

On the Cultivation of Students' Cultural Awareness in Senior High School English Teaching

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Abstract: For a long time, senior high school English teaching has focused on knowledge imparting, and cultural awareness training is a requirement put forward in recent years. As a result, many senior high school English teachers do not know how to cultivate students' cultural awareness, nor do they know why to cultivate students' cultural awareness. In view of these phenomena, this paper will carry out relevant research, mainly discusses the importance of students' cultural awareness training, puts forward the students' cultural awareness training scheme, and expounds the application methods and functions of various strategies in the scheme.

1. Introduction

Cultural consciousness is a kind of subjective consciousness of people. If people have good cultural consciousness, they can perceive their own cultural environment and perceive other things according to the characteristics of this cultural environment. On the contrary, people will not consciously switch ideas and continue to understand things in other cultural environments in their familiar cultural environment. In this case, it is difficult for people to understand things It is easy to make mistakes. According to this logic, in senior high school English teaching, if students do not have good cultural awareness, it is difficult to correctly understand knowledge, let alone grasp the correct application of knowledge. Therefore, it is necessary for English teachers to cultivate students' cultural awareness, and relevant research should be carried out to establish the training route.

2. The Importance of Cultivating Students' Cultural Awareness

2.1 Facilitate Students to Understand English Knowledge

In high school English teaching, if students do not have a good cultural awareness, they will generally understand English in the cultural background of our country. Due to the differences between the cultural backgrounds of the two countries, students generally have difficulties in understanding or make mistakes in understanding. First of all, in terms of understanding difficulties, many high school students will use Chinese thinking to understand the meaning of English. For example, in English text reading, students may not be able to understand some sentences, similar to

“Anne's best friend do you want a friend who you could tell everything to, like your deep feelings and thoughts?” Some students may translate it into “Annie's best friend, do you want a friend who can tell you everything, such as your deepest feelings and thoughts?” The translation result is unreadable in Chinese grammar and the meaning is vague, so students can't understand the original meaning of the text. Secondly, in terms of understanding errors, taking the above sentence as an example, some students may guess the correct consciousness of the sentence when they can not get the correct translation results, and guess is easy to produce wrong results, such as “you want Anne to be your best friend, she can tell you everything, including her deepest feelings and thoughts”, which is consistent with the correctness of the sentence. The meaning is quite different. In the face of this situation, when teachers cultivate students' cultural awareness, students will switch to English thinking when they understand sentences, translate according to their own understanding of English culture, and then understand. In this way, they can get the correct translation result of “can you be Annie's best friend and pour out everything to her, including your deepest feelings and thoughts”, so that students can understand There will be no difficulties or mistakes in understanding, which indicates that the cultivation of cultural awareness is convenient for students to understand English knowledge.

2.2 Help Students Master English Application Methods

How to help students master the way of English application is the key problem for teachers to think about. The best way to solve this problem is to let students substitute the life situation in their study, and perceive the application mode and effect of English knowledge in different life situations, which is conducive to the improvement of students' English application ability. But in reality, many teachers teach in some simple life situations, or common life situations in China. In these life situations, the improvement of students' English knowledge application ability is slow, and the improvement is very difficult. For example, a teacher puts forward the life situation of “communicating with the elders” in the classroom, so that students can write the communication content in English in this situation. At that time, many students wrote “Hello, grandma how are you doing” without cultural awareness This kind of expression is very normal in China, but it is generally used in the expression of foreigners as “Hi, grandma how are you doing?” If Chinese students communicate with foreigners in this way, they may be surprised and unable to communicate well. But when students have a good cultural awareness, this phenomenon will not happen, students will gradually master the correct way of English application in English thinking, and can communicate with foreigners without difference [2].

2.3 Cultivate Students' Interest in Learning English

Interest is a major driving force for students to learn English, but English as a foreign language, many students feel strange to it, and students do not have too many opportunities to use English in life, so they generally do not pay attention to English, and are not interested in English learning, which shows that to make students interested in English learning, we must first let students have a certain understanding of English cultural background. In this case, through the cultivation of English cultural awareness, students can gradually understand English, so they can be interested in English learning. For example, in English teaching, teachers can list some interesting examples to let students feel the interesting part of English. While understanding the English cultural background, they are also gradually interested in learning English, which is similar to the expression of “foreign culture” So why can tomatoes be used to express love in foreign countries? “ This kind of problem will arouse students' interest. They begin to want to understand the English cultural background and gradually develop cultural awareness. With the help of awareness, students'

interest in learning can be guaranteed. In addition, good interest in learning will make students have good self-study performance, know how to collect learning materials independently, or take the initiative to ask questions to teachers, and pay attention to some information about English in their spare time, so it can effectively improve the efficiency and quality of English Teaching [3].

