

On the Integration of Traditional Chinese Culture into the Cultivation of Business English Majors in Higher Vocational Colleges

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Abstract: Language and culture complement each other, and the close combination of language learning and cultural knowledge is conducive to the mastery of language skills. In order to adapt to the national development strategy, some universities, especially higher vocational colleges, set up business English majors one after another. Due to the defects of teaching setting and the bias of teaching process, the lack of cross-cultural communication ability of business English majors leads to the poor career competitiveness and career development potential of the students. Vocational colleges should strengthen the integration of excellent traditional Chinese culture into the training process of business English majors, enhance students' national pride and comprehensive cultural literacy through the comparison of the similarities and differences between Chinese and Western cultures, comprehensively improve and strengthen the cross-cultural communication ability of business English majors, and ultimately achieve the goal of talent training and meet the needs of society and national development requirements.

1. Introduction

Culture, as a social phenomenon and a historical phenomenon, is the accumulation of human society and history [1]. Language is a tool system used by human beings to communicate, and it is a unique culture of human beings. Language and culture complement each other. Language is a part of culture and a prerequisite for the formation and development of culture. Culture relies on language to spread, and the development of culture promotes the continuous renewal of language. To be exact, culture is the spiritual activities and products of human society against economy and politics, and the sum of all the material and spiritual wealth created by human beings. Culture is the spirit and soul of a nation and the foundation of national development and rejuvenation. Culture is very important to a country and a nation. The cultural foundation of the society is the necessary condition for cultivating talents. Therefore, cultural education plays a very important role in the cultivation of talents. Specifically for the Chinese nation, learning Chinese traditional culture is an

important measure to enhance the sense of national identity, enhance national self-confidence, and enhance the soft power of Chinese culture. Culture belongs to the world. We should adhere to the principle of drawing on, learning from and absorbing foreign cultures. Cultural education is the core and foundation of education, which aims at the all-round development of human beings. Only the realization of cultural education can promote the harmonious and comprehensive development of students. At the same time, cultural education is also the need to enhance the country's cultural soft power and enhance the country's international core competitiveness. With the deepening development of world multi-polarization and economic globalization, the degree of integration of culture, economy and politics is deepening, the culture content of economy is increasing day by day, and the economic function of culture is becoming stronger and stronger. Culture has become an important factor of national core competitiveness. In the process of realizing China's second centenary dream, promoting Chinese culture, especially its fine traditional culture, plays an irreplaceable role in the rise and prosperity of the Chinese nation.

2. The Exploration of Integrating Traditional Chinese Culture into the Training of Business English Majors in Higher Vocational Colleges

With the continuous development of the cause of socialism with Chinese characteristics and the daily improvement of China's overall national strength, China's domestic and foreign trade activities are increasingly active, especially its business exchanges with countries along the Belt and Road. In order to better connect with the international market and better serve the national development strategy, many universities, especially vocational colleges that train skilled talents, have set up business English majors to cultivate composite application-oriented talents with strong professional skills and fluent foreign language communication ability. The goal of business English majors in vocational colleges is to cultivate high-quality applied English professionals who have good English skills, are familiar with the basic trade knowledge and business process in the field of international business, can skillfully engage in business activities at home and abroad in English, and have a certain international vision and innovation ability. Such specialized talents should not only have the ability to use English language, but also be familiar with the operation process of international business activities. They should not only have the competitiveness in the workplace, but also have the potential for career development, and can fully and quickly adapt to the occupational requirements of economic integration.

Judging from the training objectives of business English majors in higher vocational colleges, Business English majors adhere to the principle of English language learning in the first place, focusing on training students to master the basic knowledge of language and practical application ability. Secondly, the ultimate goal of business English major in higher vocational colleges is business activities in the field of business. While mastering basic language skills, students should transform their language ability into actual cross-cultural communication ability. Based on these two points, the training mode of "language skills + business skills" for business English majors in higher vocational colleges is of great practical significance for the realization of professional personnel training.

However, after three years of intensive study, according to the current reality, the employment situation of business English major graduates in higher vocational colleges is not optimistic. On the one hand, many employers are in urgent need of replenishing fresh employees, on the other hand, some graduates cannot find satisfactory jobs. Graduates either rely on their language advantages to engage in education or training, or rely on their business skills to engage in simple business service and docking work. As business English graduates with language skills and business skills, they are

unable to find a job that takes advantage of language to engage in business activities, it is difficult for them to realize their own value in their career.

