

Research on the innovation path of traditional culture infiltrating into business English in Higher Vocational Colleges

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Abstract: with the deepening of vocational education reform, English Teaching in higher vocational colleges should be further optimized. Teachers should actively introduce new educational concepts and teaching methods, so as to better arouse students' interest, strengthen their understanding and application of the knowledge learned, and improve the educational effect. Traditional culture, as a popular educational auxiliary resource, can greatly enrich the teaching content of business English, broaden the path of education, and greatly promote the comprehensive development of students. In view of this, this paper will analyze the innovation of traditional culture infiltrating into higher vocational business English, and put forward some strategies for your reference.

Key words: traditional culture; Higher vocational education; Business English; Innovation path

Introduction: China has a long history and profound cultural accumulation. The traditional culture has a long history and profound ideological connotation. It can be seen as the concentrated embodiment of the wisdom of the Chinese nation, and also the deepest spiritual pursuit and aesthetic ideal of the Chinese nation. Through the infiltration of traditional culture into business English Teaching in higher vocational colleges, the effective expansion of English teaching content can be realized, so that higher vocational students can have a deeper exploration and pursuit of society, nature and life while learning English knowledge, which will greatly promote their long-term development.

1. The significance of the infiltration of traditional culture into business English in Higher Vocational Colleges

1.1 Conducive to enhancing cultural confidence

Culture is an important carrier connecting the blood and spirit of a country and a nation, and it is also an indispensable spiritual home for every citizen. Cultural self-confidence is the full affirmation and recognition of the country and nation on their own cultural value, and the cultural practice based on it. At the same time, cultural self-confidence can provide more lasting impetus for people's progress and development, and it is also an important energy source to help people's development. Business English Teaching in higher vocational colleges is usually combined with teaching materials to carry out some English knowledge education, and rarely infiltrates the content related to culture. By infiltrating traditional culture into business English Teaching in higher vocational colleges, we can further expand the content of education, so as to transfer more excellent ideas, knowledge and wisdom to higher vocational students, so as to achieve the goal of business English Teaching in Higher Vocational Colleges with rich knowledge and cultural quality leaders, and awaken their humanistic quality and emotion from the heart of higher vocational students, Help them form a good and perfect personality, which will greatly promote their more comprehensive development in the future. By integrating Chinese traditional culture into business English Teaching in higher vocational colleges, it can help higher vocational students more correctly and objectively examine the value and connotation of traditional culture, enable them to more deeply perceive the charm of Chinese traditional culture, and gradually form a strong sense of cultural confidence and national pride, which is of great significance to improve the cultural identity ability of higher vocational students. Belonging emotion plays an important role and is also an important path for them to establish a correct outlook on life and values.

1.2 Conducive to stimulating students' interest

The knowledge of business English Teaching in higher vocational colleges has various forms and rich contents. Therefore, when carrying out business English Teaching in higher vocational colleges, we should pay attention to the introduction of diversified business English teaching forms in higher vocational colleges, so as to better stimulate the interest of higher vocational students and create a good classroom atmosphere. For traditional culture, it contains a very unique cultural heritage and connotation, which can provide more interesting elements for business English Teaching in higher vocational colleges. If we can reasonably apply it to business English teaching activities in higher vocational colleges, it can not only enable higher vocational students to accumulate more abundant knowledge and skills, but also promote their cultural literacy and cultural self-confidence. Not only that, we can find that traditional culture has various forms and is closely related to local customs and human history. By integrating traditional culture into business English teaching activities in higher vocational colleges, higher vocational students can better perceive the breadth and depth of Chinese culture and experience richer connotation of Chinese culture. Therefore, the integration of traditional culture into business English Teaching in higher vocational colleges can bring more happiness and wisdom enlightenment to higher vocational students. While improving the effectiveness of education, it can make higher vocational students have greater interest in learning traditional cultural knowledge, and promote them to form a good habit of being happy and eager to learn.

1.3 Conducive to enriching teaching content

With the deepening of business English teaching reform in higher vocational colleges, quality education has gradually become one of the key contents of business English Teaching in higher vocational colleges. Therefore, in the implementation of teaching, we should not

only teach business English knowledge and English skills, but also pay attention to the cultivation of Higher Vocational Students' thinking literacy and language ability, so as to highlight the advantages of traditional culture in Higher Vocational Business English teaching, and lay a solid foundation for the further growth and development of higher vocational students. Through the infiltration of traditional culture, it can provide more rich and diverse learning references for higher vocational students, and help their cultural literacy get more orderly and efficient development. In addition, in the process of introducing traditional culture, higher vocational students can obtain more personalized development in the learning process, promote them to feel the cultural connotation of game activities more deeply, stimulate their emotional resonance with the contents of various cultural activities, and promote their comprehensive quality to achieve more comprehensive development.

1.4 Conducive to promoting excellent culture

Traditional culture is the cultural treasure of China and even the whole world. It carries a very heavy historical emotion, reposes the cultural wisdom of countless people, and is an important cornerstone of China's socialist cultural construction, which is worth protecting and developing by each of us. By integrating traditional culture into business English Teaching in higher vocational colleges, the development and inheritance of traditional culture can be effectively realized. At the same time, traditional culture contains a lot of high-quality spiritual culture. Introducing it into business English teaching activities in higher vocational colleges can make higher vocational students' national consciousness, cultural self-confidence and national feelings develop more fully, so as to promote them to form a good world outlook, values, cultural outlook and outlook on life, which can greatly promote their subsequent growth and development.

