

College English Courses Organically Integrate into Chinese Culture

-- Take Teaching Case Analysis as an Example

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Abstract

College English is a public compulsory course in colleges and universities. It is a general education course promoted with English as the medium and teaching language. However, there is a serious phenomenon of Chinese cultural aphasia in college English teaching. Students are the main body in the teaching process. It is necessary and feasible to integrate into Chinese culture from the perspective of students' needs. Especially, the learning needs of non-English majors are seriously insufficient. In the course of teaching, it is found that most students do not have sufficient understanding of Chinese culture, and lack the ability to tell Chinese culture or Chinese stories in English. Most teachers and students agree that it is very necessary and important to integrate into Chinese culture. Hobbies, moisturizing and silently combining course content and integrating into Chinese culture; teachers' own knowledge of Chinese culture is limited, and teaching content and teaching strategies need to be further improved. Combined with the learning needs of students and the teaching needs of teachers, this paper systematically expounds the importance of integrating into Chinese culture through the analysis of teaching cases, and gives corresponding teaching suggestions.

Keywords

College English Courses; Chinese Culture; Student Needs; Teaching Case.

1. Introduction

In recent years, with the further internationalization of China's social economy, learning English well is not only a personal need, but also a global need. The teaching object of the college English course is all non-English majors in the whole school. The course is guided by the three-in-one educational goal of "knowledge transfer", "value guidance" and "ability development", integrating ideological and political education in language teaching, giving full play to The educational function of college English courses. College English is a public basic course with non-English major undergraduates as the teaching object. It mainly serves the professional learning needs of college students and the training of professional talents. English teaching belongs to the category of quality education and belongs to Chinese culture. It mainly cultivates students' communicative ability to use English to communicate information. Language and culture are inseparable (Nida, 1993[1]; Kramasch, 1998[2]; Samo- Var, 2000[3]) Language is not only an integral part of culture, but also a carrier of culture, language learning is inseparable from the integration of culture (Valdes, 1986) [4]. It is necessary to learn and learn from the excellent Western culture; it is also necessary to learn to use English to introduce China's excellent traditional culture, spread Chinese culture, let more people recognize Chinese culture, and build a national cultural image. However, in the current college English teaching in our country, English culture occupies a dominant position, and there is a relatively serious phenomenon of aphasia in Chinese culture.

2. Research Background

The phenomenon of aphasia in Chinese culture in college English teaching has attracted extensive attention of many scholars. Song Yiwen and Xiao Longfu (2009)[5] took 65 English majors and 105 non-English majors and 26 college English teachers as the research objects, and discussed their knowledge of Chinese culture, their ability to express Chinese culture in English, and their ability to express Chinese culture in English. Attitudes and expectations about the phenomenon of "Chinese cultural aphasia" were investigated. It is found that the students' ability to convey Chinese culture in English is insufficient, and the English teachers are also slightly insufficient in the translation of some Chinese cultural knowledge, and further points out that the main reason for the phenomenon of Chinese cultural aphasia is the lack of Chinese cultural knowledge in college English teaching. Cui Gang (2009)[6] systematically discussed the significance of Chinese culture infiltration in college English teaching and the measures to be taken. Xiao Longfu et al. (2010) [7] pointed out that one of the main reasons for the phenomenon of aphasia in Chinese culture is the lack of a clear description of the teaching objectives and requirements of Chinese culture in the English syllabus of colleges and universities. Guo Min (2014)[8] discussed the problems faced by college English culture teaching and the importance of integrating into Chinese culture, and combined with the connotation of Chinese culture and the characteristics of English teaching, put forward a targeted approach to integrating Chinese culture. Specific methods for integrating into the English teaching process. More and more scholars have begun to explore the teaching model of integrating Chinese culture into college English teaching. Ye Jun and Pan Hua (2020) [9] integrated the "four self-confidences" into the college English teaching system, thinking that it is to improve the college English curriculum. Ideological and political functions, an effective way to realize the dual responsibility of educating people with knowledge transfer and value leadership. Zhang Mulin and Deng Liming (2021) [10] proposed the "generative flipped learning" teaching model.

