

Research on College English Teaching Reform from the Perspective of Cultural Self-Confidence

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Abstract: With the development of Internet technology, it has promoted international exchanges and, to a certain extent, promoted the reform of English education. The article analyzes the state's concern for cultural self-confidence from the elaboration of some national strategies. This paper explores the reform of college English teaching from the perspective of cultural self-confidence. It finds that there are certain problems in the current English teaching reform, and gives relevant strategies according to the problems. I hope to provide useful reference for college English reform.

1. Introduction

After the 18th National Congress, General Secretary Xi Jinping repeatedly mentioned in many fields that “culture is the soul of a country and a nation.” Cultural self-confidence is a famous family. That is to say, “cultural self-confidence is the strong affirmation and active practice of a nation, a country, and a political party for its own culture, and its firm confidence in the vitality of its culture.” From the 18th National Congress, “enhance cultural self-confidence” to ten The recognition of cultural self-confidence and its role has been elevated to a new height and realm. College English is an important platform for college students to learn Western languages and understand Western culture. It is clearly pointed out that the teaching goal of college English is to “train students' comprehensive English application ability, especially listening and speaking ability, so that they can communicate effectively in English in the future work and social interaction, and enhance their self-learning ability. Improve the comprehensive cultural literacy to meet the needs of China's social development and international exchanges.” This requires students not only to learn to use language, but also to understand the Western culture embodied in the language. For most students, they learn and practice an English through the language itself, such as vocabulary and grammar. In fact, language learning has a far greater impact on their way of thinking and behavior than language learning itself. College English learning helps students to understand Western society and culture while forming values. It also impacts students' recognition of Chinese traditional culture and values. For example, the formation of values will be influenced by Western culture. From the new values of form, to a certain extent, the values of college students will be formed. Therefore, in the important stage of the formation of college students' values, the teaching of culture in college English should not only teach students to express their familiar Chinese and Western cultural content, but also to compare Chinese and Western cultures, so as to objectively treat different cultures and learn the excellent culture of the West. At the same time, we must not forget the culture of our own country. After learning a new culture, we should not forget to carry forward the traditional culture of the Chinese nation. To a certain extent, it determines the inheritance and development of Chinese culture, and it is also the basic premise of cultural self-confidence.

2. There Are Problems in the Current College English Teaching Reform under the Perspective of Cultural Self-Confidence

2.1 College English Teaching Objectives Are Not Clear

In the process of college English teaching reform under the perspective of cultural self-confidence, college English teaching has a phenomenon of unclear teaching objectives. In

traditional English education, students are interested in English and in the countries where they use English. On the one hand, college students think of their professional and English connections when they apply for a major, so as to avoid their own shortcomings in English. Even if the school adds English courses to any major, students still believe that English learning is not very important to them. Thus there is no serious attitude in the English course. On the other hand, university teachers are influenced by students. The English teachers of the university are generally replaced by large class students. In the actual English teaching process, the teaching speed will be too fast. Some students with poor foundations can hardly keep up with the lecture content. According to the relevant departments for the purpose of English teaching, it is found that the teaching purpose of English teaching in universities is not clearly imagined. The specific details are shown in Table 1. It can be clearly seen from Table 1. There is a certain deviation in the purpose of college English teaching, which makes the English teaching in the end.

Table 1 Students' Investigation of English

Percentage	passing the exam	Can communicate normally in English	Understand the purpose of teaching	Will learn autonomously	English
Junior high school English	60%	20%	10%	10%	
High school English	80%	30%	20%	20%	
university English	60%	20%	8.9%	10%	

2.2 Teaching Reform Ignores Chinese Cultural Self-Confidence

In the process of college English teaching reform under the perspective of cultural self-confidence, college English education ignores the implementation of cultural self-confidence. In a society where the current high-speed development is in a certain degree, English is the language of globalization, and the language that is most used internationally and internationally. In order to guarantee the students' comprehensive development in the future work, the school is still very serious in the college English textbook "Chinese culture aphasia". Many English majors in the university are still immersed in "English and American". Among the cultures, the recognition of the culture of English-speaking countries is more than the recognition of the national culture. Even Chinese students prefer to have some foreign festivals. In some foreign festivals, Chinese consumption is much higher than that of foreign countries. For example, Christmas in the United States has been loved by many students in China, and Valentine's Day on February 14 has also driven a lot of consumption on that day. These blind pursuits of English-speaking countries have led some universities to neglect the Chinese cultural self-confidence in English teaching. In the process of English teaching, China has described the beauty of other countries too much, resulting in blind pursuit of students, making Chinese students unable to take the initiative and equal. Effectively exporting the national culture, resulting in a new "dumb English". Although the China Education Bureau has adopted this phenomenon, the Chinese College English Examination Committee has revised the translation questions of the 4th and 6th grade examinations into paragraphs since December 2013. Ying, the content involves China's history, culture, economy, social development, etc. It is hoped that this will sound the alarm, promote the different cultural balance within the curriculum, and promote the positive migration of the mother tongue culture. However, in the process of practical teaching, compared with English teaching in Chinese, Chinese native language culture is currently in the college English curriculum, both in terms of teaching content, teaching and form, which are compared with English teaching. It is the consequence of ignoring the confidence of Chinese culture in the teaching process.

