

On the Relationship Between Cultural Introduction and English Teaching Reform in Higher Vocational Colleges

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Abstract: The integration of language and culture and the cultivation of students' cross-cultural communicative competence need to strengthen the introduction of cultural knowledge in English teaching. Starting with language and culture and the current situation of English teaching in higher vocational colleges, this paper expounds the importance of cultural introduction in English teaching in higher vocational colleges from four aspects: cultivating students' communicative ability, understanding ability, learning interest and social development trend, which reflects the practical significance of cultural introduction in English teaching in higher vocational colleges. Language is the most important communication tool for human beings. It is a tool of thinking and a direct realization of thinking. Language and thinking are not the innate nature of human beings. They need to be acquired. The acquisition and inheritance of language and thinking all lie in culture. Culture deeply exists in human thinking and is closely related to language. Language is a part of culture and one of the carriers of culture. Language and its application cannot exist independently from culture. It plays a communicative role while reflecting the unique cultural characteristics of a nation or region. Therefore, language learning cannot be separated from cultural cognition and understanding. Only by truly understanding the cultural connotation contained in language can effective cross-cultural communication be carried out.

1. Introduction

At present, under the background of globalization, the development of any industry cannot be separated from international exchanges. English teaching in higher vocational colleges should conform to the needs of the society and focus on the "applicability" of actual jobs, so as to ensure that students can adapt to the needs of actual jobs faster and better according to their knowledge. Therefore, higher vocational English should be more practical and focus on cultivating students' cross-cultural communication ability to adapt to more and more in-depth international communication. However, the current English teaching in higher vocational colleges is more or less influenced by the teaching guiding ideology of "academic purpose first" and the social utilitarian trend of "examination first" in general higher education. The selection of teaching materials and the emphasis of teaching contents are still mainly vocabulary memorization, grammar deconstruction and text analysis, emphasizing the memorization of language knowledge. The purpose of learning is

more to pass various English proficiency tests, and the evaluation of learning effect is mainly aimed at the above contents. Under this kind of teaching content, language is taught to students as an isolated symbol system (grammar, vocabulary) to interpret the content carried by language in a narrow sense. The students trained can only read and analyze sentences, thus greatly reducing their communicative competence. At the same time, the lack of introduction of target language culture will make students input their mother tongue cultural thinking into the process of English usage, resulting in " Chinglish" which is difficult for native English speakers to understand. Therefore, pragmatic failure leads to communication failure.

Due to the limitation of language foundation, students in higher vocational colleges are not very suitable for this teaching mode, forming a simple and boring classroom experience, which is difficult to stimulate learning interest, and the necessary communication and feedback in classroom teaching are also difficult to realize. Under such circumstances, students' language communication ability cannot be cultivated. The state's educational policy of " application - oriented, practical and sufficient" in higher vocational education is very difficult to promote more and more educators to think about the importance of cultural introduction in higher vocational English teaching by implementing traditional teaching methods that cannot meet the needs of society. Starting from culture, let students understand the formation, development and application of relevant languages, change the current teaching situation of " knowing what it is but not knowing why it is", let students understand cultural differences, and organize the use of languages with the cultural thinking of the target language as a new requirement for language learning. Specifically, the important role of cultural introduction in English teaching in higher vocational colleges can be reflected in the following aspects. To improve language communication ability and help students use English correctly. As a communication tool, the ultimate goal of language learning is communication. However, more and more people find that the improvement of language ability does not mean the improvement of communication ability. The cultivation of intercultural communication ability is the goal of language teaching. Hymes, a linguist, put forward the concept of " communicative competence" as early as the 1970s. He believed that the competence of language users is actually much larger than the categories defined by Chomsky's " linguistic competence" and " language application". He not only distinguished whether the sentence was grammatical, but also included the ability to judge whether the sentence was suitable for the communicative environment, that is, to know " when, where and how to say what to whom". The appropriateness of language, that is, the application of language should be suitable for specific social and cultural environment, is the core of the cultivation of communicative competence. Therefore, Hymes regards communicative competence as part of cultural competence, and the cultivation of communicative competence cannot be separated from the cultivation of cultural competence.

2. Importance of culture introduction in English teaching in higher vocational colleges

In English teaching in higher vocational colleges, proper cultural introduction can enable students to deeply understand the appropriateness of language use situations and help students use English correctly. For example, by introducing English gentleman culture and social etiquette, in addition to the polite way of asking names, students will also understand the origin and usage of " after you" and know that it is more appropriate to use " lovely", " brilliant " and " magnanimity " to express approval and affirmation than " Yes ". In the practice of simulated dialogue, more attention will be paid to the proper use of imperative sentences, and even some interesting idioms related to gentleman culture will be remembered, and attention will be paid to the occasions where these idioms will be more appropriate.

