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A Survey of English Majors' Chinese Culture Learning and Teaching Strategies in the Context of Culture Going Out

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Abstract

At present, there is a serious phenomenon of "Chinese cultural aphasia" in English teaching for English majors in Colleges and universities, and Chinese cultural knowledge has not received due attention in foreign language teaching. Therefore, in the context of culture going out, the author conducts a research on the current situation of Chinese culture learning and teaching strategies of English majors. Relevant research shows that solving these problems can be solved by rationally dealing with the relationship between Chinese culture and Western culture, enriching the cultural reserves of college English teachers, creating a Chinese cultural learning environment and improving students' intercultural communication skills. In addition, the Chinese cultural literacy of English teachers should be promoted to explore the teaching methods of diversified Chinese cultural resources.

Keywords: Culture going out of Context; English Majors; Chinese Culture Status

1. INTRODUCTION

At present, the content of the core curriculum teaching of college English major is mainly oriented to the cultivation of English language ability and the introduction and introduction of English cultural resources. The "Chinese culture aphasia" in teaching is a relatively common phenomenon [1]. The so-called culture going out is to carry out multi-channel, multi-form and multi-level foreign cultural exchanges and participate extensively in the dialogue of world civilizations. Continuously improve the cultural international communication ability, continuously develop an export-oriented cultural industry, and expand the share of China's cultural products and services in the world market [2]. In order to enhance the international community's understanding of Chinese culture and China, enhance the international influence of Chinese culture and China's international discourse power, and further enhance China's cultural soft power [3]. China is in a critical period of transformation from a world power to a world power. Its peaceful rise depends on the enhancement of its hard power and the accumulation and improvement of its cultural soft power. Cross-cultural communication means that the two cultures absorb and spread each other, and both of them are indispensable [4]. In order to cultivate foreign language talents who can effectively promote Chinese culture to go out, we must first fully recognize the existing problems in English teaching in many local undergraduate colleges and universities [5]. And according to the cultural requirements of foreign language talents, put forward appropriate solutions. Educators believe that the purpose of learning the languages of other countries is to enrich and disseminate their traditional culture through two-way and reciprocal cultural exchanges.

Language and culture are interdependent relations, which are well known. Combining the strategy of "going out" of culture with the strategy of diplomacy, education and talents, a comprehensive national strategy is formed to promote the Chinese culture going out. The bi-directional nature of intercultural communication determines that both target language culture and native culture must be taken into account in the teaching of English majors [6]. The lack of introduction and teaching of Chinese culture-related content makes the current English teaching fail to make full use of Esperanto to promote Chinese excellent culture, and is not conducive to students' correct cultural outlook in the process of unipolar new culture influx [7]. The "going out" strategy of culture has brought new challenges to the teaching of English majors. Foreign language talents have put forward higher requirements and raised the Chinese cultural literacy requirements of foreign language talents to an unprecedented height [8]. Therefore, the Ministry of Education proposed a new national culture strategy of "going forward" to "going out", and the "Chinese culture

going global" strategy is the most essential reform of college English teaching [9]. Strive for the perfect combination of Chinese traditional Chinese and the current teaching mode, and strengthen the teaching of Chinese culture [10]. In the teaching of English, the status of Chinese culture should attract new attention. The English teaching process should be combined with the rich Chinese cultural resources, so that students can use the target language to properly express and correctly promote Chinese culture while mastering English.

2. The Status Quo of Chinese Cultural Education in College English Teaching

There are certain problems in the education and popularization of Chinese culture in terms of college English teachers, students and classroom content. Most of the current college English teachers are taught in the original English majors. Many of their courses do not have courses on Chinese traditional culture. As a higher education worker, English teachers are responsible for passing on Chinese culture, teaching Chinese culture and spreading Chinese culture. Therefore, when they are educated in school, they cannot accurately tell some reasons about Chinese cultural knowledge, and they cannot express it in English. At present, the introduction of British and American culture has been attached great importance to in the curriculum design of English majors in Colleges and universities. Most of the English majors in Colleges and universities will offer courses such as general situation of English-speaking countries, society and culture of English-speaking countries, which is a good measure. Foreign translation of Chinese literature and culture is the key to enhancing the soft power of Chinese culture. The reason for this is that the teachers are not aware of the similarities and differences between Chinese and Western cultures and are still unable to develop a classroom model to integrate the two. Whether College English workers possess rich reserves of British, American and Chinese cultures is of great importance to cultivating and improving English learners' intercultural communicative competence. Even some teachers do not attach importance to the dissemination of traditional Chinese culture, which is regarded as a problem for college Chinese teachers.

