

The Application of the Teaching Model of the Course "Overview of Chinese Culture"

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Abstract: In order to spread Chinese culture on contemporary university campuses, we should start with the college English quality development course and let college students skillfully use English to spread Chinese excellent culture, which can play a role in further improving students' ability to use language. This paper takes the subject "Overview of Chinese Culture" as an example to explore how to optimize the practical teaching activities, and carry out teaching reflection on the existing problems, and try to formulate reasonable solutions, hoping to achieve ideal teaching results in the future through adjustment, so as to better build an efficient teaching mode of the college English quality expansion course "Overview of Chinese Culture", and promote the improvement of the comprehensive quality of contemporary college students.

1. Introduction

According to the relevant requirements in the contemporary College English Teaching Guide, college English has been set as an important part of college humanities teaching, and has the dual educational function of being a language tool and strengthening humanities education. Among them, language tools refer to English as a language discipline, which must improve students' ability of listening, reading, writing and translating in English, and use English as a professional communication tool for promotion; Humanistic education refers to taking language as the carrier of culture on the basis of learning English, promoting cultural exchanges between countries and understanding the advanced culture and art of other countries. Therefore, one of the reasons why contemporary college English courses are offered is to enrich the humanistic connotation of contemporary college students in China, and strengthen students' understanding of the formation and development of Chinese culture through the quality development course "Overview of Chinese Culture", so as to improve their cultural awareness, feel the charm of their own culture, and promote the promotion of moral concepts.

2. The importance of carrying out the teaching of "Overview of Chinese Culture" in English courses

So as to improve the sense of national superiority of contemporary college students. As the basic carrier of cultural exchange, in the process of English learning, in addition to learning the unique

knowledge and skills of English, it is also necessary to correctly treat the mother tongue and the related culture of the mother tongue, and must not blindly worship and like culture, while ignoring the exchange and inheritance of the mother tongue culture, which will lead to the phenomenon of Chinese culture timidity when college students conduct cultural exchanges with other countries, It is extremely detrimental to the promotion of the image of Chinese culture in the world. College English courses should correctly guide college students' humanistic quality and cultural values in actual classroom teaching, and directly integrate relevant teaching into traditional Chinese culture teaching to increase students' sense of national cultural pride, so that they can generate cultural self-confidence, which is particularly important for China's future development.[1]The course of quality development is offered in college English. "Overview of Chinese Culture" is mainly to cultivate students' ability to express Chinese culture in English while conducting cross-cultural communication, so as to establish students' confidence in Chinese culture and promote the exchange of culture and other cultures.

3. Current situation of Chinese cultural self-confidence of college students

Cultural self-confidence is the foundation of a country's conduct and the foundation of its sustainable development in the world. When communicating with other countries, we should not only promote the economic and political aspects, but also further promote the communication with the people. As the most basic communication tool, language is also the main way to spread culture. When college students complete the study of world culture, they should also take the responsibility of letting the world understand Chinese culture. Therefore, in order to effectively promote students' cultural confidence in the contemporary college English teaching classroom, the relevant teaching of "Overview of Chinese Culture" has been added to the teaching.[2]From the current teaching situation, there are still many problems that need to be continuously optimized and improved.

First of all, because the currently selected college English textbooks contain more articles about English-speaking countries and less articles about Chinese culture, it is difficult for students to accurately obtain articles about Chinese culture, which is not conducive to the establishment of confidence in Chinese culture. Not only that, in the contemporary college English teaching classroom, teachers use the teaching content more in the teaching of language and skills, and rarely appear in the classroom teaching content related to humanistic feelings. Not only that, but also affected by the development of globalization, students have more opportunities to contact western culture. Such achievements will affect students' awareness of Chinese culture and will not be conducive to strengthening the teaching of their own culture. Some teachers will realize that there are few opportunities to strengthen the communication with students about traditional Chinese culture after class. Not only does it not strengthen students' understanding of traditional Chinese culture, but when students are required to convey Chinese culture in English, students can not accurately express it in English[3].

Secondly, in college English teaching, students are forced to complete the main teaching content, that is, the related learning of language and skills, due to the practical pressure of examinations, entering a higher school and studying abroad, which will reduce the chances of learning native language culture in the actual teaching process, and students lack the knowledge of Chinese culture, let alone complete the dissemination of Chinese culture in English.

4. The implementation strategy of the teaching of "Overview of Chinese Culture"

As a general education course between majors, college English should give full play to its characteristics and advantages as a language course, organically combine Chinese traditional culture and English teaching content, ensure that college English teaching and Chinese traditional culture

teaching complement each other, thus promoting the national talent training plan of cultivating global vision and promoting the spread of Chinese culture in international exchanges. With the continuous development of education, colleges and universities have explored more diversified teaching forms in teaching activities, and shared teaching activities to students through the Internet platform, such as Muke, micro-class, etc. This will enable Chinese culture to have more teaching opportunities and time after the teaching of basic language and skills in English. Use the Internet teaching platform to promote the enthusiasm of students to learn Chinese traditional culture independently, and have more space to study Chinese traditional culture independently after class. At the same time, provide students with richer learning resources, expand their cultural horizons, and try to spread Chinese culture to the world in the form of English expression. In order to effectively achieve this teaching goal, the course "Overview of Chinese Culture" will continuously improve the teaching effect in actual teaching activities.

The first is the teaching content. While learning English language and skills, vigorously promote the teaching of Chinese culture, which is mainly conducive to promoting students' understanding and mastery of Chinese culture. To strengthen students' cultural self-confidence, it is also necessary to improve students' ability to express Chinese culture in English and distinguish the differences between Chinese culture and other cultures. When carrying out the course "Overview of Chinese Culture", the most commonly used teaching material is "English Listening and Speaking Course of Chinese Culture", which mainly includes "benevolence, chivalry, poetry, books, paintings, tea" and other relevant topics that can represent Chinese culture. After completing the teaching task of the textbook, students can understand the rich content of Chinese traditional culture, and pay attention to the accurate dissemination of Chinese culture to the world in the form of English expression, while triggering students to think about Chinese culture and improve their thinking ability.