At present, in the college English teaching of our country, most teachers and students have fully realized the importance of culture in the process of target language learning, and there has been improvement, but the integration of Chinese culture, especially in college English teaching, integrates into China Cultural initiatives remain ineffective. Looking at the previous research, the main focus is on the current situation and analysis of aphasia in Chinese culture, but for the main learning subject of students, there is obviously insufficient research on the learning needs of integrating Chinese culture in college English teaching. [11]

3. The Significance of Integrating Chinese Culture into College English Courses

3.1. Contribute to Strengthening National Cultural Self-Confidence and Strength

The report of the 19th National Congress of the Communist Party of China clearly pointed out that culture is the soul of a country and a nation. Culture rejuvenates the country and prosperity, and the culture is strong and the nation is strong. Without a high degree of cultural self-confidence and without cultural prosperity, there will be no great rejuvenation of the Chinese nation. At the Fourth Plenary Session of the 19th Central Committee of the Communist Party of China, the "Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning Adhering to and Improving the Socialist System with Chinese Characteristics and Promoting the Modernization of the National Governance System and Governance Capability" pointed out that China's national system and national governance system have many aspects. Significant advantages, one of which is "adhering to common ideals, beliefs,

values, and moral concepts, carrying forward the outstanding traditional Chinese culture, revolutionary culture, and advanced socialist culture, and promoting the obvious advantages of all people being closely united ideologically and spiritually. At the same time, it is also conducive to continuously enhancing the international competitiveness and attractiveness of Chinese culture in the world cultural exchanges and cooperation. It also points out that we need to promote the development of cultural undertakings and cultural industries to meet the new expectations of the people for a better life, and must provide Rich spiritual food. Strengthen cultural exchanges between China and foreign countries, focus on me and be eclectic. Promote international communication capacity building, use foreign languages to tell Chinese stories well, show a true, three-dimensional and comprehensive China, and improve national cultural soft power. This research will help To further and better disseminate the excellent traditional Chinese culture, and carry forward, build a good national image, improve the country's cultural soft power.

3.2. Help to Achieve the Teaching Goals of College English Courses

The "College English Course Teaching Requirements" (2007)[11] promulgated by the Ministry of Education pointed out that college English teaching is an integral part of higher education, and its main contents include English language knowledge and cross-cultural communication. A teaching system that integrates teaching methods. At the same time, it is clearly pointed out that the teaching goal of college English is to cultivate students' comprehensive English application ability, to be able to communicate effectively in English, and to improve students' comprehensive cultural literacy. Cross-cultural education is one of the important tasks of college English courses. "College English Teaching Guide" (2020) [12] fully emphasizes cultural confidence, the subjectivity and discourse power of Chinese culture, Chinese characteristics and Chinese style. Importance of Chinese culture. By integrating the socialist core values and excellent traditional Chinese culture, and absorbing the outstanding achievements of human civilization, college English courses help to cultivate students' understanding and interpretation of Chinese culture, and strengthen their understanding of the similarities and differences between Chinese and foreign cultures; it helps to improve students' humanities Literacy, family and country feelings and the ability to integrate Chinese and Western.

3.3. Contribute to Improving the Awareness and Ability of Curriculum Ideological and Political Construction

As an important part of higher education, college English courses involve a wide range of students. It is the "joint booting period", which requires careful guidance and cultivation. Teachers are the first responsible person to shape value, impart knowledge, and cultivate ability. The secretary's new era of socialism with Chinese characteristics casts the soul and educates people, and guides students to consciously integrate patriotism, strong national aspirations, and national service into the struggle to adhere to and develop the cause of socialism with Chinese characteristics, build a modern socialist country, and realize the great rejuvenation of the Chinese nation. . College English courses should not only cultivate students' cross-cultural ability, but also cultivate students' cultural self-confidence, thereby enhancing students' national pride. In college English teaching, it is necessary to dig deep into the ideological and political elements of the course, organically integrate Chinese culture into the course teaching, and achieve the effect of "spring wind and rain, moisturizing things without sound", not only to meet the needs of students' language and culture learning, but also to thoroughly implement higher education. The fundamental task of educating morality and cultivating people.

3.4. Help to Improve Students' Comprehensive Cultural Literacy

Culture is knowledge that needs to be matched with life experience. The so-called "out of life, culture is empty; without culture, life is blind". Students should not only master cultural theoretical knowledge, but also improve their practical application ability, arm their minds with knowledge, clarify their life direction, establish a correct value orientation, scientifically view problems with dialectical materialism, solve problems, let Life has become more fulfilling and meaningful, and truly become a highly literate person who has a role in society.