2. An analysis of the current situation of the infiltration of traditional culture into business English in Higher Vocational Colleges

2.1 Single form of Education

At present, many teachers in Higher Vocational Business English teaching adopt a single way of education, which is difficult to attract higher vocational students to participate in knowledge learning more fully, actively and actively. This will not only have a negative impact on the teaching effect, but also hinder the generation of Higher Vocational Students' learning interest. In addition, a single teaching form is difficult to carry out personalized teaching according to the characteristics of different higher vocational students, which is difficult to implement individualized teaching, which is not conducive to the personalized growth of higher vocational students and is extremely unfavorable to their long-term development in the future.

2.2 Insufficient attention

At present, higher vocational students' understanding of traditional culture is not sufficient, and their accumulated traditional culture is also insufficient, which has become a stumbling block for higher vocational students to correctly face traditional culture and absorb the nutrition of traditional culture. In Business English Teaching in higher vocational colleges, few teachers can more efficiently and reasonably infiltrate traditional culture into their teaching activities. They lack the courage to break the old ideas, which is not conducive to breaking through the gap between higher vocational students and excellent traditional culture. In addition, because higher vocational students have little accumulation of traditional culture knowledge, it is difficult for them to understand the relationship between traditional culture and the knowledge they have learned when learning business English knowledge and skills, which makes it difficult for them to have a deeper understanding of the traditional culture contained in Business English. Insufficient attention will also largely affect the penetration effect of traditional culture in Business English Teaching in higher vocational colleges, which is not conducive to the improvement of teaching effect.

2.3 Insufficient teaching depth

At present, some teachers will try to infiltrate traditional culture into education activities when they carry out business English teaching, but because they do not study Chinese traditional culture in depth, it fundamentally hinders the improvement of the actual teaching effect, resulting in the difficulty of improving the understanding, understanding and learning effect of higher vocational students in business English class. For example, when some teachers try to infiltrate traditional culture into business English classes, they only use multimedia equipment to play some relevant videos to higher vocational students, and rarely analyze them in combination with various cultural knowledge, cultural background and ideological connotation involved in Business English Teaching in higher vocational colleges. The result of teaching is only to let higher vocational students know that there is such a traditional culture story, which plays a very limited role in promoting the actual cultural level and comprehensive quality development of higher vocational students. Such a shallow teaching depth can not make higher vocational students form a strong interest in traditional culture, which has a very limited role in promoting the integration of traditional culture into higher vocational business English teaching activities.

3. Strategies of traditional culture infiltrating into business English in Higher Vocational Colleges

3.1 Stimulate students' interest with the help of micro class video penetration

If we want to improve the innovation effect of traditional culture penetrating into higher vocational business English, we should pay enough attention to the introduction link, so as to better attract the attention of higher vocational students and arouse their interest in learning. Therefore, we can try to introduce micro video as a teaching aid to achieve more efficient pre class introduction. Generally speaking, high-quality classroom introduction can enable higher vocational students to focus their attention from free activities to classroom knowledge learning faster, so as to help them enter the learning state faster. In the past business English teaching activities in higher vocational colleges, few teachers can pay attention to this link. Such a teaching method can not ensure that higher vocational students focus on the classroom

at the beginning of the course, thus affecting the teaching effect of the whole course. Therefore, we can make full use of information-based teaching methods to play some attractive, interesting and guiding micro videos for higher vocational students in the introduction link, so as to stimulate the curiosity and exploration desire of higher vocational students to learn knowledge, and lay a solid foundation for the efficient development of subsequent teaching work.

3.2 Deepen students' understanding by integrating traditional festivals

In the teaching of business English in higher vocational colleges, traditional festivals can best reflect the characteristics of Chinese traditional culture and contain Chinese traditional elements. Carrying out educational activities with the theme of traditional festivals can make the content of the activities closer to the daily life of higher vocational students, and its interest and participation are also very high. As we all know, each traditional festival contains different festival customs. When carrying out the theme activities of business English Teaching in higher vocational colleges, we can start with customs to improve the effect of business English teaching. For example, during the Spring Festival, we have the customs of pasting couplets, cutting window decorations, and pasting the words of blessing. Therefore, we can combine traditional Chinese calligraphy art, paper cutting, shadow play and other arts to carry out business English teaching. In the activity, higher vocational students can combine their own ideas and write some Spring Festival couplets, Fu characters, etc. in English, so that they can better feel the charm of traditional culture. In the Dragon Boat Festival, teachers can organize higher vocational students to make English speeches, English role performances and other activities. In this way, higher vocational students can experience the charm of traditional culture contained in different festivals and improve the quality of education.

3.3 Combine with the infiltration of national traditions to improve the effect of Education

China is a multi-ethnic country, consisting of 56 nationalities, each of which has its own different cultural traditions. When implementing the teaching innovation of business English Teaching in higher vocational colleges, we can draw suitable elements from the traditional culture of different nationalities, so that higher vocational students can better understand the artistic characteristics of different national cultures, which is also an important way to inherit and carry forward the traditional national culture. There are many sacrificial activities and celebrations among ethnic minorities in China. Each ethnic group has different ways of sacrificial activities and celebrations. Many ethnic groups have very unique music works for celebration. For example, in Mongolia, Xinjiang, Northeast China, Xishuangbanna and other regions, ethnic minorities will celebrate the festival with various dances. When implementing business English Teaching in higher vocational colleges, we can introduce Mongolian dance, northeast Yangko, Xinjiang dance, etc. into the classroom. By introducing the accompaniment of English songs, we can infiltrate traditional culture into business English teaching and improve the effect of education.

Summary

To sum up, if we want to improve the effect of traditional culture infiltration into business English in higher vocational colleges, we can stimulate students' interest by means of micro class video infiltration; Combining with the infiltration of traditional festivals, deepen students' understanding; Combining with the penetration of national traditions and improving the effect of education, this paper analyzes the quality of business English Teaching in Higher Vocational Colleges to a new level.

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