

Analysis on the Integration Path of Chinese Traditional Culture in English Classroom of Higher Vocational Education

Huang Chen^{1,*}

¹Tianjin Transportation Technical College, Tianjin, 300110, China

Abstract: With the rapid development of social market economy and science and technology, globalization has become the inevitable trend of the development of the world economy. English has become the international common language, and English teaching has been added in all stages of teaching in our country. In higher vocational English teaching, the western culture takes English as the medium to carry on the fierce impact to our country's traditional culture, the higher vocational student has lost oneself in this kind of impact, the blind worship of foreign countries causes the Chinese traditional culture to be short, thus has affected the higher vocational student to establish the correct outlook on life and the value. In view of these phenomena, higher vocational colleges in China can not simply introduce English teaching, but integrate Chinese traditional culture into English teaching. Let higher vocational students fully understand the excellent national quality, national spirit, national integrity, national etiquette, national virtue and so on in Chinese traditional culture through the conflict in English course study, so that higher vocational students can improve their communicative competence on the basis of fully understanding the two cultures.

Keywords: higher vocational education; English classroom; Chinese traditional culture; integration path

Corresponding Author: Huang Chen. Tianjin Transportation Technical College. Email: Huangc1987@gmail.com

©The Author(s) 2022. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by/4.0/>).

The policy of reform and opening up and the rapid development of social and economic globalization have made our country open. As the most populous and most widely used language in the world, English has become the common language for communication all over the world, so English has become a course that our students must learn. Western culture and thought take English as the medium to challenge the traditional culture of our country. Our students have started learning English since childhood. People pay too much attention to their children's English ability. It causes the students to lack the Chinese traditional culture study. Therefore, in higher vocational English teaching, we must integrate Chinese traditional culture, let students learn and understand western culture, but also accept the influence of Chinese traditional culture, prevent students from losing in western culture, and avoid students blindly worshipping foreign countries. English teaching in higher vocational colleges should change the traditional teaching idea of cultivating students' English language ability and change it into the teaching idea of cultivating students' cross-cultural communication ability.

I. Adapting English teaching materials for higher vocational education to include elements of Chinese traditional culture

Most of the existing English teaching materials in higher vocational colleges in China are excerpts from the original English reading materials about Western culture, social system, values and cultural cognition. Through these preliminary understanding of British and American culture and learning pure English, students often blindly worship foreign countries in the process. Therefore, if we want to go deep into Chinese traditional culture in high school English teaching, if we want to integrate Chinese traditional culture with western culture, we must first set out from the adaptation of higher vocational English teaching materials. To rely on the teaching objectives to add more elements of Chinese traditional culture in higher vocational English teaching materials. For example, add Chinese traditional festivals such as Spring Festival, Dragon Boat Festival and other English vocabulary and Chinese traditional festivals to introduce the English passage; Add the Chinese traditional way of life, national hero introduction and contain Chinese traditional virtues of the household name of small stories and other aspects of English short articles; Add appreciation of traditional Chinese literature such as Peach Blossom. In order to establish correct outlook on life and values and develop students' ability of intercultural communication, the theme unit of the original higher vocational English teaching materials should be added to the content of Chinese traditional culture with the same theme and similar content, so that students can understand the relationship between the two cultures in vocabulary and grammar

through translation, and arouse students' thinking through the conflict between the two cultures^[1].

II. English teachers in higher vocational colleges should adjust their teaching concepts in time and improve their traditional Chinese cultural literacy

English teachers in higher vocational colleges are the main force of English teaching. In English teaching, we should pay attention to the lack of Chinese traditional culture and start from changing their own teaching concepts. The purpose of English teaching is to let students learn English language knowledge and western culture knowledge. English teachers in higher vocational colleges should fully understand and understand the role of Chinese traditional culture in promoting students' comprehensive quality, and make students deeply feel the positive role of Chinese traditional culture in their ability and development. In order to enable students to accept Chinese traditional education from the psychological penetration in English teaching^[2].

The Chinese traditional cultural literacy of English teachers in higher vocational colleges plays an important role in the infiltration of Chinese traditional culture in English teaching. Only by worshipping Chinese traditional culture, can English teachers in higher vocational colleges take the responsibility of inheriting and carrying forward Chinese traditional culture actively, infiltrate Chinese traditional culture actively in daily English teaching, and communicate with students in English teaching. In order to promote students to learn Chinese traditional culture consciously. The speech and behavior of English teachers in higher vocational colleges have a direct and profound influence on students, so English teachers in higher vocational colleges carry out continuous study of Chinese traditional culture in order to improve their traditional Chinese cultural literacy. Through the words and deeds in line with Chinese traditional virtues to the students imperceptibly influence. English teachers in higher vocational colleges should change the goal of English teaching from single let students grasp English language and cultural knowledge to cultivate students' cross-cultural communication ability. In higher vocational English teaching, we should teach students English language knowledge and understand English and American literature. English teachers in higher vocational colleges should guide students to actively participate in the study of Chinese traditional culture while learning English, guide students to communicate and integrate Chinese traditional culture with western culture, and encourage students to carry out cross-cultural communication practice^[3].

