

A Study of the Influence of the Cultural Differences between Britain and the United States on the Criticism of English and American Language and Literature Based on Constructivism

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Abstract: With the progress of the times, international cultural exchanges become more frequent, and culture is the soul of the existence and development of a country and nation. Different countries or regions have their own unique cultures, which leads to great differences in language and culture. As a result, when people in different countries or regions evaluate the same literary work, they will also have different cultures. Comment effect. And constructing a corpus of English and American literature based on constructivist learning theory can be used in teaching to analyze some typical literary models to achieve the purpose of improving literature and language accomplishment.

1. Introduction

The invasion of British and American culture, the habit of worshipping foreign things and fawning on foreign countries, and the non-existence of our mother tongue education syllabus have gradually led to the disappearance of our mother tongue culture. The "aphasia of Chinese culture" has become more and more serious, and the development of mother tongue has reached a crucial stage [1]. Constructivist learning theory, as a revolution of contemporary educational psychology, has strengthened the leading position of psychology in education and teaching [2]. Constructivist theory holds that learners or learning subjects do not passively accept information from outside, but actively and actively process, understand and accept new information selectively by using their existing cognitive structure, thus internalizing and forming their own knowledge cognition.

Looking at the development of English and American literature, we can see that English and American literary criticism is influenced by social environment, cultural connotation, language features, living habits, knowledge structure, writers' subjective factors and other aspects [3]. In particular, literary critics have different methods of commenting, which results in different results. Literary works are an important form of culture, and literary works are their best vehicles for expressing ideas. British and American literary works mainly appear in the form of poetry, novels, prose, and drama [5]. These literary works not only embody the wisdom and emotions of the author, but also represent national culture and national art. Due to the differences and differences in national customs, national culture, national culture, political culture, economic culture, and regional culture, there is a clear gap between English and American literature. Culture affects the development of literature, and naturally also affects British and American literary criticism [6].

2. Constructivist teaching theory

The amount of knowledge acquired depends on the ability of learners to construct the meaning of knowledge according to their own experience, not on the ability of learners to remember and recite the content taught by teachers. Constructivist learning theory emphasizes that students are the center of learning, and students are the main body of cognition and the active constructors of knowledge meaning. Emphasizing the design of learning environment, teachers should provide students with various information resources to support students to actively complete the exploration and meaning

construction; emphasizing the creation of real situation as the necessary premise of "meaning construction"; emphasizing the interaction and cooperation of learning [7].

2.1. The meaning and construction principle of corpus

Corpus refers to a large number of original language texts stored in computers or processed texts marked with linguistic information. Corpus is different from narrow-sense resource library in that it has its own construction principle. On the one hand, the construction of corpus should provide a large amount of reliable data for reconstructing learners' output; On the other hand, these data can be fed back to teaching and research to strengthen the pertinence and effectiveness of teaching. At the same time, it facilitates the study of language acquisition and the exploration of foreign language teaching. Specifically, the construction of a corpus of English and American literature should consider the nature and content of the corpus, define the objectives according to the needs of English major students, and give consideration to hierarchy and interactivity. The construction of literary corpus should reflect the teaching content, emphasize the literary knowledge of English and American literature from the background to the original works, avoid targeting the public and take examination as the orientation [8]. For students majoring in English language and literature, in addition to fully mastering the knowledge of British and American literature, they are also required to understand the British and American cultural background in literary works, improve their "literary ability" and humanistic quality, and increase their understanding of the British and American literary system. At the same time, the resource requirements of corpus are centralized, which is conducive to the communication between teachers and students, and makes teaching more convenient and effective. The corresponding functions of feedback and analysis should be set up in the construction of literature corpus. At the same time, in the process of building a corpus, in addition to using various resources to collect the necessary cultural background and literature knowledge materials for English and American literature teaching, a learner tracking system is also established to help teachers grasp the characteristics and panorama of language learners' learning as a whole [9]. The structure of corpus construction is shown in Figure 1.

