

Research on the Progress of English Education in the Development of Chinese Traditional Culture

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Abstract. With the deepening of economic globalization, English is becoming more and more important as a universal language in the world. As an important part, English education has been paid more and more attention by the country and the society. Chinese traditional culture is well inherited in China. The current task is to integrate Chinese traditional culture into English teaching, which can better promote students' understanding of Chinese traditional culture and cultivate students' confidence. This thesis focuses on the dissemination of traditional Chinese culture in English education. Mainly from English is analyzed, the reasons of Chinese traditional culture in Chinese traditional culture in the weak position of English education and communication barriers as the basis, targeted to enhance Chinese traditional culture spreading and penetration strength in higher vocational English education and put forward relevant countermeasures and Suggestions, for the traditional culture and the English education in order to I am contributing the two-way interaction and communication.

Keywords: English; Traditional Culture; Development and Inheritance.

1. Introduction

1.1 Research Objectives

English education and college English education are oriented at cultivating talents for cross-cultural communication under the background of globalization in the new century. However, the requirement of practicality and application of English is more obvious, and the range of Chinese traditional culture is limited. This highlights the increasingly serious disadvantage of our country's English education in recent decades. This leads to a certain vacuum in the longitudinal inheritance of Chinese traditional culture[1]. Horizontal transmission, developed countries because of its strong political and economic advantages, with the help of film, television, network, teaching material, such as work platform and the carrier of cultural transplantation and penetration is also quite strong, and China's national culture while due to the recent run gradually expanded the spread and influence, but compared with the strong western cultural infiltration, it obviously in a weak position. All of these make school English education face new challenges, its teaching objectives, teaching content, teaching mode and teaching form need a new round of adjustment[2].

Therefore, they should infiltrate the traditional culture in English, enrich their cultural knowledge structure, consciously inherit the fine tradition of China and carry forward the traditional virtues of China, so as to comprehensively enhance their cross-cultural communication ability. Taking this as the research point, this paper comprehensively analyzes the importance of Chinese traditional culture in English education, and puts forward feasible measures for cultural penetration[3].

1.2 Research Significance

Due to the accelerating process of economic globalization and increasingly close cultural exchanges, China, as the world's second largest economy, displays its traditional culture to the outside world is an important embodiment of China's soft power. In the current era, it is an essential task to improve the foreign people's recognition and understanding of our traditional culture through the means of cultural exchange. The successful realization of this task requires us to realize the necessity of integrating traditional Chinese culture into English education curriculum and the necessary significance of cross-language communication ability and traditional cultural awareness. In view of the current situation of the integration of Chinese traditional culture and English education, the core

quality of English teaching is fully grasped and combined with Chinese traditional culture. It plays a positive role in improving students' cultural confidence, lays a solid foundation for students' English communicative competence, and then expands English teaching. It is of great significance to the spread scope and influence of Chinese traditional culture[4].

2. Overview of Current Situation of English Education

2.1 Objectives and Tasks of English Education

English education for many years, always follow the "practical give priority to, for sufficient degree", the basic direction because of its teaching goal is to develop language skills, combined with foreign ability of professional talents, so in the daily teaching is more emphasis on practical, in other words, pay more attention to the cultivation of students' listening and speaking ability. And, due to the widespread increase employment pressure in recent years, many colleges and universities will promote the school employment rate in the more prominent position, all teaching arrangement is single to aim at the students' employment, increasing the proportion of specialized courses, and more emphasis on language skills, a professor of some basic courses and comprehensive ability are met with different degrees of weakening.

2.2 Action Research on English

The concept of action research was first proposed by American researchers, among which Kemmis & McTaggart (1982) is the most famous and highly recognized one [5]. The author defines action research as a process of self-summary and reflection. According to this approach, educational and non-educational staff can promote their educational and social work accordingly, and their work can be scientifically evaluated. In the early definition of action research in China, it was first put forward by Wang. Wang points out that action research can be considered equivalent to reflective inquiry processes. Educators explore and analyze the difficulties and perplexities they face in their work practice, and this is often achieved by means of a systematic methodical framework. Action research is mainly carried out to improve teachers' teaching level and teaching literacy, so as to increase teachers' teaching ability and teaching skills and strengthen the actual effect of teaching. Specifically, she further divides action research into two types, one is open type and the other is directed type[6]. In the practical application of action research, it can be divided into the following steps: problem finding, plan determination, plan implementation, evaluation and reflection. As shown in Figure 1:

