

Cultural Self-consciousness and Its Realization

*He Bing

School of foreign languages, Dalian Jiaotong University, DaLian, China

Email: rachelhe2008@163.com

*Corresponding author

Keywords: college English textbooks; intercultural; cultural self-consciousness

Abstract. Today's globalization and multicultural environment have aroused people's cultural self-consciousness, which enables students to recognize the similarities and differences between the native culture and other cultures and view their native culture from a different frame of reference. At the same time, they could also take a more detached stance toward different cultures rather than blindly exclude or assimilate. College English textbooks are the carriers that enable students to contact with the target culture. Based on the analysis of the data collected from the college English text books, this paper takes the intercultural perspective to study the cultural self-consciousness and its realization, which would help the students raise awareness of the importance of cultural self-consciousness and provide advice to the future authors of college English textbooks.

1. Connotation and Significance of Cultural Consciousness

Cultural consciousness refers to people living in a certain culture who have "self-knowledge" of their culture, understand its origin, formation process, characteristics and development trend. It doesn't mean "cultural return", or to "revive the old", but also do not advocate "wholly westernized" or "wholly other". The aim of self-knowledge is to strengthen the ability of self-determination in cultural transformation and to acquire the autonomous position in deciding to adapt to the new environment and cultural choices in the new era. Cultural consciousness enables people to understand the similarities and differences between native culture and other cultures, to reflect on their own native culture from another different reference frame, and to take a more detached stand against different cultures, rather than blindly excluding or assimilating them. To cultivate this cultural consciousness, we need to understand the deep connotation of different cultures in the process of contacting with different cultures, understand the "other" on the basis of clarifying self-cultural identity, and realize the reconstruction of cultural identity.

With the introduction of Xi Jinping's "one belt and one way" strategic initiative, the importance of "cultural consciousness" in foreign language education is becoming more and more important. This is not only the need for China to carry out economic and cultural cooperation and exchanges with the countries along the belt and road, but also to enhance the national image of our country. Chinese foreign language education should open up the concept of cultural self-consciousness, take human self-consciousness as its foundation, take the evolution of Chinese culture as its essential process and take the self-education of the Chinese nation as its orientation, so as to highlight the cultural function of foreign language education and open up a new direction for the development of foreign language education.

2. the Current Situation of Cultivating Cultural Consciousness of Non-English Majors in Colleges and Universities

In view of the importance of developing "cultural consciousness" in Colleges and Universities under the background of "one belt and one road" strategy, this study conducted a preliminary survey on the cultivation of "cultural consciousness" of non- English Majors in Colleges and universities, and designed questionnaires for teachers. The results of the data analysis show that students generally have a good grasp of the basic knowledge of Chinese and Western culture and intercultural

communication, as well as a high enthusiasm for learning to talk about Chinese cultural in English. However, the ability of expressing Chinese cultural in English in real language is poor, and the critical understanding of Chinese and Western culture needs to be strengthened. The reason is that although teachers generally have a strong sense of teaching Chinese culture, their critical thinking awareness of Chinese and Western culture still needs to be improved, and their personal level of expression of Chinese culture in English still needs to be further improved. In the future, it is urgent to strengthen the content of Chinese culture-related English expressions in College English textbooks. If conditions permit, courses such as the English translation of Chinese classics and the history of Chinese classics translation can be appropriately added to further improve college students' ability to promote Chinese culture.

3. Realization of Cultural Consciousness in College English Textbooks

Textbooks are the main means to achieve teaching objectives. College English textbooks promote students to contact and communicate with the culture of the target language. They are also the process of clarifying their own cultural identity and reconstructing their cultural identity. Therefore, College English textbooks should help students realize the importance of cultural awareness, better understand the world culture and improve their cross-cultural awareness and ability.

In today's world pattern of "strong culture" in Western culture, the permeation of cultural value is more hidden, which requires the establishment of "cultural consciousness" of the nation. People with cultural consciousness can understand the relationship between different cultures more clearly and judge how to determine their own cultural identity. Maybe we can't change the present situation, but we can make it more ideal. Firstly, in order to solve the rational crisis facing modern society, we should attach importance to university education, improve students' nature and make them understand the eternal problems of human beings. This requires general education in universities return to tradition and read classics. College English textbooks should include classical literature. Culture can express itself through the media of literature. Literature is an integral part of second language teaching. One of the main functions of literature is to spread as a medium. Without literature, it is impossible to find the uniqueness of other countries' literature and to have a deep understanding of various narrative styles, and thus to understand the similarities and differences of other peoples. Whether it is global economic development or multi-ethnic society, citizens need to be able to understand their own and other countries' languages, traditions and cultural history. Secondly, College English textbooks should strengthen the target language expression of mother tongue culture. Language is the soul of a country, and we can discover its national character through linguistic analysis. Because language learning itself should be a two-way communication, cultural output and cultural input have the same status, without cultural output, it will become a unilateral cultural introduction. Only through cultural comparison can the cultural content in College English textbooks prompt students to think about culture internationally and then improve their comprehensive cultural quality.

4. Conclusion

The proposal of "cultural awareness" in foreign language education is to combine the cultivation of language and cultural literacy in colleges and universities with the actual needs of social and economic development in China, which is an attempt to practice the social service function of colleges and universities. In the future textbook compilation, the contents of mother tongue culture and target language culture should be integrated into college English textbooks hierarchically and systematically, so that students can get in touch with Chinese and foreign classical works. This will help students realize the importance of cultural consciousness, establish their own cultural identity, enable students to objectively evaluate the similarities and differences between Chinese and Western cultures, and help students understand and observe the world from different perspectives. We should have a deeper understanding of ourselves, learn to integrate different ways of thinking and values of mother tongue culture and target language culture, adjust students' ethnocentrism, cultivate students' critical thinking

and problem-solving ability in order to inherit the common traditions and universal values of human beings.

Reference

- [1] Wang Song and Liu Changyuan. Cross-cultural Awareness Cultivation of foreign language learners [J]. *Journal of Foreign Language Studies*, 2016 (5).
- [2] Zhang Shan. Cultural Consciousness in Foreign Language Education in China [J]. *Foreign Language Teaching*, 2017 (2): 7-11
- [3] Mao Wei, Sheng quli. Focusing on teaching design: the key to deepening the reform of College English teaching in China [J]. *Foreign Language Journal*, 2016 (1).
- [4] MLA. Report to the Teagle Foundation on the Undergraduate Major in Language and Literature[R]. New York: MLA Web Publication, 2009.
- [5] Hu tebao. Hong tebao's Collection of Philosophy of Language [M]. Changsha: Hunan Education Press, 2001.