The second is teaching mode. Using modern teaching equipment, teachers have the obligation to create better teaching models, improve students' learning efficiency, and expand the scope of students' access to teaching resources. Through the use of major online teaching platforms, students' learning content and knowledge range are supplemented. And in learning, improve students' ability of autonomous learning, and independently read relevant reference books and arouse students' thinking according to the problems encountered in learning. Do enough preparation before the formal class to facilitate the discussion and communication with teachers in the formal teaching process. Then the modern teaching process is as follows:

4.1. Before class

Teachers use online teaching equipment to release learning resources related to the teaching of this lesson, let students expand the relevant learning of the teaching theme of this unit before the formal teaching, design questions to guide students to think, and make full use of relevant text, audio, video and other preview materials, fully understand the profound charm of traditional Chinese culture, let students have an interest in Chinese culture, and actively enrich their knowledge. In the actual teaching process, teachers should take students as the teaching theme, focus on cultivating students' interest in learning, try to use boring cultural knowledge, innovate teaching methods and improve the interest of learning.

For example, when talking about Confucius' thought of "benevolence", if we follow the old teaching method, a large section of text will make students understand it with some difficulty, and will make students feel tired and bored. This is not conducive to the dissemination of traditional Chinese culture, nor is it conducive to letting students master the core idea of "benevolence". Teachers can raise students' attention and arouse students' interest in learning through an interesting question, thus triggering students to continue to discuss the topic of "benevolence".

4.2. In class

In college English teaching, it is necessary to strengthen students' training in English listening, reading and other skills. Teachers should strengthen the communication between students in the form of groups by discussing the humanistic aspects in the teaching materials with students before class to promote students' understanding and grasp of relevant knowledge. It also uses the difficult points in teaching as the theme of deflection to let students play freely and strengthen the communication with teachers, so that teachers can grasp the situation of students' autonomous learning in time, and promote the improvement of language, skills and traditional Chinese culture.

For example, teachers can adjust the arrangement of homework after class according to the teaching objectives, and arrange students to translate based on topics related to traditional Chinese culture, which is not only conducive to improving students' oral English expression ability, but also can strengthen students' understanding and memory of Chinese culture, expand culture-related knowledge and improve students' humanistic feelings when communicating in foreign languages.

4.3. After class

In the online teaching platform, students can make good use of fragmented time to continuously expand English articles about Chinese culture, which is not only conducive to strengthening the atmosphere of students' English learning, but also active students' thinking ability and improve their thirst for knowledge of Chinese culture. Not only that, on the platform, students can also independently check relevant information, communicate with other students, and share what they have learned, thought and wanted with other students. After sharing, students can also evaluate each other to strengthen the learning atmosphere of traditional Chinese culture.

For example, when students read the English article "Traditional Chinese Musical Instruments", it involves the introduction of "erhu", "pipa" and other musical instruments. According to the explanation in the article, students can understand the origin and detailed development history of Chinese traditional musical instruments, strengthen their understanding of Chinese traditional culture, and improve their English expression ability.

Another is the teaching effect. The best way to check the students' learning is to divide the whole test paper into three categories through the form of closed-book examination, namely, discussion, translation, and expression of Chinese cultural phrases. Through the examination, the students' ability to analyze and identify a specific cultural phenomenon is tested to determine whether they can accurately convey the connotation of Chinese culture in the form of English expression.

Finally, it analyzes the problems existing in the current teaching and the best rectification plan. In order to effectively reflect the teaching effect of "Overview of Chinese Culture" in the college English quality development course, first of all, teachers should constantly improve their own Chinese cultural literacy, and imperceptibly influence students' knowledge in Chinese traditional culture, influence students with their academic level in Chinese traditional culture, and spread the positive and healthy thoughts and feelings in Chinese traditional culture in English. Teachers can formulate the syllabus of the whole course in advance, and make profound teaching reflection in combination with the actual situation of teaching, from which to explore the parts that can be optimized in teaching, so as to achieve the improvement of teaching level. On this basis, it is necessary to consciously promote the cultivation and supervision of students' self-learning ability. Students have more self-learning space when completing the learning task of "Overview of Chinese Culture", expand the way to obtain learning materials through the online platform, and receive the teacher's preview guidance and published homework on the online platform, reasonably arrange their own learning time and content, and timely feedback the students' completion of homework. Finally, it is necessary to consciously improve students' recognition ability. In classroom teaching, teachers set topics for discussion to

stimulate students' strong desire to express and convey appreciation of Chinese culture in the form of English expression. At the same time, when receiving western culture, students should learn to compare, analyze and use English expression to promote traditional Chinese culture and promote international cultural exchange.

5. Conclusion

To sum up, college English teaching should not only improve students' language and skills, but also serve as a tool for cultural exchanges between China and the West. In the teaching content of Introduction to Chinese Culture, its main purpose is to supplement students' understanding of traditional Chinese culture, thus stimulating students' love for Chinese culture, improving students' communication of traditional Chinese culture in English, cultivating school's cultural self-confidence, and building students' humanistic feelings. Teachers in the actual teaching process, make reasonable use of the multimedia online teaching platform, excavate richer teaching resources, and promote the learning effect of students in the field of Chinese culture. And they promote the integration of traditional Chinese culture while strengthening the ability of language and skills, help students build a richer spiritual world, and strengthen the influence of traditional Chinese culture in the world.

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