

English Culture Teaching in Higher Vocational Colleges from the Perspective of Eco-Culture

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Abstract: English is the Most Widely Used Language in the World, and It is Also an Important Bridge for Economic Cooperation and Trade between Various Countries. with the Development of Internationalization in China, the Demand for English Talents is Increasing. However, Due to the Influence of Traditional Teaching, There Are Still Some Problems in English Teaching in Higher Vocational Colleges, Such as Unclear Orientation and Lacking of Effectiveness of Cultural Teaching, Which Hinder the Development of English Culture Teaching in Higher Vocational Colleges. Starting from the Significance of English Culture Teaching in Higher Vocational Colleges, This Paper Analyses the Existing Problems in Current Education, and Then Puts Forward New Ways of English Culture Teaching in Higher Vocational Colleges, and Hope to Provide Theoretical Guidance for English Teaching in Higher Vocational Colleges So as to Cultivate More English Professionals Who Meet the Needs of Society.

1. Introduction

1.1 Literature Review

As We All Know, English is the Most Widely Used Language At Present. It Has Spread to All Corners of the World. It is a Truly International Language. It Also Provides Many Conveniences for China to Internationalize and Trade with Other Countries. in Order to Avoid the Influence of Language Differences on Communication with Foreign Countries, the Demand for English Professionals in the Country and Society Has Also Increased Dramatically. Ecologist Cultural View Refers to the View That Different Cultures Should Be Treated in a Harmonious Attitude of Equality and Complementarity. under the Guidance of Eco-Culture, Foreign Language Teaching in Higher Vocational Colleges Can Effectively Cultivate Students'ecological Awareness and Play an Important Role in Promoting the Reform and Development of Foreign Language Teaching in China. from the Perspective of Eco-Culture, English Teaching in Higher Vocational Colleges Must Follow the Principles of Cultural Differences and Complementarity in Order to Better Carry out Foreign Language Education and Improve the Teaching Effect (Zou, 2012). Li Guanghai Pointed out That in Recent Years, with the Development of Economy and the Advancement of Education Reform, the Development of English Teaching in Higher Vocational Colleges Has Shown Good Results. However, There Are Still Many Shortcomings in the Current Process of English Culture Teaching, Which Has Been Affecting the Smooth Development of English Teaching in Higher Vocational Colleges (Li, 2014). Xing Dan Believes That Attaching Importance to the Teaching of English Culture in English Teaching in Higher Vocational Colleges is Conducive to Students'correct Use of the Knowledge They Have Learned, and Can Help Students Overcome the Obstacles in English Learning, Thus Effectively Improving Their Communicative Competence in Real Life. English Culture Teaching in Higher Vocational Colleges Includes Not Only Cultural Transmission At the Knowledge Level, But Also Cultural Edification At the Spiritual Level and Cultural Pursuit At the Value Level (Xing, 2012). Chen Chen Pointed out That Due to the Influence of Traditional Teaching Concepts, English Teaching in Higher Vocational Colleges in China Still Stays on the Surface of Teaching Knowledge, Failing to Understand and Attach Importance to the Importance of Cultural Teaching in English Teaching. to Some Extent, This Has Resulted in the Efficiency of

Students'learning English and Hindered the Improvement of English Teaching Quality (Chen, 2014).

1.2 Purpose of Research

With the development of China's comprehensive ability, the development of English education in China has attracted more and more attention. At present, although English teaching in Chinese higher vocational colleges has made some achievements, there are still many shortcomings. In the process of English teaching, students are blindly pursuing scores, aiming at mastering knowledge and skills, neglecting the applicability of English education. Culture is the soul of a language. To enable students to learn English more efficiently and develop their practical application ability, we must integrate cultural education into the current English education so that students can learn English more easily and efficiently, and apply it to real life, so as to stimulate students'interest in learning. Improve the teaching effect of English culture in Higher Vocational colleges. Therefore, this paper analyses English culture teaching in Higher Vocational Colleges from the perspective of ecological culture, and puts forward some ways to improve the efficiency of English teaching. In order to improve the existing problems in English culture teaching in Higher Vocational Colleges and promote the smooth development of English culture teaching.

2. The Significance of English Culture Teaching

2.1 The Demand of Social Development for Talents

With the continuous advancement of educational reform, the development needs of higher education have put forward higher requirements for the development of teachers themselves. The introduction of the "One Belt and One Road" strategy reflects China's urgent need for international talents. With the rapid development of China's foreign trade and the direct cooperation between more and more countries, there is an increasing demand for English professionals. Higher vocational college students master English cultural knowledge, and can use the knowledge smoothly, which will play a plus role in students'employment.

2.2 Promoting Students'cultural Accomplishment

At present, quality education is advocated in China. Therefore, students should learn about Chinese native culture as well as foreign culture. English is the main core of foreign culture and the bridge between different cultures, so its importance can be imagined. Only by learning English well can students absorb excellent foreign culture and achievements. Mastering English ability can not only help students improve their own cultural literacy, but also effectively promote the overall cultural literacy of Chinese citizens (Ding, 2014).

2.3 Students' Future Development Needs

With the development of economy, the social demand for talents has gradually changed into the demand for applied talents, and in recent years, the demand for applied talents has risen sharply, which also puts forward new requirements for training talents for Higher Vocational colleges. Unlike compulsory education, many knowledge is not acquired by teachers, but by students'self-learning ability. English teaching in higher vocational colleges is not only to teach students basic English knowledge, but also to help students establish a correct learning concept. Teachers should guide students to realize the importance of learning English, and to understand the mastery of English knowledge and skills is the inevitable demand of social development for talents. Let students realize that learning English well can not only effectively improve their own cultural literacy, but also lay a good foundation for later entering society (Ma, 2014).

