

An Analysis on the path of cultural education of English Curriculum in Higher vocational Colleges

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Abstract: With the continuous advancement of globalization, English teaching in higher vocational colleges is no longer just a process of cultivating students' language skills, but also a multi-dimensional, open platform covering rich cultural elements. The integration of culture is not only to inherit the excellent traditional Chinese culture, but also to cultivate students' comprehensive quality, cross-cultural communication ability and international competitiveness. This paper will deeply explore the connotation and extension of cultural education paths in higher vocational English courses, and analyze how to construct an English teaching system rich in cultural connotations from the four aspects of improving teaching materials, expanding teaching channels, strengthening teacher construction and reforming evaluation system.

Key words: Higher vocational education; English course; Culture education; path

I. The value of integrating culture into higher vocational English teaching

The value of integrating culture into English courses in higher vocational colleges cannot be ignored, which not only includes the connotation of excellent traditional Chinese culture, but also involves the extension of culture in teaching. In English teaching in higher vocational colleges, culture is not only an additional element, but also a way to educate people, which has far-reaching significance for the cultivation of students' comprehensive quality and humanistic spirit. On the one hand, the connotation of integrating the excellent traditional Chinese culture into the English teaching in higher vocational colleges makes the course more valuable. Traditional culture carries the history and spiritual inheritance of the Chinese nation, and integrating it into English teaching can provide students with a richer learning experience. By learning traditional culture, students can better understand the cultural connotation behind the language and enhance their sensitivity to the English context. For example, by learning ancient Chinese poetry, students can appreciate the elegant beauty of Chinese language and better express their feelings and thoughts. On the other hand, the extension of the excellent traditional Chinese culture into English teaching in higher vocational colleges not only expands the scope of knowledge, but also cultivates students' international perspective. In today's globalized world, the cultivation of internationally competitive talents is one of the important goals of English teaching in higher vocational colleges. By combining the excellent traditional Chinese culture with English learning, students can not only deepen their understanding of their own culture, but also make them more confident and charming in international exchanges. This will help to break the language barrier, promote cross-cultural communication, and cultivate English talents in higher vocational colleges with an international mind. To sum up, it is of profound value to integrate the excellent traditional Chinese culture into English teaching in higher vocational colleges. In this way, English teaching can be more in-depth and extensive, and provide students with more comprehensive opportunities for development. In this process, not only can the traditional Chinese culture be carried forward, but also the international quality of students can be cultivated, making them more competitive in the future career development. Therefore, the value of culture in higher vocational English courses is not only the enrichment of teaching content, but also an effective way to improve students' comprehensive quality and international competitiveness.

II. Vocational English curriculum culture education path

1. Improve the compilation of textbooks and add Chinese elements

In higher vocational English courses, improving the compilation of textbooks and adding Chinese elements is an important way to build a path of cultural education. This approach not only helps to cultivate students' cognition of Chinese culture, but also improves their cultural self-confidence and international competitiveness.

First of all, adding Chinese elements to textbooks can improve students' understanding of the cultural connotations behind the language. Taking traditional festivals as an example, textbooks can introduce the customs and traditional activities of Chinese New Year, such as pasting couplets, making dumplings, dragon and lion dances and so on. By learning relevant vocabulary and expressions, students can not only master practical language skills, but also feel the unique charm of Chinese culture. This teaching method not only enables students to learn language knowledge, but also cultivates their keen interest in traditional Chinese culture. Secondly, incorporating Chinese elements into English textbooks helps to broaden students' knowledge. For example, by introducing ancient Chinese poetry or historical stories into reading materials, students can better understand and grasp the metaphors, metaphors and other rhetorical devices in English articles by studying these classics. Such instructional design is not only beneficial to students' in-depth understanding of the English language, but also enables them to have more breadth and depth at the academic level. Finally, adding Chinese elements to the teaching materials can help students better cope with cross-cultural communication. Teaching materials introduce communication scenes in different regions and cultural backgrounds, so that students can understand and master the corresponding language expressions. For example, through simulated situations such as business negotiation and cultural exchange, students can cultivate their cross-cultural communication ability while learning

languages, which will positively promote their future career in the international workplace.

2. Broaden the teaching channels and enrich the teaching forms

By adopting diversified teaching methods, especially “Leading-in” as an example, it can not only stimulate students’ interest in learning, but also enable them to integrate into and understand Chinese culture at a deeper level.

