

A Study on the Present Situation of "Chinese Cultural Aphasia" in English Education in China

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Abstract: With the deepening reform of China's education, there is a serious lack of Chinese cultural elements in English education. The phenomenon of "Chinese Cultural Aphasia" is becoming more and more obvious. This paper takes the current situation of "Chinese Cultural Aphasia" in English education as the research object, bases on the current situation of English education, adheres to the educational goal of "building virtue and cultivating people", excavates the educational value in English curriculum, adheres to the principle of innovation, and adjust and optimize the English curriculum system in English education, in order to improve students' ability to express Chinese culture in English through various channels, truly realize English education in the context of the new era, and cultivate a new generation of young people with national self-confidence and the spread of Chinese culture.

Keywords: English Education, Chinese Culture Aphasia, Cultural Value

1. The causes of "Chinese cultural aphasia" in English education

According to relevant data, from 2016 to 2020, the proportion of Chinese cultural elements in China's college entrance examination English tests accounted for 15%, and the proportion of Chinese traditional culture was even less. The reason of Chinese cultural aphasia in English education is the result of the interaction of social environment and teaching environment. In the context of globalization, cultural exchanges among countries are increasing day by day. Due to the impact of China's education system, teachers will devote more energy and time to improving students' listening, speaking, reading and writing abilities, and ignore traditional cultural education for students. Although many students have a certain level of English and can communicate with foreign people, they do not have a relatively high level of cultural literacy and cannot accurately express local culture and customs, Finally, the input of Western ideology and culture is stronger than the output of Chinese traditional culture, and the phenomenon of "Chinese cultural aphasia" is gradually aggravated. This is due to the lack of traditional cultural elements in English textbooks and the lack of emphasis on traditional cultural knowledge in the content of English teacher education, which leads to the lack of cultural education awareness of English teachers and the failure to integrate cultural education into the curriculum. Due to the unique nature of the English subject, most teachers attach importance to cultivating students' cross-cultural awareness. However, in this process, teachers have not discussed the training strategies in depth, so it is difficult to grasp the scale of foreign culture input, which leads to the neglect of Chinese culture and the excessive promotion of foreign culture, leaving Chinese culture at a disadvantage for a long time. This is an important reason affecting students' future development.

2. The necessity of changing the phenomenon of "Chinese cultural aphasia"

Since the 18th National Congress of the Communist Party of China, our country has paid more and more attention to cultural self-confidence. The Resolution of the Central Committee of the Communist Party of China on the Major Achievements and Historical Experience of the Party's Hundred Years' Struggle once again affirmed that cultural self-confidence has fundamental significance for the development of a country and a nation. English education is closely related to the national cultural security and the values of the new generation of teenagers. According to the survey, Chinese English textbooks lack Chinese cultural elements and focus on English language learning and foreign culture. Under the influence of textbooks, teachers' failure to coordinate the teaching contents of Chinese culture and foreign culture will affect students'

establishment of correct cultural values and weaken teenagers' sense of national identity and cultural self-confidence. Without a high degree of cultural self-confidence and cultural prosperity, it will be difficult to achieve the historical task of the great rejuvenation of the Chinese nation. As the language carrier of cultural transmission, English education should be periodically evaluated, more traditional Chinese cultural content should be added to the curriculum, the English education system should be adjusted with high standards, and the phenomenon of "Chinese cultural aphasia" should be improved. Under such an overall educational situation, China's English education, on the premise of respecting cultural diversity, takes a rational attitude towards the export of foreign culture, pays attention to the cultivation of cultural self-confidence, and strengthens cultural safety education. The classroom content should be rooted in the socialist core values, join the Chinese traditional culture education, and cultivate a new generation of young people with a sense of national pride.

3. Countermeasures to change the current situation of "Chinese cultural aphasia" in English education

The reason for the phenomenon of "Chinese cultural aphasia" is the result of the dual influence of social environment and learning environment. The relevant education departments should objectively analyze the educational environment system in different regions, put forward relevant measures, and build a multi-dimensional integration system of English education and Chinese culture from the characteristics of the English subject, so as to promote the further improvement of the English curriculum system.

