

Strategies and Methods of infiltrating Traditional Chinese Culture into College English teaching in the context of Ideological and Political Education

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Abstract : In the context of Ideological and Political education, college English teaching should combine traditional Chinese Culture in daily teaching. In this article, the author tries to explain the interrelation between them and takes the passage as an example to present. Through the illustration and analysis, the author present the key points, teaching strategies and practical teaching methods in college English teaching class, which will set a example for other teachers.

1. Introduction

1.1 The background of ideological and political education

In the post-epidemic context, with the rapid development of China's economy and the gradual improvement of China's status in the international community, citizens, especially college students, will face numerous international temptations and political infiltration. Therefore, how to educate college students to keep their own principles and bottom lines is the top priority.

Chinese President Xi Jinping pointed out at the 2016 National Conference on Ideological and Political Work in Colleges and Universities that moral education should be regarded as the central link, and ideological and political work should run through the whole process of education and teaching, so as to realize the whole process and all-round education, and strive to create a new situation in the development of China's higher education. To make good use of the main channel of classroom teaching, strengthen the pertinence and affinity of ideological and political education, meet the needs and expectations of students' growth, and make all kinds of courses and ideological and political theory courses go together [2].

1.2 The inter relationship among ideological and political education, college English education and traditional Chinese culture

Because of this, all kinds of courses in colleges and universities should aim at cultivating contemporary college students' thinking ability, the ability to identify the value of traditional culture in modern times, the ability to inherit excellent traditional culture, and the practice and dissemination of socialist core values. At the same time, because of the instrumental and humanism characteristics of college English course, college English teaching material in recent years appeared more traditional Chinese cultural elements. The top design goal was to make the traditional culture education consistent with the socialist core values, and the socialist core values is the continuation of traditional Chinese culture in the modern and developed society. Therefore, the ideological and political teaching of College English course needs and must integrate traditional Chinese culture. College English curriculum, the curriculum of ideology and politics, and traditional Chinese culture form an organic whole, co-exist and co-flourish, complement each other.

2. The crux of neglecting traditional Chinese culture in college English teaching

2.1 Traditional Chinese culture is seriously neglected gradually

The neglect of traditional Chinese culture has been seriously reviewed in college English teaching for many years. In terms of competence goals and quality goals, one of the most considered factors is the cultivation of intercultural communication ability. The intercultural

communication content we elaborated mainly aims to educate students to learn western cultural elements, including festivals, philosophy, literature, history, etc., in order to let students understand western culture and learn foreign languages better.

However, the result is counterproductive. More and more students pay attention to western culture but ignore the traditional Chinese culture totally. The cross-cultural communication mentioned here should be two-way, and the interaction between the culture contained in the target language and the culture of the mother tongue. Therefore, as contemporary college students and college teachers, we should take learning and teaching traditional Chinese culture as our own responsibility, and insist on being the disseminator, practitioner and successor of Chinese culture in the future.

2.2 Teachers know little about traditional Chinese culture

At present, most English teachers in colleges and universities are English majors, and their knowledge is mainly about western literature, western aesthetics, western culture, western linguistics, western translation and so on. At the same time, a number of teachers do worship the western culture, which causes the unpreparation when facing traditional Chinese cultural knowledge and the related content or the teaching enthusiasm is not high in their daily class teaching. This also indirectly led to the formed in the course of college English teaching teachers, students and the unequal relationship between the knowledge, the huge information gap. It affects students' absorption and inheritance of traditional Chinese culture.

2.3 College students lack interest in traditional Chinese culture

With the rapid development of society, the update of Internet media and the penetration of western culture, many college students are addicted to the Internet, blindly worship western countries and worship western culture, and know little or even turn up their noses at traditional Chinese culture. Utilitarianism and the principle of money first lead to students' excessive pursuit of material enjoyment and social status, and they are not satisfied with the spiritual nourishment brought by traditional Chinese culture and the spiritual power rooted in excellent Chinese culture. All these factors result in college students' loss of interest in traditional Chinese culture learning and sharing.

2.4 Unscientific evaluation system

The unscientific nature of the evaluation system can be traced back to the evaluation of the learning effect of college English teaching over the years. Most schools still take examination as the means and score as the standard, and the examination focuses on fixed aspects such as words, sentence patterns, grammar and translation. As long as students recite the relevant content in a short time, they can get high scores in the exam, completely ignoring the assessment and requirements of students' aesthetic perception, critical thinking, communication and expression ability, cultural literacy, learning habits and other aspects [4]. All these contribute to the utilitarian learning and cultural indifference.

