

An Introduction to the Dissemination of Chinese Culture in English Teaching in Colleges and Universities

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Abstract: Language and culture are closely related, and understanding the cultural knowledge embedded in the process of language learning is an important goal of English teaching in colleges and universities. At present, the dissemination of Chinese culture in English teaching in colleges and universities is lacking, which affects the improvement of students' intercultural communication skills. In order to effectively solve such problems, we need to take effective measures to disseminate Chinese culture by combining teaching content and students' characteristics. This paper summarizes the problems of Chinese culture dissemination in English teaching in colleges and universities, and explores effective countermeasures and teaching considerations, hoping to provide teachers with valuable guidelines.

Keywords: Colleges and universities; English teaching; Chinese culture

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1. Introduction

Dissemination of Chinese culture is an important teaching task of colleges and universities, and its main role is to help students develop correct values so that they can become high-quality talents in line with the needs of society. English is an important component of the teaching system in colleges and universities, and it is also an essential carrier for the dissemination of Chinese culture. In the process of learning English, students can understand the cultural knowledge it contains, and subsequently improve their cross-cultural communication skills^[1]. At present, there are still many problems in the process of spreading Chinese culture in colleges and universities English teaching, for which effective improvement measures need to be taken.

2. Problems of Chinese cultural dissemination in English teaching in colleges and universities

2.1. Lack of Chinese culture dissemination awareness

Currently, teachers and students in English teaching in colleges and universities have a poor understanding and

a lack of awareness of Chinese culture dissemination^[2]. In the process of teaching, some teachers have poor understanding and awareness of language and culture, ignoring the connection between Chinese culture and English teaching, which affects students' understanding of Chinese culture and is inconducive to the cultivation of students' cross-cultural communicative competence^[3].

2.2. Ambiguous goals of Chinese cultural dissemination

Some teachers have not formulated clear and definite objectives for Chinese culture dissemination in English teaching in colleges and universities, and they have not accurately controlled the proportion of Chinese culture in English teaching in colleges and universities, resulting in unclear focus in the teaching process. Additionally, the teaching process is uninteresting, which in turn affects the improvement of students^[4].

2.3. Single way of Chinese culture dissemination

At present, the form of English teaching in colleges and universities is single. The teacher, as the core of the classroom, explains the relevant knowledge, with the students passively listening, limiting the teacher-student interaction. Moreover, the teaching content is limited to the textbook, which affects the improvement of students. Although some teachers try to disseminate Chinese culture in English teaching, they still adopt a simple and applied teaching mode, which leads to the dissemination of Chinese culture failing to achieve the expected effect and seriously affects the improvement of students' learning^[5,6].

3. Effective strategies for Chinese cultural dissemination in English teaching in colleges and universities

3.1. Effectively improving the awareness of Chinese cultural dissemination

Presently, China's international influence is gradually increasing and Chinese culture occupies an important position in world culture. For this reason, in English teaching in colleges and universities, teachers need to fully realize that cultural exchanges between the East and the West are the inevitable trend of the development of the times, respect the characteristics of the language and culture, effectively change the teaching concepts, enhance the awareness of Chinese culture dissemination, and guide the students to learn English knowledge by using the language-associated mode of thinking, so as to achieve the best effect of Chinese culture dissemination^[7,8]. For example, when explaining the content of "We Should Cherish Our Children's Freedom to Think," teachers can take "Freedom to Think" as the entry point for teaching and carry out the dissemination of Chinese culture. In the process of teaching, teachers need to guide students to describe their habits, hobbies, and social practices in English, ask them to think about how free time is defined in the current educational environment in China, and guide them to analyze the content of the textbook in comparison with their own lives, so that they can understand the differences between Eastern and Western cultures. In the process of classroom summarization, teachers need to make a retrospective summary analysis of the teaching content, summarize the characteristics and differences between Eastern and Western cultures, and guide students to master the characteristics of Eastern and Western cultures and ways of thinking in the process of learning English and learn to analyze problems in a comparative way^[9]. Through the above teaching mode, teachers can determine the entry point for spreading Chinese culture by analyzing the content of the teaching materials, help students realize the role of Chinese culture in English learning, and guide students to learn and spread Chinese culture actively, in order to achieve the ideal teaching effect.