The main reason for this phenomenon is that the actual language application ability and business activity ability of some business English graduates trained in higher vocational colleges cannot meet the needs of the society, the graduates lack career competitiveness, and their own career development potential is insufficient, which leads to the phenomenon of talent surplus but shortage. Based on the relevant professional survey, the employers generally believe that some graduates do not have a clear career planning, their employment attitude is not positive, and they can not synchronize with the development of the enterprise, their professional knowledge reserve is not enough, they can not extremely adapt to the society, they are not interested in work, and their work motivation is inadequate. This phenomenon is inconsistent with the original intention of training business English majors in higher vocational colleges to meet the needs of the talent market. To some extent, it is also a waste of resources in the process of talent training. On the one hand, companies and enterprises can not recruit graduates who meet the requirements, on the other hand, graduates can not find their own satisfactory employers, thus, that social demand and talent training can not be well matched is a common employment problem.

Of course, there are many reasons for graduates' lack of career competitiveness and career development momentum. The root cause is that students' cross-cultural communication ability and comprehensive cultural literacy are far from the requirements. Cross-cultural communication competence is the ability of people with different cultural backgrounds to realize effective communication on a certain issue between people in a multicultural background. In actual international business and communication activities, business English professionals can realize their own value only when they can skillfully use English language to carry out necessary business activities and have smooth communication with people from different cultural fields based on certain cross-cultural communication ability. Cross-cultural communication involves the interaction between two or more cultures. The cultivation of students' cross-cultural communication ability is the most important teaching purpose and requirement of Business English major teaching. Undoubtedly, the training objectives and social needs of business English majors determine that they need to have strong cross-cultural communication skills. Business English majors should not only understand the culture of English-speaking countries but also be familiar with the excellent culture of China. On the one hand, business English majors should not only master basic English language skills, but also be familiar with western historical development and cultural customs. On the other hand, graduates of this major should have a more comprehensive understanding and deeper understanding of traditional Chinese culture, so as to improve their business communication ability through cultural comparison.

A comprehensive analysis shows that there are many reasons for the lack of cross-cultural communication ability and comprehensive cultural literacy of business English majors in higher vocational colleges, among which the most important one is the curriculum setting of Business English majors. The academic situation of business English majors determines that the students must concentrate on the study and practical application of English language knowledge, including vocabulary, translation, listening, speaking, writing and other aspects. No matter in class or after class, the students are exposed to all the bits and pieces related to the English world. They need to improve their English listening, speaking, reading, writing and translating abilities in an all-round way. They believe that it is unnecessary for business English majors to learn Chinese culture, so they have little understanding of the excellent traditional Chinese culture. Naturally, in English teaching, the mastery of English language foundation, the cultivation of business ability and the understanding of Western culture are the focus of teaching. In this way, the communicative competence cultivated by students is only the communicative competence of one-way

communication in English, rather than the intercultural communicative competence between Chinese and Western cultures. In general, at present, the cultural communication involved by business English majors is one-way and transcends Chinese culture. In fact, this kind of cultural communication cannot be called cross-cultural communication in the strict sense, because Chinese culture is run across in this kind of cultural communication, without involving the two cultures, there will be no cross-cultural communication competence. Due to the imbalance between Chinese and Western cultures in teaching content, English majors do not know much or deeply enough about Chinese culture, especially traditional Chinese culture [2]. As time goes by, the existence level of traditional Chinese culture in business English majors is very low, which cannot meet the needs of students' all-round and comprehensive development [3]. As business English majors have too much exposure to Western culture and have little or even lack of Chinese cultural education in the actual English language learning process, their cross-cultural communication ability cannot meet the requirements of employers, and at the same time, students themselves lack the potential for career development.

In view of the lack of cross-cultural communication ability and comprehensive cultural literacy of business English majors, we need to strengthen the integration of excellent traditional Chinese culture into the education of business English majors in practical teaching activities. The fine traditional Chinese culture is the "root" and "soul" of the Chinese nation and the "spiritual lifeblood" of the Chinese nation. Today, with the rapid development of economic globalization, the dissemination and promotion of the excellent culture of a country or nation has become an important embodiment of a country's comprehensive strength. It is an important mission for business English professionals to promote the dissemination of the excellent traditional culture of the Chinese nation, tell Chinese stories well in English and carry forward the excellent quality of the Chinese nation. The fine traditional Chinese culture is the spiritual wealth and national confidence that the Chinese nation has accumulated in the process of continuous development and expansion. These cultures carry the historical heritage and the soul of the Chinese nation as generations of Chinese people have worked hard for the prosperity of China. In today's changing world with more diversified cultures, the fine traditional Chinese culture plays an immeasurable role in uniting people and realizing the great rejuvenation of the Chinese nation [5].