Firstly, by broadening the teaching channels, multimedia resources, such as audio and video, can be introduced to show the rich Chinese culture. Taking “Leading-in” as an example, in the process of guiding students into the subject of the course, it can play traditional Chinese music, display traditional paintings, play Chinese film clips and other diversified ways. Through these forms, students can not only hear and see the language, but also feel the sounds and images of Chinese culture, so as to better understand the close relationship between culture and language. Secondly, field teaching and experiential teaching are used to enable students to personally feel the unique charm of Chinese culture. For example, students are organized to visit the production of traditional Chinese crafts and try traditional Chinese calligraphy, tea ceremony and other activities with their own hands. Through such practice, students can feel the profound connotation of Chinese culture in personal experience. This experiential teaching not only makes learning more interesting, but also stimulates students’ strong interest in Chinese culture. Finally, interactive teaching forms such as role playing and group discussion are introduced to enable students to understand and use Chinese in practice. By simulating a variety of real scenes, such as business talks, travel consultation, etc., students can feel the communication mode and social etiquette of Chinese culture more deeply in the participation. This kind of teaching not only cultivates the students’ practical ability of using the language, but also enables them to better reflect the uniqueness of Chinese culture in communication.

3. Strengthen the construction of teachers and improve the quality of sinology

By training teachers to have a deep understanding of traditional Chinese culture and the quality of sinology, students can be better guided to understand and experience the unique value of Chinese culture in English learning. The following takes “Learning to Say” as an example to elaborate how to improve the quality of sinology and realize the path of cultural education by strengthening the construction of teachers.

First of all, teachers should have profound knowledge of sinology and be able to integrate traditional cultural elements into English classes to guide students to better understand Chinese. Taking “Learning to Say” as an example, teachers can introduce ancient poems, idioms and stories through the selection of teaching materials to show the profound connotation of Chinese. By interpreting these classical cultural elements, students can not only improve their language level in learning, but also feel the breadth and depth of traditional Chinese culture. Secondly, teachers should improve their systematic understanding and grasp of Chinese culture through professional training and academic research. For example, in the course design of “Learning to Say”, teachers can deeply study the knowledge of ancient Chinese literature, history, philosophy, etc., so as to better present the complexity and diversity of Chinese subjects to students. With rich subject knowledge, teachers can use different teaching strategies more flexibly to improve students’ subject literacy. Finally, through the improvement of sinology literacy, teachers can better understand students’ discipline confusion and adopt more targeted teaching methods. Taking “Learning to Say” teaching of listening and speaking as an example, teachers can guide students to pronounce more accurately by analyzing students’ common misunderstandings of Chinese pronunciation, combining the relationship between Chinese pinyin and traditional phonology, and comparing the changes of phonology. Through such teaching methods, students not only improve their language skills, but also cultivate their perception of Chinese phonological culture imperceptibly.

4. Reform the evaluation system and boost cultural teaching

In higher vocational English courses, the reform of the evaluation system can effectively promote cultural teaching and make the path of cultural education more clear and feasible. Taking “Waking Up Your Ears” as an example, this paper discusses in detail how to promote the in-depth development of cultural teaching through the reform of the evaluation system.

First of all, the reform of the evaluation system should emphasize the comprehensive consideration of students’ cultural literacy. Taking “Waking Up Your Ears” as an example, in addition to the traditional language level assessment, the evaluation elements of students’ understanding, experience and application of Chinese culture should also be added. For example, through the examination of students’ listening and discernment of Chinese songs and perception of the timbre of traditional Chinese Musical Instruments, students’ mastery of Chinese music culture can be fully understood. Such reform can not only promote students to have a more comprehensive understanding of Chinese culture, but also encourage teachers to pay more attention to the introduction of cultural elements in teaching. Second, the reform of the evaluation system should focus on assessing students’ intercultural communication ability.” In the example of “Waking Up Your Ears”, we can design a cross-cultural communication task to examine students’ ability of using Chinese expressions in real context. This evaluation method not only pays attention to the accuracy of language expression, but also pays more attention to whether students can skillfully use Chinese to express emotions and understand cultural differences, so as to cultivate students’ ability to better use Chinese in international communication. Finally, the reform of the evaluation system should emphasize the examination of teachers’ cultural accomplishment. The ability of teachers to integrate cultural elements into the classroom should be evaluated by examining their in-depth understanding and application of Chinese culture. For example, by observing the actual class teaching of “Waking Up Your Ears”, we can evaluate whether the teacher can explain vividly the cultural connotation behind when guiding the students to learn Chinese music, and whether it can stimulate the students’ learning interest. This kind of evaluation is helpful to encourage teachers to further study and apply Chinese culture, so as to better guide students to experience and understand the culture in English learning.

Epilogue:

Through the discussion of the connotation and extension of integrating culture into higher vocational English curriculum, we deeply realize the importance of injecting traditional Chinese culture into English teaching. Perfecting the compilation of teaching materials, broadening the teaching channels, strengthening the construction of teachers and reforming the evaluation system, these four aspects together build a sustainable path of cultural education. Only on this path can students better understand the cultural connotation behind the language, cultivate their international competitiveness and further promote Chinese culture. It is hoped that in the future, our vocational English teaching can achieve more remarkable results on this path of cultural education, and contribute to the cultivation of English talents with international vision and Chinese cultural heritage.

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