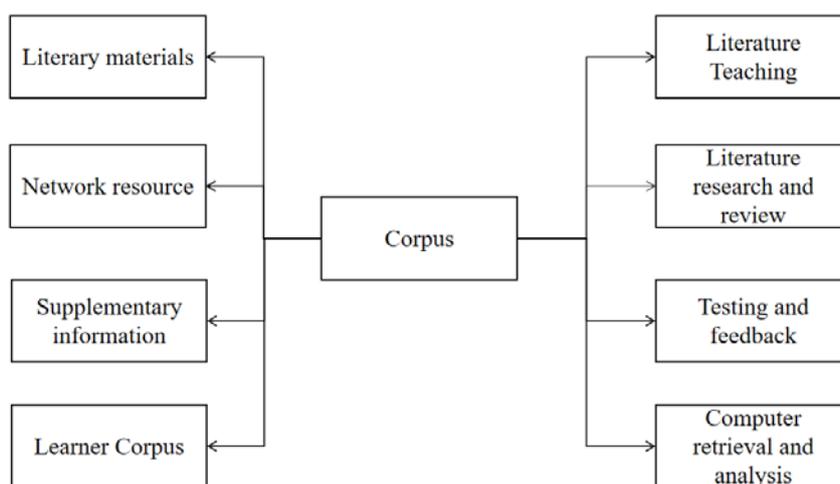


Figure 1. Structure of the corpus

2.2. An Overview of Constructivist Learning Theory and British and American Language and Literature

Constructivist learning theory emphasizes that language culture and knowledge systems exist objectively. Mastery of cultural system, knowledge structure, and language ability depends on one's own view of learning and subjective initiative. Constructivist learning theory emphasizes the knowledge system's perception of the objective world. Knowledge does not have absolute authenticity, and will continue to change as the external environment and structural changes sublimate. As the times change, the mother tongue culture of side translations changes, and the cognition level of the people around them also changes continuously. The establishment and

development of the mother tongue culture and knowledge system cannot be separated from the influence of external factors. Therefore, in the rational use of language, the contextual nature of language and culture should be fully followed, and then things should be scientifically, reasonably, and objectively displayed. Views of learning, knowledge, and teaching have important functions and significance for the research and development of the mother tongue culture system, make the entire structure clear, and have a complete system for the derivation, teaching, and development of the mother tongue. Cognition of Constructivist Learning Theory. British and American literary review refers to the purpose of refining the main content that the creator wants to express in the works and summarizing the creative style of the works on the basis of analyzing the expression methods of the works, so that the readers can grasp the ideological essence of the whole works more accurately, and then improve their appreciation ability of literary works from all aspects. English literature is an important part of world literature. Through the analysis of the history of the development of British and American literature, it is easy to see that the growth of the two has been accompanied by literary criticism. Literary criticism is of great significance to literary creation. The development of British and American literary criticism is also influenced by British and American culture. The study of British and American literary criticism is of great help to understand the cultural differences and literary differences between the two countries. Among them, American literature was deeply influenced by English literature in the early stage of its development, and its style and temperament have the shadow of English literature. After that, under the influence of multi-ethnic and multi-ethnic, American culture began to enrich, with its own unique literary style, becoming more creative, free and inclusive.

3. The Influence of British and American Cultural Differences on British and American Literary Criticism

3.1. The Influence of Cultural and Historical Differences on British and American Literature Criticism

Literary criticism is the product of the development of literature and culture, and is also one of the manifestations of literary works. With the gradual development of British and American culture, literary criticism emerges one after another, and there are more and more researches on British and American literary criticism. Every country has its own source of culture and history, and Britain is no exception. The source of British culture and history is humanism. From the moment of its birth, English literature has a distinctive humanistic literary color. However, due to various reasons, the bourgeois revolution in England is not very thorough, which also results in the fact that although there is humanism in English literature, this humanism is relatively conservative, and to a certain extent, it identifies with or refers to theocracy and asceticism. Because of the short history and rapid development of American literature, American literary criticism is more energetic and creative than that of Britain.