3. Problems in English Teaching in Higher Vocational Colleges

3.1 Unclear Positioning

In the Basic Requirements for English Teaching in Higher Vocational Education promulgated by the Education Bureau, it is clearly pointed out that the purpose of English teaching in higher vocational colleges is to enable students to master certain basic knowledge and skills of English. At the same time, students should be helped to master listening, speaking, reading, writing, translation and other abilities, and be able to communicate in simple English in foreign business activities, so as to improve their English communicative competence. Although the national policy has clear guidance, in the actual implementation process, the major universities and teachers have different understanding of the policy. As a result, the orientation of English teaching in most vocational colleges is not clear enough. Firstly, there are different understandings on the issue of students' mastery of certain basic English knowledge and skills proposed in the policy. The level of students' mastery of English knowledge should be: CET-4 or CET-6 or CET-A or CET-B. Different vocational colleges have different requirements. English teaching in higher vocational colleges is an important part of the whole college teaching, but most of them do not attach importance to foreign language teaching when arranging courses, so there are only a few hours in English teaching. The status of English teaching has also been affected by the school's blindly pursuit of comprehensiveness and neglect of the purpose of running a university.

3.2 Weak Teaching of Professional English

Even though some colleges and universities have achieved good results in the process of English teaching, there are still many situations that do not attach enough importance to professional English. Because of the uneven English proficiency of College students, most colleges and universities only require students to complete the learning tasks formulated by the school, thus seriously ignoring whether the students master professional English knowledge. In addition, most colleges and universities will sign a joint student training program with enterprises. In order to recruit students suitable for the development of enterprises, enterprises will require colleges and universities to increase the offering of professional courses, which to some extent reduces or even ignores the improvement of students' English skills. At the same time, the English textbooks used in higher vocational colleges generally focus on students' general education, and the contents of these textbooks have to some extent been divorced from the actual needs of society. With the continuous development of Vocational Education in Suzi and China, the shortage of English teachers in higher vocational colleges is becoming more and more obvious. Because most teachers need to take charge of several classes' teaching tasks at the same time, the work is overloaded, and the salary is low, many teachers have no passion to innovate and can not devote themselves to English teaching.

3.3 Lack of Effectiveness in Cultural Teaching

At present, most vocational colleges still adopt the traditional single teaching method. Examination-oriented teaching is widely used in English culture teaching in Higher Vocational colleges. The main role in the classroom is still the teaching teacher. Teachers only inculcate the content in the textbook. Regardless of whether students understand and master it or not, students are forced to learn in order to complete the credit. Lack of interaction links between teachers and students makes the whole classroom teaching dull. Tasteless. Teachers usually use traditional blackboard and chalk to teach, and occasionally use new media to display simple pictures and audio, which can not arouse students' interest in learning English. Under this traditional teaching mode, students can not master English knowledge, because they can not learn and abandon themselves, more and more neglect English learning, thus forming a vicious circle, resulting in serious obstacles to the development of English teaching in Higher Vocational colleges.

4. A New Approach to English Culture Teaching in Higher Vocational Colleges from the Perspective of Eco-Culture

4.1 Emphasizing the Position of English Teaching in Higher Vocational Colleges

English Teaching in higher vocational colleges has gradually become the core part of the whole teaching content. Under the background of the increasing demand for English professionals, colleges and universities should properly increase the class hours occupied by English courses when formulating teaching tasks and objectives. Only by giving more attention to English majors can students be guided to attach importance to and learn English. In the process of implementing English teaching, schools should not only require students to master basic knowledge, but also pay more attention to the practicability of English, attach importance to the importance of English in the process of foreign exchange, and strengthen the cultivation of students' English skills. Through a variety of foreign language assessment system, we can solve the shortcomings of traditional English teaching in which students' English proficiency is judged by their examination results, and transform English teaching objectives into the cultivation of students' listening and speaking abilities. For different majors and student groups, different English teaching methods are adopted to train students' communicative ability in English in many ways.

4.2 Drawing on Advanced Educational Ideas

With the frequent trade between China and other countries, especially after the strategy of “one belt and one road”, China's connection with the international community has been developing rapidly. Therefore, the integration of society and enterprises with the international community has become an inevitable trend. At present, a person who has received higher education and has good ability to communicate with other countries will surely be valued by society and enterprises. Therefore, higher vocational colleges shoulder the responsibility of training more practical English professionals for the country. In the process of implementing English teaching, the cultivation of applied English talents should be regarded as the core goal of teaching. In order to achieve this goal, we must learn from the advanced teaching concepts of foreign higher vocational education to supplement the shortcomings of traditional Chinese English teaching. Through a diversified evaluation system, we can improve the current English curriculum. The relevant departments and teachers of English education in higher vocational colleges should actively guide students to participate in English teaching, promote effective interaction between students and teachers, and further promote the sustainable development of English teaching in Higher Vocational colleges.

4.3 Innovation of English Teaching Model

The development of education is the most direct reflection of social development. With the development of the times, English education is also developing. To cultivate more English professionals for the society, we must avoid the problems existing in the current English education, and constantly innovate, and choose the teaching mode that is in line with the contemporary college students and society. Colleges and universities should give full play to the positive role of English ecological culture teaching, combine teaching environment and content organically, so as to realize the important link between cultures. At the same time, in the process of teaching English culture in Higher Vocational colleges, teachers should pay attention to students' grasp of basic knowledge, and create a good atmosphere for students to learn English. Let students learn in a good English environment, so as to achieve the purpose of stimulating students' interest in learning. Teachers should actively guide students to speak out and understand the cultural implications behind the English language, which is more conducive to improving students' English cultural literacy.

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