

An Exploration on the Coupling Path of Excellent Traditional Chinese Culture and College English from the Perspective of Cultural Confidence

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ABSTRACT

Language is the carrier of culture which means language teaching and cultural transmission are inseparable. The organic integration of excellent traditional Chinese culture into college English teaching meets the needs of talent training and social development. This paper analyzes the current situation of college English teaching through questionnaire to reveal the realistic necessity of excellent traditional Chinese culture permeate through college English teaching. Based on the theory of cultural identity, four effective approaches are proposed from the perspective of cultural confidence: incorporate into classroom teaching, network penetration, practice education and campus culture construction.

Keywords: Cultural confidence; excellent traditional Chinese culture; college English; coupling path

1. INTRODUCTION

With the process of globalization, various imported ideas and thoughts are constantly impacting Chinese culture. Some decadent capitalist lifestyles, cultural patterns, and ideological dress easily infiltrated into campuses, which occurred the phenomenon of blindly advocating Western culture and abandoning the excellent traditional Chinese culture. Language is the carrier of culture as well as the bridge of spreading culture. As one of the most extensive general education courses in colleges and universities, college English plays the major role in making better China story and making China voice better heard to demonstrate a true, three-dimensional and comprehensive view of China[1]. Therefore, integrating excellent traditional Chinese culture into college English teaching is beneficial to cultivating students' ability to understand and interpret Chinese culture, as well as strengthen their cultural awareness of cultural confidence to serve the external dissemination of Chinese culture.

2. CURRENT SITUATION ANALYSIS OF COLLEGE ENGLISH TEACHING

2.1 Chinese Cultural Aphasia

In 2000, Professor Cong Cong, from Nanjing University, defined the inability of Native Chinese

English learners to convey Chinese culture in a foreign language as Chinese cultural aphasia from the perspective of cognitive psychology[2]. This inability is reflected in the timely, active, effective and reciprocal export and dissemination of Chinese culture by the target language that cannot be used freely. A survey conducted by the author indicates that most college English learners are too utilitarian and attach too much importance to the instrumental value of English learning. Their primary target is to pass all kinds of English proficiency tests, especially CET-4 and CET-6, which means the content is confined to textbooks and examination papers while lacking the initiative of inputting and outputting the excellent traditional Chinese culture. In consequence, it caused the result of cultural exchange deficit that deviates from our country's educational policy and colleges' and universities' talent cultivation goal. On the other hand, due to the Chinese culture elements absent in textbooks and teachers' overemphasis on the differences between Chinese and Western cultures rather than the relevance, students' low cultural identity and cultural confidence lacking in their mother tongue lead to the phenomenon of Chinese cultural aphasia has been more and more serious.

2.2 Deficit to "Go out" in Cross-cultural Communication

The so-called cross-cultural communication is based on the profound mother tongue culture, with an open,

inclusive and respectful attitude to communicate with other cultures. Healthy intercultural communication should be based on equal respect for bilateral cultures. One of the main contents of college English teaching is to cultivate college students' intercultural communicative competence, and the excellent traditional Chinese culture plays an important role in cultivating college students' intercultural communicative competence.

Through a large number of literature review, the author found that the reasons for low cross-cultural communication are as follows:

2.2.1 Influence of social environment

In modern times, China was closed to the outside world for a long time, which left it far behind western countries in economy, science and technology, military affairs and production. After the founding of the People's Republic of China, many things were waiting to be done, and the reform and opening up set off a climax of "new entry". Western culture was regarded as advanced and excellent culture and was favored by Chinese people. And even take pride in the phenomenon of "speaking western", which leads to the inevitable introduction of such social habits on college campuses. For example, students are keen on European and American movies and TV programs and western festivals. They are proud of being able to talk about western related topics in daily conversations. On the contrary, when students talk about Chinese elements, they are poor in words and even disdained, feeling not foreign.