3.2 The influence of cultural differences on British and American literary criticism

Britain and the United States have different cultural backgrounds and historical backgrounds. The British cultural and historical traditions have obvious humanism. This is also fully reflected in the evaluation of British literature. British literature criticism is more conservative, but with the continuous development and progress of modern Britain some commentators have begun to take a negative attitude toward humanism. British literary criticism has also gone through a long development process. Whether it is religious criticism or modern humorous literary criticism methods, it shows that the field of British literary criticism is eager to break through itself and explore new evaluation methods. From the perspective of American literary criticism, its development direction is similar to that of American literature. As a product of a country's development process, it is not only lack of historical heaviness and deep meaning, but also lack of historical and cultural accumulation, so it is difficult to occupy a place in the field of world literature. Because of the

openness and inclusiveness of America, the language of American literary criticism is direct and bold. American literary review was born later, influenced by Indian culture and American social culture. American literary review broke away from the traditional shackles and formed an independent individual with its own independent system structure like the United States. Literary criticism is also more radical and creative. Literature is the theoretical basis for literary criticism, and the continuous development of British and American literary criticism system is closely related to the research structure system of British and American literature. In terms of literary value, British literary criticism and American literary criticism have the same literary value: to construct a literary criticism value system with independent freedom, coexistence of generality and individuality, and unique charm.

3.3. The Influence of Ethnic Cultural Differences on British and American Literature Review

Language is one of the important expressions of culture, and it is also an important carrier to promote the development of culture. When commenting on English and American literature, the differences in language between English and American literature are the most obvious, and even can be said to be representative and typical. The British national culture has a very long history, among which orthodox and traditional culture occupy the main position. In the traditional British culture, the public should be conservative, self-disciplined and maintain a gentlemanly attitude. In addition, in the view of the British, they should always maintain self-confidence and pride in their own culture, and regard sticking to tradition as important as improving themselves not to be surpassed by others. The British national culture has a long history, has the orthodox traditional culture, many British works can reflect the British national culture, so the British literature review is more formal, lack of personality. American national culture is relatively open and free. Under the collision of this multicultural thought, American literary creation and literary review have more and better innovation space, which provides strong support for the establishment of American literary review system structure.

3.4. The influence of language differences on English and American literary criticism

Language is a tool for the creation of British and American literary works, and it is also the main way to convey literary content and expressions. British and American literary works and general literary works have very sharp subjective colors and strong imagination in terms of language expression and abstract concept expression. British and American literary critics need to use English to convey the essence of literary works, to provide literary readers with concise, gorgeous, popular or elegant comments and insights to help literary lovers to understand the content of literature more deeply. Language is the root of a nation. Language has great significance to the nation and the country. Although both the United Kingdom and the United States use English, they have a distinction between American English and British English. This is influenced by the national and linguistic cultures of the two countries. After thousands of years of historical changes, English has become the common language of people all over the world. On the one hand, it promotes the development of the world's political, economic and cultural fields. On the other hand, it can give full play to its great advantages, namely, rich cultural heritage and strong sense of history, and can promote the smooth development of literary criticism to the greatest extent. The main characteristics of English literary criticism are: conservatism and impartiality. On the other hand, for Americans, the United States, as a former British colony, has been influenced by the British in the use of English in history. However, the United States has not experienced a feudal period in its development history and has directly changed from slavery to capitalism. This historical background makes the history and culture of the United States lack of precipitation. Therefore, the language used in American literary criticism is advanced and innovative, with exaggerated tone, lacking the conservatism of the British, and at the same time very direct and bold.

4. Conclusion

Constructivism theory emphasizes the initiative, sociality, situation and cooperation of learning. The teaching practice based on Constructivism pays attention to the improvement of students' subjective initiative and urges students to change from passive language learners to active knowledge constructors. The influence of culture and history on literary works and literary criticism is indelible, can not be ignored, and can not be changed. Culture is the fundamental and unity foundation of a country. Culture influences every person in the country all the time. Natural artists and critics are no exception. Also influenced by national culture, culture is one of the most important factors affecting literature. The differences between British and American literary criticisms come from cultural differences to a great extent. Although they have a lot in common, they are each an independent individual. Under the guidance of teachers, students read the classic works of British and American literature in different levels, and gradually understand and become familiar with cultural information in various aspects such as western cultural models, customs, religious beliefs, and values. At the same time, teachers actively create the environment and opportunities for language output in the teaching process, and encourage students to give full play to their subjective initiative and export the learned language and cultural knowledge. This is important to improve students' practical language skills and cultivate cross-cultural communication skills.

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