

Research on Guangxi Culture Integration Strategy in Higher Vocational English classroom from the perspective of cultural response

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Abstract: Guangxi's national culture is rich and colorful with a long history. Under the background of economic globalization and the "belt and road" strategy, English teachers in Higher Vocational Colleges in Guangxi should strengthen the educational research on Guangxi's national culture, deeply condense the elements of national culture, explore the ideological value and practical significance contained therein, and integrate the research content into the English Course Teaching in higher Vocational Colleges in Guangxi, so as to cultivate students to be qualified communicators of Guangxi's culture. This paper will first introduce the connotation of cultural response theory and its guiding significance in Higher Vocational English teaching, then point out the importance of integrating Guangxi national culture into higher vocational English classroom teaching, and on this basis, explore the strategies of integrating Guangxi national culture into higher vocational English teaching. The purpose is to promote the ideological and political teaching of English course in Higher Vocational Colleges in Guangxi and improve the quality of education.

Key words: cultural response theory; Higher vocational English; Guangxi Culture

In the context of global internationalization and the "belt and road initiative", as English teaching and research personnel in Colleges and universities in ethnic regions, they practice the spirit of the 20th National Congress of the Communist Party of China, have the responsibility to study the culture of Guangxi ethnic regions, mine and refine the basic elements of ethnic culture, clarify the ideological value and contemporary significance contained therein, and teach them to students through English teaching, Cultivate students' confidence in Guangxi's national culture and their sense of identity with Chinese culture, and cultivate students' responsibility and responsibility for external communication, so that students can use English as a language tool to be an envoy of Guangxi's national culture, and make contributions to promoting "Guangxi's culture going out" and "telling Guangxi's stories and spreading Guangxi's voice".

1. The connotation of cultural response theory and its guiding significance in Higher Vocational English Teaching

1.1 The connotation of cultural response theory

The theory of cultural response originated in the 1970s. American researchers found that the academic performance of colored students was relatively backward compared with that of white students. Geneva gay is a famous researcher and theoretical enricher of this theory. He pointed out that "cultural response teaching is to make teaching activities fully related to the cultural background, knowledge structure, previous experience and performance style of colored students, so as to achieve better teaching effect, so as to achieve educational equity and alleviate social and ethnic conflicts."

"Although cultural responsive teaching was proposed in the unique social and cultural background of the United States, it is very appropriate to the cultural background of our society. China is a society dominated by the mainstream culture of the Han nationality, and there are many ethnic cultures. In reality, there is also the problem that the academic performance of minority students often lags behind that of Han students", Cultural responsive teaching has been introduced into China, and gradually accepted and adopted by more and more teachers. "Trying to use this theory to solve some problems in education and teaching in China, the content mainly focuses on three aspects: first, foreign language learning for ordinary students, second, Chinese learning for minority students, and third, bilingual education for minorities".

1.2 The guiding significance of cultural response theory in Higher Vocational English Teaching

Guangxi is an autonomous region of ethnic minorities, inhabited by 12 ethnic minorities such as Mulao, Zhuang, Miao, Dong, Maonan, Beijing, Hui, Yao, Shui, Gelao, Han and Yi. It is also the province (region) with the largest population of ethnic minorities in China. The higher vocational students in Guangxi minority areas are in a relatively complex language environment, which includes both Mandarin and Guangxi minority dialects. The complexity of the language environment makes the English Teaching in Guangxi minority culture higher vocational colleges encounter certain difficulties. Guangxi Higher Vocational English learning "should emphasize that foreign language learning should reflect the culture, not be regarded as a simple language learning, and improve students' cultural understanding by responding to Chinese culture and foreign culture." Therefore, higher vocational English teaching needs to pay more attention to minority students. Only through in-depth research on their culture, tradition, experience and beliefs, and combining their mother tongue culture with English learning, can we fundamentally improve the English level of minority students in Guangxi.

