



Study on the Path of the Integration of Chinese Traditional Culture into English Learning

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Abstract: Foreign language teaching is a kind of language teaching, which also involves cross-cultural teaching. In college English teaching, the aphasia of traditional culture is quite prominent and the teaching penetration of traditional culture is seriously insufficient. Under the background of multicultural impact, it is necessary to strengthen the penetration of traditional Chinese culture in college English teaching. On the basis of understanding our Chinese culture, students are inspired to love, preserve, inherit and carry forward the traditional Chinese culture. This paper introduces the teaching penetration value of Chinese traditional culture, analyzes the integration status of Chinese traditional culture into English learning, and explores the effective penetration and integration path of Chinese traditional culture into English learning.

Keywords: Chinese traditional culture; English; Teaching; Integration; Penetration

At present, foreign language talents are scarce, especially high-quality foreign language talents with certain cultural foundation. In college English teaching, the traditional teaching mode ignores the necessity of integrating traditional Chinese culture, blindly focusing on the learning of foreign languages and foreign cultures. As a result, the phenomenon of conceptual culture transfer appears, which is detrimental to the improvement of language learning. Therefore, it is necessary to enhance the application of traditional culture in college English teaching and promote the effective integration of traditional excellent culture into college English learning.

1. The teaching penetration value of Chinese traditional culture

1.1 It is conducive to foreign language learning

Foreign language teaching has been carried out in China for a certain history. For a long time, mother tongue has been neglected in foreign language teaching, and relevant educators pay insufficient attention to mother tongue and its corresponding culture. Even in the eyes of some teachers, foreign language learning is to completely discard the learning of mother tongue and get rid of the influence of mother tongue. Under this foreign language teaching mode, students' understanding of mother tongue and its culture may lead to some deviations or misunderstandings. In fact, although countries and languages are different, languages also have their similarities, which highlights the importance of mother tongue in foreign language learning. It shows that mother tongue is a resource that can be used for reference and learned in foreign language learning, which is an important basis for language transfer. Without the reference of mother tongue and mother tongue culture, the cultural value of mother tongue will not be exerted and the loss of language learning will be brought about. With the help of mother tongue learning and cultural application, the non-linguistic cultural elements of language learners can be strengthened, the cultural background of mother tongue can be strengthened, and the effective learning and application of culture and language can be realized through the analysis and comparison of

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common cultural differences.

1.2 It is conducive to cross-cultural communication

In the new era, college students will be an important force in the dissemination of traditional culture in the future. However, in the current situation, college students lack efficiency in the English expression of Chinese traditional culture. In relevant studies, many college students can hardly begin the English expression of local culture and can only express the meaning according to the literal meaning, which results in the meaning cannot be accurately conveyed. For example, in the Sino-British diplomacy, as a translator for foreigners to translate Chinese language, it is difficult for translators to accurately translate Chinese allegorical sayings, idioms, classical Chinese, ancient poetry and other expressions in traditional culture, and they are faced with translation obstacles. This will make foreigners think that Chinese foreign language talents themselves have a poor level of native culture, resulting in contempt and ridicule mentality. This is not what higher education wants. Therefore, it is difficult to serve the development and construction of a country to ignore the cultivation of talents based on their own national culture and language, and it is also difficult to cultivate high-quality talents in cross-cultural communication.

1.3 It is conducive to the improvement of students' own quality

College students are talents trained by China's higher education, serving social construction and various industries. In cross-cultural communication, college students also shoulder important responsibilities and are important carriers of traditional culture communication. In cross-cultural communication, college students not only represent their personal image, but also represent the image and dignity of the Chinese nation. Therefore, they should have solid foundation and high cultural literacy in language learning and application. In college English teaching, it is necessary to cultivate college students' cultural confidence and pride, stimulate their cultural awareness of their mother tongue, and cultivate their patriotism. At the present stage, many college students have the mentality of worshipping foreign countries and fawning on western festival culture and material culture. However, they are indifferent to the traditional festivals of the Chinese nation, which not only affects the inheritance of traditional culture, but also goes against the cultivation of national self-confidence. In the new era, the cultivation of college students' comprehensive cultural literacy and intercultural communication competence are insufficient. Therefore, integrating traditional cultural elements and connotations into college English learning plays a positive role in promoting college students' quality education and improving various skills and qualities.

2. The integration status of Chinese traditional culture into college English learning

2.1 The problems of teaching materials

In the current compilation of college English textbooks, the selection of materials is basically excerpted from the original English works, emphasizing the need to use authentic and standard foreign language materials to strengthen applied teaching and carry out English teaching in a real foreign language environment. It can be seen that in the compilation of college English textbooks, the target language learning country is the main content of cross-cultural learning, while the content of Chinese traditional culture is relatively little involved. It is also difficult to find the contents of Chinese traditional culture in relevant English textbooks, so it is difficult to achieve the penetration of traditional culture in such English teaching. As a result, both teachers and students ignore the study of traditional culture in foreign language teaching.

2.2 The problems of teachers

In the current college English teaching, almost all teachers of specialized courses are English majors. The education they received at that time rarely involved the curriculum part of traditional culture, so their own mastery and understanding of traditional culture is rather one-sided. Many professional teachers themselves have many problems and deficiencies in the foreign language expression of traditional culture, so they are unable to introduce Chinese traditional culture in high-quality English. In this way, curriculum teaching cannot be carried out from the perspective of the differences between Chinese and Western cultures. Under such a teaching mode, it is difficult for students to understand

the atmosphere and value of traditional culture, which is not conducive to the penetration of traditional culture in college students' English learning.