2.2.2 The teaching process is imperceptible

English textbooks from primary school to university are from the original Western English reading materials, transmission of English culture, reflect the Chinese culture is very little. In the course of teaching design, teachers dig deeply and analyze the Western culture contained in the text, and take the input of western culture as a matter of course. Teachers in the input and output links all want to create the target language environment, so the motivation, attitude and self-concept, knowledge and skills are shown on the western culture, in the long term, bilateral cultural imbalance of cross-cultural communication, Chinese excellent traditional culture is more and more marginalized, the strategy of "going out" of Chinese culture will be difficult to achieve.

3. THE NECESSITY OF COUPLING CHINESE EXCELLENT TRADITIONAL CULTURE AND COLLEGE ENGLISH FROM THE PERSPECTIVE OF CULTURAL CONFIDENCE

3.1 The Needs of Social Development

As the Chinese culture "going out" and The Belt and Road Initiative launched, China's national image and the voice on the international status, will be "take out" Chinese excellent traditional culture will gradually replace the western cultural dominance of "introducing", it is the obligation of every citizen to become the narrator of the Chinese culture. In the report to the 19th CPC National Congress, Xi Jinping pointed out, "Without a high degree of cultural confidence and without the prosperity and prosperity of culture, there will be no great rejuvenation of the Chinese nation." The medium of cross-cultural communication is talents. Cultivating high-quality "cultural messengers" is the need of national and social development, and also the basis of realizing equal communication mode of "going out and bringing in"[3]. As one of the courses with the widest coverage in higher education, college English is necessary and obliged to adopt practical and effective strategies to combine excellent traditional Chinese culture with language teaching, organically integrate into course teaching design and classroom teaching, and give full play to the advantages of the subject. For the motherland to cultivate a solid professional knowledge and good cross-cultural communication skills, can undertake the responsibility to realize the Great rejuvenation of the Chinese dream of socialist successors.

3.2 The Need for Cross-cultural Communication

With the increasingly frequent international interaction and the diversification of information acquisition channels, all kinds of foreign ideological trends are constantly impacting Chinese culture and influencing the thoughts and behaviors of college students. Brown once defined the relationship between language and culture: language is an indispensable part of culture, and culture is also a part of language[4]. Combines Chinese excellent traditional culture and college English teaching, fully tap the intrinsic value of the Chinese excellent traditional culture, English as the medium to improve college students comprehensive quality, set up cultural confidence and home country feelings, cultivate consciousness of cultural transmission, take the initiative to inherit and carry forward the Chinese culture and speak good Chinese story, eliminate the obstacles in cross-cultural communication. Therefore, from the perspective of cultural confidence, constructing the path of college English integration with Chinese excellent traditional

culture plays an irreplaceable role in cultivating international talents with strong cross-cultural communication skills and a “Chinese heart”.

4. AN EXPLORATION OF THE COUPLING PATH BETWEEN CHINESE EXCELLENT TRADITIONAL CULTURE AND COLLEGE ENGLISH FROM THE PERSPECTIVE OF CULTURAL CONFIDENCE

Sheldon Stryker’s cultural identity theory originated in the 1990s. He believes that cultural identity is divided into cognitive identity, emotional identity and behavioral identity, they have both identity and difference. He

proposed that cultural identity, on the one hand, reflects the common historical experience and shared cultural codes; on the other hand, culture is reflected in different futures rather than just the past[5]. In the author's opinion, Chinese excellent traditional cultural identity from the perspective of cultural confidence conforms to the complete process from emotion and attitude to practice, realizes the unity of knowledge and action, urges learners to internalize through implicit infiltration, establish cultural confidence, and actively practice cultural inheritance and external communication. Therefore, based on the theory of cultural identity, this paper constructs an effective implementation path for the organic integration of College English and Excellent Traditional Chinese culture from the perspective of cultural confidence, as shown in figure 1.