To improve the ability of language understanding, cultivate students' sensitivity to cultural

differences and their ability of appreciation and expression. In cross-cultural communication, there are many differences between Chinese and western cultures in terms of expressions, values, customs, ways of thinking and living habits. These cultural differences will also be fully reflected in language. For example, the meaning of color words in English is often inconsistent with the understanding and use of color words in our Chinese culture. We believe that "east wind" represents the arrival of good luck while western culture regards "west wind" as a synonym for good things. The lack of knowledge of such cultural differences often leads to communication failures or failures.

Idioms are the essence of language and the carrier of culture. They have strong national color and distinct cultural connotation and are closely related to specific historical background, customs, religious beliefs, values and many other aspects. There are a lot of idioms in both English and Chinese. Due to the existence of cultural differences, it will be difficult to understand the meaning of idioms and even cause embarrassment and misunderstanding in communication if one does not master certain cultural background knowledge. For example, "turn the table" in English stands for "turning the situation around". Influenced by Chinese culture, students often understand this phrase as fighting and lifting the table. "Wearing two hats" stands for carrying several hats instead of literally carrying two hats. Therefore, through the introduction of relevant cultural knowledge such as religion, folk customs, and historical stories, students will fully understand the true meaning of the language they are learning and the appropriate use of occasions, gradually paying more and more attention to cultural differences, and trying to use the target language thinking to understand or express so as to enhance their appreciation and expression ability. Improve students' interest in learning and help them to enhance their confidence. Most of the students in higher vocational colleges have a weak foundation in English language. They are afraid and tired of English courses that only focus on language knowledge. The classroom reflection and interaction are not good. However, for western culture, the students are very curious, like and interested. Through a variety of ways and methods, such as festival introduction, religious knowledge introduction, film and television appreciation, cultural differences comparison and discussion, culture is introduced into the classroom, culture is taken as the carrier to bring language knowledge into the classroom, supplemented by a variety of in-class and out-of-class teaching organization forms, so that students can deepen the understanding of cultural connotation while mastering the language, and understand the appropriateness of language use in specific situations, that is, to mobilize the enthusiasm of students in English learning and cultivate their intercultural communication ability. Through the introduction of culture, the enthusiasm of the students is mobilized, the classroom atmosphere is no longer boring, and the learning effect is improved. In such a virtuous circle, the students no longer regard English learning as a "headache". With the improvement of performance, the learning confidence will also be strengthened.

College English course is a comprehensive course, including basic skills such as culture, communication and rhetoric. Many students lose interest due to boredom and monotony in the language learning process, which affects their later learning. Therefore, it is necessary to study how to help students build a solid foundation in the basic learning stage of English major. There is an inseparable connection between language and culture. To learn English well, an understanding of the cultural differences between China and the West is also essential. Relevant investigations show that most students are interested in the cultural phenomena behind knowledge. Influenced by the traditional teaching mode, the cultural introduction of English intensive reading course is still separated to some extent and cannot stimulate students' interest. This paper mainly analyzes the cultural introduction measures of English course for English undergraduates at the basic stage.

The Necessity of Cultural Introduction in English Teaching

Cultural factors involved in foreign language teaching cover a wide range, and the concept of cultural factors is not specifically defined. It is generally believed that cultural factors should at least

