

## **Research on the Cultivation of Students' Core English Literacy Based on Cultural Awareness Cultivation**

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**Abstract:** This paper takes the cultivation of students' core English literacy based on cultural awareness as the topic of discussion. It refers to the lack of cultural teaching consciousness in teachers' emergence of English literacy training, the lack of cultural content in teaching materials, and the lack of strong cultural teaching atmosphere in the classroom. In terms of aspects, it proposes improvement measures to change teachers' teaching concepts, enhance teachers' cultural literacy, scientific design culture teaching, introduce Chinese and foreign cultural knowledge, and expand teaching horizons.

### **1. Introduction**

The opening of the English course guides students to learn English, master English skills and improve their language skills. However, the traditional English teaching mode only focuses on strengthening students' learning of English words, sentence patterns and grammars, ignoring the cultivation of English core literacy based on cultural awareness training, which leads students to form a single rigid learning method and reduce the efficiency of classroom teaching.

### **2. Insufficient in the Cultivation of Students' Core English Literacy based on Cultural Awareness Training**

#### **2.1. Teachers lack awareness of cultural teaching**

Influenced by the teaching orientation of traditional test-oriented education, most teachers lack the awareness of cultural teaching. On the one hand, in order to improve students' English test scores, teachers should study English test sites and test directions, and the teaching objectives are based on improving scores. In the classroom teaching, focus on vocabulary, grammar, reading analysis and answering strategies. Only concerned about whether the content of the exam-oriented teaching has been completed, ignoring the cultivation of cultural awareness. On the other hand, cultural content often occupies less points in the examination, which leads teachers to emphasize grammar knowledge in teaching thoughts, light culture teaching, and in the classroom teaching, the cultural knowledge with relatively small scores is taken. Teachers lack the awareness of cultural teaching, and students also neglect the study of cultural knowledge, resulting in insufficient cultivation of students' core literacy based on cultural awareness.

The lack of teachers' awareness of cultural teaching is also related to the weak cultural literacy of teachers. Teachers have less direct contact with foreign cultures, insufficient knowledge reserves, and the heavy teaching tasks of teachers. Teachers do not have enough time to read English newspapers and magazines and literary works to improve their cultural literacy, which has affected the development of cultural teaching. The content of design culture teaching in the textbooks is limited in time, and there is no in-depth study and exploration. It is difficult to effectively carry out teaching in the classroom, so it is simply taken. Only the shallow English knowledge teaching has been completed, and the cultural teaching activities have not been actively carried out, which has made it difficult to cultivate and raise the core literacy of students based on cultural awareness.

## **2.2. Insufficient mining of cultural content in textbooks**

There are many kinds of cultural content involved in English textbooks. For example, Chinese and Western table manners, literature, film, cultural heritage, etc. However, the content of the textbook is often limited by one or more aspects, and it lacks systematicity and depth. If teachers do not use rich extracurricular materials to explore the deep content of textbook culture in teaching, it will lead to English teaching at the level, and it is difficult to design exercises and exam questions to cultivate students' cultural awareness and exercise students' cultural ability. Students' learning of cultural knowledge will also remain on the surface, making it difficult to understand deeply. Lack of comparison and understanding of cultural differences between China and foreign countries, unable to absorb the essence of foreign culture, exposed the one-sidedness of English classroom teaching.

## **2.3. The cultural teaching atmosphere in the classroom is not strong**

At present, most of the English classroom teaching presents the phenomenon of linguistic and light culture. The teaching mode is simplistic and stereotyped, which does not reach the goal of cross-cultural teaching. It is difficult to attract students' interest in learning and is not conducive to the cultivation of English literacy. In the classroom, teachers randomly introduce cultural knowledge according to their own understanding and experience. Cultural awareness training is arbitrariness. The culture teaching atmosphere in the classroom is not strong, and students have less chance of realizing cultural awareness.

English teaching needs the assistance of English cultural activities. Rich English extracurricular activities can enhance students' learning effect on English culture. Students spend most of their time in test-oriented training in self-study, and pay attention to improving test scores through intensive training and learning. Participation in English cultural activities. There are many forms of English cultural activities, such as English speech, English performance, English corner, etc. The school lacks the development of English cultural activities, the class teacher does not support English cultural activities, and the students' awareness of cultural learning is weak. Both influenced the time and quantity of English cultural activities. Under the lack of cultural awareness training, students' cultural learning interest was greatly reduced. The core English literacy training based on cultural awareness training had little effect[1].

## **3. Improve the Strategy of Cultivating Students' core English Literacy Based on Cultural Awareness Training**

### **3.1. Transforming the teaching philosophy of teachers and improving the cultural quality of teachers**

The introduction of the guidance of students' core literacy training based on cultural awareness training puts forward higher requirements for English teachers' teaching. It requires English teachers to change traditional teaching concepts, keep pace with the times, and constantly innovate educational concepts. The cultivation of cultural awareness is an important part of the cultivation of English core literacy. In order to steadily cultivate students' cultural learning awareness, teachers should become a qualified cultural learner, improve their cultural knowledge and enrich their English professional culture knowledge. At the same time, from the cultural knowledge of the surface to the deep learning, understanding the English culture, understanding the cultural connotation. In this way, we can promote the cultivation of students' cultural awareness and enhance their cultural character.

