

University English and the Cultivation of Teenagers' National Consciousness

Juan Feng*

Basic Courses Teaching Center, Southwest Petroleum University, Nanchong, Sichuan, China.

* Corresponding Author

Abstract

University students are the future builders and successors of China, and they are an important force to inherit and innovate Chinese culture. Their cultural value orientation and cultural behavior will affect the future cultural development of the Chinese nation. Today, with the profound changes in the world structure, it is of great significance to cultivate and improve students' awareness of national image in teaching, so as to correctly grasp the relationship between China and foreign countries and tell the story of China. At present, under the background of globalization, the invasion and corrosion of foreign cultures, university students' values are facing serious challenges, leading to the phenomenon of lack of culture among university students. The new era and new historical background put forward new requirements for the higher education system, and cultivating cross-cultural ability to adapt to the new situation has become an important goal of educational reform. Under the multicultural background, this article analyzes the current situation of teenagers' national consciousness, innovates the educational concept and personnel training of English language teaching (ELT), and puts forward the training strategies of teenagers' national consciousness in ELT.

Keywords

English language teaching; Teenagers; National awareness cultivation.

1. Introduction

In recent years, people pay more and more attention to the importance of culture in ELT. Contemporary ELT attaches great importance to the cultivation of cross-cultural communicative competence, and regards cultural teaching as one of the important contents of ELT [1]. With the deepening of the "the belt and road initiative" initiative, language exchange has become the basis for exchanges and cooperation between different cultural backgrounds, and the demand for international English talents has become stronger and stronger from all walks of life. ELT in China has also increasingly emphasized the need to cultivate students' awareness of globalization and international vision [2]. University English course is not only a basic language knowledge course, but also a quality education course to broaden knowledge and understand world culture [3]. There must be different cultural forms between different cultures, and the differences of this cultural form are mainly displayed in the aspect of language, which is manifested in language differences and forms language and cultural consciousness [4]. University ELT not only pays attention to cultivating students' language knowledge and skills, but also pays more and more attention to cultural teaching, and takes cultivating students' humanistic quality and comprehensive quality as one of its important goals. Using English as a medium, university students can not only understand the customs, history, culture and way of thinking of western countries, but also express and spread China culture with English, thus further spreading China culture and China spirit to the world [5].

After a long period of English learning, university students will inevitably be influenced by the western culture, mainly British and American culture, and their cultural views and values will also be influenced or even "assimilated" to varying degrees [6]. A successful university ELT should not only enable students to understand pronunciation, grammar and vocabulary, but also enable students to master the social and cultural rules of language and be able to apply them in practice, so that students can have social and cultural abilities [7]. If in this process, there are not enough elements of China culture to penetrate, it will cause some students to blindly worship western culture, leading to a lack of self-confidence in China culture [8]. Cultural awareness has always played a very important role in university students' language learning. In the stage of learning English, university students can't learn English simply from the psychology of their own culture, but should take into account cultural awareness and truly understand language differences from cultural awareness [9]. Under the multicultural background, this article analyzes the current situation of the national consciousness of teenagers, innovates the educational concept and personnel training of university ELT, and puts forward the strategies for cultivating the national consciousness of teenagers in university ELT.

2. Present situation of ELT cross-cultural ability training

With the promotion of "the belt and road initiative" initiative and the acceleration of internationalization, it has become the general trend and academic consensus to cultivate students' international vision and intercultural communication ability. The imbalance of cultural ecology between the East and the West is serious in daily teaching, and the importance of national consciousness is not fully recognized. In the impact of diverse cultures, cultural differences between different countries and different societies have brought many influences to English learners. In this way, the communicative competence of university students, including communicating information, exchanging ideas and expressing feelings, has become a problem for English learners in the stage of English learning, which can not be ignored. As an important field of blending Chinese and Western cultures, ELT in China University has been undergoing changes, from the initial emphasis on instilling language knowledge to introducing social and cultural background knowledge of English-speaking countries, and then attaching importance to cultivating students' comprehensive English application ability, and now paying more and more attention to the cultivation of cross-cultural ability [10]. Traditional ELT in universities mostly adhere to the principles of knowledge-based and ability-based, focusing on the cultivation of English skills and application ability, ignoring the importance of value-building. Great changes have taken place in the historical background in the new era. Strengthening cultural self-confidence has become the guiding principle of national cultural construction in Socialism with Chinese characteristics period, and the objectives and methods of ELT cross-cultural ability training need to be adjusted accordingly.

