

An Analysis of the Strategy of Infiltrating Traditional Culture into English Teaching in Senior High School

Yuhan Xiao

Chongqing Normal University Foreign Business School, Chongqing 408527, China.

Abstract: In the context of economic globalization, the English curriculum teaching in senior high school has increasingly highlighted its important role, but in the English curriculum teaching in senior high school, the most troublesome thing for English teachers is how to promote the improvement of teaching efficiency. As a basic course, high school English teaching should not only cultivate students' ability to understand and apply knowledge, but also pay attention to the cultivation of students' humanistic and moral qualities. However, as for the current English education and teaching in senior high school, the most prominent problem is the lack of traditional culture in teaching, which also leads to the poor effect of English learning. This requires the majority of senior high school English educators to properly guide students according to their actual situation. In view of this, the author explores the penetration of traditional culture in English teaching in senior high school.

Keywords: High School English Teaching; Traditional Culture; Penetration Strategy

Introduction

A large number of documents have proved that China's traditional culture, with a history of at least five thousand years, has a profound cultural heritage, so it has a far-reaching influence in the world and is the main spiritual and cultural wealth to help improve the national quality of our country. At present, China's education reform is deepening, and the concept of quality education is deeply rooted in the hearts of the people, putting forward higher requirements for the comprehensive quality of high school students. Therefore, it is an important goal in current English teaching in senior high schools to implant traditional cultural elements into basic education, pay attention to cultural literacy training at the student stage, and cultivate talents with all-round development. Integrating traditional culture into senior high school English teaching has important teaching advantages, which can promote the development of students' thinking, keep students' learning enthusiasm and ultimately improve their English learning level.

1. The significance of infiltrating traditional culture in English teaching

Under the background of the new curriculum reform, the goal of English curriculum in senior high school is that students can communicate across cultures and form English skills. China is an ancient civilization with a long history. Its long cultural heritage has deeply affected people's ideological and moral quality, and left us a rich cultural heritage. Therefore, in daily English teaching, teachers need to introduce traditional culture. This is also in line with the need for quality development in the new curriculum reform. Through the infiltration of traditional culture into teaching, we can build a superior cultural teaching environment, promote students to strengthen their national identity awareness and sense of responsibility in learning, and strengthen their national cultural self-confidence. The penetration of traditional culture into English teaching can not only enhance students' language skills, but also enable students to form cross-cultural communication ability, improve comprehensive literacy, and form cultural appreciation ability, so as to help students achieve development.

2. Strategies of infiltrating traditional culture into senior high school English teaching

2.1 Excavate textbooks and find the entry point of traditional culture

Under the background of the new curriculum reform education and teaching, it is necessary for English teachers in senior high school to conduct in-depth exploration of English teaching materials and make appropriate adjustments to the teaching content of English teaching materials, so as to find a starting point for the penetration of traditional culture in teaching and let students roam freely in the English teaching classroom. For example, when teaching vocabulary, teachers can make a good vocabulary learning plan for students and open a bridge between Chinese and Western cultures. When the teacher explains western festivals, customs and other contents, the teacher can introduce the traditional cultural festivals in China. After introducing the origin of the traditional cultural festivals in China, the teacher can ask the students to tell the origin of the festivals and the stories behind the culture, so as to improve the students' understanding of cultural knowledge.

2.2 Effectively infiltrate traditional culture through homework

After-class homework is an effective way for students to consolidate their English knowledge. It can also help students to penetrate traditional culture with the help of after-class homework. After-class homework can not only improve teachers' teaching efficiency, but also promote students' understanding and absorption of what they have learned. Therefore, teachers can collect and sort out the after-class homework as a carrier of culture, and allow students to collect relevant materials through the Internet or to the library for sorting out. In the process of collection and collation, students can really realize the charm contained in our traditional culture. Teachers can also divide learning groups for students, and the tasks assigned by each group to learn and collect traditional culture are also different. For example, some groups can collect knowledge about traditional festivals, while others can collect knowledge about traditional etiquette in China. After the student group completes the task, it can be displayed in the class. And introduce and exchange the collected cultural data. Through cooperation and exchange, students will form a shared learning of traditional cultural knowledge. In addition, students can also obtain many new discoveries in the process of collecting and sorting out traditional cultural knowledge. In order to effectively strengthen the results of students' exploration, teachers can also design some questions to understand the students' grasp of traditional cultural knowledge, especially when learning the content in the textbook, teachers can combine the text content to ask students questions, so that students can master the text knowledge content.