3.2. Clarifying the goal of Chinese culture dissemination

In the process of teaching English in colleges and universities, the active dissemination of Chinese culture can realize the strengthening of the connection of knowledge of different disciplines, effectively integrating teaching resources, improving the comprehensive quality of students, and cultivating students to become excellent talents in line with the requirements of the society ^[10]. In order to ensure that the dissemination of Chinese culture achieves the expected results, teachers need to formulate the objectives of Chinese culture dissemination according to the content of the teaching materials and the characteristics of students, rationalize the classroom teaching ideas, and effectively control the teaching process. At the same time, teachers also need to deeply understand that the degree of English teaching in colleges and universities in the dissemination of Chinese culture is not a negation of English teaching, its main role is to expand students' horizons and enhance students' dialectical thinking ability. Thus, in the teaching process, teachers need to ensure the core position of English learning and pay attention to the mutual integration of language in the classroom, so that the Eastern and Western cultures are connected, in order to achieve the best cultural dissemination effect ^[11]. For example, when explaining the content of "The Pleasures of Learning," the teacher can ask students the question "Do you think learning is a happy experience?" and students can give different answers after thinking. Teachers can use the content of the textbook as a basis for explaining the learning situation of Chinese and Western students at different ages, guiding students to compare and analyze the differences between Chinese and English learning, and summarizing the pleasures of learning Chinese and Western cultures, so as to enable students to accurately grasp the skills of English learning and to appreciate the pleasures of learning Chinese culture. Through this teaching mode, teachers set reasonable goals for Chinese culture dissemination, and students can master traditional culture, national culture, and other knowledge in the process of learning English knowledge, which in turn realizes the effective integration of educational resources and significantly improves the science and effectiveness of English teaching ^[12].

3.3. Adopting diversified ways of disseminating Chinese culture

In the process of teaching English in colleges and universities, teachers need to fully recognize the significance of Chinese culture dissemination, actively innovate teaching mode, break the original teaching framework, and integrate the teaching resources related to Chinese culture and English. Teachers should also incorporate students' characteristics into the design of the teaching process, enhance the interest and diversity of the teaching mode, avoid rigid explanation methods, and constantly enhance students' interest in learning. Through these efforts, students can accurately grasp the relevant contents of Chinese culture during the English learning process, and achieve the best learning effect ^[13]. For example, when explaining the content of "Your College Years," teachers can incorporate the relevant content of Chinese culture. Before the class, students are assigned a pre-study task, which requires them to use English to describe their understanding of college life and make plans for college life. During classroom teaching, the teacher asks the students to share what they have prepared before class and summarizes the students' answers. The teacher then derives relevant contents from the textbook and guides the students to analyze and discuss them. After the discussion, the teacher can raise questions about how the teaching arrangement of Chinese universities is related to the students' study plan and how to effectively allocate the theoretical knowledge learning and practical courses in the university, and allow the students to debate on the perspectives of Chinese and Western cultures. After the debate, the teacher conducts a summary of the class and explains the relevant knowledge of Chinese culture in order to enhance the students' dialectical language thinking ability ^[14]. Through the above teaching mode, teachers integrate teaching resources and comprehensively apply a variety of teaching methods, which can satisfy students' diversified learning

needs, increase students' learning interest, enhance students' mastery of the similarities and differences between Eastern and Western cultures, and improve their language learning effect and realize the effective dissemination of Chinese culture.

3.4. Formulating an optimal practice program for the dissemination of Chinese culture

In the process of teaching English in colleges and universities, teachers need to pay more attention to the dissemination of Chinese culture by making a systematic and ideal teaching plan according to the actual situation, clarifying the teaching objectives and orientation, and making a practical plan for the dissemination of Chinese culture. Additionally, students are encouraged to participate in the practical activities related to Chinese culture, art, history, folklore, and literature. The performance of students is observed in the process of the activities and the feedback from students is collected and organized, for the adjustment and improvement of the content of cultural dissemination and the teaching mode in order to achieve the best teaching effect.

4. Precautions for Chinese culture dissemination in English teaching in colleges and universities

When teaching English in colleges and universities, teachers need to be clear about the precautions related to the dissemination of Chinese culture in order to achieve a satisfactory dissemination effect. Firstly, teachers need to actively learn the contents of Chinese culture, analyze the differences between Eastern and Western cultures, and study the teaching materials in depth to find knowledge points suitable for integrating Chinese culture and make reasonable expansion of the teaching contents, so as to realize the effective dissemination of Chinese culture. Secondly, teachers need to change the traditional method of indoctrination and adopt a variety of teaching modes, with students as the center of the classroom. Teachers should also increase the guidance and inspiration to enhance students' interest in learning and allow students to learn English knowledge and Chinese culture in a relatively relaxed atmosphere. Thirdly, in the teaching process, teachers need to strengthen the guidance of students, summarize and analyze students' opinions, and constantly improve the teaching content and teaching mode in order to achieve the goal of disseminating Chinese culture ^[15].

5. Conclusion

The dissemination of Chinese culture is an important responsibility of colleges and universities, thus English teachers need to put more focus on it and analyze the existing problems. Teachers need to improve the awareness of Chinese culture dissemination and clarify its goal, adopt diversified ways for Chinese culture dissemination, and formulate an optimal plan for the practice of Chinese culture dissemination. In the process of teaching practice, we will continue to summarize relevant experiences, analyze the advantages and shortcomings of teaching, and improve the content of Chinese cultural communication, so as to help students grow and develop.

Disclosure statement

The author declares no conflict of interest.

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