

Cultivation of Cultural Quality in College English Teaching from the Perspective of Cultural Consciousness

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Abstract: With the promotion of the global economy, China is also facing more and more needs for frequent cross-cultural communication. Since the General Secretary of the 18th National Congress of the CPC put forward the concept of "cultural self-confidence" in his important speech on July 1, more and more people have paid attention to this topic and emphasized the necessity of cultural output. While university cultivates internationalized talents, it is particularly important to cultivate students' cultural self-consciousness and cultural self-confidence in College English teaching, and more attention should be paid to it.

1. Introduction

Since the Eighteenth National Congress of the Communist Party of China, Xi Jinping has mentioned cultural self-confidence on many occasions and conveyed his cultural ideas and views. In the 13th collective study of the Central Political Bureau on February 24, 2014, Xi Jinping proposed to "enhance cultural self-confidence and value self-confidence". In the following two years, Xi Jinping has discussed this many times: "Strengthening cultural consciousness and cultural self-confidence is the proper meaning of strengthening road self-confidence, theoretical self-confidence and institutional self-confidence." "China has firm road self-confidence, theoretical self-confidence and institutional self-confidence. Its essence is cultural self-confidence based on the inheritance of more than 5000 years of civilization." In May and June 2016, Xi Jinping emphasized "cultural self-confidence" twice in a row, pointing out that "we should strengthen the road self-confidence, theoretical self-confidence and institutional self-confidence of socialism with Chinese characteristics, in the final analysis, we should adhere to cultural self-confidence"; and we should guide Party members, especially leading cadres, to "strengthen the road self-confidence, theoretical self-confidence, institutional self-confidence and cultural self-confidence of socialism with Chinese characteristics".

Mr. Hu Jintao pointed out in his speech at Yale University: "The culture of a nation often embodies the historical cognition and realistic feelings of the nation over the world and life. It also accumulates the deepest spiritual pursuit and code of conduct of this nation and it is the pillars and souls that depend on survival. It is difficult to imagine that a country lacking national spirit and self-confidence can stand in the forest of the nations of the world for a long time. Cultivate the self-consciousness and self-confidence of young students to the excellent traditional Chinese culture, let them distinguish between right and wrong in the horizontal cultural development and vertical civilization, grasp the direction, clear the goal, which is not only the era subject of ideological and political education of college students, but also the important responsibility of all college teachers.

2. Cultural Background

Only by maintaining a sober understanding of our culture and foreign cultures can we maintain our self-esteem and confidence in the culture of the native language along with the activities of the people along the "one belt and one road". On this basis, we respect and appreciate foreign cultures, which is conducive to establishing pleasant and cooperative relations with each other in international trade, science and technology, logistics and other aspects, promoting the effective implementation of the "one belt and one road" strategy, and serving as the cultural consciousness

of our excellent traditional culture.

Mr. Fei Xiaotong (2010:195) believes that cultural consciousness refers to the cultural subject's self-knowledge of its culture, understanding its origin, formation process, characteristics and development trend. In this sense, the cultural consciousness of foreign language education refers to the fact that foreign language education should have self-knowledge of its own culture-Western culture. In the process of foreign language education, it should show their origin, formation process, characteristics and development trend. Through foreign language learning, educatees can understand western culture and cultivate world consciousness. At the same time, through comparison, they can deepen their own national language and culture and have a profound understanding of the cultural differences and co-orientation between China and the West. "Without comparison, how can we have cultural consciousness" (Fei Xiaotong 2010: 195)? Only when Chinese foreign language education is deeply conscious of the cultural differences and common orientations between China and the West can it cultivate the educatees' common understanding of Chinese and Western cultures, maintain the necessary tension between the instrumentality and humanism of foreign language, the cosmopolitanism and nationality of culture, and form multicultural awareness and intercultural communication competence. Meanwhile, the cultural consciousness of foreign language education in China is not to promote the Westernization of Chinese culture or the return of Chinese traditional culture, but to establish a new cultural orientation of foreign language education, to release the noumenon value of western culture in foreign language education on the basis of Chinese culture, to promote the blending of Chinese and Western cultures and the prosperity of national culture, and to further promote the displacement of Western culture and the transformation of Chinese culture.