III. Cultivate students' learning consciousness of Chinese traditional culture

In English teaching, English teachers in higher vocational colleges should guide students into the extensive and profound study of Chinese traditional culture, so that students can deeply discover the beauty of Chinese traditional culture. It can help students to establish correct outlook on life, world outlook and values, guide students to consciously study and propagate Chinese traditional culture, and then help students to recognize the responsibility and mission of their socialist construction at the present stage. In daily teaching, English teachers in higher vocational colleges should pay attention to cultivating students' ability to express Chinese excellent traditional culture in English completely and fluently, set up the ideological consciousness that culture is equal and without national boundaries for students, and put an end to the phenomenon that students blindly admire British and American culture; To guide students to deeply understand the connotation of Chinese traditional culture, to enhance students' recognition of Chinese traditional culture, and on this basis to enhance students' national pride and love for the motherland. Higher vocational English teachers should guide students to establish a correct concept of language learning, that is, learning English is not to let western culture replace Chinese traditional culture, but to enable students to understand multiple cultures through English learning. Let students understand the place outside their lives, meet the curiosity of students to explore the world, and communicate with different cultures to meet the needs of economic globalization. Through the comparison of Chinese and Western cultures in English teaching, English teachers in higher vocational colleges can make students have a more accurate understanding of the basis of understanding western culture, and at the same time, they can also have a deeper understanding of Chinese traditional culture. In order to improve students' ability to appreciate Chinese and Western cultures and cross-cultural communication^[4].

IV. Organizing students to participate in activities to promote Chinese traditional culture

Higher vocational English teachers and Chinese teachers can carry out joint teaching, so that students can actively introduce and exchange Chinese and Western cultures; It can guide students to read more English versions of excellent Chinese traditional culture, such as the Renaissance of China; It can guide students to watch more popular Chinese traditional culture movies such as Hua Mulan; Students can be guided to integrate their works into the elements of Chinese traditional culture at the English Culture Festival; famous professors and scholars can be invited to give lectures on Chinese and Western cultures; students can be encouraged to participate in Chinese and Western cultural speeches or debates on a certain theme, etc.

V. English teachers in higher vocational colleges should broaden their teaching channels and infiltrate Chinese traditional culture into English teaching

In the process of organizing English teaching, English teachers in higher vocational colleges should start from actively learning Chinese traditional culture and increase existing teaching channels, such as introducing typical excellent teaching materials of Chinese traditional culture into English classroom teaching, innovating teaching methods such as problem teaching method, situational teaching method, group cooperative learning method and so on, so as to stimulate students' interest in learning Chinese and Western culture and deepen students' understanding of Chinese and Western culture^[5].

VI. Organize practical activities to improve students' ability of cross-cultural communication and promote Chinese traditional culture

There is a famous saying in Chinese traditional culture that only practice can produce true knowledge, and the infiltration of Chinese traditional culture in higher vocational English teaching also needs to be better realized in practice. In order to make students understand the significance of Chinese traditional culture and cultivate students' national pride, English teachers in higher vocational colleges should often organize students to carry out cross-cultural communication activities in order to promote students to learn and use it. In order to let students actively carry out the inheritance and promotion of Chinese traditional culture. Higher vocational students can not talk about cross-cultural exchanges on paper, must be practical to develop and promote. In order to improve students' ability of cross-cultural communication we want to improve students' ability of cross-cultural communication, we can organize and establish English related organizations such as English associations and English corner, in which Chinese students can communicate with foreign students through English. This will improve students' oral English and their overall level of English, on the one hand, and promote the exchange and integration of Chinese and Western cultures on the other hand. It will also enhance students' cross-cultural communication skills by engaging Chinese and foreign cultural experts and professors as well as outstanding and successful people to conduct lectures and academic conferences on cultural exchanges between China and the West^[6].

Conclusion

Chinese traditional culture is the wisdom crystallization of our ancestors, the most precious spiritual wealth left to the majority of students, the cultural heritage that students need to inherit and

carry forward, and the ideological basis for students to stick to the socialist road. Under the background of economic globalization, English, as an international common language, plays a certain role in the social development of our country, and there is a shadow of English in every stage of students' growth. English and the western culture contained in English have a great influence on the thoughts of the new generation of students. Therefore, in higher vocational English teaching, we should infiltrate Chinese traditional culture, let students pay attention to the differences between Chinese and Western cultures in English language learning, understand that language is equal, and will not blindly worship foreign cultures. Higher vocational teachers should adjust their teaching ideas, broaden their teaching channels, innovate their teaching methods and improve their traditional Chinese cultural literacy, so as to do a good job in the infiltration of Chinese traditional culture in English teaching. Higher vocational teachers should adjust their teaching ideas, broaden their teaching channels, innovate their teaching methods and improve their traditional Chinese cultural literacy, so as to do a good job in the infiltration of Chinese traditional culture in English teaching

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- [1] Zhao Lin. A Discussion on the Integration of Chinese Traditional Culture in English Classroom [J]. Higher Vocational Education New Oriental English? Secondary school students, 2019,(5):193-193.
- [2] Wang Jing. J]. on the Integration of Chinese Traditional Culture in English Teaching in Higher Vocational Education Western quality Education 4(12):185-186.
- [3] Wu Fei. Exploration on the Path of Carrying Forward Traditional Culture in English Teaching [J]. Higher Vocational Education Time figures 2019,(10):127-128.
- [4] Wang Xiaoxiao. A Path Analysis of the Integration of Chinese Excellent Traditional Culture into the Ideological and Political Education in Higher Vocational Colleges [J]. Intelligence, 2020,(9):151-151.
- [5] Lu Liyuan. A Reflections on the Integration of Chinese Traditional Culture into English Teaching in Higher Vocational Education [J]. Coastal Enterprises and Technology, 2018,(5):70-71 80.
- [6] Liu Shu-jung. Study on the Integration of Chinese Traditional Culture into College English Teaching Path —— Taking Tea Culture as an Example [J]. Fujian Tea, 2018,40(10):176-179.