

Exploration of Strategies for Integrating Excellent Traditional Chinese Culture into College English Teaching

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Abstract: College English is a very important foundational course in universities, which not only enables students to master English knowledge and cultivate their English practical abilities, but also enables them to understand Western culture and form a certain international perspective. At the same time, college English itself belongs to humanities courses, which have strong instrumental and humanistic characteristics. Therefore, inheriting and promoting excellent traditional Chinese culture in college English has obvious advantages, and it can help students establish strong confidence and pride while learning Western culture. Therefore, in college English teaching, teachers must attach importance to the infiltration and integration of excellent traditional Chinese culture, adopt scientific and reasonable ways to integrate excellent traditional culture, and achieve the educational goal of cultivating morality and talent. Based on this, this article analyzes the role of integrating excellent traditional Chinese culture into university English teaching, and introduces effective strategies for integrating excellent traditional Chinese culture.

1. Introduction

In the new outline issued by the Ministry of Education, it is explicitly stated that high attention should be paid to the education of excellent traditional Chinese culture in higher education and teaching, and students should be actively educated and guided to deeply understand the essence and connotation of excellent traditional culture, so that students can truly shoulder the responsibility of national rejuvenation [1]. Therefore, in college English teaching, it is necessary to attach importance to the cultivation of students' national consciousness, and excellent traditional culture is an indispensable part of China's national consciousness. In the face of this background, college English teachers should adhere to a clear and correct political stance, organically integrate excellent traditional culture into specific teaching activities, enable students to establish strong cultural confidence, and make them excellent talents in socialist construction [2].

2. The role of integrating excellent traditional Chinese culture into college English teaching

For a nation, culture is not only a means of inheritance, but also an important carrier for the continuation of its vitality. In the context of the revival of traditional culture, in order to effectively

inherit and promote excellent traditional culture, it is necessary to first establish a high level of cultural confidence, fully recognize the intrinsic value of excellent traditional culture, in order to truly revitalize excellent traditional culture in the new era. At present, the cultural infiltration of Western reactionary forces into our country is constantly intensifying, and college students are in a critical stage of shaping their outlook on life and values[3]. Due to their lack of necessary discernment ability, they are easily influenced by some Western colored values and negative information. In the face of the complex international environment of the current situation, it is necessary to attach importance to the active guidance of college students in higher education and teaching, help students shape the correct values, and enable them to better resist the influence of negative information and reactionary ideas.

College English is a public compulsory course in universities, and it is also a Western cultural course. Reasonably integrating excellent traditional Chinese culture into college English can enable students to learn how to narrate and spread traditional Chinese culture in English while learning foreign languages and Western culture. The English subject itself has humanistic and instrumental characteristics, therefore it has a very obvious educational value. By exploring the ideological and political content of the curriculum in textbooks and organically infiltrating excellent traditional culture, students can understand the differences in thinking and values of different cultures, and establish national confidence through comparison, recognizing the important value of excellent traditional culture, Consciously assume the responsibility of inheriting and promoting excellent traditional culture.

3. Effective strategies for integrating excellent traditional Chinese culture into college English teaching

3.1. Reasonably excavate the elements of excellent traditional culture

Table 1: Differences between Halloween and Mid-Autumn Festival

Difference	Halloween	Mid-Autumn Festival
Time	October 31st	The fifteenth day of the eighth lunar month
Origin	The traditional Celtic festival "Savain"	Ancient Moon Festival Activities
Celebration methods	Put on ghost clothes, wear ghost decorations, attend dances, and engage in carnival parades; Make pumpkin lanterns, watch various horror movies, etc	Family reunion, eating mooncakes, admiring the moon; Dancing dragons and lions, drumming and passing flowers, etc
Symbolic meaning	Pumpkin lantern, representing the power of light, resisting various evils	The moon represents beauty and reunion
Fairy tale	Not have	The Goddess Chang'e fly to the moon
Cultural meaning	Joy and playfulness	Reunion and Celebration of Harvest

Language itself is a very important cultural carrier and also an important means of dissemination and culture. College English textbooks contain a wealth of cultural elements, and teachers should fully utilize their subjective initiative in the teaching process, reasonably explore the content related to excellent traditional culture, and organically infiltrate excellent traditional culture. During the process of explaining English knowledge and culture, teachers can reasonably use methods such as

interspersed explanations, collaborative exploration, and comparative differences to introduce relevant geographical, historical, and folk cultures to students, cultivate their cultural identity, and establish a healthy ideological value system. For example, in the lesson "Happy Halloween", the main content is about the origin of Halloween. Through this lesson, students can understand the customs of Western Halloween and master relevant phrases. In the process of teaching, teachers can put Halloween and Mid-Autumn Festival together to explain, and let students compare the origin, customs, food culture, celebration methods, etc. of the two festivals, as shown in Table 1. Through this approach, students can not only learn knowledge but also understand the differences between Eastern and Western cultures, and deeply understand the connotations of excellent traditional culture, further forming a high level of cultural confidence and establishing a sense of national pride[4].