### **3.2. In-depth study materials, scientific design culture teaching**

Teachers should be good at excavating the vocabulary, grammar, and cultural connotation of the text in the preparation of lessons, and scientifically and rationally design the English culture teaching plan. It is possible to carry out cultural teaching in the classroom through various forms such as explanation, interactive communication and cooperative learning, and gradually introduce cultural teaching methods to guide students to form cultural learning concepts.

For example, when you talk about The Olympic Games, you can tell the students about the historical background of the Olympics. Introducing the historical background of the Olympics from the Olympia Athletics to the Olympic Games in the ancient Greek culture during the Cultural Renaissance, thus experiencing the sports spirit since ancient times. Now, the Olympic Games has become the largest comprehensive sports event in the world, and it is the most influential sports event of today. This is the best example of the integration of world culture. Filling in the background information of historical culture and deepening the teaching of cultural knowledge can cultivate students' awareness of cross-cultural learning from the side[2].

### **3.3. Introducing Chinese and foreign cultural knowledge and expanding teaching horizons**

The introduction of Chinese and foreign cultural knowledge can increase students' interest in learning, and at the same time lead to the existing humanities knowledge of students, and make effective paving for the development of cultural teaching. For example, in the lesson about “Nelson Mandela—a modern hero”, first display six portraits of celebrities through multimedia devices, and let students judge who is the mandarin to be learned. Some students may judge the correct picture through the extracurricular knowledge they have learned before. At this time, the teacher can let the students tell the story of Mandela that he knows. It has improved students' interest in learning and increased the cultural learning atmosphere of the classroom. By connecting the classroom knowledge with the students' existing experience and knowledge, the students' learning thinking is activated and the expected teaching effect is achieved. Next, the teacher can introduce the cultural background knowledge of the textbook content, introduce the life of Mandela's characters, participate in important activities, and put forward ideas and ideas, and use multimedia equipment to display pictures and texts to help students learn more intuitively and conveniently. This teaching method of introducing Chinese and foreign cultural knowledge makes students more expectant and fresh in English classroom teaching. In the classroom, I learned the cultural knowledge that I could not learn, and improved the effect of the cultivation of classroom culture awareness.

Comparing Chinese and foreign cultures and identifying cultural thoughts in thinking activities will help students form cultural positions. In classroom teaching, teachers should carefully design problems, and encourage students to experience cultural differences and compare cultures through various methods of analysis, comparison, summarization and perception in thinking activities, thus forming a healthy and correct cultural position. While studying English courses, you can spread Chinese culture and tell traditional Chinese stories in English. For example, in the course of “A Letter Home From Jo To Rosemary”, for the answer to the “What do you think of PNG?” reading comprehension questions, you can understand the general economic and cultural situation of PNG countries by reading the texts. Through the comparison and sentiment, we will appreciate the power and progress of the new China. With the introduction of Chinese and foreign cultural knowledge, the students' vision of learning is expanded, which inevitably enhances the national pride of students, cultivates patriotic education, promotes students to form a correct cultural position, and enhances students' cultural self-confidence.

In addition, a variety of extracurricular cultural activities can be carried out to create an English culture learning atmosphere on campus, enrich the content of student culture learning, stimulate students' cultural interest, and cultivate students' enthusiasm and initiative in cultural awareness learning. For example, English theme culture week, English cultural performance, speech contest, regular English film watching, etc., infiltrate cultural learning into all aspects of student life. For example, with film and television works, students can understand the foreign environment and people's living habits. The film “The Sound of Music” is a classic American film work, telling the nuns Maria to the school as a tutor, and the seven children of the colonel have made a deep friendship and united, guiding the colonel to change the child. Their attitudes, and finally the story of the relationship with the colonel. The film has won several important awards and has spread widely in the world. Among them, such excellent works as “Zi Laimi”, “Edelweiss” and “Lonely Shepherd” are well-known in China, and people are familiar with them. This is an excellent introduction to foreign culture. In the appreciation of film and television works, students can

visualize the normal life of people in Western countries, deeply feel the different characteristics of people's living habits in the context of Chinese and Western cultures, and the different cultural traits under such differences, and cultivate students' cultural learning. At the same time of consciousness, it expands the knowledge horizon of students. Make English culture learning more entertaining, living and diverse.

Or use the campus corridors, newspapers, etc. to post English posters, excellent works of students, etc., to create an English culture learning environment, libraries and school websites should also provide students with rich English learning resources. Multi-channel training of students' cultural learning awareness, can strengthen English Core literacy training[3].

#### **4. Summary**

Language learning should be based on learning of content, meaning and culture. To help students acquire cultural knowledge in language learning, and to cultivate their core English literacy, they can give play to the educational value of English subjects. In English teaching, it is necessary to improve the quality of English core literacy training, expand the horizon of students' cultural learning, form the basis of students' cultural awareness training, expand cultural significance, sublimate cultural character, and promote cultural self-confidence.

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