3.5. It Helps to Improve the Ability of Cross-Cultural Communication

In the era of globalization, more and more foreigners are interested in Chinese history, folklore, philosophy and other ideology and culture, while a wide range of English learners and users do not have a systematic and profound understanding of their own culture, and the cultural differences and differences in the background have aggravated the difficulty of communication, and it is impossible to communicate effectively. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)[13] emphasizes actively promoting cultural dissemination, promoting excellent traditional culture and developing advanced culture. At the same time, it is necessary to strengthen international understanding education, promote cross-cultural exchanges, and enhance students' understanding and understanding of different countries and cultures. As a college student, the study of English courses is inevitable, not only to learn Western culture, but also to systematically and accurately understand the long history and profound Chinese culture, compare the rhythm of Chinese and Western cultures, and improve the ability of cultural identification and appreciation. The organic integration of Chinese culture in college English courses will help stimulate students' interest in learning Chinese culture and a sense of cultural identity; through comparison and reference, it will help to better understand the differences between Chinese and Western cultures, improve students' cross-cultural awareness, and ultimately Achieve equal cross-cultural communication.

4. Teaching Case

Based on the teaching materials used by students and combined with my own teaching experience, the author selects some chapters to conduct case analysis and exploration. The basic process is as follows: digging deep into the textbook reading chapters → streamlining the teaching content → sorting out the teaching design → determining the teaching method → determining the course ideological and political China The entry point of cultural content → Achieving teaching goals → Synchronizing online and offline resources → Designing teaching interaction → Consolidating and arranging teaching exercises → Teaching reflection.

4.1. The First Unit of "New Starting Point College English Comprehensive Course 1" Published by Shanghai Foreign Language Education Press Takes the Teaching Design of Integrating Chinese Cultural Content as an Example

Chapter A "Your First Night at School" This is a short essay about college students first coming to campus. It is an analytical or interpretive piece of literature that deals with the subject of the essay from a personal point of view. In this essay, the author uses his own My personal experience gives some suggestions to college freshmen to understand the American cultural background SAT (the entrance test for college admissions decisions) and NCAA (the test of the American College Athletic Association), which is equivalent to the examination system of my country's college entrance examination, and Prom (American high school students studying The formal dance held at the end of the year), only by passing these series of examinations, American students can officially be admitted to American colleges and universities, introducing the cultural difference between China and the West "university system", and comparing the

differences between Chinese and Western countries. The author also tells the freshmen to enjoy the first night on campus and to ensure adequate sleep. The following days will be busy and exciting. In order to have a happy college life, the author suggests that students should be sincere, caring and caring Classmates, study hard, expand your horizons and forge true friendships, and establish a correct outlook on life.

Chapter B "Never Too Old to Live Your Dream" is about an 87-year-old professor who, through her own experience of learning and learning from old age, explains to readers that people must have dreams. It is a rational, A pursuit, a kind of strength, it is a lifelong belief to inspire people to work hard and realize their dreams. Cultural background states that a degree is a college or university diploma, usually related to a title, an academic position, and is conferred upon a recipient who has successfully completed a prescribed course of study within a time limit. The bachelor's degree is the product of the apprenticeship program used by the European merchant class in the Middle Ages, and the modern university system continues to use this system as the system is established and perfected. It shows that as a college student in the new era, we must undertake the historical mission and the responsibility of the times, introduce what are the socialist "four have" new people, and the English translation of "four have", and the young generation must "have ideals, morality, culture, Discipline", at the same time, combined with "Comrade Xi Jinping's Speech at the Commemoration of the 100th Anniversary of the May 4th Movement", General Secretary Xi's first message to the belief in the new era "Chinese youth in the new era must set lofty ideals" for classroom discussions, so that students can further understand the importance of ideals and beliefs for young people in the new era. Only with firm ideals and beliefs, lofty aspirations, down-to-earth, and bravely be the trend-setters of the times, can the young people realize their dreams of youth in the process of the Chinese dream, and can write a glorious chapter in their lives in the unremitting struggle for the interests of the people. The content of the cultural focus is about the most holy teacher, Confucius, who has systematically recognized and understood the life of Confucius, historical background, and main influences: education, history, aesthetics; morality, politics, economics; speeches and works. , translated and analyzed the classic quotations of Confucius, task-oriented drives students to design mind maps, study Confucianism, and evaluate the positive guiding significance of ideological dogmas to the real society. In the process of sorting out mind maps, students conducted in-depth research. Through exploration, we deeply realize that the core values of socialism are the inheritance and development of the excellent ideas of our predecessors, as well as the innovation and development of socialist ideas under the background of the new era, thus strengthening the determination to practice the core values.