First of all, we need to revise the training program for business English majors, put Chinese traditional culture courses in the same position as Western culture courses, and change the current situation that Chinese traditional culture courses are always absent or ignored in the teaching process. Business English majors in higher vocational colleges should strengthen the education of excellent traditional Chinese culture in the curriculum setting, and be good at making business English students understand the history, present and future of Chinese culture from the comparison and contrast between Chinese and foreign cultures. On the one hand, students strengthen the learning of English language skills, on the other hand, they should deepen the understanding of the excellent traditional culture of the Chinese nation, so as to stimulate the vitality of Chinese culture, make Chinese culture show its vitality and inclusiveness in the field of English, and tell Chinese stories well in English. Therefore, the teaching of business English major in higher vocational colleges should change the past tendency of one-way input to the culture of English-speaking countries, and give full consideration to the export of our own excellent traditional culture. Strengthening the awareness of Chinese excellent traditional culture can not only improve the smoothness of cross-cultural multi-directional communication, but also send out our own national voice to the world in the process of cross-cultural communication [6]. Based on this, in the actual teaching of business English major, cross-cultural communication should change the initial one-way language communication within English culture, which does not involve the teaching of Chinese culture, so as to achieve the cultivation of cross-cultural communication ability between Chinese

and Western cultures in a real sense. In fact, for the students, the Sino-foreign cultural exchange activities in the application of English environment and the enhancement of the identification of Chinese culture to improve the cross-cultural communication ability are in line with each other.

Secondly, we should strengthen the education of students to contact, understand and study the traditional Chinese culture. Humanistic quality directly determines students' comprehensive quality, which in turn directly determines students' vocational core competitiveness. We should support students to set up corresponding clubs, actively carry out various club activities closely related to Chinese traditional culture, and deepen the business English majors' understanding on Chinese excellent traditional culture through a wide range of relevant activities aimed at spreading and carrying forward the excellent culture of the Chinese nation, so that traditional culture can take root and sprout on campus, which can make college students love Chinese traditional culture, actively spread traditional culture, and be the spokesperson of traditional culture, and even better use English to tell Chinese stories. As we know, the teaching of cultural courses for business English majors is two-pronged teaching, including not only the teaching of the culture of English-speaking countries, but also the teaching of traditional Chinese culture. Only by learning both Western culture and excellent traditional Chinese culture, can business English majors improve their cultural literacy through cultural comparison, thus improving their comprehensive quality and finally realizing their career value. As a matter of fact, cultural understanding and language learning are inseparable. However, from the beginning of the curriculum setting of business English major, there has been a serious bias in business English major cultural teaching. On the one hand, the culture teaching overemphasizes the cultural teaching of the English world, and on the other hand, traditional Chinese culture teaching is shelved, which results in the serious phenomenon of Chinese culture aphasia in business English teaching. Based on this, in order to cultivate skilled talents with solid professional knowledge, familiarizing business operation process and strong cross-cultural communication ability, by using the most warm language and the most in-depth expression, the teaching of business English majors in higher vocational colleges needs to inherit the traditional culture of the Chinese nation, nourish students' mind, enhance their national pride, and increase their national self-confidence through the development and practice of seamlessly integrating the excellent traditional Chinese culture into the cultural teaching model of the western world[5], so as to improve students' humanistic quality and comprehensive quality, thus enhancing students' career competitiveness and career development potential.

3. Conclusions

Chinese traditional culture has formed a stable system with distinctive characteristics in the accumulation and precipitation of thousands of years [7]. Mastering and getting familiar with the excellent traditional Chinese culture plays an irreplaceable important role in the growth of business English majors. In the teaching of Business English major in higher vocational colleges, the cultivation of students' cultural awareness should be implemented in every teaching link, and the students should improve their cross-cultural communication ability by comparing the differences and similarities between Chinese and Western cultures. Through the comparative study of Chinese and Western culture, especially the systematic study and re-understanding of the excellent traditional Chinese culture, the comprehensive quality of business English majors can be significantly improved, so as to realize the career value of students and effectively meet the requirements of employers, which will lay a solid foundation for cultivating high-quality interdisciplinary talents with cross-cultural awareness to achieve timely the talent training goal of business English major in higher vocational colleges.

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