

The Integration and Practice of Chinese Excellent Traditional Culture and College English Teaching

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Abstract: This study explores the strategies of integrating Chinese outstanding traditional culture with university English teaching and its practical application in real-life teaching, aiming at exploring how to effectively integrate rich traditional cultural resources into English language teaching and the potential impact of this integration on teaching effectiveness. It can be seen that this paper provides a comprehensive analysis of the significance, current situation and challenges of cultural integration, as well as specific implementation strategies, including the integration of traditional culture in the content of English language teaching, the exploration of practical methods, and the combination of culture and translation teaching. The findings show that effective cultural integration not only enhances students' interest in and understanding of English learning, but also promotes the deepening of cross-cultural communication and understanding. The conclusion emphasises the important role of Chinese traditional culture and its potential value for the innovation and enhancement of university English teaching.

1. Introduction

In the context of globalization and cultural diversity, college English teaching is facing unprecedented challenges and opportunities. Excellent traditional Chinese culture, as an important part of the world cultural heritage, contains profound historical wisdom and unique values. Its integration and application in modern education system, especially in English language teaching, is not only the need of cultural inheritance, but also an inevitable trend of teaching innovation. The purpose of this study is to explore the effective strategies of combining traditional Chinese culture with college English teaching, and to analyze the application and effect of this integration in practical teaching. Through an in-depth analysis of the ways and practices of traditional cultural elements in English teaching, as well as the combination of culture and translation teaching, this paper aims to provide a new perspective to promote the innovation of teaching methods and the improvement of students' intercultural communication ability.

This study first analyzes the importance and possibility of the integration of Chinese culture and English teaching, and then probes into the phenomenon of cultural marginalization in current college English teaching and its causes. Then, this paper elaborates on the specific strategies of combining traditional cultural elements with English teaching content, including practical methods and teaching case analysis. Finally, through the combination of traditional culture and translation teaching, it shows

the practical application and positive effects of cultural integration in teaching. Through these analyses, this paper aims to provide innovative ideas and practical methods for college English teaching, with a view to enhancing students' English ability and deepening their understanding and respect for Chinese culture.

2. Integration of Chinese culture and College English education: Influence and significance

2.1 The importance of combining the essence of Chinese culture with college English education

In today's globalized educational background, combining excellent traditional Chinese culture with college English teaching is not only an innovative attempt to inherit Chinese culture, but also a profound reform of English teaching model ^[1]. The importance of this combination is not only reflected in its ability to inject new vitality into English teaching, but also in its great contribution to cultivating students' comprehensive cross-cultural communication ability and deepening their understanding of Chinese culture.

The richness and depth of Chinese culture provides a unique perspective, which makes English teaching no longer limited to the imparting of language skills, but to the cultivation of a more comprehensive culture and thinking mode. By integrating traditional cultural elements such as poetry, historical stories and philosophical thoughts into English teaching, students can not only learn language knowledge, but also have a deep understanding and appreciation of Chinese culture. This integration helps foster innovative thinking and critical thinking in students. The diverse values and rich philosophical ideas contained in traditional Chinese culture can stimulate students to question and think about conventional knowledge, thereby cultivating their critical thinking ability. At the same time, it also provides students with a platform for cross-cultural communication, so that they can better understand and respect the thinking patterns and values in different cultural backgrounds. Combining Chinese culture with English teaching can enhance the attractiveness and practicability of teaching. The introduction of traditional cultural elements makes English classes more lively and interesting, and enhances students' interest and participation in learning. At the same time, this integration also provides practical cross-cultural communication scenarios, so that students can gain the opportunity to apply the language and understand different cultures while learning English.

The combination of Chinese culture and college English education is not only a challenge and breakthrough to the traditional education model, but also a positive response to the future development trend of education. This integration not only enhances students' language skills, but also promotes their overall development, laying a solid foundation for their future success in the context of globalization.

2.2 Possibility analysis of the integration of Chinese culture and English teaching

In exploring the practical possibility of the integration of Chinese culture and college English teaching, we must deeply analyze the current educational environment, technological progress, and innovation in teaching resources and methods. This process involves not only a deep understanding of traditional and modern teaching methods, but also a comprehensive examination of the nature of Chinese culture and the objectives of English teaching.

With the rapid development of educational technology, the wide application of Internet, multimedia tools and interactive platforms has provided technical support for the integration of Chinese culture and English teaching. These technological means can not only make the expression of traditional culture more diversified, but also increase the participation and interest of students, thus creating favorable conditions for integration. Secondly, the change of current education concept, emphasizing the cultivation of student center and cross-cultural communication ability, provides

conceptual support for the integration of Chinese culture into English teaching. By integrating Chinese cultural elements such as poetry, idioms, and historical stories into the English curriculum, it can not only enrich the teaching content, but also promote students' understanding and respect for different cultures, thus achieving the teaching goal of cultivating a global perspective.