For example, when the teacher leads the students to learn the knowledge "History and traditions", it is expected that the students will have a deeper understanding of China's traditional culture through comparison. Teachers can make comparative analysis according to the cultural differences between different countries, and students can naturally grasp the traditional culture of our country through comparison. The teacher can guide and complete the task of collecting after-class learning resources assigned by the teacher. After the students collect, they will sort the collected resources into materials and write a cultural report. In order to make the students' comparative analysis more effective, the teacher also arranged the inquiry questions after class to guide the students to achieve more complete independent exploration through the questions. The questions are as follows: Our country has a long history, so do you know what kind of traditional culture our country has? Can you introduce these traditional cultures in detail? What traditional festivals are there in China? How did these traditional festivals come into being? What are the traditional festivals in the United States and Britain? How do you think they are different from those in China? Please compare and analyze. By completing such assignments, students can have a deep understanding of our culture and form a sense of national cultural pride.

2.3 Effectively infiltrate traditional culture through classroom interaction

At present, most senior Chinese students do not fully understand traditional culture. At the same time, we cannot understand the rich spiritual connotation contained in our excellent traditional culture. In this context, teachers need to think about how to inherit our traditional culture through the teaching of English history in senior high school. Classroom is the main way for students to learn English knowledge, so infiltrating traditional culture into senior high school students needs to

be carried out in English classroom teaching. In teaching practice, teachers should actively communicate with students and choose appropriate teaching methods according to the actual situation of students to promote classroom interaction. Through classroom interaction, students are encouraged to feel the charm of traditional culture, recognize the differences between Chinese culture and foreign culture, and then have a deeper understanding of the advantages of Chinese traditional culture.

For example, when teachers guide students to learn "Festivals and Celebrations", in order to help students better form their understanding of the article, teachers need to design some questions for everyone to explore together. The questions are as follows: What are the traditional festivals in our country and what do you know about the traditional festivals in foreign countries? Do you know how people celebrate the traditional festivals you mentioned? Please explain the differences between different festivals. At the same time, teachers can also let students explore and communicate independently. After experiencing such classroom interactive learning, students can naturally have a deep study and understanding of China's traditional culture, recognize the advantages of culture, improve students' cultural literacy, and provide a basis for subsequent traditional culture infiltration teaching.

2.4 Use writing to deepen students' cultural impression

English writing is also the key teaching content in English teaching. At present, there are many problems in English teaching in our country, especially for high school education, English writing has always been a big problem. Many high school students have a headache in English writing, and the writing effect is poor. The main reason is that they lack good cultural background. Therefore, English teachers should awaken senior high school students to use traditional cultural materials to write compositions, so as to strengthen students' understanding of traditional culture and composition writing level. In writing teaching, teachers need to select materials related to traditional culture to help students write high-quality articles with their own knowledge reserves. Students can collect materials in various ways. After the students present their works, teachers also need to evaluate, refine the introduction of traditional culture in the evaluation, and innovate in combination with the students' topics, help students sort out the ideas of the article, improve the students' language expression ability, and let students form good learning habits. Introducing traditional culture into writing is also conducive to students' cultural comparison and improving the international competitiveness of traditional culture.

For example, teachers can assign English writing tasks to students and guide students around the theme: What kind of traditional culture do you like in our country? What other foreign traditional culture or custom do you like? Can be compared and analyzed. At this time, students can independently explore and actively collect relevant materials, enhance their understanding of cultural differences, and enhance their cultural literacy and comprehensive English ability while improving their English writing ability.

Conclusion

In short, in the English curriculum teaching in senior high school, teachers need to pay attention to the actual needs of English teaching proposed by the new curriculum reform, and pay attention to the cultivation of students' quality while teaching English knowledge. Traditional culture is the main material to help students form cultural literacy. Therefore, teachers need to infiltrate traditional culture in the teaching process, let students collect traditional cultural resources through various ways, and carry out comparative study of traditional culture in the assignments assigned by teachers and writing learning. In this way, students can form good cultural literacy, improve traditional English teaching methods, make English teaching more dynamic, and strengthen students' cultural self-confidence.

References

- [1] Wu YB, Wen HL. Research on the Infiltration of Traditional Culture in Senior High School English Teaching [J]. *China Off-school Education*, 2019 (08): 88-89.
- [2] Liu D. Basic Strategies for Infiltrating Chinese Traditional Culture in Senior High School English Teaching [J]. *Academic Weekly*, 2019 (10): 56.
- [3] Cai XG. Basic Strategies for Infiltrating Chinese Traditional Culture in Senior High School English Teaching [J]. *Contemporary Family Education*, 2019 (05): 170.