

College English Teaching System Driven by Cultural Value

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Abstract: Incorporating multiculturalism into college English teaching will not only help students fully grasp and understand cultural knowledge and related cultural backgrounds, but also encourage students to devote themselves to English learning. At the current stage, in the context of multicultural development, combining the characteristics of college English development, implementing the principles of cultural progress, and establishing an effective college English teaching system has become an important driving force for the development of college English teaching. As a research perspective and a way of thinking, cultural learning has tacit, accommodating and applied value to college English teaching. Due to reasons, system, environment, etc., there is a lack of culture in English teaching in colleges and universities in our country, which causes problems such as poor English teaching quality and poor English application ability of college students. The purpose of this article is to study college English teaching system driven by cultural values. This article selects English learning topics through online surveys, integrates cultural education into college foreign language teaching materials, and creates a 3D online examination environment for English teaching to build a college English teaching system. It also analyzes some college English teaching problems through questionnaire surveys and the issues raised in this article. Multicultural college English teaching system, and research on multicultural college English teaching system, of which 95.6% of the respondents agree with the diversity of teaching subjects, 97.8% of the respondents agree with the diversity of teaching methods, 93.1% of the respondents agree Teaching values are diversified, 86.5% of the respondents agree with the diversity of teaching standards, and 91.7% of the respondents agree with the diversity of educational tools.

1. Introduction

For a long time, in the English teaching system of colleges and universities, cultural learning thinking has not been valued. Under the guidance of instrumental rationalism, it produces target-oriented values oriented by test-oriented education. English teaching tends to impart the structure of language knowledge and emphasizes too much. The role of grammar and the lack of students' ability to communicate in English have become a problem that plagues college English teaching in China. Many experts, scholars, and teachers engaged in front-line teaching activities have realized that cultural learning thinking is not enough to play an important role in the reform of English teaching, showing tacit, accommodating, and applicable values. The university campus is an important position for talent training. In the development and exchange of multiculturalism, it is necessary to continuously cultivate cultural exchange talents for social development and national progress, relying on the English curriculum, continuously infiltrating Chinese culture, and using the English expression method to show Chinese culture. Come out, effectively improve students' ideological awareness and cultivate students' cultural development awareness.

For English, as a foreign language, if you want students to transform from simple, basic learning activities to specific personal understanding, you need to train students to form the necessary cultural learning and understanding. For college students 'English learning activities, good cultural learning is the main internal reason to enhance the enthusiasm of college students to participate in learning activities. The interpretation and expression of these are the students' strong desire and strong interest in understanding English knowledge, even students from Inner desire for knowledge.

Throughout the implementation of English teaching activities, we see that students' own cultural learning situation is directly related to the effect of students' participation in English learning, as well as the understanding and application of English knowledge content. Especially the process of mutual communication also enriched the connotation of the whole teaching activity and made the education system more distinctive. For many college students participating in English learning activities, there are substantial differences in the level of knowledge, enthusiasm and initiative of participating in English learning, and even the overall environment of English learning and application. Therefore, in the process of cultural teaching innovation and development, if the comprehensive demands of cultural teaching can be reasonably applied, explore the relevant factors that stimulate students to participate in English cultural learning, so as to achieve the essential enhancement of college students' English speaking. In view of the current application of English culture learning in college students, good learning ability can guide students to apply English knowledge effectively, so as to meet the overall demand for student training in the current social development process.

Based on the infiltration of Chinese culture into college English teaching, we need to start with college English teaching materials. By infiltrating Chinese culture into English teaching, we can effectively strengthen the cultural awareness of college students and enhance their cultural communicative competence. Free from pure language teaching activities. Stimulate students' ideological consciousness, fully mobilize students' subjective initiative, enable students to interpret and distinguish Chinese culture with the help of existing English knowledge, and push college English teaching to a new height of development [1]. However, in order to achieve the integration and penetration of Chinese culture in college English teaching, college English-related research scholars need to pay sufficient attention to Chinese culture in the process of writing college English teaching, both in the theme and text source. In terms of selection, or in terms of arrangement of physical strength, or choice of cultural stance and value orientation, it is necessary to actively do a good job in quoting and arranging Chinese culture to provide a reliable theoretical basis for the compilation of cultural general textbooks [2]. When writing college English textbooks, college English researchers should ensure that the stylistic materials have a wide range of content, ensure that the content is rich, and browse the world culture based on the Chinese cultural standpoint. Avoid trends following trends [3].

