

# Research on the Integration of Chinese Culture in College English Teaching under the Concept of OBE

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**Abstract:** The OBE concept is a teaching concept that has been highly valued and used in the field of higher education in recent years. This teaching concept is generally aimed at teaching results, which is also called “ability-oriented teaching” or “goal-oriented education”. The emergence of this teaching concept provides a new method and idea for the teaching mode of colleges and universities. In college English teaching in colleges and universities, if the concept of OBE is integrated and the Chinese culture and college English are integrated, it can not only achieve the teaching purpose of college English in colleges and universities, but also cultivate students’ cultural literacy and cultural thinking, and at the same time can establish a correct cultural learning values. Therefore, this paper conducts relevant research on the integration of Chinese culture in college English teaching under the concept of OBE, finds the current teaching status and gives targeted integration strategies.

**Keywords:** OBE Concept; Chinese Culture; College English Teaching; Integration Research

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## Introduction

Language does not exist alone, it exists above culture, it is a part of sacrificial culture, and it is also an important carrier for understanding culture. The two cannot be separated separately. Learning college English is actually about understanding foreign cultures, but at present, some colleges and universities focus on teaching foreign cultures, especially for the dissemination of foreign cultures, thus ignoring the importance of Chinese culture in English teaching, which leads to the cultivation of talents hinder students’ ability to communicate across cultures. Therefore, as a college English worker, we must pay attention to the integration of Chinese culture in college English teaching. Only by integrating the cultures of the two languages, can our country and other countries communicate more fluently.

## 1. Characteristics of OBE teaching philosophy

During the implementation of the OBE teaching concept, we focus on the following questions: What kind of learning outcomes do we want students to achieve; why we want students to achieve such learning outcomes; How to effectively help students achieve learning outcomes; And how to know that students have achieved these learning outcomes. Outcomes here refer to the comprehensive knowledge that students acquire after completing all courses, rather than the accumulation of previous learning. What the results contain is not just what students believe, understand, write down, and organize what they learn, but a process that is internalized to the depths of the mind and integrated with the brain’s existing knowledge systems. This result will not be a temporary performance, it should be long-term and persistent, or even permanent. These achievements have played a subtle role in the establishment and formation of students’ values, world outlook and outlook on life. Help students develop dialectical thinking; The ability to apply results into practice will continue to improve as students learn and experience first-hand, and the ability to translate results will have a higher survival rate. Outcome-oriented education emphasizes the combination of theory and practice, and focuses on practicality. Therefore, the results obtained in teaching are not only knowledge and theory, but also important content and skills for life. It should be noted that outcome-oriented teaching does not completely ignore the teaching process. The school mainly wants to design a relative curriculum through the evaluation of the results, so as to measure what kind of results students can achieve.

## **2. The importance of integrating Chinese culture into college English teaching**

### **2.1 To achieve purposeful teaching**

College English teaching is to provide a channel for students to actively learn about new languages and cultures. The purpose is to enrich oneself with language, acquire language ability, and use it to realize the value of life and serve the development of society. Therefore, in the process of English teaching, we should not let English “influence” students, but let students understand English and learn new culture while sticking to their original values and not forgetting their cultural roots. While imparting language knowledge, college English teaching shows students the extensive and profound excellent culture of the Chinese nation, which not only enhances students’ sense of identity with their own national culture, but also enables students to show their pride, which is especially true in the context of the new era important.

### **2.2 Inheritance of Chinese culture**

University is a stage of higher education, which itself undertakes the fundamental task of “cultivating morality and cultivating people”. The inheritance of Chinese culture is an important part of moral education. The inheritance of college English and Chinese culture is in the same direction. In the past teaching, most college teachers believed that college students have established a certain cultural value system. Living in the context of Chinese culture, students can strengthen their original aspirations without having to teach students to integrate with Chinese culture. However, considering the situation of college students in recent years, many college teachers realize that it is very important to teach Chinese culture to college students. Especially in the highly open social environment of the country, students are easily influenced by external culture. College English workers should strengthen the teaching of Chinese culture when teaching, so that students can correctly understand Western culture and inherit Chinese culture.