2.3 College English Teachers Lack Primary Literacy

In any education process, the key factor in education is often the teacher himself. Whether it is from the goal of university teaching or from the content of university teaching, the comprehensive quality of college English teachers is very important. However, the situation of English teaching in China is not optimistic. At present, the comprehensive literacy of English teachers in most

universities is insufficient. In general, college English teachers generally have language literacy of teaching target language, which is much higher than their comprehensive cultural literacy. The phenomenon occurs because of the historical reasons for the orientation of English education tools since the reform and opening up, and it is also related to the curriculum cognition and professional pursuit of college English teachers themselves. In the process of college English teaching, college English teachers often talk about English history and culture, but they know very little about their own Chinese history and culture. Even their current Chinese status is not very well understood, so that students are taught. There is no patriotism, and the values are based on the English that I have learned. University English learners often tend to be aesthetically tired after trying fresh “English thoughts”. Seriously, students will also have wrong values and edit some course uselessness. The lack of subjective quality of college English teachers violates the concept of Chinese cultural self-confidence to a certain extent, which makes the college English teaching have certain blindness, which affects the formation of students' correct values to a certain extent.

3. Strategies for the Problems in the Reform of College English Teaching in the Perspective of Cultural Self-Confidence

3.1 Defining the Teaching Purpose of College English Courses

In the process of college English teaching reform under the perspective of cultural self-confidence, the small language classroom and the cultural classroom are combined to reform the college English curriculum. The university should implement the humanity of English teaching, and stipulate the goal of the culture teaching of college English curriculum. Before college English teaching, students should be guided to learn English. Let the students know what they are asking to learn English, and provide some guidance on the English they need to develop according to the majors selected by the students. On the one hand, students can pay more attention to English courses and let students have a good learning attitude in English courses. On the other hand, to strengthen the purpose of college English teaching, in the process of college English teaching, according to the development of society, introduce new teaching methods with ease, so that the purpose of college English teaching is more clear. At the same time, real-time monitoring of the actual situation of college English teaching, so as to improve the ability of students to control English to a certain extent, so that English learners can not only pass the exam. Instead, they can use English to conduct practical communication and promote the development of students in an industry to a certain extent.

3.2 Strengthening the Cultural Heritage, Creation and Mission Awareness of English Learners

In the process of college English teaching reform under the perspective of cultural self-confidence, it is necessary to strengthen the cultural heritage, creation and mission awareness of English learners. As an important communication subject of Chinese culture, university English students should further enhance their cultural heritage. Keep in mind the historical mission of giving young people to China. In the process of learning English, we should think more about how to make Chinese culture accurate by different means. Effectively spread out, thus increasing the scope and intensity of Chinese culture in the world. On the basis of the theory of cultural consciousness and cultural self-confidence, the goal of English teaching is gradually clarified, and it is an important goal to cultivate English talents who are in line with China's reality, have a Chinese cultural background, and embrace Chinese cultural identity. In the teaching content, it should cover the traditional Chinese culture, enhance the Chinese native language culture, and cultivate students' awareness of Chinese culture. At the same time, in the assessment test, we should also pay attention to the requirements of Chinese culture and civilization. Improve the university's emphasis on the confidence of Chinese culture in college English culture teaching, so as to correctly promote the teaching reform of college English courses. Let English learners use language as a tool to present the fine traditions of China and the 5,000 years to the people of the world. In the process of communication, English students should combine the language of their own to use the language

they have mastered to innovate and reshape the world's foreign culture, and build a bridge between foreign culture and local culture. Let English become a tool for spreading Chinese culture, thus promoting the influence of Chinese culture on the world. In the process of college English teaching, we should follow the relationship of Figure 1.



Fig.1 College English Teaching and Cultural Confidence

3.3 Improve the Main Literacy of College English Teachers

In the process of college English teaching reform under the perspective of cultural self-confidence, the cultural comprehensive quality and teaching output ability of college English teachers are effectively enhanced. College English teachers are an important subject of English teaching activities, and play an irreplaceable role in the construction of university culture confidence. College English teachers not only need to pay attention to language teaching, but also should pay attention to social and cultural development with the times, connect and interact with English teaching and the world cultural environment, and adhere to their cultural standpoints and strengthen their local cultural qualities. While improving their cultural quality, they can correctly guide the English learners of the university to understand and understand the origin, formation process, main features and development trends of the target language culture and mother tongue culture, stimulate their critical thinking and cultivate their different cultures and civilizations. Self-thinking and judgment. In the promotion of self-cultural literacy, college English teachers should learn multi-faceted and multi-channel learning, use online and offline resources to participate in cultural knowledge training, increase opportunities for contact with people of different cultural backgrounds, and enrich the target language through diversified methods. Comprehensive ability with native language culture. In the practice of teaching, college English teachers should adopt different cultural teaching modes and means, combine curriculum content and real life, and improve the efficiency of cultural teaching. College English teachers should be the pioneers of cultural teaching. On the basis of super-language awareness, they have an interdisciplinary vision and adopt multicultural teaching methods to guide and stimulate the cultural subjectivity of English learners in English classes.

4. Conclusion

Cultural self-confidence is an important topic in contemporary social culture. Cultural self-confidence symbolizes the soul of a country or a clan to a certain extent, so cultural self-confidence is of paramount importance. However, the reform of college English teaching in the perspective of cultural self-confidence, the ability to construct Chinese cultural discourse to a certain extent will become an important social practice culture self-confidence cultivation for a long period of time now and in the future. The main research is particularly important and more important. Reality. To cultivate the cultural self-confidence of contemporary college students, they should be closely related to their study and life. The depths of the course must be culture. College English is one of the main channels for cultural exchange and communication between China and the West. It should be a three-way interaction of ideology, communication and thinking. Through the reflection of different cultures and the fusion of horizons, Chinese culture will be sent to the other shore. College English courses need to highlight social orientation, supplement the content of mother tongue culture, carry out cultural discourse practice, promote value identification, and

promote learners to tell Chinese stories and concise China. Discourse, promoting Chinese values, has become a new generation of cultural consciousness and cultural self-confidence.

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