

Research on the Integration Strategy of Chinese Culture in Senior High School English Classroom Teaching

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Abstract

Under the guidance of the development trend of globalization, people gradually realize the importance of the inheritance and development of Chinese culture. At the same time, the application of English languages is becoming more and more extensive, occupying an important position in China's education system. It can be seen that it is of great significance to actively integrate Chinese culture into English teaching. The English Curriculum Standard for Regular High Schools (2020) emphasizes the core literacy and highlights the important role of Chinese cultural education in the learning of all subjects. Based on this, this paper first introduces the current situation of introducing English classroom into Chinese culture, then analyzes the significance of integrating Chinese culture into high school English classroom, and finally puts forward the specific strategies of integrating Chinese culture into high school English classroom teaching, hoping to provide some reference value for high school English classroom teaching.

Keywords

High School English Teaching; Chinese Culture; Integration Strategy.

1. Introduction

The High School English Curriculum Standard (2020) stipulates that in terms of cultural awareness, students should be able to acquire cultural knowledge, understand cultural connotation, compare cultural similarities and differences, absorb cultural essence, form correct values, strengthen cultural confidence, and have a certain ability of cross-cultural communication and dissemination of Chinese culture. With the deepening of educational reform, more and more Chinese culture has entered into teaching materials and classrooms. High school is an important stage for teenagers to develop their thinking quality. It is crucial to effectively penetrate Chinese culture and cultivate cultural consciousness in English class. It can be seen that integrating Chinese culture into high school English classroom can not only guide students to use English to express traditional Chinese culture, but also help to improve students' ability of cross-cultural communication, which plays a positive role in cultivating students' learning ability and personal development. Therefore, it has a distinct practical significance for the strategic research of integrating Chinese culture in high school English teaching.

2. The Integration of Chinese Culture into High School English Classroom

In recent years, Chinese culture has been actively integrated into high school English classes, and the knowledge related to Chinese culture can be seen both in both reading and writing. But there are still the following phenomena.

2.1. The Old English Textbooks Involve A Small Proportion of Chinese Culture

The old English textbooks mainly learn about the cultural customs and local customs of western countries, which pay more attention to the input of western cultural values, while the

introduction to Chinese culture is rare. This indicates the serious absence of Chinese culture in the high school English curriculum. Not only is there not enough knowledge of Chinese culture in English textbooks, but also the teachers explain western cultural knowledge in English class. When teachers explain the origin and celebration of various western cultures, such as Christmas and Thanksgiving Day, students will be attracted by these rich western cultures, resulting in some students too pursue western culture, imitate some western festivals, and even appear serious problems of worshiping foreign things. These phenomena are not conducive to the inheritance and development of Chinese culture.

2.2. Teachers Lack the Awareness of Penetrating into Chinese Culture

In the traditional high school English teaching, the vast majority of teachers generally do not pay much attention to Chinese culture, which leads to the lack of awareness of infiltrating Chinese culture in daily teaching. And some teachers themselves also lack of understanding of Chinese culture and mining ability, for the characteristics of Chinese culture, they won't deep mining the deep meaning, such as the development of traditional culture and profound related knowledge, the teacher in the interpretation of this article only with a few words of simple words. This behavior is not only detrimental to students' understanding and absorption of Chinese culture, but also inhibits students' interest in understanding Chinese culture, and even hinders the inheritance and development of Chinese culture.

2.3. The Teaching Form of Senior High School English Teachers is Relatively Simple

High school students are in an important stage of learning, and the college entrance examination has become a turning point in an important stage of life. Therefore, teachers usually instill English knowledge to students by cramming teaching methods, whose purpose is to enable students to receive knowledge points quickly, so as to deal with the examination questions under the exam-oriented education. Teachers believe that this can save time and improve the efficiency of learning, and they do not know how to show students the relevant knowledge of Chinese culture with the help of the existing multimedia teaching equipment and high-quality network resources. Making full use of multimedia teaching can not only leave a deep impression on students, but also stimulate students' interest in understanding Chinese culture. It can be seen that the single teaching mode not only fails to achieve a good teaching effect, but also inhibits the students' interest and enthusiasm in learning the knowledge related to Chinese culture.

3. The Important Significance of Integrating Chinese Culture into Senior High School English Class

Integrating Chinese culture into high school English teaching can not only stimulate students' enthusiasm for learning, improve the efficiency of classroom teaching, make students form correct values, enhance their cultural confidence, but also enrich students' cultural heritage, which is conducive to the development and dissemination of Chinese culture.

3.1. Mobilize Students' Learning Enthusiasm and Improve the Efficiency of Classroom Teaching

The English Curriculum Standard (2020) points out that through perception, comparison, analysis and appreciation, students should deepen their understanding of cultural similarities and differences, improve their sensitivity to cultural differences, and have the flexibility to deal with cultural differences. Contrast Chinese and western culture to learn, students can have more in English knowledge and thorough understanding, teacher's teaching work can be more smoothly, it can not only stimulate students' exploration and thirst for knowledge, arouse the

enthusiasm of students learning Chinese culture, also helps to active classroom teaching atmosphere, and improve the efficiency of high school English classroom teaching.