include thinking culture, behavior culture, custom culture and regional culture. Language is an integral part of culture and a carrier of culture, which determines that language cannot be separated from culture. Without culture, language loses its ideological content, humanity, knowledge and instrumentality. As early as the 1920s, the American linguist Sapir pointed out in his book *Language*: "Language has an environment. It cannot exist without culture and cannot be separated from the traditions and beliefs inherited from society." On the one hand, language and culture are interdependent and the relationship between them is obvious when people from different cultural backgrounds communicate. In order to truly master a language, one must understand the specific social background in which it is produced, otherwise one cannot really master the language. U.S. foreign language teaching expert Winston Brembeck once pointed out that "to adopt a teaching method that only knows its language but does not know its culture is to cultivate idiots who are fluent in language. Even excellent language learners' communicative competence may be limited by cultural reasons, and their understanding of the world around them may also be hindered." It can be seen that language teaching is actually culture teaching, but in the actual teaching process, teachers are often influenced by traditional grammar teaching and ignore the introduction of culture. The author believes that intensive reading teaching in the basic stage of English major should strengthen the introduction of cultural background information on the basis of language teaching, thus broadening students' knowledge and improving students' awareness and ability of cross-cultural communication. On the other hand, the lack of cultural knowledge will bring embarrassment to students. The ultimate goal of English teaching is to improve students' English communicative competence while teaching them relevant language knowledge, so as to ensure that students can communicate with others skillfully in English. However, the imperfection of cultural knowledge and lack of understanding of English social and cultural background lead to the lack of a systematic English knowledge system for many college students and many cultural errors in communication. These cultural errors are easy to cause emotional unhappiness of the other party and affect the communicative atmosphere. In addition, the introduction of culture can also play a good role in promoting language teaching. As a symbol system, the core of language lies in its content. If there is no solid cultural content support, the language will appear pale and weak, leading to students' fatigue and learning enthusiasm will be greatly reduced. For example, there is a sentence in the second volume of "Chinese College English Listening and Speaking Course": We gave away more candy

Most of the students understood "Halloween" as "Hollywood" when they heard this sentence, thus causing great confusion to the sentence. In fact, the "Halloween" in this sentence refers to a traditional western festival Halloween, on which children will put on all kinds of fancy clothes and carry pumpkin lanterns to each house to ask for sugar. Only when the students fully understand the meaning of the word and the cultural customs behind it can they accurately grasp the meaning of the sentence and the current situation of cultural introduction in English teaching. The introduction of culture in college English teaching has become an inevitable development choice, but it is also necessary to see that in the specific teaching practice, the situation is not satisfactory. At present, the cultural introduction in English intensive reading course mainly has the following problems

First, The current teaching materials cannot meet the needs of introducing cultural factors. Many contents involve cultural factors, which are helpful for learning. However, the materials focus on reading, vocabulary and translation training, which seldom reflect cultural factors. The annotations in the intensive reading materials are too short, just to understand the texts, and lack further explanation and explanation of cultural background. Although the first teaching method requires students to improve their practical ability, there is no specific requirement to adjust vocabulary and so on, and no great attention is paid to cultural infiltration factors in language classes.

Second, influenced by traditional grammar, translation teaching method is widely used in intensive reading teaching, emphasizing grammar and vocabulary. In teaching, teachers teach by translating

sentences and texts freely, and realize vocabulary teaching by explaining meanings and words. This teaching method is easy to master. In teaching, teachers do not need much preparation work, but this teaching method will greatly attack students' interest and enthusiasm in learning English and cannot meet the needs of cross-cultural communication. In the current college English teaching materials, a lot of stylistic styles commonly used in English are selected. These articles are basically written by newspapers, magazines or some British and American authors. The topics involved are very rich and the genres are complex and diverse. At the same time, they have a large span of time, space and culture. The western culture is very colorful. Only by fully understanding the relevant cultural background can we better understand the text.

Third, from the current use of teaching materials to analyze, the current college English intensive reading materials have many kinds, although it can help train students' basic language, but there are great deficiencies in the introduction of culture. Grammar and structure play an important role in teaching materials. Some articles do not fully reflect the real life in western countries. Students seldom have the opportunity to use language in the corresponding context. Fourth, teachers' cultural awareness needs to be strengthened. At present, many college English teachers still lack the cultural background knowledge. This is mainly due to the heavy teaching pressure, which makes teachers lack the time and energy to carry out relevant cultural studies. At the same time, the opportunities for further studies are relatively few, which makes teachers' cultural vision relatively small. In addition, some teachers lack understanding of the important role of mother tongue in cross-cultural communication and lack of comparison between Chinese and western cultures, which virtually affects the sensitivity of students to the cultural differences between China and foreign countries and brings adverse effects to the cultural introduction in college English teaching.

3. Conclusion

Generally speaking, there are some important cultural introduction measures in English teaching.

3.1 The principle of cultural introduction

First, the introduction of culture into English curriculum teaching needs to follow the principle of adaptability. On the basis of analyzing the students' original cultural level and knowledge structure, and in combination with the students' inherent knowledge structure, the cultural background knowledge involved in the article should be analyzed step by step, and the cultural background knowledge should be gradually told to the students so that the students can master the relevant knowledge more easily. It is necessary to ensure the formation of a harmonious and organic culture

Second, the introduction of culture needs to follow the principle of moderation, that is, the cultivation of teaching skills. If a large amount of classroom time is spent in the introduction of culture, it will inevitably affect the primary and secondary rules and affect the teaching effect, so grasp the scale. For example, in *A Clearing in the Sky* text, an old man planted vegetables on the top of a thorny mountain despite the doctor's obstruction. In the analysis of the text, the character of the old man can be seen from the conversation with his son, and from the conversation, it can be seen that the old man believes in god and needs to be a voter of god in order to get salvation. If culture is not introduced in advance, it will take up a lot of time.