Contemporary English majors have been impacted by the era of information openness and eroded by Western culture. Some young students like Hollywood science and technology blockbusters and are familiar with Western festivals, even worship European and American culture. However, they disdain Chinese traditional culture and think that traditional culture is old-fashioned, and even some students can not express things with Chinese characteristics in English. However, in practice, many English workers and English learners overemphasize English-Chinese communicative competence. The pressure of traditional examination-oriented College English education is also one of the reasons for the lack of traditional Chinese culture education. The influence of Chinese is not wide enough. The number of people studying Chinese in the world and their depth of learning Chinese are not enough. Their understanding of China is still superficial. However, while introducing, disseminating and inputting Western culture to students, we should also realize that English major graduates also need to introduce Chinese culture, national conditions and policies in English. So that the other party can understand and understand the actual situation in China. In order to cope with the Western culture and discourse analysis, words, grammar analysis and grade examination skills involved in the examination paper, college English teaching completely abandons the bright spot of Chinese culture education. In the current classroom, English traditional Chinese culture can no longer be properly transmitted. The lack of traditional Chinese culture teaching is the main culprit for the low cross-cultural communication ability of English learners.

3. Problems in English Major Teaching in the Context of "Going Out" Culture

The cultivation of English talents with strong intercultural communicative competence has long been included in the training programs for English majors in many colleges and universities. It can mobilize students' subjective initiative, enable them to start from their own familiar cultural resources, and enhance their urgent need to express themselves in the target language. Improve self-confidence in language learning, interest in English learning, and cultural and humanistic literacy while comprehensively improving their English ability. Chinese culture is facing tremendous pressure brought by cultural globalization, especially the huge threat and severe challenge of "dominance" of foreign culture and "colonization" of culture. Western culture invades or substitutes Chinese culture,

such as clothing and food, in the Chinese market at all times. One of the ultimate goals of English teaching should be to enable learners to use Esperanto to express and communicate while disseminating and promoting Chinese culture. Cultural teaching is a two-way teaching activity with complexity and interaction. It includes not only teaching and learning foreign language culture, but also teaching and learning Chinese culture. The fact is that the introduction of foreign language culture is often overemphasized and the learning of Chinese culture is neglected. In this way, students can not only experience the long history and profound traditional cultural knowledge of the motherland, but also effectively improve their intercultural communication ability.

With the implementation of the national reform policy and the development of economic globalization and cultural globalization, China attaches great importance to the teaching of English, and even regards English as the second language of our country. It is conducive to the positive and positive dissemination of Chinese excellent culture in the world, strengthening the world's understanding of China, reducing cultural misunderstandings and enhancing international exchanges. The level of development within a country and its external international status and influence largely depend on its cultural soft power, which is an important yardstick of a country's comprehensive strength and world influence. In the context of globalization and the fact that English has become the most versatile language in the world, many young people have gradually forgotten their folklore festivals with Chinese characteristics, but they have a special liking for Western Valentine's Day and Christmas. The festival enthusiasm is very high. The cultivation of intercultural communication talents depends on the cultural teaching in foreign language teaching. It can be seen that cultural teaching has important significance for foreign language teaching and foreign language learners. Actively carrying out translation activities will help promote the "going out" of the national literary culture, highlighting the unique charm of the national culture and expanding its international influence. In contrast, some of China's traditional and important festivals do not seem to exist for them. Their performances are quite cold when they are traditional. Traditional Chinese culture is gradually being forgotten by young people.

4. CONCLUSIONS

In addition to rationally dealing with the relationship between Chinese culture and English culture and enriching the cultural knowledge reserve of college English teachers, it is also important to create a Chinese cultural learning environment for students. In summary, cultivating various medical technology professionals related to modern medicine is an important guarantee for medical development and medical service quality. Actively carrying out medical technology professional education will further optimize and improve the structure of China's medical and health personnel. The essence of Chinese cultural output is to pass on a comprehensive and authentic Chinese culture, gain a fair voice, and resolve misunderstandings. To change this situation, in terms of the English Department of colleges and universities, it is necessary to make corresponding adjustments in the teaching process and content, teaching materials, curriculum, syllabus, testing, and teachers themselves to add Chinese culture. Therefore, we must pay more attention to the assessment and evaluation work and the construction of the evaluation system, and explore the corresponding improvement measures with the times, so as to provide good support for the overall optimization of personnel training. Promote the gradual improvement of the quality of personnel training in Higher Vocational colleges. It is hoped that this study can provide a reference for the curriculum construction and teaching reform of English majors in Colleges and universities, and improve the attention paid to Chinese culture in the process of English teaching. In addition, with the development of Internet technology, the whole society has entered the era of big data. In order to promote the development of related majors, the improvement of students' quality and the promotion of Chinese culture.

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