

On the Bilateral Growth of Cross-cultural Awareness in English Education in China

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Abstract: Since the reform and opening up, the cross-cultural awareness of English education in China has long focused on how Chinese culture adapts to British and American cultures. Its starting point is to "leap over" the influence of Chinese culture on British and American cultures, equate cross-cultural education with the introduction of British and American cultures, and enable English learners to enter various misunderstandings and cross-cultural communication capabilities. There are deviations in the cultivation of strength. With the increasing of comprehensive national strength and cultural self-confidence, English education in our country presents the two-way growth of cross-cultural awareness, which is the inevitable historical logic of conflict and adjustment among heterogeneous civilizations.

1. Introduction

Since the reform and opening up, English education in our country has gradually changed from the awareness of language tools to the awareness of language and culture, emphasizing the cultural elements of English language and the learning and understanding of English and American culture itself. English education practice correspondingly focuses on "original" science and technology, customs and cultural spirit from the Anglo-American world. This tendency neglects the two-way cultivation of students' cross-cultural awareness, which will have a negative impact on the implementation of the strategy of "Chinese culture going out" and the strategy of "cultural power".

2. Background of the Formation of Cross-cultural Awareness in English Education in China

"Culture is the base of language." The language of a nation carries its historical and cultural traditions, reflects its way of thinking and behavior, and has profound cultural connotations. Therefore, language and cultural awareness is an integral part of the process of language learning and use. Cross-cultural awareness in foreign language education plays a key role in the development of foreign language learners' cross-cultural communicative competence.

Influenced by the traditional concepts of grammar education, the technicalism of language translation has long plagued the thinking orientation of English education in China. Highly centralized and unified educational management system also determines that English education in China is constantly in a state of "national norms". Therefore, English education in China has formed the basic characteristics of technicalization and standardization, and the awareness of language tools is deep-rooted. Due to the political confrontation between China and other western countries for quite a period of time, Anglo-American culture naturally belongs to the "dross" which has been dispelled in English education in China. The formation of cross-cultural awareness in English education in China is objectively influenced by the special national conditions.

With the deepening of reform and opening up, there is a new demand for English education in our society. Since the 1980s, foreign language academics in China have begun to realize the necessity of cultural introduction in foreign language teaching and consciously practice it in foreign language teaching. With the growing consensus of cultural introduction in English teaching, the concept of "cultural teaching" has come into being in English education in China, that is, in the process of English teaching, combining with language teaching, to comprehensively study and

systematically introduce English language and culture. The resulting cross-cultural awareness of English education focuses on the introduction of a single target language culture, focusing on how Chinese language learners adapt to Anglo-American culture. Its starting point is to "leap over" the influence of Chinese culture on Anglo-American culture and equate cross-cultural education with the introduction of Anglo-American culture. This recognition of language and cultural awareness based on the inherent relationship between language and culture is the mainstream of cross-cultural awareness research in English education in China, and guides the practice of English education in China^[1].

3. One-way Growth of Cross-cultural Awareness in English Education

The practice of "cultural teaching" is not satisfactory. On the one hand, in English education, the content of culture teaching is very unsystematic. On the other hand, the awareness of language and culture in the practice of English education in China is still mainly in the state of "one-way" input, that is, it only strengthens the introduction of material culture, institutional and customary culture and spiritual culture in the English world, while Chinese culture and its English expression, as the communicative subject, are still basically in the state of "one-way" input. A state of neglect. With the rapid growth of China's comprehensive national strength and the deepening of exchanges between China and other countries in the world, the deviation of "one-way" cross-cultural awareness in the practice of English education has gradually emerged, which has a profound impact on the effect of English education.

3.1. In learning English, we should dilute our mother tongue thinking

If you want to learn English well, you must dilute or even forget your mother tongue thinking, which is a very popular saying. As a method of learning English, it is superficial; as a mentality of learning English, it is a language and culture consciousness blindly worshiping the strong culture of Britain and America. In fact, the relationship between mother tongue and English should complement each other. "Mother tongue is the basis of learning English, and English is an indispensable reference for learning mother tongue well and mastering mother tongue". Lack of in-depth understanding and mastery of their mother tongue culture and high self-cultivation of their mother tongue culture make it difficult not only to understand British and American culture and master English language, but also to realize the equal exchange between different cultures.

3.2. Substituting English for Chinese in various disciplines to establish students' professional system

At present, many people advocate that we should introduce as many excellent textbooks as possible and attach importance to their matching. We should use English as the teaching language to establish the students' professional system, which is in line with the international standards. The essence of this "international integration" is that "Western developed countries use various means to import their cultural ideas, cultural products and values into other countries with weak economic development, prosper and flourish in these countries, replace and eliminate the cultural autonomy consciousness of these countries, and ultimately realize the de facto cultural hegemony".