In the concept of pluralistic culture, language plays a very important role, and the cultural changes reflected by language are tangible cultures that can be recorded. ELT in China University also needs to be reformed in light of the educational practice of university English. Only by formulating a series of teaching standards in light of students' learning practice can it play a guiding role. University ELT can improve teachers' own cultural literacy, enrich instructional resources and cultivate students' international vision. By comparing the similarities and differences between Chinese and western cultures, it can cultivate students' correct understanding of Chinese and western cultures and sensitivity to cross-cultural communication, so that students can have an international vision and eliminate the superiority of western culture and prejudice against China culture. The content of the textbook should be close to the students' real life. When making appropriate supplements to the textbook, teachers can also make appropriate choices about the content of the textbook according to the actual

situation. The completeness and systematicness of teaching materials should not be affected when they are supplemented or selected.

3. The significance of ELT in cultivating national awareness among teenagers in universities

University English course should cultivate students' intercultural communication ability. In the teaching process, we should not only absorb the essence of British and American culture, but also effectively spread China's excellent traditional culture, China's outstanding achievements in social development and socialist core values. With the input of English language, a large number of western cultural contents have entered the classroom, which has become a force that can not be ignored to influence students' cultural views, values and outlook on life. The timely and appropriate integration of China's cultural content is helpful to enhance students' awareness of cultural differences, their ability to dialectically understand Chinese and Western cultures, and their cultural self-confidence. From the perspective of international relations, national consciousness refers to citizens' maintenance of national economic interests, political interests, cultural interests and national security in the stage of international exchanges. From the perspective of political science, there is great commonality between national consciousness and national identity.

University ELT needs to integrate into China's excellent culture, strengthen the promotion and dissemination of Chinese culture, enable students to deeply understand Chinese civilization, improve their cultural self-confidence and cultivate their ability to express their mother tongue culture in English. Adhering to national consciousness in ELT is to give full play to the positive role of ELT in cultivating and enhancing national consciousness, balance the relationship between mother tongue and English, and enable ELT to effectively enhance national cognition, promote national identity and embody national will and socialist core values. Cultural self-confidence is the affirmation, inheritance and innovation of one's own culture in the multi-culture of the world, and it is a high affirmation of Chinese culture and way of thinking. In the stage of ELT in universities, teachers need to further promote China's excellent culture, enhance university students' national cultural feelings, establish their cultural self-confidence awareness, and thus cultivate university students' patriotic feelings.

4. Strategies for cultivating ELT national consciousness in universities

4.1. Teachers and students jointly establish national consciousness

Because many English teachers themselves have been influenced by the teaching of target language culture for many years, their learning of excellent China traditional culture is in a weakened state. The teaching of various courses in higher education can not be separated from this center, and university English courses should undertake more tasks in this regard because of their own characteristics and attributes. Only when English teachers have deep feelings for Chinese excellent traditional culture will they take the initiative to have a sense of cultural confidence in ELT. Teachers' traditional cultural literacy directly affects the structure, quality and connotation of students' cultural literacy. Teachers should constantly arm themselves with new knowledge and information, and should have a wider knowledge dimension. In addition to their professional English knowledge, they should do more in-depth research on Chinese and foreign political, economic and cultural phenomena. As shown in Figure 1, it is a university classroom integrated with traditional culture learning.



Figure 1 University classroom integrated with traditional culture learning

English teachers should attach great importance to students' ideological and cultural awareness in class, guide and inspire students to compare Chinese and western cultures effectively, and cultivate students' awareness of cultural self-confidence. If we adhere to the principle of moderation and relevance in the stage of compiling teaching materials and present some contents of China culture in the teaching materials in a systematic and orderly way, it will make the improvement of students' self-confidence in China culture more systematic and orderly. English teachers should have the awareness of their own national culture, take the initiative to think about their dual responsibilities in educating people while teaching English, consciously strengthen the cultivation of their own national culture, cultivate solid basic Chinese language skills and expressive ability, and deeply understand their own national culture.

4.2. Integration of classroom teaching and cultural self-confidence

It is an arduous task to improve teenagers' national consciousness through university ELT, which needs to start from all aspects of teaching, and also needs the joint efforts of teaching management departments and teaching participants including teachers and students. In ELT vocabulary teaching in universities, it is necessary not only to explain the usage and meaning of vocabulary, but also to integrate the cultural origin and social connotation of vocabulary into teaching. In text teaching, we should strengthen the analysis of cultural value orientation of articles and guide students to compare Chinese and western cultural values. Language is the carrier of culture, and it is also an integral part of culture. In order to learn and master English as a communication tool, students should not only learn and exchange advanced science and technology or professional information, but also learn about foreign societies and cultures, enhance their understanding of different cultures, and cultivate their intercultural communication ability. The innovative ELT system model is shown in Figure 2.