3.2. Design diversified teaching activities

In college English teaching, teachers should base their teaching on the cognitive characteristics and learning situation of students, tailor teaching to their aptitude, design diversified teaching activities with targeted approaches, and reasonably infiltrate and integrate excellent traditional culture to better meet the needs of students in learning excellent traditional culture. Teachers can organize teaching through various methods such as cooperative learning, project-based learning, group discussions, role-playing, classroom debates, etc., organically integrating excellent traditional culture, and achieving the teaching goal of cultivating morality and talent[5]. Taking Western social etiquette as an example, during the teaching process, teachers can introduce Chinese social etiquette to students appropriately, and then organize students to perform in groups. The content of the performance is the etiquette of Chinese and Western people when receiving and treating guests. For example, when Chinese people communicate with each other, they like to ask about their personal information, including name, age, work, etc. In Western social etiquette, asking about personal information is considered a taboo; When communicating with others, Westerners like to say "thanks", while Chinese people like to say "thank you" or "thank you"; Chinese people attach great importance to relevant etiquette when receiving and treating guests, such as saying "have a good journey" or "walk slowly" when seeing off guests, showing concern and blessings for them, while Westerners usually place more emphasis on practical actions. In short, during the teaching process, teachers can help students compare and analyze the similarities and differences between Eastern and Western cultures, allowing students to have a further understanding of traditional Chinese culture.

3.3. Organic combination of online and offline activities, reasonable infiltration of excellent traditional culture

In today's rapidly developing information technology, blended learning models are increasingly being applied in college English teaching and have achieved good results. Teachers can organically combine online and offline activities in English teaching, reasonably infiltrate excellent traditional culture, fully leverage the advantages of extracurricular activities, help students organically combine theoretical knowledge with practical activities, further establish a systematic English cultural framework, and feel and understand the connotation of excellent traditional culture, improving students' cultural confidence. For example, outside of class, teachers can organize students to participate in English speech and recitation activities related to excellent traditional culture, and can also guide students to tell about excellent traditional culture in English. Through these activities, on the one hand, students can effectively improve their English speaking ability, enabling them to have a deeper understanding of English knowledge points. On the other hand, they can also better understand and master excellent traditional culture. During online and extracurricular activities, teachers can organize English materials related to excellent traditional culture and upload them to

learning software, such as Cloud Classroom, Rain Classroom, or MOOC. They can also create micro lessons to allow students to actively learn excellent traditional culture in their spare time.

3.4. Establish and improve the English course assessment mechanism

In order to better penetrate excellent traditional culture and enhance students' enthusiasm for learning excellent traditional culture, teachers must establish and improve the English curriculum assessment mechanism, and guide and motivate students to participate in the learning of excellent traditional culture through scientific assessment mechanisms.

Firstly, teachers need to establish a reasonable evaluation model: when evaluating the penetration effect of excellent traditional culture, teachers should adopt a dynamic, normalized, and diversified evaluation mechanism. Relevant content of excellent traditional culture should be included in final exams, after-school exercises, activity participation, oral tests, and other related links, and it should be an important part of the assessment to dynamically track the learning effect of excellent traditional culture on students.

Secondly, it is necessary to establish a new type of evaluation method: in the evaluation process, various methods such as student mutual evaluation, student self-evaluation, and teacher evaluation should be combined to complete the entire evaluation work, as shown in Table 2. In addition, various methods such as questionnaire surveys, interviews, data statistics, and observations can be used for specific evaluations to establish a sound English course evaluation mechanism.

Table 2: Diversification Evaluation Methods

Evaluation method	Evaluation content
Teacher evaluation	Teachers can use methods such as classroom learning tests and participation in after-school activities to evaluate students' participation in learning excellent traditional culture
Student self-evaluation	Students use learning software to regularly evaluate their learning progress
Peer-assessment	Evaluate the excellent traditional culture mastery of other students through methods such as homework peer evaluation and group evaluation

4. Conclusion

In the context of cultivating virtue and talent, it is of great importance to reasonably infiltrate and integrate excellent traditional Chinese culture into college English teaching. It can effectively promote the growth and development of students, and help inherit and carry forward excellent traditional culture [6]. In this regard, teachers must strengthen self-learning, establish new teaching concepts, innovate teaching methods, reasonably explore the excellent traditional cultural elements contained in it, find the connection between English curriculum and excellent traditional culture, establish and improve a scientific evaluation system, fully play the educational role of English curriculum, cultivate students' cultural confidence and national pride.

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