3.2. Make the Students Form a Correct Concept, Enhance Their Cultural Confidence

The English Curriculum Standards (2020) point out that we should pay attention to the differences and integration of Chinese and foreign cultures, correctly understand and treat other countries' cultures, absorb the essence of Chinese and foreign cultures, enhance national identity, and strengthen cultural confidence. High school students are in an important stage of forming a correct world outlook, outlook on life and values. However, the Confucian thought and etiquette culture in Chinese culture are helping students to form correct values and improve their moral quality. Only by forming correct values and taking traditional cultural thoughts as the foundation, can students treat foreign culture more objectively and fairly. While students accept and understand western culture, integrating Chinese culture with it can make students feel the charm of Chinese culture personally, so as to enhance students' cultural confidence.

3.3. Enrich the Students' Cultural Deposits, Conducive to the Inheritance of Chinese Culture

The integration of Chinese culture into high school English teaching has expanded the breadth and depth of English teaching. In the process of teachers' long-term cultural infiltration and knowledge indoctrination to students, students can gradually have a strong interest in Chinese culture and enrich their cultural deposits. In this way, it not only provides students with rich local learning resources, but also cultivates students' patriotic feelings, and establishes a sense of responsibility and mission of inheriting Chinese culture.

4. The Strategy of Integrating Chinese Culture into High School English Classroom Teaching

By analyzing the current situation of integrating Chinese culture into the English classroom in senior high school, the author puts forward the following suggestions from the three aspects of students, teachers and learning materials.

4.1. Teachers Need to Innovate the Teaching Mode and Improve Their Cultural Literacy

In order to integrate Chinese culture into high school English teaching, on the one hand, teachers should have enough reserves of traditional cultural knowledge to spread cultural knowledge in the classroom. Teachers can read a large number of books related to traditional culture, or learn more advanced teaching modes, and gradually transition from surface learning to in-depth learning, so as to improve their cultural literacy. On the other hand, teachers need to innovate their teaching models. Teachers should build a student-oriented school English classroom teaching system and guide students to carry out independent cooperative learning, which will not only help to strengthen students' understanding and absorption of course knowledge, but also help to improve the effect of students' English learning and teachers' English teaching level.

4.2. We Should Attach Importance to the Development of School-based Curriculum and Supplement the Cultural Content

According to the English Curriculum Standards (2020), schools and teachers can teach cultural topics by offering school-based courses. Traditional cultures throughout China are famous for its unique regional customs. To make the Chinese culture and high school English classroom

teaching, we must combine the local cultural heritage, attaches great importance to the development of school-based curriculum, and integrate it into the local traditional culture, the continuously for high school English course added new cultural content, let the students deeply understand his hometown has a unique culture, in the profound cultural experience let it has a long history. This is also conducive to the preservation and inheritance of all kinds of local intangible cultural heritage.

4.3. Use the Information Conveyed in the Reading Skillfully to Permeate the Cultural Consciousness

At present, there are relatively few contents related to Chinese culture in high school English textbooks, and it is difficult for teachers to create a good cultural context for students by combining the content of the teaching materials, and then it is difficult to realize the penetration of cultural consciousness. Based on this, teachers to realize the effective integration of Chinese culture in high school English teaching, can with the help of English reading the students daily contact a lot of learning materials, to guide the student in the process of reading to strengthen the comprehension and understanding of Chinese culture, under the specific cultural background of students' cultural consciousness, realize the effective input of Chinese culture in high school English teaching. It is also mentioned in the English Curriculum Standard (2020) that teachers should create a meaningful context in the teaching of Chinese and foreign cultural knowledge, guide students to explore their meaning and connotation based on the cultural knowledge carried by texts, and help students learn and internalize language knowledge and cultural knowledge in various activities of language practice and use.

5. Conclusion

This paper expounds the content of Chinese culture in high school English classroom teaching is relatively few, the teachers lack of awareness of infiltrating traditional culture and the relatively single teaching form, and analyzes the importance of integrating Chinese culture into high school English teaching. In conclusion, the author puts forward three strategies: first, from the perspective of teachers, teachers should innovate the teaching mode and improve the cultural literacy; the other, the development of school-based curriculum, integrate it with the local traditional culture and pay attention to the inheritance of culture; third, starting from the existing learning materials, using reading materials to realize the penetration of cultural consciousness.

In a word, integrating Chinese culture into high school English class helps students to form correct values. High school is at an important turning point in life, so we must play the guiding role of teachers, implement excellent traditional culture education for high school students, and strengthen the attention of teachers and students to traditional culture.

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