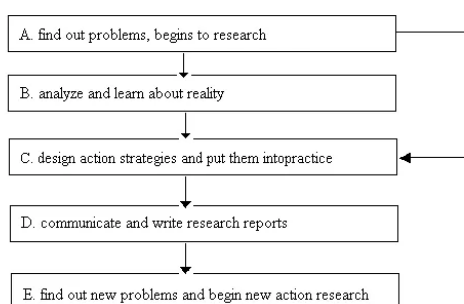


Figure 1. Process of action research

2.3 Problems in English Education

The selection of teaching materials is a key link related to the teaching content and even the cultivation mode and comprehensive ability of students. At present, most colleges and universities adopt the teaching materials of higher education press. However, there are still many problems and deficiencies in the selection and arrangement of textbook contents. First of all, although several influential textbooks have highlighted the proportion of cultural articles in the revision process, the

arrangement of their textbooks pays too much attention to the penetration of professional knowledge, and the professional vocabulary and theories involved are very difficult, which is especially difficult for students with weak English foundation[7].

Although the teaching of English education in colleges and universities has been emphasizing practicality, emphasizing to keep pace with The Times and constantly adapt to the development of The Times and social changes. But limited by the traditional teaching concept, there is a serious disconnect between the educational concept and the actual teaching plan. China's English education teaching mode does not keep pace with times development, not only the lack of flexibility and interest, and in the daily classroom teaching teachers are in a position of absolute control, which largely limits the students ability of language use and the cultivation of comprehensive cultural quality and lead to many students after English education, Their vocabulary is still not up to the relevant standards and requirements, and their understanding of vocabulary is prone to deviation, which causes great obstacles for them to complete the relevant translation tasks in the future[8].

3. Difficulties in Integrating Traditional Chinese Culture into English Education

In recent years, under the premise that the country's social and economic development has increasingly strong demand for professional talents and increasing employment pressure, whether students can successfully enter the society after graduation is a common concern. Education is oriented to employment, practical and so on, so its education has a clear color of training. In addition, under the guidance of this principle, colleges and universities pay more attention to the improvement of practical language skills, and the penetration of traditional Chinese culture in English education becomes more and more difficult.

3.1 Weak Representation of Traditional Chinese Culture in English Texts

With the increasing frequency and depth of international communication, English has become a necessary knowledge and skill for contemporary young students. The main goal of English education is to cultivate professional English talents from all walks of life. Therefore, the English education focuses more on the expansion of professional vocabulary, the teaching of professional theories and the cultivation of relevant translation skills, while the investment in the transmission of traditional culture and the inheritance of humanistic spirit is not much. It is because of its English education teaching orientation, basic requirements and goals of highlights practical and applied, and the traditional culture of China is more as a kind of culture and knowledge accumulation, its practice and application is not clearly demonstrated, all of this makes the traditional Chinese culture in English education of all the difficulties[9].

3.2 Obstacles of Cross-cultural Communication Theory

Since 1970, cross-cultural communication has gradually become a formal discipline, which has been increasingly developed and attracted much attention. In the 1950s, there was cross-cultural communication. The seed of intercultural communication is marked by the silent language written by Hall, the father of intercultural communication. Around 1980, a new discipline, namely cross-cultural communication, was born and has been actively developed. Initially, the focus of cross-cultural communication tends to be theoretical. In the long-term study and analysis of researchers, the research focus of cross-cultural communication gradually began to shift to the culture of other countries. In addition, scholars began to think and study the differences and commonalities between different cultures. It also points out that cross-cultural communication can be developed in practical application [10]. At the end of 1980, cross-cultural communication spread from Britain and the United States to China. Since its introduction, it has attracted the wide attention of researchers in the academic circle. When carrying out specific daily teaching design, teachers pay more attention to the diversification and diversity of students' future employment positions to arrange specific teaching content, and pay

less attention to the indoctrination of relevant theoretical knowledge and the improvement of comprehensive quality. The emphasis on cultural teaching is far from enough. On the contrary, they pay more attention to how to combine the language skills they have learned with practical applications more quickly and devote themselves to making every language knowledge point they have learned productive.