Thirdly, the introduction of culture into college English intensive reading teaching should follow the principle of interest, so that students can happily accept cultural knowledge, improve their interest in learning, learn languages more actively, and improve their learning effect. In intensive reading teaching, the introduction of the culture of the target country should be appropriately increased in combination with the content of the text, so as to guide students to understand the differences between Chinese and western cultures, and understand the relationship among cultural language, culture and

communication, such as relevant customs and traditions, and thinking habits of western countries, thus effectively improving students' cross-cultural communication awareness.

3.2 Cultural import opportunities

First, there are many words in English texts, which contain rich cultural connotations. In the intensive reading text, "A Christmas day in the morning" tells the background of the birth of Jesus, and the word "Christmas" creation is closely related to the birth of Jesus. In the process of learning words, Christian culture can be appropriately introduced according to the arrangement of the course time, which makes teaching more natural while creating interesting classroom atmosphere, attracting students' attention and stimulating students' interest in participating in the classroom.

Secondly, introducing culture into intensive reading texts is one of the most important ways. For example, in learning the novel created by Ambrose Bierce, one of the novels is based on the American Civil War. At that time, the hero Carter druse joined the federal army while his father fought for his beliefs in the Confederacy. The two met on the battlefield. The hero's comrade-in-arms were playing in the mountain stream. His father was a sentry. The hero's comrade-in-arms were exposed to his father. Once leaked out, the hero's army would suffer devastating blows.

Third, teachers can also introduce culture into homework assignments. This is mainly to serve the study of intensive reading texts, so that students can obtain more cultural information after class. For example, in Alexander and Diogenes- the text mainly despises cynicism and fully presents this philosophy in the narrative of the text. Cynicism is a philosophical point of view. It is difficult to understand and think. It is obviously difficult to explain this philosophy to students. In the arrangement of exercises, relevant questions can be set up for students, so that students can collect data and analyze this philosophical view. In the evaluation of students' questions, more philosophical thoughts can be introduced to students and the infiltration of complete culture can be realized.

Fourth, many names of people and places in the intensive reading text contain rich cultural background, which can be taken as the starting point. For example, in the teaching of the football text, the content of the article mainly tells the origin and development of football, but the text covers many historical figures, such as Queen Mary and Cromwell, etc. These figures themselves hide rich and interesting historical stories. King Zames's willingness to watch rustic football shows that football was recognized by the British upper class in the historical period at that time. Queen Victoria represents an important era in British history. Her values have deeply influenced the connection of these historical stories by the British Modern Society, which can add rich humanistic significance and interest to the texts.

Fifth, cultural introduction is carried out through words with cultural connotations and idioms and allusions. Words are the basic constituent elements of language and the pillars on which the large language system depends. Therefore, cultural differences are also most prominent at the lexical level. Idioms and allusions are bright pearls in the palace of literature. They are mostly condensed from vivid stories, legends, anecdotes or historical facts. They are short, concise, meaningful and rich in connotation. If the cultural connotation such as words and phrases can be fully displayed in intensive reading teaching, it can not only improve students' cultural understanding ability, but also play a role in mastering the whole article with half the effort.

Sixth, in intensive reading texts, many environments and human behaviors contain rich social culture. For example, in one text, a five-year-old child is described as seeing his grandfather for the first time. It is almost impossible for our grandsons to meet their grandfathers when they are 5 years old, while in western countries it is emphasized that the nuclear family, adult children cannot live with their parents, so it is very late for the grandsons to meet. In the process of teaching, teachers can choose this background to analyze Chinese and western cultures.

To sum up, this paper mainly analyzes the cultural introduction measures of intensive reading course for college English undergraduates at the basic stage. In the historical development, language is an important expression of culture. In the process of learning a foreign language, if the background culture of language is not analyzed, the teaching effect will be affected. In the teaching practice of English courses, not only the basic skills and basic knowledge of language are required, but also the national culture needs to be deeply understood, the charm of language can be felt, and the teaching effect can be improved.

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