

The path of integrating traditional Chinese culture into primary school English teaching

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Abstract: According to the English Curriculum Standards for Compulsory Education (2022 edition), teachers should take the cultivation of cultural awareness as one of the general goals in English teaching. In order to promote students' cross-cultural awareness and establish the awareness of traditional Chinese culture, this paper takes the current situation of English teaching in primary schools and based on the "Compulsory Education English Curriculum Standards (2022 edition)", to analyzes the main difficulties faced by the current integration of traditional Chinese culture into English curriculum implementation from the perspective of implementing the concept of the new curriculum standards. Taking the PEP English textbook for Primary school of the fifth grade in the second volume (starting point of the third grade) as an example, this paper discusses how to integrate traditional Chinese culture into primary school English teaching in a "gentle and silent" way, which is of great significance for improving students' cross-cultural awareness .

Key words: Traditional Chinese culture; Compulsory education English curriculum standard; Primary school English teaching

I. The significance of integrating excellent traditional Chinese culture into Primary school English teaching

1. To cultivate students' cultural confidence

Cultural confidence is the full affirmation and active practice of a country's own cultural values. Students can learn more excellent traditional Chinese elements and spiritual connotation of the motherland by integrating these into primary school English teaching. The cultivation of cultural confidence is of great significance in shaping students' personality and patriotism.

2. To enrich the content of English teaching

Integrating traditional Chinese culture into English teaching can make the teaching content more colorful and stimulate students' learning interest. By telling relevant cultural background and historical stories, students can understand the reasons and humanistic values of traditional festivals, so as to better understand and master language knowledge.

3. To cultivate students' intercultural communication ability

Cross-cultural communication competence is an indispensable competence in modern society. By integrating these into primary school English teaching, students can understand the differences and connections between different cultures, then to respect the ways of thinking and behavior under different cultural backgrounds, which plays an important role in the all-round development of students and the future international communication.

4. To inherit and carry forward Chinese culture

Culture is the soul of a country and a nation. By integrating traditional culture into primary school English teaching, students can do more to inherit Chinese culture.

II. The challenge and influence of integrating excellent traditional Chinese culture into primary school English teaching

1. The lack of teaching resources

The fine traditional Chinese culture is extensive and profound, which contains rich wisdom and philosophy. There are very few contents related to traditional culture, to some extent, it limits the depth and breadth of teachers' expansion of traditional Chinese culture, and makes it difficult for students to immerse themselves in the charm of culture.

2. The uniformity of teaching methods and its influence

It has to be admitted that in today's educational environment, many teachers still tend to adopt the traditional teaching method of lecturing. In the long run, students lack a sense of participation and experience, and their enthusiasm gradually decreases, forming a vicious circle. At the same time, lecture-style teaching often adopts uniform teaching content and progress, which is difficult to meet the individual needs of different students. This will lead to some students can not keep up with the teaching progress, resulting in frustration; While others feel that the teaching content is too simple and lacks challenge.

3. The lack of teachers' own cultural literacy

Many English teachers focus on teaching language knowledge but lack in-depth understanding and systematic research of Chinese culture. As a result, it is difficult to accurately convey the essence of Chinese culture in actual teaching, and it is impossible to effectively combine traditional cultural knowledge with English teaching.

III. The content of PEP fifth grade English textbook Volume 2 of the excellent traditional Chinese culture

Based on the previous research on the classification of excellent traditional Chinese culture and combined with the specific content of PEP English textbook for fifth grade in second volume, this paper sorts out the content of excellent traditional Chinese culture in the textbook.