2.4 Be Able to Cultivate Students' English Inquiry Literacy

English is a highly professional subject. There are different ways of application in different occasions, including business English, daily English, diplomatic English and so on. High school students should have some understanding of these ways of application. However, only through classroom teaching, students can not have a deep understanding of all the ways of application. They must be allowed to explore these ways of application independently. Under this condition, if teachers cultivate more students' English cultural awareness, students will be interested, and interest will promote students to explore. At the same time, the English thinking formed by cultural awareness will enable students to correctly analyze the connotation of different application methods from different angles. This is a good performance of students' English inquiry literacy, such as a student's understanding of business under his own English cultural awareness. If you are interested in Business English, you will communicate with other like-minded students, actively put forward personal views and understanding, and also absorb other people's views and understanding, which makes all students have a comprehensive understanding of the application of business English. This process is a typical inquiry process, which shows that students' English inquiry literacy is good.

3. Students' Cultural Awareness Training Program

3.1 Programme Overview

In this paper, the students' cultural awareness training program is mainly divided into four steps, as shown in Figure 1.

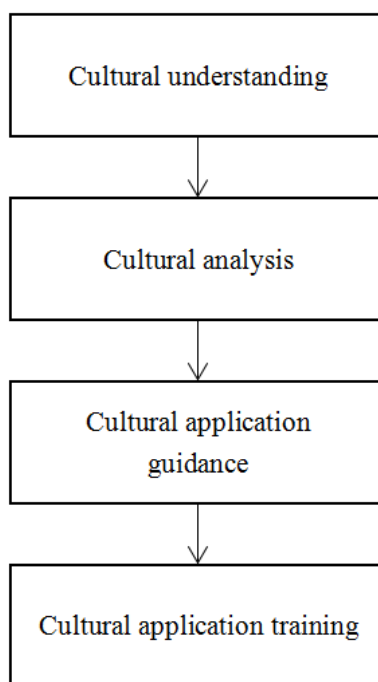


Fig.1 The Cultivation Plan of Students' Cultural Consciousness

Illustration: (1) cultural understanding is mainly for students to have a preliminary understanding of English cultural background, and realize that there are differences between English cultural background and Chinese cultural background, so they can not fully understand English knowledge in Chinese cultural background; (2) cultural understanding is mainly to enhance students' understanding of English cultural background, which is the core step of teachers' teaching; (3) cultural understanding Application guidance is to let the teacher as a guide, combined with the English cultural background to put forward the application topic, guide the students to think about the topic, and gradually generate personal cognition; (4) cultural application training is based on the cultural application guidance, by the teacher to put forward a theme, let the students play freely in the theme, can go to the life scene to find the theme related occasions, independent The teacher is only responsible for the final comments and guidance. This program is based on students' cognitive law, through four steps of training, can let students form cultural consciousness, can let students benefit for life.

3.2 Scheme Strategy Analysis

Around the four steps in Figure 1, the strategy application method and function in each step will be described below.

(1) Cultural cognition strategy

First of all, teachers should emphasize the differences between English cultural background and Chinese cultural background in English teaching, which can set up an idea in students' mind, that is, they can try to learn and understand English knowledge in English cultural background. Secondly, teachers should introduce the cultural background of English, including the origin of English, foreign cultural customs, common language forms, etc. for example, many foreigners will use some simple words in their oral expression. The meaning of these words is correct, but the grammar is wrong. This is a feature of modern foreigners' oral expression. If we understand them according to Chinese thinking, there will be some reasons A phenomenon of difficulty or misunderstanding. Through this kind of teaching, students can have a preliminary understanding of English cultural background. Figure 2 shows the strategy application process of cultural cognition.