3. Some improvement measures and strategies based on current situations

3.1 Create the learning atmosphere of traditional Chinese culture

The importance of traditional Chinese culture is beyond doubt, but in the face of many problems, the first thing we need to do is to create a harmonious learning atmosphere of traditional Chinese culture. At the school level, lectures and courses targeted at traditional Chinese culture will be added, and the basic courses of traditional Chinese culture will be popularized in a short time, such as introduction to traditional Chinese culture, pre-Qin Thoughts, analects of Confucius and other contents. In the aspect of teachers, they need to gradually step up to the study of

traditional Chinese culture, and teachers should renew the original teaching material and complement the content of traditional Chinese culture, which can reflect the development of the traditional Chinese values of higher vocational English teaching materials, for example in the history of the subset in the textbooks, song song, etc, so as to reduce the distance teaching materials and students' emotion, strengthen the ideological and political education on students' values [1]; At the student level, we should update learning methods and means, rationally use the Internet, big data and media technology to improve students' interest in learning, and lead them to enjoy the feast of traditional Chinese culture.

3.2 Teachers' values are reshaped and teaching ideas are renewed

The author takes the curriculum construction of Humanities College of Liaoning University of Communication as the case to illustrate the point. Taking "College English" in our school as an example, through the analysis, appreciation and study of the contents of Passage A and Passage B, we can ensure equal emphasis on classic original works and modern new theories in teaching, a combination of breadth and depth, and the integration of comprehensive courses and specialized themes.

In the specific implementation plan, the way of integrating curriculum ideology and politics is multi-angle, multi-level and diversified. For example, by digging deeply into the humanistic connotation of classical literary works, we can observe the teaching highlights of traditional Chinese culture, find the consistency and common linguistic elements of traditional Chinese culture and socialist core values, and properly connect with social reality, and try to explore and elucidate the contemporary value and realistic significance contained in the works. In teaching, teachers are required to be practical and realistic, to aim at the target, to avoid comparison without foundation, and to label at will. In terms of teaching methods, we strive to unify knowledge and interest, create a three-dimensional classroom for the dissemination of traditional Chinese culture, urge students to conduct research-based learning, and pay attention to the cultivation of their critical and innovative abilities.

3.3 Innovation of talent assessment and evaluation system

With the development of society, the talent assessment and evaluation system of colleges and universities also needs to keep pace with the times. It is not expedient but wise to integrate the assessment of traditional Chinese culture, which also conforms to the development of the country and conforms to the law of talent development and the essence of education. Teachers should change the single assessment method of knowledge assessment in mind, and evaluate students' learning results not only from the aspects of knowledge mastery, but also from the aspects of students' corresponding values and cultural literacy. For example, open questions should be added to the assessment or examination courses to explain the views on aesthetics, values and cultural theory, so as to test students' understanding and acceptance of traditional Chinese culture and lay a foundation for future learning [3].

4. The concrete realization method in teaching

Design ideas: introduction - text explanation - video watching - video discussion - ideological and political elements mining and infiltration - summary and homework

Interpretation of ideas: The teacher found that the content of this unit was difficult to understand and difficult to understand in the course of lesson preparation because of various traditional Chinese culture ideas and elements. Through searching relevant materials, she found that students might understand the reporting ideas, angles and purposes of western media by watching videos based on students majoring in journalism. In the early stage, through the interpretation of the text content, students can understand the characteristics endowed by the humanities and the attitude we should have in learning the humanities which is mentioned in the textbook. Uncertainty, skepticism and critical spirit are used as levers to leverage the false reports of BBC news. The teaching and learning gist is to stimulate students' patriotic enthusiasm, adhere to the truth of the attitude, the

principle of seeking truth from facts and so on the ideological and political elements of the course infiltration and integration.

Interpretation of innovative points in teaching reform:

BBC English News is combined with the characteristics of journalism major of our school. Teaching is based on texts, through interpretation videos and group discussion.

Train the formation and cultivation of students' critical thinking, innovation ability and information capture ability, and help students establish correct world outlook and values with the help of classic points in traditional Chinese culture.

Starting from real cases around them, guide students how to view the life around them in an objective, fair and critical manner with vivid news reports.

This case is a miniature of the actual teaching content of the teachers. Based on the first volume of the comprehensive English course in college, facing the stratified teaching students of the first year, taking the students of the School of Journalism (with College Entrance Exam in English score between 122-138) as an example, through the learning of the text, combined with authoritative media China Daily's video to watch for the analysis of the BBC English news in Chinese and western media in Xinjiang to report for duty on the double standard in our country, western media coverage of the position and mining, news and political interests, lead the students in the English language as the tool, to cultivate critical thinking and patriotic enthusiasm, promote the positive energy. The specific process is as follows:

4.1 Leading-in

Lead in: What are the humanities and what are the characteristics of the humanities?