2. The importance of integrating Guangxi national culture into higher vocational English classroom teaching from the perspective of cultural response theory

2.1 Help students establish correct cultural outlook and enhance national cultural confidence

The cultural response theory concerns the learning situation of minority students in Guangxi. Through the comparison of Chinese and Western cultures and the inheritance of Guangxi national culture and other forms, it teaches students how to inherit Guangxi national culture

and establish a correct cultural outlook. At the same time, the teaching reform of “teaching students according to their aptitude” will also stimulate students’ interest in learning English and improve students’ learning effect.

2.2 Spread Guangxi national culture to the outside world and enhance the soft power of Guangxi national culture

Give play to the basic role of Higher Vocational English course in higher vocational education, so that the students not only have English knowledge, but also have the feelings of loving China and Guangxi hometown, and have a high sense of identity with Guangxi national culture and Chinese culture and a sense of responsibility to spread national culture to the outside world. After graduation, students have the ability and strength to spread Guangxi national culture to the outside world, and do their part to improve the soft power of Guangxi national culture.

2.3 Improve the quality of Higher Vocational English teaching and cultivate students' sustainable development ability

Under the guidance of cultural response theory, higher vocational English teaching reform has been carried out, and new reform achievements have been achieved in the aspects of classroom content, teaching methods, teaching materials, evaluation mode and so on, which meet the learning requirements of minority students in Guangxi. Through repeated practice and improvement by students, these achievements are bound to play a positive role in promoting teaching, so as to improve the overall teaching quality. At the same time, the reform has improved the humanistic quality of students, promoted the integration and cooperation of basic English courses and professional courses, and contributed to students’ high-quality employment and higher-level development.

3. Strategies of integrating Guangxi national culture into higher vocational English teaching from the perspective of cultural response theory

3.1 Optimize and adjust the course content, re compile the material, and build the material library of Guangxi national culture

Guangxi has a history of more than 2000 years. There are 12 ethnic groups living in Guangxi, including Mulao, Zhuang, Miao, Dong, Maonan, Beijing, Hui, Yao, Shui, Gelao, Han and Yi. They have their unique attributes in terms of diet, residence and festivals. According to the theory of cultural response, in terms of curriculum content adjustment, we should first combine the content of English learning curriculum with the local conditions and customs of Guangxi ethnic minorities, “Guangxi Vocational English teaching course content has less local cultural knowledge in Guangxi, less materials that can reflect local characteristics, and the course content can not be combined with the actual learning situation of minority students, which can not meet the students’ needs for cultural learning”. Therefore, it is particularly important to optimize and adjust the course content, re compile the materials, and build the material library of Guangxi national culture.

1. Guangxi ethnic culture materials are added to the course content. The introduction of traditional Chinese festivals and the background of ethnic cultural characteristics in Guangxi can be added to the course content, so that students have the opportunity to explore the unique ethnic cultural characteristics in Guangxi. In addition, compiling relevant materials about Guangxi Culture into books can be used as auxiliary materials for English classroom teaching in higher vocational colleges. The contents of these auxiliary textbooks can be combined with the curriculum and class hour arrangement, which can not only correspond to the contents of textbooks, but also introduce classroom teaching contents from the Perspective of Guangxi Culture in the classroom. The theme of the textbook can be compiled according to the students’ majors, showing the characteristics of cultural teaching and the integration of professional knowledge.

2. set up bilingual elective course of Guangxi culture. By comparing Guangxi’s unique national culture and local customs with foreign culture, we can improve students’ understanding of Guangxi’s culture, deepen students’ impression of the differences between Chinese and Western cultures, spread and carry forward Guangxi’s national traditional culture, and balance the differences between the input of foreign culture and the output of Guangxi’s traditional culture, So as to form the learning effect of the same frequency resonance of the two cultures.

3. establish Guangxi ethnic culture material library. “If you want to do a good job, you must first sharpen your tools”. Guangxi’s national culture has a wide range of contents, involving language, literature and art, clothing, diet, folk cultural activities and other aspects. In order to better serve teachers’ teaching and students’ learning, Guangxi ethnic culture material library can be established. “The use of material library is conducive to teaching students according to their aptitude. Teachers use resources according to students’ specific conditions and teaching purposes, reduce or improve the difficulty of learning content, and tap students’ learning potential”

3.2 Innovating teaching concepts and modes

From the perspective of cultural response theory, English Teaching in Higher Vocational Colleges in Guangxi should innovate teaching ideas and modes.