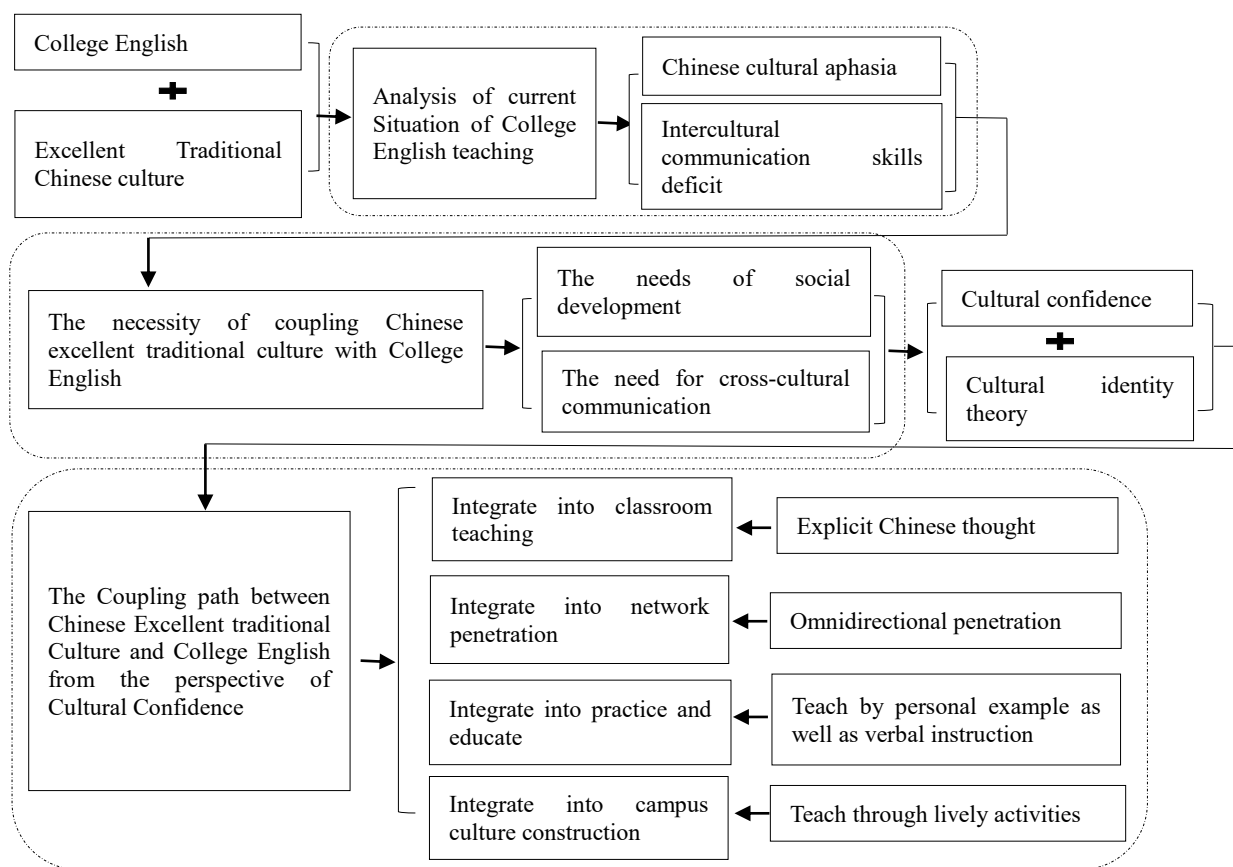


Figure 1. The coupling path of Excellent Traditional Chinese culture and College English from the perspective of cultural confidence

4.1 Integrate into Classroom Teaching

The excellent traditional Chinese culture has an indelible value in the long river of history, and contains extensive and profound ideas, cultural essence and moral ideal, which has an important influence on the comprehensive cultivation of students' patriotism and national consciousness. In college English classroom teaching, the author starts from three dimensions of teaching content, teaching methods and teaching means to highlight the Chinese culture.

The traditional college English teaching meets the demand of language instrumentality, the humanistic nature of college English is the regular cultivation basis to achieve cultural integration, and the professional knowledge can effectively improve students' learning initiative[6]. Effective college English teaching and the fusion of Chinese excellent traditional culture is based on teaching materials, dig into the cultural elements contained in text, is assisted with traditional culture and professional knowledge, innovation of teaching content, the trigger point for culture, adopt diversified teaching methods, fusion online hybrid teaching mode, moistens

everything to implement implicit education, spread the Chinese culture essence, to achieve the unity of instrumental and humanistic nature.