3.3. It is believed that English proficiency is more valuable than Chinese proficiency

Some young students are quite good at listening, speaking, reading and writing in English. They have passed the National College English Test Band 4 and Band 6, TOEFL and IELTS with ease. However, writing a family letter in their mother tongue is incomprehensible, and writing Chinese characters is simply horrible. They subconsciously believe that English proficiency is more important than Chinese proficiency and can better reflect their own value. It is worrying that the public opinion orientation of society and schools also objectively contributes to this trend of thought and strengthens its performance.

3.4. English-Chinese translation exposes poor Chinese proficiency

Many students in English-Chinese translation, even if they understand the meaning of English, the translated text is fragmented and unsatisfactory, falling into the embarrassing situation of "only meaning can not be said". Influenced by the cross-cultural awareness of attaching importance only to English language and its cultural learning, the poor proficiency of students' mother tongue has become a "normal phenomenon" which is blind and harmless. It is neither about the subtle expression of British and American culture and ideology in their mother tongue, nor about the comprehension and understanding of broad and profound Chinese culture. Expression.

3.5. The poor ability of expressing national thoughts and cultures in English

Culture teaching in English education has long been regarded as the teaching of English and American culture, which leads to the serious lack of mother tongue culture in English teaching. Therefore, when many English learners talk about the content of Chinese culture, they can not express authentic Chinese thoughts in authentic English. We are close to "dumb and illiterate" on the international platform of communicating our national thoughts and cultures^[2].

4. Historical Inevitability of the Two-way Growth of Cross-cultural Awareness in English Education

In recent years, the voice of "paying attention to the loss of Chinese culture, strengthening the cultivation of Chinese traditional culture" has appeared in the academic circles, advocating the promotion of China's excellent cultural heritage to the world. But this is basically from the perspective of vigilance against the strong "colonization" of Anglo-American culture under the background of economic globalization and strengthening the consciousness of national cultural protection. Although the voice is fierce and sharp, it has not revealed the inherent inevitable trend of the growth of cross-cultural awareness of English education in China historically. Only as a conscious product of national conditions, can a kind of ideology have vitality and play an active role in our country. Based on China's national conditions and historical investigation, the development of cross-cultural awareness in English education in China is directly related to the changes in the relationship between China, Britain and the United States and their cultures^[3].

Since modern times, under the impact of industrialization and modernization in the West led by Britain and the United States, Chinese traditional culture has been questioned and even denied. After the founding of New China, the Communist ideological system originating from the West also strongly promoted the liquidation of the traditional culture, which was regarded as "feudal dross", making the systematic traditional culture education almost disappear in the formal national education system. In social life, many explicit traditional cultural symbols and customs have also been removed. For a long time, the Chinese people's understanding of the history and culture of making themselves Chinese has been in a state of fault, and their national cultural awareness and literacy have been reduced. Chinese traditional culture, with Confucian culture as the mainstream, has maintained the survival and development of the Chinese nation for thousands of years and has been integrated into our national character and social life. However, since modern times, China has not only lagged behind the West in economy and science and technology, but also in cultural disadvantage. The self-confidence of national culture is not strong. There are psychological "active learning" and "active traction" to Western culture^[4].

After the founding of New China, China held a critical and negative position on Anglo-American culture, and basically had no cultural exchanges. In the 1970s, especially in the late 1970s and early 1980s, the relationship between China and the United Kingdom and the United States gradually eased, the exchanges of science, technology and economy and trade became more and more active, and accordingly, the contacts with British and American cultures became more frequent. After the reform and opening-up, China began to study and cooperate with the British and American countries in an all-round way. At that time, China lagged behind the British and American countries in all aspects, and was at a stage of confusion, reflection and re-exploration on the road to

development. Therefore, it is urgent to understand and learn from the western culture dominated by the British and American cultures, which are reflected in English. In terms of cultivating cross-cultural awareness, the English and American cultures contained in English are studied and accepted as an advanced factor.

With the gradual establishment of the socialist market economic system, especially after China's entry into WTO, China's economy and science and technology have achieved leapfrog development. The total economic output and the scale of foreign trade have leaped to the forefront of the world. The comprehensive national strength has leaped greatly. The road of socialist modernization with Chinese characteristics has become increasingly clear and mature, which has set off "Zhongzhong" in culture. Chinese civilization fever, Chinese history fever and Chinese classics fever have naturally combed and repaired the flesh-and-blood relationship between modern society and traditional culture, and Chinese culture has reproduced its original characteristics of openness and tolerance. The relationship between China and British and American countries and their cultures has changed quietly relative to the early stage of reform and opening up.

