on classroom teaching. We can broaden the channels for students to learn Chinese traditional culture through the following ways: One is to share relevant open classes or knowledge salons with students; The second is to form English clubs according to students' interests, which can be English debate clubs or other theme clubs; Third, we should make active use of micro class and super star platform for extra-curricular guidance and question answering.

3.4 "Promoting learning through examination" helps Chinese cultural education

From the reform of translation, it is not difficult to find that many Chinese elements have been added to the translation content, taking China's historical, cultural and economic development as the carrier, to promote Chinese culture to the world. Teachers can use the real translation questions of CET-4 and CET-6 as learning materials^[7]. For example, the real translation questions of CET-4 in December 2019 test the concept of Chinese family. The four generation family used to be very common, in the article past. As a result of this tradition, many young people continue to live with their parents after marriage. Today, the tradition is changing. With the improvement of housing conditions, An increasing number of young couples choose to live apart from their parents. But the connection between them remains strong. Students often feel that these familiar words in Chinese are difficult to find the right words in translation, which puts forward higher requirements for teachers in teaching. The classroom should give consideration to the teaching of Chinese and Western culture. If students only attach importance to the study of western culture and ignore the accumulation of Chinese culture, they will lose the ability to export

Chinese cultural soft power to the world.

4 The important role of cultural education in Higher Vocational English class

4.1 To stimulate students' interest in learning English

It is a subtle process for students to learn cultural knowledge. If classroom teaching only focuses on teaching grammar knowledge and ignores the teaching of culture, English teaching will be as irregular as learning garbled code, which will also lead to students losing interest in learning English and headache when they see grammar. This negative emotional experience will make students lose interest in learning English gradually^[8]. Dig the cultural core behind the language and teach students to understand the differences between foreign culture and their own culture. Any language contains its own culture. When it comes to some cultures, teachers should try their best to make a horizontal comparison between China and the west, so as to help students rationally look at the differences in culture. Through consulting materials and group cooperation, students participate in the study discussion, which greatly stimulates their interest in learning English.

4.2 It is helpful to establish the sense of identity and self-confidence of Chinese culture

Chinese traditional culture is an important source of contemporary Chinese cultural confidence. The people are not established without soul, and the country is not strong without soul. In the final analysis, it is necessary to strengthen cultural confidence to strengthen confidence in the road, theory and system of socialism with Chinese characteristics. Strengthening cultural confidence is an important theoretical innovation of our party in propaganda and ideological work. Adhering to cultural self-confidence is the fundamental principle to do a good job in propaganda and ideological work^[9]. Economic globalization also makes our means and ways to obtain information more convenient. The influx of western culture impacts our cultural outlook and values. English teachers are language learners as well as cultural messengers. They should always firmly uphold the socialist core values, maintain cultural self-confidence and cultural consciousness. When dealing with foreign cultures

and national cultures, they should be tolerant, awed and tolerant. They should always have critical thinking. They should neither absorb nor negate all of them, and they should argue. Can we see the differences in culture, seek common ground while reserving differences, inherit and carry forward our national culture, enhance cultural confidence, and set a good example for students.

4.3 It is conducive to the cultivation of students' intercultural communicative competence

Language learning and cultural learning complement each other. Contemporary universities should not only learn to master the basic grammar knowledge of English, but also shoulder the important task of spreading Chinese excellent culture as college students. Higher Vocational Public English is an important way for students to understand western social culture. English teachers in higher vocational colleges are the first person responsible for cultural education, shouldering the responsibility of cultural communication. When preparing lessons, teachers should pay attention to the collection, classification, comparison and output of cultural materials, transfer cross-cultural awareness to students, and cultivate a qualified cross-cultural communicator. First of all, students should establish a sense of identity for their own national culture. An excellent cultural communicator must have the ability to learn both domestic culture and foreign culture, that is, to learn different cultures, to treat foreign cultures dialectically, to respect different cultures, and to carry forward Chinese culture in cross-cultural exchanges.

5 Conclusion

In the College English teaching guide published by the Ministry of education in 2017, it is pointed out that "learning and using English helps to enhance the national language strength, effectively spread Chinese culture, promote extensive exchanges with people of all countries, and enhance the national soft power". This shows that it is very necessary for higher vocational teachers to integrate Chinese excellent traditional culture into English classroom teaching. At present, higher vocational English teaching should be combined with the needs of the development of the times to strengthen the wide spread and promotion of Chinese traditional culture.

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