“各美其美,美人之美,美美与共,天下大同” is Mr. Fei Xiaotong's basic interpretation of cultural consciousness (Fei Xiaotong 2010:172). It means that people should not only appreciate the beauty created by themselves, but also appreciate the beauty created by others tolerantly. By combining their own beauty with others' beauty, we can achieve the ideal beauty of great harmony. In essence, Datong Beauty is a kind of balance achieved by combining different beauties. It is the best practice of these sixteen words to open up cultural consciousness of foreign language education. Increasing the content of Chinese culture in foreign language education, enriching the English expression of Chinese culture, enhancing the language capital of Chinese people's communication in foreign languages, creating a more prosperous national culture, disseminating Chinese culture to the outside world while eliminating the cultural anxiety of Chinese people, and enhancing the country's cultural soft power are all different beauties lied in different cultures. Foreign language education reflects western culture. It can not only improve the effectiveness of foreign language education, but also enhance the understanding of the Western world, absorb the essence of Western culture, cultivate Chinese people's international vision and multi-cultural awareness, and enhance the understanding of national language and culture. It is an achievement of the beauty of Western language. It is to appreciate the beauty created by the United States. Foreign language education's consciousness of cultural differences and cultural co-orientation between China and the West is to realize the beauty of co-existence of Chinese and Western cultures on the basis of sticking to the root of Chinese culture. That is to admire the balance achieved by combining different beauties.

The cultivation of cultural awareness is a process of moistening things in silence. It is necessary to infiltrate cultural knowledge into every drop, enhance students' sense of identity and pride in national culture, learn to analyze and identify foreign cultures, and enhance cross-cultural awareness and ability.

3. The Importance of Improving Cultural Consciousness in English Teaching

As Chinese, English teachers should have the cultural awareness of their mother tongue and take the initiative to think about their dual responsibilities in "educating people" while teaching English. Their mother tongue cultural literacy and understanding will directly affect the cultural literacy structure, quality and connotation of the trained students. Therefore, English teachers should

consciously strengthen their local cultural accomplishment, cultivate solid basic skills of Chinese language, and enrich Chinese and foreign humanities knowledge in literature, history, philosophy, religion, music and painting.

4. Strategies for cultivating cultural consciousness

To spread Chinese excellent traditional culture in foreign language teaching and cultivate students' cultural consciousness and self-confidence, students should first learn some expressions of Chinese excellent traditions and contemporary culture. There are very few such contents in the general college English textbooks. For the essence of Chinese culture, students do not know how to express them in English, let alone they talk about spreading Chinese culture as a cultural messenger in Chinese and foreign exchanges. English teachers should strive to let students learn culture in language and learn language in culture so that they can use the knowledge of English to learn the relevant content of Chinese and foreign cultural thoughts and make appropriate evaluations. They make students experience the excellence of Chinese culture while improving their ability to think.

4.1 Teachers can infiltrate cultural consciousness in classroom teaching

So how to reasonably infiltrate Chinese excellent traditional culture in English teaching and learning? Teachers can consciously choose sentences that reflect the essence of Chinese culture as an example sentence, which helps students learn English words naturally and be close contact with the Chinese traditional culture.

In the process of English classroom teaching, teachers should timely add some vocabulary expressions about Chinese cultural elements.

Through foreign language teaching, students can understand the culture of the country and the target language, and compare the specific differences between the two to make a deeper cultural impression. Teacher make students form correct cultural attitudes in an equal and open environment and accurately communicate with others about Chinese culture in English. During the course of teaching, the cultural environment can be created through physical display and video to motivate students to participate in enthusiasm. At the same time, new discussion topics can be set in the course, such as the issue of Chinese and Western classroom activity management, inspiring students to think deeply about Chinese and Western cultures, so that English teaching content is not limited to language knowledge structure.

4.2 Teachers improve their cultural awareness to promote students' improvement

Mr. Tao Xingzhi, a famous educator in China, once said: " A learned man becomes a teacher, and a well-behaved man becomes a model. " Since ancient times, people have emphasized the exemplary role of teachers. Therefore, in order to cultivate students with cultural consciousness, they must improve their inner self-cultivation. First of all, English teachers should have the awareness and ability to learn for life, actively participate in relevant training, increase the amount of reading, not only limited to the reading of professional books, but also consciously read books and articles related to culture, enhance their cultural heritage and improve your cross-cultural communication skills and level. In addition, teachers should also enhance their research capabilities, rationally analyze textbooks, analyze textual connotations in depth, communicate with colleagues and seniors to find appropriate teaching methods, and participate in relevant conferences and lectures to broaden their thinking. Finally, teachers should also enhance their business capabilities, standardize their own teaching behavior, and consciously teach culturally relevant content. In daily teaching, teachers should pay attention to their own words and deeds. They neither blindly admire foreign cultures nor praise Chinese culture, but lead students to learn from the hundreds of families, learn the progressive content of foreign cultures and promote Chinese traditional culture and essential ingredients.

4.3 Reasonable arrangement of textbooks to balance the proportion of Chinese and foreign cultures

Textbooks are the carrier of teaching content and the link and bridge between students and teachers. Full content and reasonable arrangement of textbooks can enhance students' intercultural communication ability and enhance students' cultural consciousness.

Cultural consciousness is an arduous process. First of all, we should know our own culture and understand the various cultures we come into contact with. Only by striving to maintain its own cohesion and absorb the essence of different cultures can a culture enhance itself. If a culture lacks cohesion, it is in a passive and conservative state in the world's multiculturalism, and fails to absorb the advantages of different cultures in time, it will eventually lose the opportunity for development and will probably be assimilated. The relationship between mother tongue culture and target language culture is neither simple identification nor complete alienation, but dialectical unity.