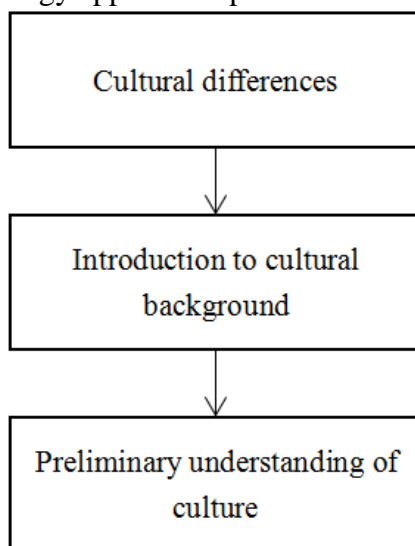


Fig.2 Strategy Application Process of Cultural Cognition

(2) Cultural understanding strategies

On the basis of cultural knowledge, teachers should list some specific cases to help students

understand the English cultural background. For example, in the teaching of be and have grammar knowledge points, teachers can put forward “be quiet, I have something to say” and list examples, similar to “be quiet, I have something to say” in English expression, I have something to say is a very common expression, which is different from that in Chinese: “shut up, I want to speak in a different context.” this will enable students to have a deeper understanding of the English cultural background. Figure 3 shows the strategy application process of cultural understanding.

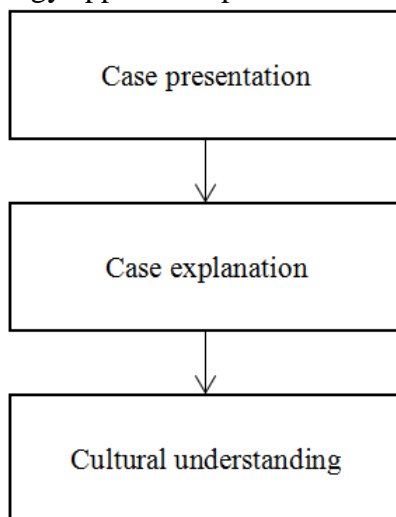


Fig.3 Strategy Application Process of Cultural Understanding

(3) Guiding strategy of cultural application

Teachers should pay attention to observe students' interest orientation, and put forward guiding application topics combined with interest orientation, so as to stimulate students' thinking and generate personal cognition. For example, if students like basketball, the teacher can put forward “in basketball, your teammate scored a very difficult ball, how do you use English to praise or encourage him”, which can guide students to think, put themselves into the common basketball, with their own understanding and cognition to organize the correct language. Figure 4 shows the strategy application process of cultural application guidance.

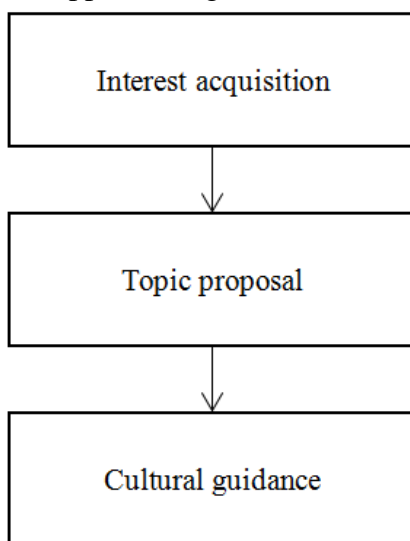


Fig.4 Strategy Application Process of Cultural Application Guidance

(4) Cultural application training strategy

On the basis of cultural application guidance, teachers should put forward a topic that is in line with students' interests. This topic should not be too specific, otherwise it will limit students' thinking. For example, if the students like shopping, the teacher can directly put forward the theme of “shopping”. In this way, the students will think about the English expression of shopping and imagine how they want to talk with people in foreign shopping places. Figure 5 shows the strategy application process of cultural application training.

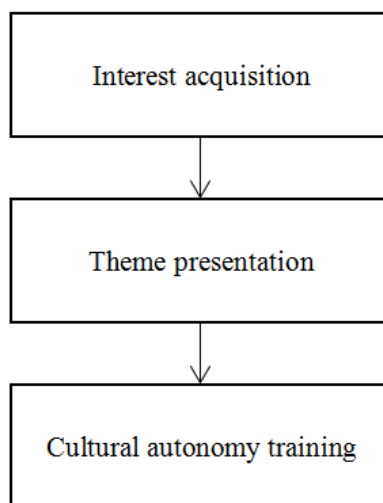


Fig.5 Strategy Application Process of Cultural Application Training

4. Conclusion

To sum up, this paper analyzes the cultivation of students' cultural awareness in high school English teaching. This paper demonstrates the importance of the cultivation of cultural awareness, explains that it is necessary to cultivate students' cultural awareness, and puts forward some strategies for the cultivation of cultural awareness, which can improve the quality and efficiency of English teaching, and give full play to the function of English teaching.

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