This article selects English learning topics through online surveys, integrates cultural education into college foreign language teaching materials, and creates a 3D online examination environment for English teaching to build a college English teaching system. It also analyzes some college English teaching problems through questionnaire surveys and the issues raised in this article. English teaching system of multicultural colleges and universities, and research on English teaching system of multicultural colleges.

2. Method

2.1 Selecting English Learning Topics through Online Surveys

The positive effect of cultural thought on college students' English education is undoubted, but it is necessary to focus on integrating cultural thought into English teaching content [4-5]. For colleges and universities, the acquisition of resources is not isolated, and it is not possible to determine teaching topics only through meetings and exchanges with other schools. In the online age, schools can ask questions on the website, solicit opinions from netizens, and get ideas and suggestions from netizens about college English education and cultural English issues [6]. From the answers of netizens, schools can learn which English content is generally lacking in modern college students and social needs, and can also understand the confusion of English education among modern people [7]. The person in charge of the school can summarize these issues and suggestions systematically, then raise them one by one at the meeting, and finally consult the opinions of senior teachers to discuss the cultural and educational topics that are most suitable for modern college students. In the future college English class, because the teaching content is based on the current

social situation, it is closer to the daily life of students, and it is easier for students to understand and accept.

2.2 Integrating Cultural Education into College Foreign Language Teaching Materials

In fact, in the context of the current era, the value connotation of the cultural system has been increasingly perfected in the context of the specific era, and under the comprehensive influence of the mass elements, it has carried out the implementation and implementation of specific activities for talent training in universities. Higher demands have been raised [8]. For college foreign language culture teaching, we must stand in a culturally inclusive pattern of thinking, and by specifically enriching the material content of college foreign language teaching activities, we must deeply analyze the implementation requirements of the entire college English culture teaching, so as to realize the overall innovation and enrichment of college English culture teaching. Construction [9]. Of course, the intension of cultural education in the entire university's foreign language teaching materials has a profound impact. In addition to the enrichment of the content, it can also be fully sublimated through the teaching concept, thereby effectively improving the enthusiasm of students to participate in specific learning activities and effective guidance. Students develop a comprehensive and comprehensive thinking concept [10-11]. Good teaching materials are actually a kind of guidance, and the process of writing cultural education into the entire college foreign language teaching materials is exactly a comprehensive innovation and deepening application. Nowadays, in the training of students, we must fully base on the overall goal of student training, and enrich specific foreign language teaching content through teaching classrooms, so as to achieve the deepening of foreign language teaching activities in colleges and universities.

2.3 Create a 3d Online Examination Environment for English Teaching

The so-called 3D online examination environment is to use the Internet to create a character ID for each student like an online game, to simulate real person scenes in real life, and to create a series of virtual living situations for students on the Internet platform. After logging into the system, students need to respond differently to different virtual situations, including language and behavior, within a limited time. Finally, the intelligent robot in the system scores the performance of each student. In this way, cultural control teaching and practice are closely linked, and because these situations are virtual, the cost of practice is greatly saved [12]. In the 3D online examination environment, every move of the virtual character is used as the scoring standard, and there is no fixed answer. Therefore, the authenticity of the examination can be more ensured, and the true level of students in English education can be detected. With the supervision of the 3D online examination environment, students can no longer rely on teachers' questions and cheating in exams. In order to obtain high scores, they will take a more positive attitude than before to invest in college English education, thereby promoting English teaching results. Implementation.

3. Experiment

3.1 Purpose of the Experiment

Aiming at some college English teaching problems analyzed by the questionnaire survey and the suggestions of the multicultural college English teaching system proposed in this article, this paper uses the corresponding evaluation experiment scheme and launches related teaching evaluation experiments to verify the teaching system. Necessity and feasibility.

3.2 Subjects

In this experiment, 3 classes of preschool education class 2018 and 4 classes of preschool education class were selected as the experimental objects, and 35 students in class 3 were set as control classes. The author set 37 students in class 4 as experimental classes.