## **3. Current situation of college English teaching**

### **3.1 Excessive emphasis on teaching English skills**

English is a language that is both instrumental and humanistic. For a long time, English has been widely used in international communication and is one of the languages recognized by the United Nations for international communication. Therefore, our country attaches great importance to the tool attribute of language. In order to gain the advantages of science and technology and economic development, our country has set up English majors in colleges and universities, taking English as a public university course, aiming to cultivate more English language talents and serve the country’s economic and technological development in the future. However, in the actual teaching process, some teachers pay too much attention to the teaching of English skills and ignore cultural penetration, which leads to the lack of cultural teaching in college English teaching, and the humanities of English have not been paid attention to. Although they can cultivate functional language talents, but it is impossible to cultivate a real master of the language.

### **3.2 Cultural teaching is biased**

With the development of various ideological and political courses in colleges and universities, cultural teaching has also received more and more attention in language teaching. However, this awakening of cultural awareness is one-sided. Many teachers only pay attention to the penetration of Western culture, so that students can be infinitely close to Western culture and understand Western culture, but ignore the English expression of local culture, which leads to some students’ ideological deviation. Therefore, the society often has a negative evaluation of English teaching. college English workers should pay attention to the integration of Chinese culture and English teaching, compare with students’ original cultural awareness, and

promote students to form family feelings and humanistic care through western culture. It can enrich language knowledge, broaden cultural horizons, promote Chinese culture, and complete the purpose of college English teaching.

## **4. Strategies for the integration of Chinese culture and English teaching under the OBE teaching concept**

### **4.1 Pay attention to the influence of Chinese culture and determine the teaching results**

The cultivation of talents in higher education should not only meet the needs of students and parents, but also take into account the needs of schools and society. Therefore, teaching outcomes should not only include the ability to communicate in English, but also help students learn and develop correct values. In the setting of college English teaching goals, in addition to focusing on various knowledge and skills of the English language, it also emphasizes the emotions and values contained in the language itself, and guides students to establish a correct view of culture, nation and country. As contemporary college students, we must firmly establish the idea of socialism with Chinese characteristics, integrate ideological and political elements into college English classroom teaching, show students the broad and profound excellent culture of the Chinese nation, enhance students' sense of identity and pride in their own national culture, reduce ambiguous and immutable. Chinese culture is people-oriented, emphasizing self-discipline, and establishing cultural self-confidence will help solve the problem of moral decline in Chinese society. In the process of learning English, college students will inevitably have a certain interest in western culture. When teachers find that students are interested, if they can integrate Chinese culture into it, they can let students compare western culture from the perspective of Chinese culture and analyze the two. To deepen the sense of identity of one's own national culture.

### **4.2 Build a knowledge system and shape core values**

The outcome of OBE is a manifestation of capabilities, and these capabilities need to be delivered through the creation of knowledge systems. The competency system and the knowledge system are the ultimate goals of each other. The cultivation of talents with each ability needs the support of the knowledge system, and any kind of ability is the result of knowledge transformation.

College English culture learning is to let students use English as a window to understand the development of the world and use English skills to promote the development of the country. Values are very important in college English teaching. University application teachers guide students to contact western culture, and in the process of mastering English, introduce them to Chinese culture, so as to achieve cultural integration and help students reshape their values. However, this kind of remodeling is not without direction. It should take Chinese culture as the root, learn to absorb the excellent values of Western culture, and help students establish a knowledge system and modern values that integrate Chinese and Western cultures. Let any part of the knowledge system contribute to shaping values.

## **5. Conclusion**

In the current society, various cultures are intermingled. Students are the hope of the country's future and the future of the country. Their cultural awareness and value orientation affect the development of society all the time. In college English teaching, English workers should shoulder the mission of subject teaching and integrating into Chinese culture, so that students do not lose themselves while accepting western culture, absorb excellent cultural knowledge, enrich personal knowledge reserves, and strengthen cultural values. The ultimate goal of integrating Chinese culture into college English teaching under the OBE concept.

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