4.2 In-class interaction

Key words and information learning in Passage A:

Through question-and-answer, interaction and discussion, the meaning and characteristics of humanities are listed, such as uncertainty, critical thinking, skepticism and skepticism. And What is truth anyway? (What is truth?) And so on a series of issues to discuss for students.

Video watching and group discussion:

Catch the main content by watching the video, understand the political purpose, reporting angle and international influence of individual media of BBC News in China and the West; Brainstorming is conducted in groups, and critical thinking training and ideological and political elements of the course are explored with English as a tool by using the characteristics endowed by the humanities.

Course summary and assignment:

Teacher leads the students to summarize the key content of this lesson and the key words and sentences mentioned in BBC news. Assign the students to explore similar content in other news and practice critical thinking and English listening.

In this case, a variety of teaching strategies, methods and means are used in the actual teaching. The following two aspects are introduced.

Create relevant backgrounds and conflicts, and use heuristic, interactive and discussion teaching methods throughout. Contemporary college students have the unique thoughts and characteristics of this era. In order to avoid obvious preaching and knowledge stuffing, teachers use more heuristic and discussion teaching methods in teaching. By creating background knowledge, focusing on contradictions, and putting forward solutions, students can be guided to follow the ideas of the text author and find the answers step by step. Based on the discussion, question and interaction, students' critical thinking ability, analytical ability and expression ability can be triggered and trained.

In view of the rapid development of the Internet and the ubiquitous characteristics of multimedia, teachers actively introduce English videos related to texts into English teaching. By watching, analyzing, interpreting and discussing the videos, on the one hand, it can increase the attractiveness and vitality of the class and lay a good foundation for the integration of ideology and politics in the course. On the other hand, it can assist students to apply the knowledge points learned

in the text, which is a process of subsequent knowledge reprocessing, understanding and memorizing, and also an effective means to improve the practicability of knowledge and students' practicality [5].

4.3 After-class feedback

This case is based on the responsibility of cultivating excellent media students in our school. Taking the College English course as the carrier, this case makes a critical analysis of the reporting purpose and event interpretation of western media by watching, interpreting, analyzing and discussing BBC news videos and combining the characters, words, sentences and writing characteristics of the textbook text.

Specific features:

Explore and penetrate the ideological and political elements of the course by teaching the uncertainty, skepticism and critical thinking in the humanities which are the main points in traditional Chinese culture, taking the College English course as the carrier.

Interpreting and analyzing the double standards of Chinese and western media in English news based on the western news media (BBC) in China Daily.

Combining with hot facts in Xinjiang, ideological and political elements such as being based on national conditions, seeking truth from facts and adhering to truth are skillfully incorporated into actual classroom teaching, so as to stimulate students' patriotic enthusiasm, cultivate their critical thinking, guide them to guard the bottom line and red line of media reports, and maintain the authenticity and objectivity of news and then finally inherit the essence of traditional Chinese culture.

Success:

Based on the text of the textbook, positive thinking and practice, combined with the national hot news, explore a teaching method that can combine the difficult text of the textbook with the English news of Chinese and foreign mainstream media, in line with the positioning of our school to cultivate media talents, and constantly improve the comprehensive quality and ability of students.

Through the interpretation of BBC news, students' English listening ability and text comprehension ability were improved. The analysis and discussion afterwards trained students' critical thinking formation, information capture ability and expression ability, laying a good foundation for future study and work.

Further reflections:

It takes more time to find videos that are consistent with the content of the teaching materials, and teachers need to carefully screen and comprehensively grasp the difficulty and interestingness. It is suggested to carry out collective teaching and research, exchange with each other, learn from each other's strengths and improve the efficiency of lesson preparation.

Some students have a weak English foundation and are unable to fully understand relevant English videos and texts, so they tend to fall behind the rhythm in teaching, which requires teachers' attention and guidance to avoid discouraging students' learning enthusiasm.

5. Conclusion

Paying attention to the building of cultural soft power of our school, teachers in the teaching attaches great importance to the cultural connotation of digging. All the teachers believe that under the background of the course, the future education will make full use of advantages of curriculum contents, combine with the characteristics of professional media and art, form traditional Chinese culture into the teaching curriculum framework and the first and second classroom teaching results show, and promote the traditional Chinese culture in general education of colleges and universities to achieve maximum benefit overflow.

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