3.3 Experimental Design

According to the evaluation questions analyzed in this paper's questionnaire and the

characteristics of English teaching in colleges and universities, this paper begins to design experimental schemes. In the process of designing experimental schemes, this paper draws on system theory, constructivism theory, and multiple intelligence theory. According to the system theory, when designing the plan, try to incorporate all teaching evaluation elements into the design plan, such as the evaluation subject, evaluation object, evaluation method, evaluation tool, evaluation object, evaluation technical means, and evaluation value concept. According to constructivist theory, use humane evaluation concepts to guide evaluation experiments as much as possible in the design of the plan, create a democratic and equal evaluation atmosphere in the experimental classes as much as possible, and let the evaluation subjects reflect on the problems existing in the evaluation of college English teaching as much as possible. Makes the evaluation stakeholders to realize the psychological construction of evaluation from the bottom of their hearts. According to the theory of multiple intelligences, when designing a scheme, try to allow teachers, students, administrators and other diversified evaluation subjects to participate in college English teaching evaluation based on diversified teaching evaluation standards, and use formative evaluation, quantitative evaluation, quality Diversified evaluation methods such as sexual evaluation realize the evaluation of diverse objects such as teaching content, teaching methods, and teaching methods.

4. Discussion

4.1 Implementation of the Experiment

After setting the evaluation subject, evaluation value concept, evaluation method, evaluation tool, evaluation standard, and evaluation technical means, the author focuses on the teaching content or learning content and teaching effect or learning effect in the evaluation object in the experimental class and the control class. A comparative study was carried out, in which the teaching or learning content evaluation or the learning process evaluation is the focus of the author's experiment. The teaching effect or learning effect evaluation will be placed in the experimental results and reflection of experimental results. The reason why the author focuses on the selection of teaching content or learning content and teaching effects or learning effects for comparative research is because the evaluation elements such as teaching methods or learning methods, teaching methods or learning methods, teaching attitudes or learning attitudes, teaching resources or learning resources penetrate into The evaluation of teaching or learning content of teaching content or learning content penetrates into the evaluation of teaching effect or learning effect. For details, please refer to Table 1 to evaluate the teaching process and teaching results.

Table 1 Comprehensive Evaluation Form of College English Teaching or Learning

Evaluation item	comment content
Teaching content or learning content	Whether you can master or use specific language knowledge such as grammar, vocabulary, sentence pattern, etc.
Teaching method or learning method	Proficiency in grammar translation
Teaching means or learning means	Ability to master or use a teaching dictionary or a learning dictionary, Ability to master or use a teaching software or a learning software
Teaching attitude or learning attitude	Can you make a serious teaching plan and write a lesson plan? Can you make a serious study plan and preview text? Can you go to class on time
Teaching or learning resources	Can students be provided with voice labs and multimedia teaching equipment? Can they recommend good study books or websites? Can students actively search for good learning materials outside the classroom
Teaching effect or learning effect	Whether test scores and competition results have improved, and whether teaching or learning interests have improved
other	Whether campus cultural construction is in place

4.2 Experimental Results

Through experiments, this paper finds that it is necessary and feasible to construct a diversified college English teaching system. From the perspective of students' own experience, after the

implementation of the experimental scheme for a period of time, the language knowledge skills and non-language knowledge skills of students and teachers in the experimental class have been greatly improved. Most students can carefully formulate learning plans, record their learning process, clarify their learning goals, find problems in their studies, and formulate corresponding improvement measures; be able to consciously preview the text, recite or recite the text, listen carefully, and actively Speak, complete text-based exercises on time; be able to imitate language fragments for pronunciation exercises, and imitate classic article fragments for writing exercises; be able to practice listening materials repeatedly to identify key information; be able to participate in word writing competitions, English speech competitions; be able to insist on using English paper Or electronic dictionary, insist on listening or singing English songs, insist on reading English-Chinese bilingual articles or browse bilingual news websites. Most students are able to strictly abide by the class discipline, not to be late, not to leave early, not to be absent from class, not to bring food into the class, not to hit the teacher, not to talk. In addition, teachers can also strictly demand themselves, consciously observe teaching discipline, carefully formulate teaching plans, write lesson plans, correct homework, actively search for and recommend good teaching resources and teaching methods to students, try to improve the teaching environment, and strive to create ease for students A pleasant learning atmosphere and a democratic and equal evaluation atmosphere, and strive to achieve scientific and humane evaluation of English teaching in vocational colleges, thereby improving the quality of English teaching in colleges and universities.