4.2. Shanghai Foreign Language Education Press Publishes the Teaching Design of the Integration of Chinese Cultural Content in the Third Unit of the "New Edition College Advanced English Comprehensive Course (Ideological and Political Wisdom Edition) 2" as an Example

In the introduction section, the textbook uses the form of playing comic videos to explain the introduction and introduction of the unit theme "Friendship". Friendship is an eternal topic. The title of Text "Why Do Friendships End?", the famous American writer Henry David Thoreau's famous quote "The only danger in Friendship is that it will end." Very comprehensively explains the necessity of friendship and the end of friendship risks of. Introduce the discussion topic "What is the friendship in the eyes of the students? After the group discussion, each group will make a summary speech. There are four major reasons why the friendship will end. The friendship between people and the relationship between countries also need understanding, trust and tolerance. There are differences in the understanding of friendship between Chinese and Western cultures, but if we establish stable and friendly international relations with all other countries based on the concept of "each has its own beauty,

beauty is the beauty of beauty, beauty and beauty are common, and the world is the same." The early realization of national rejuvenation in China is conducive to the establishment of a community with a shared future for mankind in the world.

The title of the reading chapter is "What Should We Do for Our Friends?", and the author wrote an article in the form of discussion about what our friendship should be like. The university stage is an important period for moral learning and moral construction, and "friends" are family members. Besides, it is the most important person for college students. The ancients said, "It is great to have friends from afar" to express their welcome to friends from afar. In your class or dormitory, students from all over the world gather to study and live together. For most freshmen, the first time you are away from your parents' hometown and start a new life, what kind of good friends you make and who you associate with is very important to the future. Encouragement and help, companionship and support among friends are the foundation and source of energy for the common progress of university life. There are "friends circles" among friends, and "friends circles" among countries. China is a long-standing trustworthy "partner". On the basis of friendship, integrity, mutual benefit and inclusiveness, we will jointly build the "Belt and Road" and promote the building of the destiny of mankind community, and is willing to create a common blueprint for an ideal future together with all countries in the world. Expansion practice activities select diversified forms such as famous quotes, audio and video, news reports, etc., to help students understand the subject content from a multi-dimensional and comprehensive perspective, and tell students how to get along with each other, so that students can feel sincere. Friendship is precious and meaningful. Real, very rational friendship is the best priceless treasure in life. By comparing the famous sayings of Chinese and Western friendship philosophy, we summarize the similarities and differences, and clarify the meaning of "friends and friends" from the excellent Chinese scenic spot culture, and what is "benefiting friends"; from Mencius's moral theory, "friends, friends, and their virtues are also "Emphasizing that making friends requires making people with excellent morals, but also to practice it yourself, to be a trustworthy person who "must be faithful in words and resolute in deeds". Read and watch "Friendship Medal" winner Isabel Crook's report, summed up "friends are good to help." Play audio and video stories of working together to fight the epidemic, expressing the responsibility and responsibility of a big country with cohesion and like-mindedness, enhancing students' national pride and patriotism, and cultivating a global vision and thinking, with international awareness and mind. The courage to take responsibility new generation of college students.

5. Conclusion

Research shows that in college English teaching, the lessons have ideology and politics and the entry point of Chinese culture. Most students agree that the two-way nature of cultural exchange and integration into Chinese culture are necessary. Students have a certain understanding of Chinese culture but not enough, and have greater learning needs for daily current affairs, politics and majors. Students' ability to express Chinese culture in English needs to be improved urgently, and the integration of Chinese culture in college English teaching is still insufficient. Teachers can use the form of contrasting Chinese and Western cultures, special topics on Chinese culture, extending and expanding based on textbook content, and opening elective courses. Culture introduction. Through the analysis and exploration of actual case teaching, teachers need to conduct their own learning and training to improve the sensitivity of Chinese cultural knowledge reserves and cultural differences; continue to explore how to integrate into Chinese cultural content, fully consider students' learning needs, and focus on students, combined with students' learning interests, design teaching content and teaching strategies, stimulate students to think diligently, and deeply understand the similarities and

differences between Chinese culture and Chinese and Western cultures. The introduction of Chinese culture in college English teaching not only helps to improve students' language ability and cross-cultural communication ability, but also helps to improve students' cultural communication ability and cultural confidence. The majority of teachers have certain teaching help and advice.

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