1. in terms of teaching philosophy, English teachers should change their ideas from the traditional “full house” to the student-centered teaching philosophy, highlighting the dominant position of students. In particular, we should pay attention to the learning situation of minority students in Guangxi, and design the corresponding teaching content and teaching means according to their unique learning situation. Make full use of students’ understanding of Guangxi culture, select task exploration and other modes in the classroom, let students collect data related to Guangxi culture before class, make the collected data into ppt or micro video, and guide students to discuss a few minutes before the beginning of the course, so as to give full play to students’ subjective initiative, Promote students to participate in classroom teaching activities more actively. Immersion teaching method is also a method often used by teachers. For example, when introducing the unique clothing, diet and national festivals in Guangxi, or by allowing students to participate directly, it can immerse students in Guangxi culture, deepen students’ understanding of Guangxi culture, and effectively improve the interest of English classroom teaching, Enhance students’ initiative to participate in learning in the classroom, learn English knowledge and understand the local culture. In addition, English

teachers should pay attention to the “measurability” and “quantification” of teaching effect in time. Through the combination of quantitative and qualitative, process and result evaluation, it can comprehensively reflect the teaching effect of teaching and the learning effect of students.

2. in terms of teaching mode, teachers can adopt flexible teaching mode to guide students to introduce Guangxi Culture in English in the form of group cooperative exploration, situational teaching, role play, class competition, etc. For example, according to the national festivals in Guangxi or what happened at that time, we should properly tell the cultural knowledge of Guangxi. For example, in the “March 3” Song Festival, we can understand that students are not familiar with this cultural content through investigation, and we can play the documentary about the origin of the “March 3” Song Festival, the unique architectural culture and cuisine for students, so as to continuously enhance students’ interest in active learning.

3.3 Strengthen students' sense of responsibility in learning Guangxi national culture and improve teachers' own Guangxi national culture

1. strengthen students’ sense of responsibility in learning Guangxi national culture. When learning English, many students have not yet realized that while learning western cultural knowledge, they should also strengthen the cultural learning of their own nation. In particular, students from minority areas in Guangxi do not have a strong sense of ownership in the promotion and dissemination of their own national culture. Therefore, higher vocational English teaching should timely change the wrong learning concept, strengthen the awareness of learning, carrying forward and disseminating Guangxi national culture, and make contributions to “Guangxi culture going out” and “telling Guangxi stories and spreading Guangxi voice” with the help of English as a communication tool.

2. improve teachers’ own Guangxi national culture. Teachers are disseminators of knowledge and play a very important role. As a teacher of English in Guangxi Higher Vocational Colleges, it is not only required to have a solid English level, but also important to master the knowledge of Guangxi national culture. Only in this way, can the national culture be more freely infiltrated in the actual teaching process. Therefore, English teachers in Higher Vocational Colleges in Guangxi still need to “strike the iron and be hard”, and strengthening the learning of Guangxi’s national culture knowledge is the foundation of their career. Teachers can learn by themselves and participate in training to enrich their own cultural knowledge and improve their professional quality. You can also apply for relevant projects to explore the cultural content of Guangxi in depth, so as to further explore and integrate. Experts in the field of Guangxi cultural research can also be invited to give lectures and training to English teachers in higher vocational colleges, so as to continuously enhance teachers’ awareness of national cultural knowledge.

4. Concluding remarks

Cultural response theory provides a theoretical reference for Higher Vocational English Teaching of minority students in Guangxi. Under the guidance of this theory, higher vocational English is more targeted in the teaching of Guangxi minority students, and the quality of Ideological and political teaching is more guaranteed. However, it is not easy to integrate Guangxi Culture into higher vocational English classroom. We need to face up to the difficulty of the integration of national culture and English teaching, and promote the better integration of Guangxi national culture into higher vocational English classroom teaching from the aspects of education system, talent cultivation, teacher strength and so on. In this regard, the responsibility of Higher Vocational English teachers in Guangxi still has a long way to go.

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