4.2 Integrate into Network Penetration

In the background of big data, college English teaching reform is closely combined with informatization. With the advantage of Internet popularization, college English teaching mode has changed from a single form to a variety, making boring theoretical knowledge become rich and three-dimensional through pictures, music and videos. China's MOOCs, TED Talks, NetEase Open Courses and other platforms are rich in resources for learners to supplement language and cultural knowledge and expand their horizons after class.

4.3 Integrate into Practice and Educate

In 2019, the Ministry of Education issued ten Guidelines for Professional Behavior of College Teachers in the New Era, which mentioned that college teachers should spread excellent culture, take the lead in practicing socialist core values, promote truth, goodness and beauty, and spread positive energy. As the organizer and executor of teaching activities and the guide of students' thoughts and knowledge, teachers should be clear and faithful. Teachers should internalize their Chinese cultural literacy, cross-cultural awareness and political awareness in their hearts and externalize them in their actions. They should know that every word and action has an impact on students' ideological outlook, values and outlook on life, which is the key factor of moral cultivation. Therefore, college English teachers should start from their own, to strengthen language skills at the same time also increase the thickness of the humanities, read classical Chinese culture, train the ability of bilingual transformation, change in western culture as the center of teaching form, strong cultural self-confidence, allusions, blend in Chinese culture appropriately each teaching link, enriched the contents of the subject from the depth and breadth, To guide students to have a deep understanding of the connotation of Chinese culture, to actively promote Chinese culture, and to help cultivate college students with rich cultural reserves and strong communicative skills. In life, teachers should set an example, consciously change their identity from teaching teachers to education workers, influence students in words and deeds, strive to be "high-quality and professional" teachers, to help both teachers and students gain what they are chasing[7].

4.4 Integrate into Campus Culture Construction

As the main place for college students to live and study, colorful campus culture can effectively promote students to internalize knowledge[8]. Taking English as the carrier, carrying out various activities of Chinese

culture festival can stimulate students' learning initiative, to establish cultural confidence, cultivate good humanistic quality, tell Good Chinese stories and inspire patriotism in the way of implicit education. For example, "Unit 2 The Day I Became a Mom", schools or societies can take western Mother's Day as a starting point to carry out campus cultural festival activities, organize students to recite maternal love in The form of English drama performance, recitation or excellent composition competition, and guide students to actively understand The story of great mothers in Chinese history. Such as Mencius's mother moved their home for three times, Yuefei's mother tattoo "Loyalty of patriotism" etc., and then learn the ancient poems "Song of the Parting Son", "The Book of Songs" and "The Loving Mother Love" and other great and selfless praise of maternal love, learn to put yourself in the others' shoes, to build harmonious parent-child relationship. Integrate Chinese excellent traditional culture into the campus activities, provides students with a platform to show themselves, teach boring language points by personal example as well as verbal instruction. Through the form of "in order to promote teaching" to promote students active input, drive the language output, solve the aphasia of Chinese culture at the same time feel the extensive and profound Chinese culture, promote national pride, cultivate the feelings, to inspire patriotic fervor. At the same time, in the process of the activity, students' comprehensive language ability, teamwork ability and innovation ability have been well exercised and improved.

5. CONCLUSION

Cultural confidence is the soul of a nation, the basis for Chinese culture to win the right to speak on the international stage, and the premise of getting rid of "Western cultural centralism". Under the background of "Vigorously develop foreign cultural exchanges and promoting Chinese culture to the world", college English plays a significant role in the "go to the world" strategy of Chinese culture. Building cultural confidence, telling Chinese stories and establishing national image put forward higher requirements for the successors of socialism. College English courses should make full use of the advantages of language teaching, do a good job in the education of moral education, strive to improve the cultural connotation of the course, and spread the essence of Chinese culture to students, so that they can show the great charm of Chinese culture to the world with a more confident image, spread the voice of China.

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