In the compilation of future textbooks, the contents of mother tongue culture and target language culture will be integrated into college English textbooks hierarchically and systematically, so that students can get in touch with Chinese and foreign classical works, help students realize the importance of cultural consciousness, establish their own cultural identity, enable students to objectively evaluate the similarities and differences between Chinese and Western cultures, help students understand and observe the world from different perspectives, and thus make them more aware of the importance of cultural consciousness. We should understand ourselves profoundly, learn to integrate different ways of thinking and values of mother tongue culture and target language culture, adjust students' ethnocentrism, cultivate students' critical thinking and problem-solving ability, and inherit the common traditions and universal values of human beings.

When organizing classroom activities such as group discussions and small debates, teachers can guide students to think about and discuss the relevant elements of traditional Chinese culture in the activities at an appropriate time. In the case of insufficient students' abilities, teachers should supplement them instructively.

4.4 Pay attention to the cultivation of cultural consciousness in the second classroom

The second classroom activities developed from English teaching are the supplement, extension and development of English classroom. They are effective ways to broaden students' horizons, stimulate their interest in learning, cultivate students' abilities and improve their comprehensive qualities. In the content and theme design of the second classroom, if Chinese cultural elements can be properly injected, students' interest, attention and attention to excellent mother tongue culture will be effectively enhanced. For example, in the content design of English knowledge contest, we can give English explanations to see who can find out the corresponding Chinese idioms the fastest, or use English as a question-and-answer medium to examine the participants' understanding of Chinese culture. This kind of content design can naturally combine English competence with local cultural knowledge, and increase the interest and novelty of such activities. English speech contest and "English Corner" as an important part of English second classroom activities, can be properly integrated into patriotism and national spirit in the theme design.

4.5 Pay attention to characteristic development.

Colleges and universities should tailor their clothes and design a distinctive English curriculum system, which organically integrates basic language skills, language application, language culture and ESP as compulsory and optional courses. At the same time, English teachers are encouraged to set up ESP for students, such as Tourism English, Tea Culture English, Peking Opera ESP, etc. In order to achieve vocational education for students, teachers themselves are also given special development. For example, as a special purpose English, tourism English aims at telling foreign tourists about Chinese traditional culture and Chinese stories, presenting Chinese historical culture and humanistic feelings. When foreign tourists visit, students can act as interpreters of Chinese stories and carry out the communication and exchange of Chinese culture. Tea culture English generally refers to business communication with tea affairs, tea ceremony and tea industry. The

economic and cultural tea activities of can promote the skillful integration of tea science and English for specific purposes, translate the professional terms of tea science into English, including the natural and humanistic sciences of tea, integrate Confucian, Taoist and Buddhist cultures into tea drinking, advocate the spirit of Chinese tea ceremony, let more people know tea science and tea ceremony, and let tea culture "go out"; Beijing Opera is the intangible cultural relic of the world. Representatives of Chinese traditional theatre art, students can introduce Beijing Opera knowledge and culture to foreign friends through the study of Peking Opera ESP, which is also an important way for Peking Opera to go to the world. By teaching ESP, higher vocational English teachers can become expert teachers in a specific cultural field.

4.6 Pay attention to cultural elements when assigning homework

When teachers assign homework to students, due consideration should be given to mother tongue culture and national culture. For example, writing can arrange compositions related to Chinese culture, such as various topics mentioned in the classroom activities. Take "Spring Festival" as an example, when students write, they will refer to words related to Chinese culture, such as Spring Festival couplets, New Year's greetings, New Year's money, dumplings, New Year's Cakes, New Year's Eve, etc. By introducing "Chinese Traditional Architecture", students will learn about Chinese architectural culture and unintentionally improve their own Chinese cultural literacy. At the same time, they will expand and consolidate their English vocabulary in this respect and enhance their ability to disseminate Chinese culture in cross-cultural communication.

To make culture a soft power for China's development and change the long-term trade deficit of Chinese cultural products, in foreign language teaching, we should focus on cultural awareness, introduce more content related to Chinese culture into teaching and textbook compilation, clarify the equal status of western culture and Chinese culture, and cultivate more foreign language talents with Chinese feelings according to the analysis of the needs of teachers, students and enterprises.

5. Conclusion

Enhancing college students' recognition of excellent traditional culture and the active participation of foreign language teachers in this task can make college foreign language classroom a broad platform for the realization of all-round education. Teachers should enrich the ways and methods of ideological and political education, reduce the monotony and dullness of ideological and political education with the tension of culture, and make foreign language teaching an important part and an effective way of penetrating education for college students. English learners have more language convenience and have access to a large number of English information. Therefore, it is particularly important for English educators to educate English learners consciously and confidently about their own culture, so as to safeguard the safety of their native culture.

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