2.3 The problems of students

Under the impact of multiculturalism, traditional culture is facing great challenges of inheritance and development. Under the influence of globalization, many college students in China are exposed to more and more Western cultures, such as Western food, foreign films, foreign festivals, foreign brands and so on, which are popular among college students. In Chinese traditional culture, the attitude of college students is somewhat indifferent and even disgusting. Some college students hold a contemptuous attitude towards traditional culture because they think many things in it are out of date and out of fashion. In the test of English expression ability, Qinghua university found that students from non-English majors are very poor in the ability to express things with Chinese characteristics. It can be seen that traditional culture is still lacking in the English learning of college students.

3. Effective Countermeasures for integrating Chinese traditional culture into English learning

3.1 Optimize the setting of teaching materials and promote the improvement of teaching materials

College students are important carriers of traditional culture transmission, and they should be able to use English to carry out the publicity of Chinese traditional culture. Therefore, they should have a certain traditional cultural accumulation and foundation, have a certain understanding of Chinese historical culture, literature culture, national culture, traditional skills, traditional festivals and so on, and have such cultural literacy. In the setting of English textbooks, it is necessary to realize that the learning and integration of national culture is the cultural material for foreign language learning. College English learning rooted in national culture is of great significance to the cultivation of college students' cross-cultural communication ability and the improvement of their comprehensive quality of language learning. The improvement and penetration of traditional cultural content in English textbooks can enrich cross-cultural communication learning materials of college students, enhance their personal cultivation, and promote the improvement of the overall image of college students.

In this work, it needs related education department, culture department, editorial department of college English textbooks to cooperate to improve and optimize college English teaching materials according to the current needs of intercultural communication competence training and the current editing situation of college English curriculum and to make sure that the English textbooks contain both the material of English classics and the content of traditional culture, so as to realize the penetration of traditional culture in English learning.

3.2 Carry out teachers' traditional culture study and put forward the requirement of cultural teaching penetration

In college English teaching, English teachers should have a better understanding of the extensiveness and profoundness of Chinese traditional culture, realize the importance of traditional culture, and be more aware of the responsibility of carrying forward traditional culture as teachers. Relevant colleges and universities should do a good job in training and improving English teachers' traditional cultural literacy. Schools can organize students to carry out training activities for teachers of traditional culture and teach Chinese Traditional Education and Sinology. From a historical perspective, they should sort out the concept of traditional culture, traditional culture education, traditional education and sinology, and elaborate the content outline, second priority and current significance of Chinese traditional education. They should guide English teachers in teaching with the principles of righteousness, wisdom, honor and kindness, and with the core of enlightening wisdom and practicing righteousness, to improve students' humanistic pattern, and to guide students to integrate knowledge and practice and to be motivated and kind. They should enable English teachers to make clear the necessity and significance of promoting the excellent traditional Chinese culture, encourage English teachers to spare no effort to promote the excellent traditional Chinese culture in their teaching, and let the excellent traditional Chinese culture enter more schools, more classes and benefit millions of college students.

3.3 Pay attention to students' traditional culture teaching, correct cultural values

In college English teaching, in order to promote college students to correct their cultural values, teachers should actively guide them in teaching and help them to correctly understand traditional culture and Western culture. In daily English teaching, teachers should break through the traditional teaching mode of English courses and embody the innovation of English teaching. In college students' English teaching, we can create the learning situation of traditional culture. In order to carry forward China's excellent traditional culture and further stimulate students' patriotic spirit, we can organize college students to carry forward traditional culture education activities on the occasion of the coming of China's traditional festival "Dragon Boat Festival". We can organize college students to carefully design English flyers about the traditional culture of Dragon Boat Festival in combination with their own English learning. Students use English to introduce the origin of the Dragon Boat Festival, and the legend of commemorating Qu Yuan, folk custom activities and small encyclopedia of knowledge about Dragon Boat Festival, which can further enhance students understanding of Chinese traditional culture festival and the identity of Chinese traditional culture. Relevant cultural learning activities should be carried out in the English language environment to show respect and attention to Chinese traditional culture. Students can also send colorful ropes and sashes, which symbolize good luck and health, to express their attitude towards traditional culture in English. They can also set up a guessing game to ask students to guess the corresponding Chinese expressions through the expressions of English festival proverbs and poems. Teachers can also ask students to compare and learn different translations of Shi-ji Biographies of Qu Yuan in the classroom, to express the memory to the great patriotic poet, to reproduce the patriotism of Qu Yuan, to carry forward the great patriotic spirit of love for the motherland and the people. Students also can find the differences of language expression in different English and Chinese translation, and feel the pragmatic effect of different expressions.

4. Conclusion

Chinese traditional culture is of great value in college English learning, and it is a part that needs to be further developed in the current college teaching mode. At present, the integration of traditional culture into college English teaching is insufficient. Therefore, it is necessary to further improve the penetration of traditional culture in English teaching, grasp the problems existing in the current penetration of traditional culture, and study concrete countermeasures from the aspects of the setting of teaching materials, the training of teachers, students' cultural concept transformation and teaching innovation.

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