

College English Culture Teaching Based on the Difference between Chinese Tea Culture and Western Tea Culture

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Abstract: Chinese tea culture spread from the east to the west through the Western caravan in the early sixteenth century, and improved by the westerners for countless generations, forming a Western tea culture which is completely different from traditional Chinese tea culture today. Although there are great differences between the two cultures, each has its own irresistible charm. Based on the differences between Chinese and Western tea cultures, this paper intends to study the influence on College English culture teaching. It aims to integrate the two into daily teaching so as to truly help students better understand the charm of English. On this basis, students can truly learn college English courses well. At the same time, they can appreciate the charm brought by the impact of the differences between Chinese and Western cultures and form their own positive cognition.

1. Basic Contents and Characteristics of Western Tea Culture

The difference between Chinese and Western tea culture has a very good enlightenment for today's College English culture teaching research. Western tea culture has become a noble synonym through the improvement of Western royal nobles and the impact of different Western cultures. The difference between the two reflects the differences between Chinese and Western cultures which have settled down for thousands of years. Nowadays, it is very helpful for college students to learn English and understand Chinese and Western cultures. At the same time, it can stimulate students' enthusiasm for learning English in class and better grasp the knowledge of College English.

1.1 Basic Contents of Chinese Traditional Tea Culture

When we mention China, we can first think of four great inventions, including ceramics, tea, silk and so on. The earliest record of tea emergence is that Shennong tasted hundreds of herbs in the Yanhuang period. It represents a spirit of Chinese people daring to break through the limitations and try. Chinese tea culture is rich and colorful. It has been improved by dynasties, Dynasties and nationalities, but it is weak and tough. The spirit of broad tolerance is the epitome of Chinese traditional culture and the accumulation of culture in the past five thousand years.

1.2 Basic Contents of Western Tea Culture

Western tea culture began with the merchants of the sixteenth century bringing tea back from China to the West. The earliest form of Western tea culture originated from the daily recreation between the Royal nobles. Then it flowed into the homes of ordinary people. After several hundred years of baptism, it finally formed today's afternoon tea culture. It not only contains a cup of tea, but also has a variety of cakes as a foil. The freshness of tea production, its various delicate utensils are also one of the manifestations of Western tea culture. Western tea culture pursues elegant and noble life, which embodies the western people's enjoyment of life and yearning for beauty.

1.3 Differences between Western Tea Culture and Chinese Tea Culture

If the Chinese tea culture is compared to a teacher who is indifferent to fame and wealth, then the Western tea culture is like a noble lady dressed in gorgeous clothes, showing the indifference of the eastern culture and the strong essence of the western culture. Although the external manifestations of the two are different, they both represent a serious and loving attitude towards life. The Chinese tea culture pays attention to the word "quiet" and is tranquil and far-reaching. Ancient gentlemen's feelings are compared to tea; Western afternoon tea shows a lively side, often full of cakes such as waterways, a cup of tea is also mixed with milk, sugar and so on. The two different cultures are just features of the differences between Chinese and Western cultures. College English teaching research needs the impact of these two cultures to make students feel the different enjoyment brought by different cultures.

2. Basic Contents and Characteristics of College English Culture Teaching Research

With the maturity of the current college English teaching activities, in order to realize the ideal cultural concept and connotation teaching in the whole process of teaching activities, it is necessary not only to innovate teaching activities, but also to find the important methods and ideas of integrating the whole cultural system. For the specific development of College English teaching activities, in the process of development, it is not only necessary to find appropriate teaching methods and concepts, through systematic innovation and optimization, so as to achieve the ideal effect of the whole cultural communication.

2.1 Basic Contents of College English Culture Teaching Research

College English culture teaching is different from the rigid way of education in junior and senior high schools. It requires not only the mastery of words or grammar, but also the widening of students' knowledge and the feeling of cultural differences. On this basis, it forms a correct world outlook and cognitive style, and devotes itself to students' learning English while enriching their campus life. The difference between Chinese and Western tea culture just meets this demand. The collision of the two cultures not only brings students an understanding of the world, but also enables them to learn to love life, so that contemporary college students can quickly master certain life skills.

2.2 Problems Existing in the Current College English Culture Teaching

However, nowadays, the introduction of culture in university teaching is very limited. It is only limited to the description of general culture. Students can not feel the same experience. Naturally, they have no interest in learning. The dull and boring written knowledge leads to students'

exclusion from English learning. Naturally, they feel that English learning is very difficult. If they can integrate Chinese and Western traditional tea culture into it, they will feel that English learning is very difficult. In the course of learning English, it is beneficial but harmless for college students to arouse their sympathy. With the guidance of interest, learning English is like a fish in water.

2.3 Future Development Orientation of College English Culture Education

College English education is currently devoted to students' understanding of general English knowledge. Future development should focus on the introduction of different cultures. Students can learn English knowledge and understand the charm of different cultures at the same time. It is not only the improvement of English level, but also the broadening of knowledge. At the same time, the development of College Students' thinking is the focus of College English education in the future, which can be the opposite. Thirdly, to apply the learned English knowledge to daily life and let the stereotyped knowledge in books "live", the development of the future society can not be separated from English. To master English proficiently is not only for individual requirements, but also for the survival skills that everyone should master in the future. College English culture education starts from Chinese and Western tea culture and relies on the profound background of tea culture.

3. The Enlightenment of Chinese and Western Tea Culture Differences to College English Culture Teaching

The difference of tea culture between China and the West has found an effective solution to college English culture teaching in the confused stage. Tea culture brings not only a new curriculum unit, but also a new direction for the future development of English teaching. Culture is the foundation of life. Students have familiar knowledge when they integrate daily culture into college English teaching. Naturally, the difficulty of learning is greatly reduced. At the same time, we can skillfully apply the knowledge we have learnt to all aspects of life. We can truly apply it. English knowledge learning should not be confined to the use of words and grammar, but should start from daily life, and finally return to daily life. Only with more opportunities, can college students master it skillfully. English is not only knowledge of tea culture, but also a specific way for students to learn how to study correctly and improve their learning. By understanding the differences between Chinese and Western cultures, the ideal effect of College English teaching activities can be achieved. College English teaching activities are not only a kind of knowledge education, but also a kind of innovation of cultural ideas. Through the analysis of the specific situation of the whole college English teaching system in China, we can see that tea culture has irreplaceable value and role in the whole teaching activities, and we want to realize it in the whole process of College English teaching activities. The ideal teaching effect must break away from the simple teaching idea and mode content, and optimize the teaching thought by innovating the teaching form. Moreover, as a teaching activity based on cultural connotation and systematically integrated with cultural concepts, College English teaching activities must innovate teaching forms and integrate various elements in order to achieve the desired teaching effect.

4. Summary

Based on the differences between Chinese and Western tea cultures, the study of College English culture teaching has opened up a new teaching path, which enables familiar things to enter the classroom every day. Kindness brings concentration of attention, and students' learning naturally becomes easier. Although Chinese and Western tea cultures are manifested in various ways on the surface, the impact of their different Charms gives students a good feeling. It can form a way for

college students to learn new things in the future, which is the advantage that the difference between Chinese and Western tea culture really brings to college English culture teaching and research nowadays. From the cross-cultural perspective, if the whole college English teaching activities want to achieve the desired results, they must fully integrate the teaching ideas and connotations; optimize the teaching form, so as to meet the requirements of college students' English learning, so as to achieve the desired teaching effect.

References

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