3.1 Adhering to goal orientation and tapping the cultural value of English curriculum

The ideological and political teaching goal of the English course is always to "build virtue and cultivate people", and the core point of education is how to transform students' cultural knowledge into internal student literacy. In the context of the new era, the key to building a diversified English curriculum system is to tap the cultural value of the English discipline in all aspects. According to the humanistic and cross-cultural characteristics of the English discipline, we should integrate the teaching concept and Chinese traditional culture into the English curriculum, flexibly use the fragmented curriculum resources in the teaching materials, and implement the cultivation of cultural awareness and the learning of English theoretical knowledge into the English classroom. English teachers are not aware of cultivating students' traditional culture and seldom use English to describe Chinese culture in class. Teachers should consciously select the materials related to the subject of the course as a supplement, and let students learn Chinese cultural knowledge in the English classroom through guided teaching. When screening Chinese cultural knowledge, it is necessary to select Chinese cultural materials that students are interested in, stimulate students' internal motivation for learning in various forms, such as video, pictures, music, etc., and mobilize students' enthusiasm. Secondly, teachers can translate Chinese proverbs, popular words and beautiful poems into English to lead students in their daily learning. Based on this, we should establish the awareness of national cultural security, add the content of traditional culture to the assessment, and add the content of Chinese traditional culture to the English textbooks by stages. The school should implement the educational concept of "lifelong learning" and regularly organize in-service teachers to participate in training and further study. It can further improve the understanding of Chinese culture by observing excellent teachers' classes, exchanging experience with excellent teachers, participating in overseas study visits, browsing Chinese traditional culture websites, etc., which will help teachers understand the cultural differences between China and the west, truly "take the essence and discard the dross", and change the teaching methods of English teachers to cultivate teachers who are familiar with Chinese culture.

3.2 Adhering to the principle of innovation and reform the English curriculum system and teaching materials

Adhere to the principle of innovation as the guide to further deepen the reform of China's English education curriculum. We should not only pay attention to inheriting the successful experience of China's English curriculum reform, but also fully learn from the achievements of international curriculum reform, update the concept of English education, and build an English curriculum system that can reflect China's characteristics. In Japan's education system, we should build students' emotional attribution through cultural knowledge, take the curriculum as the carrier of inheriting traditional culture, and ensure the "traditional culture course" in the form of legislation. This practice is worth learning from. English teaching materials are the knowledge carrier of the course, and also affect the teaching results. Therefore, English education needs to be continuously improved to increase the proportion of Chinese traditional cultural knowledge, increase students' sense of learning experience of Chinese culture in English learning, and improve students' cultural discrimination and interpretation ability. English education is divided into different stages, and the Chinese cultural knowledge in the textbooks is sorted out and classified based on the teaching materials. The relevant Chinese traditional cultural knowledge is supplemented according to the cognitive level of students in primary school, junior high school, senior high school, university and other different stages. In the process of curriculum reform, we should respect differences, face all students, consider the physical and mental development characteristics of adolescents at different ages and learning stages, and improve the adaptability and universality of the curriculum; According to the needs of students' own development and social development, we should clarify the educational objectives of English education, focus on the development of students' core qualities, based on the current situation of English education and traditional culture education in China, create new ways to transform traditional values, and add multiple Chinese cultural elements to the curriculum system, so as to explore the systematic English education curriculum system in a variety of ways, and cultivate students' patriotism, national self-confidence social responsibility and practical ability to lay a good foundation for participating in the construction of the motherland; English curriculum system should be closely linked with practice, strengthen the practice of curriculum and social life, and infiltrate moral education into English curriculum.

4. Conclusion

The task of English education in the new era is to cultivate a new generation of young people with cross-cultural awareness and people's pride. It has become a general trend to add Chinese traditional cultural knowledge to English education. The improvement of English education can be started from four aspects: textbook compilation, curriculum, classroom teaching and teachers' professional level. Its core point is to fully tap the cultural value of English subject guided by the training goal of "building virtue and cultivating people" in the new era. The content in the classroom should take into account both Chinese and western traditional culture. Secondly, we should adhere to the principle of innovation, and reform the English curriculum system and teaching materials, so as to improve the phenomenon of "Chinese cultural aphasia" from multiple dimensions, and better spread China's excellent traditional culture.

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