3.3 Low Integration of Chinese Traditional Culture in English Teaching

Compared with ordinary colleges and universities, the quality of students majoring in English is relatively poor, and many students have not even received general basic education. Among them, English exists as a weak subject in most cases. Both vocabulary, grammar and reading ability are obviously inadequate, their listening and speaking training is even less. After entering college, they have to learn a lot of professional vocabulary, which is even more difficult for them with a weak foundation. While the teaching goal of English education is clearly career-oriented, they must train students with weak knowledge structure to be able to master English language skills in just a few years. In this respect, the teaching pressure and teaching tasks of English major are heavy, so teachers naturally put more time and energy on consolidating the English foundation for students. Cultural teaching or the dissemination of traditional culture in English teaching is obviously not enough.

3.4 The Weakness of Chinese Traditional Culture in English Communication

Under the background of globalization, the cultural links between the countries increasingly close, at the same time the clash of civilizations is increasingly intensified, the western developed countries with strong economic and technological advantages in all of China in the form of a variety of cultural penetration, constantly promote their values, behavior habit and life style, moral standard, thinking pattern and so on, In addition, while learning English, it is inevitable to contact with Western culture, which to some extent gives this cultural hegemony the characteristics of legitimacy, which in fact has a very far-reaching and lasting impact on contemporary Chinese young students. Relative to the strong penetration of western culture, China's traditional culture education and communication in English is very weak, the most powerful western values of output and slightly spread national culture of China is facing the predicament, and western culture and commercial activities, all kinds of festivals, movies and other related cultural entertainment activities such as the most direct form directly influenced the cultural concept of the Chinese youth.

4. Ways of Spreading Traditional Chinese Culture in English Education

4.1 Strengthen Traditional Chinese Culture in English Teaching

Cultural consciousness refers to the sense of identity that people living in a specific cultural environment have for their own national culture. In other words, it is a kind of awakening and consciousness of Dialogic culture. Such cultural consciousness is not only conducive to their clear understanding and profound understanding of the status, role and significance of their own culture, but also enables people to grasp the rules of cultural development, so as to promote the long-term and healthy development of national culture. First of all, on the basis of having a high sense of identity and pride in their own national culture, relevant English teachers should infiltrate this cultural consciousness to students. Cultivate their sense of cultural power, so that they understand and love Chinese traditional culture, absorb the nutrition of Chinese national culture and constantly surpass the inherent cultural achievements. Under the impact of multiple cultures, we should keep a clear and rational mind and cultivate our own cultural consciousness and awakening consciousness.

4.2 Expand the Conversion Mode of Traditional Culture

Under the guidance of the theory of two-way communication between language and culture, the compilation of textbooks must fully consider the English level of students in colleges and universities

and the relevant cultural basis. In particular, emphasis should be placed on the compilation of excellent English articles and translations, which can fully reflect the essence of national culture of our country. In addition, the listening should also be properly strengthened with the traditional Chinese culture of the article, set up some listening tests in the context of Chinese culture. In terms of oral training, textbooks can adopt the form of open discussion topics to train students to pick lotus in English with Chinese characteristics, so as to enhance their language expression ability in the face of traditional Chinese culture. Not only can it become their comprehensive quality of ascension; and let them in the future more adept in cross-cultural communication, and from the perspective of the direction of more in the long run, these graduates also can become the angel of the spread of Chinese culture in the future, increasing the propagation force of traditional Chinese culture in the world, appeal and influence.

5. Conclusion

English education is aimed at cultivating foreign-related high-skilled talents from all walks of life. The inheritance and loss of Chinese traditional culture in English education is becoming more and more serious. To explore the reasons for this phenomenon, and how to enhance contemporary students' cultural consciousness, cultural confidence and the sense of identity of Chinese national culture, this is actually a test of the wisdom of every English educator. Starting from many aspects, such as the addition of traditional Chinese culture courses, the reform of examinations and the specific teaching mode of teachers, the author comprehensively uses various means to improve the communication system and mode of traditional Chinese culture in English education.

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