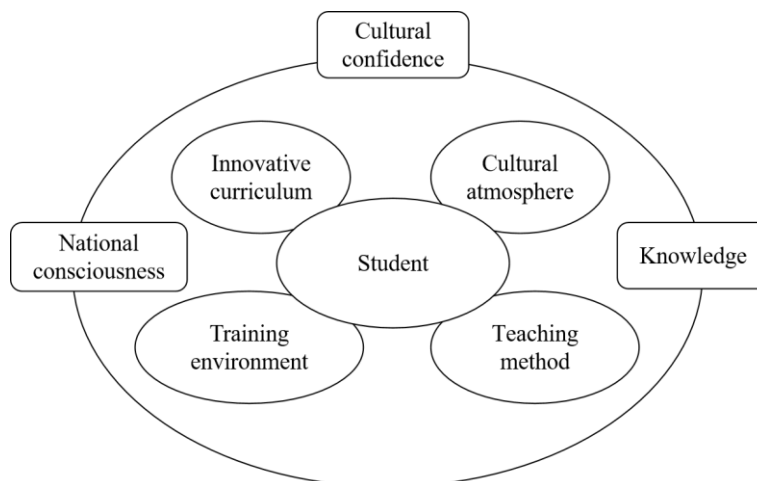


Figure 2 Innovative ELT system model

Teachers should dig deep into teaching materials based on cross-cultural theory; In compiling teaching materials, we should attach importance to the presentation and expression of Chinese excellent traditional culture, and integrate the materials that inherit the spirit of the Red Revolution, the stories that embody the essence of China culture and the achievements that reflect the development and changes of China into English teaching materials. Although university English course is a course with the main purpose of improving students' English language skills, in order to improve teenagers' national consciousness, it is necessary to integrate relevant China cultural elements in a timely and appropriate way according to the specific teaching content in the teaching process, so that students can know and experience the two cultures on the same platform, thus ensuring that they can form a correct sense of cultural differences.

5. Conclusions

Under the background of China's culture going abroad, English learners should not only master and use the English language skillfully, but also master their own language and culture, and enhance their recognition of excellent traditional culture and core values, so as to clearly understand the image of other countries and firmly and confidently maintain and construct the image of China. Under the background of economic globalization and multicultural vision, it is urgent for university students to establish a high degree of cultural self-confidence. At present, under the background of diversification, university ELT is facing many challenges, which requires teachers and students to actively reform their learning methods and strive to meet the development needs of the ever-changing social environment. University ELT should play an important role in cultivating university students' humanistic quality and cultural values, and integrate the cultivation of teenagers' national consciousness into university ELT. Facing the complicated domestic and international environment, ELT in universities should give full play to the leading role of national consciousness in curriculum ideology and politics, and enhance students' feelings of home and country by enhancing national awareness, strengthening national identity and establishing reasonable national expectations.

Acknowledgments

2023 Nanchong Social Science Planning Project (No. NC23B065).

References

- [1] Su Qin, Zuo Ju. Research on Language and Cultural Security in University English Education under the Dimension of National Consciousness [J]. Journal of Jingchu Institute of Technology, 2022, 37(1):8.
- [2] Huo Chang. Research on the Implicit Education of National Consciousness in University English Teaching from the Perspective of Curriculum Ideology [J]. Knowledge Economy, 2022(9):142-144.
- [3] Wang Yongchao. Implicit Education of "National Consciousness" in University English Course Ideological and Political Education [J]. Shipping Vocational Education, 2022, 10(2):64-66.
- [4] Yang Feng. Predicament of national consciousness in foreign language education, connotation structure and practical path [J]. Academic Abstracts of Liberal Arts in Colleges and Universities, 2022, 39(4):2.
- [5] Ye Xiaolan. Research on the path of improving cultural self-confidence based on university English teaching under the background of ideological and political education [J]. Industry and Technology Forum, 2022, 21(23):3.
- [6] Li Liwen. University English Classroom Teaching from the Perspective of Cultural Confidence [J]. Journal of Hezhou University, 2018, 34(2):4.
- [7] Tan Jianfeng. Research on Cultivating Cultural Self-confidence in University English Teaching [J]. Sino-foreign Communication, 2021, 028(001):447.
- [8] Yuan Xue. Exploration of cultivating students' cultural self-confidence in university English education [J]. Journal of Pu 'er University, 2022, 38(3):106-108.
- [9] Ju Chaoxi. Exploration of cultivating students' cultural self-confidence in university English education [J]. Journal of Hubei Open Vocational College, 2022, 35(21):188-190.
- [10] Wang Yongchao. Research on the Integration of 'Cultural Confidence' in University English Teaching from the Perspective of 'Curriculum Ideology and Politics' [J]. Journal of Jilin Radio and TV University, 2020(10):2.