The current structure of college English teachers also provides the possibility for such integration. Many English teachers have overseas study or teaching experience and have a deep understanding and practical experience in cross-cultural communication ^[2]. These teachers can act as a bridge between culture and language, effectively integrating Chinese cultural elements into English teaching, so that it can maintain the original culture and be in line with international standards. At the same time, the growing interest in and demand for Chinese culture, especially from international students and scholars, also provides a broad stage for the integration of Chinese culture and English teaching. Through well-designed courses and teaching materials, we can effectively meet the needs of this group for understanding and learning Chinese culture, and at the same time inject new vitality and significance into English teaching.

To sum up, although the integration of excellent traditional Chinese culture and college English teaching faces many challenges, under the current educational environment and technical conditions, such integration is not only possible, but also of great practical significance. Through continuous exploration and practice, this integration can be expected to play a greater role in future teaching, providing students with a more comprehensive and in-depth learning experience.

3. Current situation and challenges of Chinese culture in English teaching

3.1 Marginalization of national culture in English teaching

The marginalization of traditional Chinese culture in teaching content and methods is a problem that cannot be ignored in current college English teaching. This phenomenon is reflected in several aspects: First, in the curriculum and textbook arrangement, the proportion of emphasis on traditional culture is relatively small, mainly focusing on the teaching of language skills and western cultural background knowledge. Secondly, even in the teaching of Chinese culture, it usually only stays at the surface level and lacks in-depth discussion and analysis. In addition, due to teachers' limited understanding of traditional Chinese culture and the lack of effective teaching methods and resources, it is difficult to effectively spread and apply Chinese culture in the teaching process ^[3].

The root cause of this marginalization is the limitation of the current education system and teaching concept. On the one hand, influenced by the trend of globalization and international education, English teaching tends to focus more on the spread and application of Western culture, while ignoring the value and importance of local culture. On the other hand, due to the demand of the market and employment, English teaching emphasizes too much on the training of language skills, but neglects the cultivation of cultural education and humanistic quality. This marginalization has a certain impact on students' learning and development. First, students have insufficient cognition and understanding of their own national culture, and it is difficult to accurately convey and introduce Chinese culture in international exchanges. Second, students' cross-cultural communication ability is limited, and they cannot effectively understand and adapt to the communication environment under different cultural backgrounds.

Therefore, to solve the marginalization of national culture in English teaching is not only to reform the teaching content and methods, but also to rebuild the educational concept and cultural self-confidence. This requires the joint efforts of education decision-makers, teachers and textbook writers to make Chinese culture take its rightful place in English teaching from the aspects of curriculum, textbook content, teaching methods and teacher training, so as to lay a solid foundation for the all-round development of students and the improvement of international communication ability.

3.2 Lack of national cultural elements in English expression

In the process of college English teaching, an obvious and noteworthy problem is the obvious lack of national cultural elements in English expression. This phenomenon is not only reflected in the ability of students to express English, but also reflects the limitations of current teaching content and methods. The richness and diversity of Chinese culture is often difficult to fully reflect in the English context, and this challenge stems from several aspects.

Language is the carrier of culture, but the uniqueness of Chinese culture is often difficult to accurately capture in English expression. For example, it is difficult to find equivalent expressions of Chinese idioms, allusions, poems and other elements in traditional Chinese culture in English translation, which makes it difficult for students to introduce these cultural elements in English. Secondly, the current syllabus and teaching materials tend to focus on Western cultural background, and the introduction and application of Chinese culture are relatively limited, which further aggravates students' neglect of ethnic cultural elements in English expression. In addition, due to the lack of systematic and in-depth Chinese culture education, students often lack depth and accuracy in understanding and expressing Chinese culture. This not only affects their performance in cross-cultural communication, but also limits their identification of their own culture and the cultivation of communication ability. The insufficient introduction and explanation of cultural elements by teachers in the teaching process is also an important factor leading to this problem^[4].

The key to solve this problem is to improve the teaching content and methods, so as to make the teaching of Chinese culture more systematic and in-depth. This includes including more content on Chinese culture in teaching materials, training teachers to teach relevant knowledge more effectively, and developing specialized courses to strengthen students' understanding of Chinese cultural elements and English expression skills. At the same time, students need to be encouraged to actively explore and learn about their own culture, and improve their ability to express Chinese culture confidently and effectively in international exchanges.