1. The presentation of excellent traditional Chinese culture content in the textbooks

Take the PEP English textbook of Primary school for fifth grade in second volume second volume as the object of analysis, sort out the excellent traditional Chinese culture content contained in this volume of textbooks, and present it in the form of tables. The specific contents are shown in the following figure:

Units	Traditional Cultural Content	Classification of traditional cultural elements	Presentation form
U1 My day	National table tennis (Patriotic)	Traditional virtues	Conversation
	Diligence (Frugality and integrity)	Traditional virtues	Words
U2 My favorite season	Pavilions (traditional architecture)	Traditional art	Pictures
U3 My school calendar	New Year's Dragon Boat Festival, Mid-Autumn Festival	Traditional festivals	Phrase
	National Day, National flag, Xinjiang (patriotic)	Traditional virtues	Picture words
	Huangshan Great Wall (Patriotic)	Traditional virtues	Picture dialogue
	Mother's Day Father's Day Teachers' Day (Love, Filial Piety)	Traditional Virtues	Phrase
U4 When is the art show?	CALLIGRAPHY	Traditional art	Pictures
	Mother's Day (Benevolence, Filial Piety)	Traditional Virtues	Conversation
	National Day (patriotic)	Traditional virtues	Vocabulary
	Mid-Autumn Festival	Traditional festivals	Dialogue
	Birthday Long noodles	Traditional customs	Conversation
U5 Whose dog is it?	Temple of Heaven pavilions (traditional architecture)	Traditional art	Pictures
U6 Work quietly	National treasure Giant panda (patriotic)	Traditional virtues	Picture conversation
	Martial Arts	Traditional arts	Picture conversation
	Keep quiet Keep clean (modest and polite)	Traditional virtue	Picture conversation
Recycle 2	Jilin (Patriotic)	Traditional virtues	Picture conversation

2. The summary of fine traditional Chinese culture in the textbook

With reference to predecessors' classification of the elements of excellent traditional Chinese culture and the teaching content of excellent Chinese culture presented in the textbooks, the excellent traditional Chinese culture in the textbooks is summarized into the following four categories: traditional customs, traditional festivals, traditional literature and art, and traditional virtues. The details are as follows:

(1) Traditional festival culture with profound meanings

Traditional festivals are important carriers for inheriting the fine history and culture of China. Different traditional cultures represent different cultural connotations. The Spring Festival is the most important traditional festival in China. It is filled with a happy atmosphere of reunion. Tom-sweeping Festival memorializes martyrs, worship ancestors; The Dragon Boat Festival offering Qu Yuan, rowing dragon boats, eating zongzi; The Mid-Autumn Festival means family reunion and people's longing for a better life through eating moon cakes and enjoying the full moon. The traditional festivals in Unit3 My school calendar include New Year's Day, Dragon Boat Festival and Mid-Autumn Day, also we can see Mid-Autumn Day in Unit4 When is the art show?

(2) The diverse traditional customs and culture

Customs, also known as folk customs, refer to the customs and habits created and enjoyed and inherited by the majority of the people of a country or nation in the long history of life. Traditional folk customs with the characteristics of plurality, life and practicability. The diversity is reflected in the different traditional customs of different ethnic groups and different regions, such as eating dumplings in the north and eating tangyuan in the south. Life is reflected in the customs as a certain way of life. Such as Dragon Boat racing on the Dragon Boat Festival. Unit4 When is the art show? shows long noodles on birthday.

(3) The Chinese traditional literature and art

Traditional Chinese literature and art include traditional literature and traditional art. Traditional art includes traditional Musical Instruments, traditional crafts, traditional architecture, traditional utensils, traditional clothing, traditional painting, calligraphy and so on. The content of traditional literature in this textbook includes pavilions in Unit2 My favorite season and in Unit4 When is the art show?

(4) The Chinese traditional virtue of sincerity and firmness

The excellent Chinese traditional virtues include the spiritual strength of shaping character and inspiring thinking, such as benevolence and love, diligence and bravery. In this textbook, there are some examples like Unit4 When is the art show? Mother's Day in washing clothes, mopping the floor and other content. Patriotism will be deeply planted in the hearts of students to enhance their national pride through letting students know about rivers and mountains and national achievements, Great Wall and Huangshan Mountain in Unit3 My school calendar, National Day in Unit4 When is the art show?

