

# Study on Integration of Chinese Revolutionary Culture into College English Teaching

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**Abstract:** This paper analyzed current situation related to the study and identified the existing problems concerning the integration of Chinese revolutionary culture into college English teaching. In view of the problems, the paper suggests that: 1) besides the revolutionary culture elements in the teaching materials, the regional “red” heritage should also be fully explored and integrated into the teaching contents; 2) smart teaching tools and online-and-offline mixed teaching methods should be integrated into the teaching process.

**Keywords:** Chinese revolutionary culture; College English teaching; Integration

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## 1. Introduction

History is the best textbook, and our Party has always attached great importance to the study and education of Chinese culture. The report of the 20th National Congress of the Communist Party of China pointed out that to build cultural confidence and strength, we should take the core socialist values as the guide, carry forward fine traditional Chinese culture, promote revolutionary culture, develop advanced socialist culture, and continuously grow China’s cultural soft power and the appeal of Chinese culture. Revolutionary culture is a material and spiritual symbol system created the people under the leadership of CPC during the years of revolutionary war, which reflects the core values of the Party and the People’s Army. It is a new form of culture formed by the combination of fine traditional Chinese culture and Marxism, and is also an important source of advanced socialist culture. (Liu, 2023) College students are the builders of Socialism with Chinese characteristics, inheritors of China’s history and culture, and important carriers of China’s social development and innovation. However, under the impact of economic globalization, information diversification and cultural diversity, the cultural identity among college students has been increasingly weakened. As Chinese revolutionary culture provides rich educational resources, it can be integrated into the higher education effectively and extensively. Since college English course has been playing a role of the “main channel” in the moral education of college students, it shoulders the responsibility of cultivating the young students’ morality in cross-cultural integration and collision, guiding them to foster patriotism, promote cultural confidence, and build up the capacity in international communication so as to tell China’s stories well and make the voice of China heard.

## 2. Analysis of current situation related to the study

### 2.1 Current Situation of Contemporary College Students’ Cultural Self-confidence

Many scholars of higher education have conducted surveys on the current situation of college students’ cultural self-confidence. (Huang,2019; Zhang,2023) From the macro level, the results show that most college students have a preliminary understanding of cultural confidence and a strong sense of belonging to their own culture, displaying a high degree of cultural identity. However, from the micro level, they lack the knowledge concerning the rich Chinese cultural deposits which in turns leads to a trend of blind cultural

obedience in the face of multiculturalism. Besides, some college students pay more attention to their own future planning, failing to integrate their personal development into the development of the country, and ignoring the mission of inheritance and the obligation of promoting the national culture of the motherland as young people.

## **2.2 Current situation of Chinese revolutionary culture education in college English teaching.**

The education of Chinese revolutionary culture in colleges and universities is mostly conducted in the ideological-political courses. In recent years, the college English course has been playing an increasingly important role in cultivating students' morality, enhancing their sense of mission and responsibility, especially in the context of cross-cultural communication. Chinese culture integration into English teaching in the classroom is highly advocated and valued.

However, there are still some problems. In terms of teaching materials, the Chinese culture represented in the commonly used college English textbooks mainly compromises traditional culture and contemporary culture, but with little attention to revolutionary culture.(Zhang, 2020) In terms of teaching methods, the teacher-dominated teaching mode has still been widely used for imparting the revolutionary culture. Although this traditional one-to-many teaching model can complete the knowledge transfer, it cannot be measured whether the knowledge has been learned, accepted, and recognized by the students. Students lack the interest in learning, which leads to poor learning effect.

## **3. Integration of Chinese Revolutionary Culture into College English Teaching**

### **3.1 What to integrate**

“What to integrate” is the primary issue in strengthening the education of Chinese revolutionary culture learning for college students. Revolutionary culture refers to the culture built by the Chinese people in the great struggle under the leadership of the CPC, guided by Marxism, with “revolution” as the spiritual core and value orientation, inheriting the fine traditional culture of China and drawing on the achievements of the world's excellent civilizations.(Zhu, 2019) The CPC development history includes not only the history of practice and struggle in the process of Party building, revolution, construction and reform, but also the history of our Party's continuous adaptation and innovation of Marxist theory.

From a general perspective, revolutionary culture is consistent with “red” culture in essence including historical relics, spiritual imprints, and cultural treasures, which is highly compatible with value orientation and spiritual implications of ideological-political courses in colleges and universities. Therefore, in the process of promoting the education of Chinese revolutionary culture, the interpretation of major historical events, historical figures and great historical spirit is an indispensable part which should be included into the teaching contents. Besides, at different stages when the CPC led the people to carry out revolution, different manifestations of revolutionary spirit had been formed, such as the Red Boat Spirit, the Jinggang Mountain Spirit, the Long March Spirit, the Yan'an Spirit, etc. By publicizing and learning revolutionary spirit, the education on the “red” traditions can be accomplished so as to consolidate and enhance students' ideals and convictions.

From a specific perspective, all the “red” resources in and out of textbooks should be fully explored and utilized. As mentioned in the previous part, the representation of revolutionary culture in the textbooks generally used in college English teaching is very limited. It is necessary to integrate other “red” resources into the classroom teaching, in which regional red heritage and campus red elements should be highlighted. Take our university and its location as examples. Shenyang, as one of the central cities in Northeast China, has a profound historical and cultural heritage. It is not only the birthplace of prehistoric civilization, but also the place where important events occurred in the process of Chinese revolutionary history, especially the rich historical cultural resources of the Anti-Japanese War. Anti-Japanese heroes such as Zhao Yiman and Yang Jingyu left moving stories of indomitable spirit, and the anti-Japanese general Chang Hsueh-liang left unyielding stories of fighting for the reunification of the country. Our university has more than 70 years of history, which is a period of “red” history worthy of tracing back. There are many red memories left in history on the campus, such as the red cultural landscape belt, the monument and relics of the Russo-Japanese War, Lei Feng Courtyard, the architectural museum, and the school history museum. The integration of these historical treasures into the college English teaching will effectively enhance the learning of the Chinese revolutionary culture. In this sense, both the teaching contents and the teaching channels have been broadened.

### **3.2 How to integrate**

The college English course, with its unique language advantages, plays a role of “the main channel” in moral education of “spreading Chinese culture and telling Chinese stories well”. The construction of such a moral education system with an focus on Chinese revolutionary culture provides very important spiritual nourishment for college students in the new era of information technology and multicultural trends.

In specific teaching practices, with the help of modern information technology, a comprehensive teaching model combining online and offline is adopted. Smart teaching tools such as “Rain Classroom” and “Learning Cloud” are used to make the learning ubiquitous and accessible. Learning resources are also multiple. Besides the textbooks and its related online learning platforms, cross-school-study learning mode has been applied for the rich MOOC resources can satisfy the diverse learning needs. Flipped class model is applied to classroom teaching to enhance the revolutionary culture education for it allows more participation of the students and more interaction between the teacher and the students, which can give full play to the mixed teaching method and to the greatest extent motivate the students’ learning interests.

#### **4. Conclusion**

Chinese revolutionary culture is an integral part of Chinese culture, in which the “red” heritage and stories of revolutionary heroes are valuable resources to strengthen the cultural self-confidence of the young generation. One important task of college English teaching is to integrate the moral education into the language teaching and to improve students’ ability to tell Chinese stories well. Targeting the problems of weak representation of Chinese revolutionary culture in the college English textbooks and monotonous teaching methods, the paper tends to achieve the integration from two aspects. One is to fully explore “red” heritage with regional characteristics, the other is to utilize diverse smart teaching tools and online resources with the help of modern information technology.

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