After more than one hundred years of exploration and practice, Phoenix Nirvana, as one of the world's major primary civilizations, has gradually strengthened its international influence and become the world's main culture that can exchange with British and American cultures on an equal footing. The improvement of national cultural self-confidence and knowledge level, as well as the rapid development of diplomatic exchanges, not only requires us to have a deeper understanding of the cultural background of the West, but also requires us to convey our own culture and ideas to each other through the medium of English. The changes in the humanistic environment of English education in China will inevitably lead to the two-way growth of cross-cultural awareness.

With the increasing of "cultural self-confidence", the study and absorption of British and American culture in English education in China should continue to be strengthened in both quantitative and qualitative aspects, and the linguistic and cultural awareness across British and American cultures will continue to grow. On the other hand, due to the need to disseminate Chinese culture to the outside world, English education in China will step into Chinese culture, improve the Chinese cultural literacy of English learners, and increase the content of Chinese culture in English learning, so as to enhance the ability of self-expression of Chinese culture to the outside world and the ability of recognizing and adjusting cultural differences in cross-cultural communication. This is the case. The two-way growth of cross-cultural awareness in English education in China is determined by the strategic situation of national development, and is the inevitable historical logic of conflict and adjustment among heterogeneous civilizations with considerable implications^[5].

5. The influences of the two-way growth of cross-cultural awareness on English Education

The dissemination of Sino-British and American culture in English education in China has always been a hot topic and mainstream of research in China. It has been mentioned above and will not be repeated. It should be pointed out that the mainstream understanding of the nature of Anglo-American culture will gradually shift from the "one for the other" state under the premise of "one for the other" to the "one for the use of me" state on the basis of "one for the sake of the other". Specifically, the two-way growth of cross-cultural awareness in English education in China will have an impact on Chinese English learners' learning behavior, English education thoughts and national English education policies, taking the great rejuvenation of the Chinese nation and the "going out" strategy as the background.

5.1. Changes in Learning Behavior of English Learners

With the improvement of Chinese English learners' cultural quality and awareness of cultural subject, their perception and learning ability of British and American culture will be enhanced in English learning. It becomes a natural habit to learn language in combination with cultural background. Solid national language and cultural literacy will enable English learners to consciously compare English language culture with their own national language and culture, and actively perceive cultural differences and communicate cultural differences in foreign exchanges.

The learners' demand for Chinese cultural content in English will increase^[6].

5.2. Change of English Education Thought

With the two-way growth of cross-cultural awareness in English education, new changes will also take place in our English education ideology, from unilateral active learning, absorbing English language and British and American culture, to a real state of paying equal attention to both learning and output for the purpose of two-way communication. The revival of Chinese culture will be the core factor that will lead to the change of English education thought in China, and thus lead to the new change of English education policy^[7].

5.3. Change of English Education Policy

At present, English education in our country attaches great importance to students' English and American cultural learning and emphasizes students' comprehensive language use ability. However, the current policy does not point out how students can deepen their cross-cultural two-way cognition through English learning, nor does it express the role of students' Chinese language proficiency and cultural accomplishment in English education, nor does it strengthen the role of students' Chinese language proficiency and cultural accomplishment in English education. "The importance of the study and teaching of Chinese English. With the deepening implementation of the national policy of "independent innovation" and "Chinese culture going out", the requirement for the effect of English education can not be satisfied and adapted by the current English education policy. The current policy orientation of English education has lagged behind the national development strategy and situation in the new period. Therefore, based on the national conditions of English education in China, it is of great significance to reveal the motivation and necessity of the two-way growth of cross-cultural awareness in order to promote the development of theory and policy adjustment, and avoid the long-term lag of English education behind the strategic needs of the country's opening and development^[8].

6. Conclusion

The cultivation of two-way intercultural communicative competence is not only related to the future development of students, but also to the development of Chinese culture and the construction of cultural soft power. In the process of cultivating intercultural communicative competence, we must attach importance not only to the cultivation of linguistic competence, but also to the import of western culture and the export of Chinese culture. Only on the basis of strengthening students' English listening, speaking, reading and writing abilities, insisting on equal cultural awareness, and cultivating students' intercultural communicative competence purposefully and in stages, can qualified talents with two-way intercultural competence be trained to meet the needs of international development.

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