IV. Strategies by integrating traditional Chinese culture into primary school English teaching

1. To dig deep into the level of cultural penetration

First of all, teachers should have a comprehensive understanding of the actual contents of primary school English textbooks. Based on the Unit 2 My Favourite Season, teachers can further explore the Chinese cultural elements contained in it. For example, students should be guided to discuss the symbolic meanings of each season in traditional Chinese culture. Spring, symbolizing new life and hope, can lead students to associate with the revival of all things after the Spring Festival, and the artistic conception of "the spring breeze is green again on the south bank of the

river” in ancient poems; Summer, although hot, but also the season of traditional Chinese festivals such as the Dragon Boat Festival can share with students’ family reunion; Autumn, is the harvest season, but also a symbol of the Mid-Autumn Festival reunion, and students recall and compare the ancient customs of the Mid-Autumn Festival; In winter, the Spring Festival is coming, you can discuss the customs of the Spring Festival with students, such as Posting spring couplets, setting off firecrackers, eating reunion dinner and other daily scenes.

By exploring the connection between excellent traditional Chinese culture and this unit from the perspective of the life content that students are familiar with, and then connecting the cultural content of various traditional Chinese festivals through the vocabulary of spring, summer, autumn, winter, etc. It not only effectively connects with the next unit, but also enables students to deeply understand the charm of traditional Chinese culture in reading and discussion.

2. To pay attention to the infiltration of unit themes and enhance students’ cultural awareness

Based on the characteristics of primary school English subjects, in order to promote the development of excellent traditional Chinese culture, teachers can infiltrate the excellent traditional Chinese culture in the specific teaching materials, such as: When teaching the dialogue between Sarah and Wu Yifan, teachers first carry out activities around the main theme “special days in a year” and use the core sentence patterns of this lesson to discuss festivals in life. Then, in the extension part, the teacher played a video to communicate with the students about Chinese traditional festivals while watching.

【 Teaching clip 】

T:What festival is it? S:It’s the Double Ninth Festival.

T:When is the Double Ninth Festival? S:It’s on the ninth day of the ninth lunar month.

T:What do you do on that day? S:We usually visit our grandparents.We say "I love you" and do something for them.

T: It’s on our grandparents.We say "I love you" and do something for them.

In the above activities, teachers focused on the core line of “special days of Chinese”and systematically introduced three unique traditional festivals in China through video presentations and dialogues with teachers and students. This process, which closely combines the unit theme, aims to deepen the students’ cultural awareness. In addition, the teachers also skillfully made use of the profound meaning of the festival to gratitude education, which effectively stimulated the students’ strong emotional resonance.

3. To optimize situational teaching and promote cultural exchanges among students

Teachers can design a series of situational teaching activities according to the “Recycle 2”in this textbook (which consists of four dialogues). This kind of teaching method can not only enrich students’ learning experience, but also cultivate their cultural accomplishment and cross-cultural communication ability.

4. To combine modern technology teaching to the form of cultural penetration

Teachers can combine a wide range of reading content with modern teaching technology, and guide students to comprehend the cultural connotation behind reading materials through intuitive visual presentation and vivid sound transmission. The aim of this move is to improve students’ learning effect in two aspects: first, to enhance students’ comprehensive reading ability by improving reading efficiency; The second is to enrich students’ learning experience and deepen their language understanding ability while enhancing their cultural cognition and learning interest. In the end, it will improve the efficiency and quality of students’ English learning.

5. To attach importance to teaching evaluation and optimize the teaching evaluation system

Teaching evaluation should be emphasized in practical English teaching. First, the main body of teaching evaluation can be changed to ensure students’ main learning status; Secondly, the forms of teaching evaluation should be enriched in its comprehensiveness and accuracy; Furthermore, the criteria of teaching evaluation should be optimized to improve the compatibility of teaching evaluation with actual English teaching. Through the above measures, a scientific and reasonable teaching evaluation system would be constructed to produce positive and effective feedback on the promotion of excellent traditional Chinese culture in practical English teaching.

V. Conclusion

We earnestly hope that more primary school English teachers can fully realize the core value of traditional culture, actively explore and innovate more diversified and vivid teaching methods, what’s more,English learning can be a solid bridge to connect and carry forward the excellent traditional Chinese culture.

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