4. Implement the strategy of integrating excellent traditional Chinese culture with college English teaching

4.1 Integration strategies of traditional cultural elements and English teaching content

The core of the strategy of integrating excellent traditional Chinese culture with college English teaching is to combine the unique elements of Chinese culture with the content of English teaching, so as to enhance the cultural connotation and educational effect of teaching. The theoretical basis of this strategy is based on the concept of cross-cultural communication and educational diversity, and emphasizes the importance of incorporating cultural education into language teaching. Specific methods include integrating cultural elements such as traditional Chinese festivals, historical stories, poems and idioms into the teaching content, and using a variety of teaching forms such as case teaching, role playing and story telling to enhance students' interest and understanding of Chinese culture, while strengthening their English language skills.

By explaining and discussing traditional Chinese festivals such as Spring Festival and Mid-Autumn Festival in English class, students can understand the historical background, customs and cultural significance of these festivals. For example, when explaining the Spring Festival, teachers can introduce the traditional customs of the Spring Festival, such as Posting Spring couplets, setting off firecrackers, and having the students describe these activities in English and discuss their cultural meanings. In addition, through English role playing activities, students can simulate the scene of family gatherings during the Spring Festival to improve their ability to carry out cultural exchanges in English. This kind of teaching method not only enriches the content of English class, but also

enhances students' understanding and interest in Chinese culture.

4.2 English teaching practice methods integrating traditional culture

Integrating traditional Chinese culture into college English teaching can be achieved through innovative teaching methods and content arrangements ^[5]. For example, cultural elements such as Chinese historical stories, traditional festivals, poems and idioms are integrated into the teaching materials. Interactive teaching methods such as case studies, role plays and group discussions can be used to encourage students to have a deeper understanding and experience of Chinese culture in the actual use of the language. In addition, teachers can make use of modern technologies such as multimedia presentations, web resources and online interactive platforms, so that students can understand and appreciate the deep values of Chinese culture while mastering English skills.

Integrate teaching modules on traditional Chinese festivals into the English curriculum. For example, teachers can design special lectures on festivals such as the Spring Festival and the Mid-Autumn Festival to introduce the history, customs and cultural significance of the festivals. By comparing traditional Chinese festivals with Western festivals, students can not only learn relevant English vocabulary and expressions, but also deepen their understanding and identification of Chinese culture through cultural comparison. In addition, teachers can also arrange group discussions or speeches for students to share their understanding and experience of traditional Chinese culture in English. Through these interactive learning activities, students can enhance their cognition and communication ability of Chinese culture in language practice.

Such teaching practices not only improve students' English communication skills, but also cultivate their cross-cultural communication skills, enabling them to more confidently represent and introduce Chinese culture on the international stage.

4.3 Combination of traditional culture and English translation teaching

The method of combining traditional culture with English translation teaching involves choosing appropriate teaching content, using diversified teaching methods, and strengthening students' cultural awareness. To be specific, teachers can choose excellent literary passages with the core of traditional Chinese culture as translation teaching resources, for example, select relevant articles from online electronic newspapers and magazines, and design teaching scenes with practical significance. In this way, students can experience the unique local customs and customs of the nation in practice, and understand the cultural background and spiritual connotation of different historical development periods. Teachers should use transliteration, literal translation, free translation and other translation forms to ensure that the cultural connotation of vocabulary is accurately conveyed. For example, when introducing embroidery, a traditional Chinese skill, teachers can use beautiful English words to vividly describe the process and cultural significance of embroidery.

Students study classical Chinese texts such as the Analects of Confucius and Mencius in English translation courses. These courses are taught in both Chinese and English, including main text study, Chinese dialogue, classic reading, etc., to help students understand traditional Chinese culture from multiple perspectives and reflect on its significance in different times. For example, when studying the Analects of Confucius, students not only read the original Chinese text, but also compare the English translations of different foreign Sinologists, so as to gain a deep understanding of the meaning of the text and learn how to accurately express Chinese ideas and wisdom in English. This curriculum is designed to enhance students' ability to express traditional Chinese culture in English, while strengthening their cultural confidence and intercultural communication skills.

5. Conclusion

This paper probes into the strategies and practical applications of the integration of Chinese excellent traditional culture and college English teaching. By analyzing the integration strategies and practice methods of traditional cultural elements and English teaching content, as well as the combination of traditional culture and English translation teaching, this study reveals the multidimensional approach and far-reaching significance of the integration of traditional culture and English teaching. However, the research in this field is still in the initial stage, and there are certain limitations, such as the breadth and depth of cultural elements selection, the diversity and innovation of teaching methods, and other aspects still need to be further explored.

Future studies can further explore how to more effectively integrate the deep-rooted values and philosophical ideas of Chinese culture into English teaching, and how to more accurately combine culture and language teaching with the help of modern technological means, such as artificial intelligence and big data. In addition, more empirical studies are needed to evaluate the applicability and effectiveness of these integration strategies in different educational backgrounds and learning groups. Through these efforts, we hope to better inherit and carry forward the excellent traditional Chinese culture in the context of globalization, while promoting the comprehensive development of students' language skills and intercultural communication abilities.

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