

Research on the Integration Methods of Excellent Traditional Chinese Culture in College English Teaching

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Abstract: Language does not exist in isolation, it is the carrier of culture and has an inseparable connection with culture. This article explains the important significance of integrating college English education with traditional Chinese culture, and analyzes the current situation of integrating college English teaching with traditional Chinese culture in the context of the new era. Suggestions for integrating traditional Chinese culture into college English education are proposed, aiming to provide reference for the reform of college English teaching.

Keywords: College English; Chinese traditional culture; Cross cultural exchange

Currently, excellent traditional Chinese culture is receiving much attention. In addition to achieving the goal of improving students' English language learning and communication skills, college English teaching also needs to guide students to examine Chinese and Western cultures with a dialectical perspective. Innovating the content and methods of college English teaching can help cultivate high-quality and outstanding talents.

Words carry the Way, and the Way is achieved through words. English learning is not only about improving language skills, but also an important way to express cultural background and inherit cultural values. Universities should carry out top-level design and planning of English teaching content, integrating traditional Chinese cultural elements and values into university English teaching, accurately showcasing the differences between Chinese and Western cultures, helping students deepen their understanding of English knowledge, understand the essence and charm of local culture, and further enhance national pride. Teachers need to pay attention to the integration of Chinese and Western cultures, organically combining mother tongue culture and English culture, rather than simply piecing together the two cultural elements. In this way, the value of college English education can be better reflected.

1. Empowering Experiential Cultural Teaching Design with Digital Intelligence Technology

From the perspective of activity theory, learners apply external social rules and behavior patterns to social activities, obtain responses and feedback from participants in practice, and further improve internalized knowledge. Experiential cultural teaching is an important teaching method to enhance cultural understanding. Based on the constructivist learning perspective, it guides students to experience the real cultural environment and improve their cognition in the process of experiencing culture. This study proposes an experiential teaching model for the external dissemination of Chinese culture, which includes five stages: input, attention, output, reflection, and improvement. In the input stage, cultural connotation and vocabulary teaching are the stages of cultural knowledge input. Then guide students to recognize and pay attention to cultural phenomena, and teachers can use digital technology to guide students to experience Chinese cultural elements. In the output stage, students applying modern technology to create Chinese cultural content narrated in English can help achieve knowledge internalization and cultivate their self-learning ability in the process of independent construction. In the reflection stage, students post Chinese culture videos on online platforms to obtain feedback from their classmates and the internet. This not only helps students improve the content, but also tests the effectiveness of communication, allowing them to understand the effectiveness of external communication.

2. Balancing explicit and implicit cultures, enhancing national cultural confidence

In the experiential cultural teaching model, due to the instrumental nature of language education, teaching related to Chinese culture tends to stay at the translation of cultural vocabulary, stuffing code switching into teaching, limiting understanding of Chinese culture to superficial vocabulary translation, ignoring the interpretation of explicit cultural connotations, lacking a profound understanding of the underlying logic of culture, and weakening the effectiveness of external cultural dissemination.

Culture is a product of collective cognition, experience, and experience, and its structural features exhibit onion like patterns. The tra-

ditional Chinese cultural system is from the outside in, with the outermost symbols involving physical contexts, such as traditional Chinese architecture, cuisine, traditional clothing, and other lifestyles. The second layer mainly involves heroic figures and the spirits they represent, including mythological figures, folk legends, etc. The third layer is cultural rituals, involving folk customs, traditional festivals, body language, etc. The innermost layer is the core layer, which also involves the value system of Chinese cultural connotations centered on Confucianism, Buddhism, and Taoism, forming the implicit dimension of Chinese culture. Explicit culture is the material and behavioral carrier of implicit culture, and implicit culture is the basic logic of various behavioral habits, both of which are indispensable. For the teaching of the core values of traditional Chinese culture, English works exploring Chinese culture can be used, such as Lin Yutang's "The End of Life" which explores the philosophical views of Chinese culture. Using Chinese culture as a reading material in English teaching can help students understand its connotations during the process of language learning.

3.Implementing meaning negotiation centered on the learner community

The perspective of activity theory advocates adopting a constructivist learning perspective, where learners construct knowledge through meaningful negotiation and interaction, rather than a passive process of acceptance. From a constructivist perspective, even within the same group, culture is not static, but constantly changing. Cultural learners not only understand different cultural perspectives, but also interact with social reality from their own perspective, understanding culture from a personal cognitive perspective. The constructivist cognitive approach is in line with the goal of integrating Chinese culture into college English teaching. The goal of integrating Chinese culture into university English teaching is for learners to use the instrumental nature of English to tell Chinese stories well. The constructivist cultural teaching concept is not only about transferring knowledge to students, but also guiding students to participate in cultural experiences, empowering learners to experience themselves and interact with the external world. The use of communicative teaching method and task-based communicative approach in experiential cultural teaching is more in line with its teaching objectives. Teachers can use Chinese cultural elements as content, design tasks with the purpose of dissemination, guide students to use English to explain Chinese culture in mutual assistance and cooperation, and enable students to internalize knowledge in the process of meaning negotiation.

College English teaching activities are typical cognitive activities based on intermediary tools. Under the framework of activity theory, the subject is the individual or group participating in the activity. In the teaching mechanism that integrates Chinese culture, students are important subjects in the teaching activity unit, and teachers are auxiliary subjects guiding and organizing students to successfully achieve cognitive activities. The object is the object operated or processed by the subject, aimed at creating physical or spiritual products. In classroom practice, the cognitive object of students refers to the ability to apply English to achieve the dissemination of Chinese culture to the outside world, which is the goal of classroom teaching. Intermediary products are physical and symbolic tools used by subjects in the process of transforming objects into cognitive outcomes. The teaching hardware, network and other virtual resources that English learners can access are important intermediaries in their cognitive process. Community is a common participant in teaching activities, including teachers, learners, educational managers, and other common participants in teaching activities. Rules are the rules that coordinate teaching activities, mainly including classroom management rules, teaching management rules, etc. Division of labor refers to the tasks undertaken by each participant in teaching activities. The interaction of various elements achieves a good effect of cultural education.

4.Creating a fun classroom to exercise students' listening and speaking abilities

Teachers should stimulate students' enthusiasm for exploring traditional Chinese culture, create interesting classrooms, exercise their English communication skills, and improve their listening and speaking abilities. For example, teachers can choose themes that can stimulate students' interest in exploration, hold themed cultural English debate competitions, and ask students to complete learning tasks through active communication. In the process of students searching for supporting materials for debate and organizing debate language, teachers should effectively mobilize their English critical thinking, guide them to explore the connection between traditional Chinese culture and Western culture, promote the development of their English communication and listening and speaking abilities, and achieve ideal learning results.

College English teachers can use language comparison and cultural comparison methods to guide students to understand the differences and connections between two languages and cultures, understand the underlying logic and group thinking of different cultures, and thus

be able to know oneself and the other in the process of external communication, understand the thinking forms of the target language culture, and achieve good communication effects.

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