From the 163 valid questionnaires of the experimental results feedback survey conducted in this paper, after the implementation of the experimental scheme for a period of time, the language knowledge skills and non-language knowledge skills of students and teachers in the experimental class have been greatly improved. Most students think that the evaluation experiment is conducive to improving students 'and teachers' cultural communication consciousness and comprehensive application ability of language. Most of the respondents agree with the diversified college English teaching evaluation system.

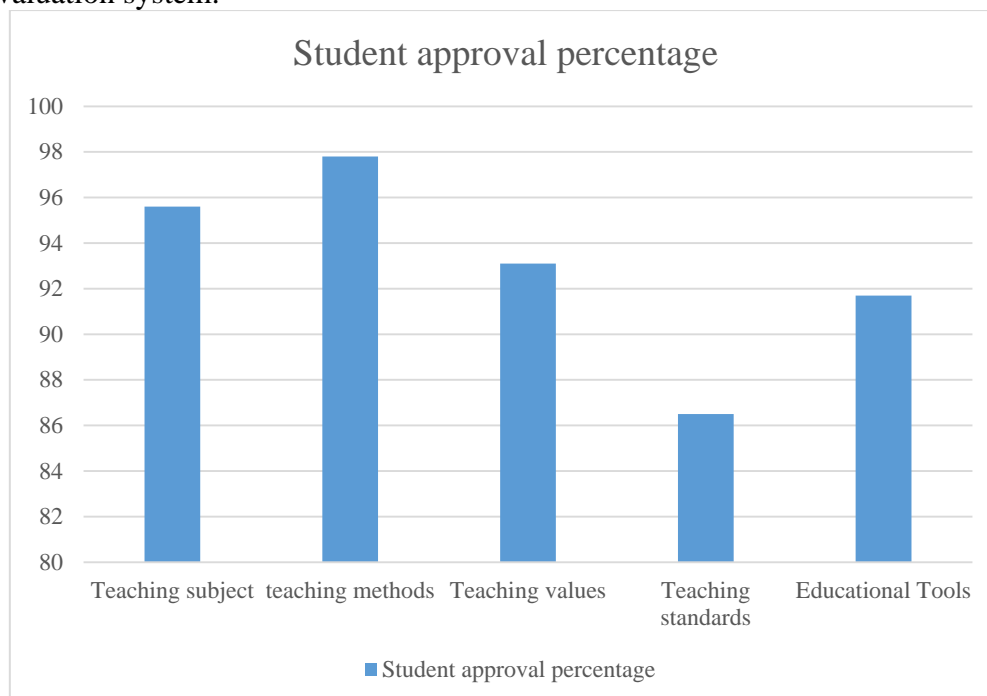


Fig.1 Feedback Map of the Evaluation Effect of College English Teaching

5. Conclusion

The English ability of Chinese culture is an important content of personality literacy of contemporary college students. In college English teaching activities, teachers need to take the English teaching content as a reference, and according to the actual situation of the teaching content,

combined with the actual situation of China's traditional culture, the Chinese culture is targeted and purposefully penetrated into the English teaching activities. To enable students to understand the commonalities and differences between Chinese and Western languages and Chinese and Western cultures before language output and language input, the differences between real Chinese and Western languages and cultures, and the ability to use fluent and decent English to express traditional Chinese culture. Effectively improve students' cultural communication ability. This article selects English learning topics through online surveys, integrates cultural education into college foreign language teaching materials, and creates a 3D online examination environment for English teaching to build a college English teaching system. It also analyzes some college English teaching problems through questionnaire surveys and the issues raised in this article. Multicultural college English teaching system, and metacultural college English teaching system. It was found that 95.6% of the respondents agreed with the diversity of teaching subjects, 97.8% of the respondents agreed with the diversity of teaching methods, 93.1% of the respondents agreed with the diversity of teaching values, and 86.5% of the respondents agreed with the diversity of teaching standards. 91.7% of the respondents agree that education tools are diversified.

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