

A Practical Study on the Integration of Local Culture into College Public English Teaching

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Abstract: With the popularization of higher education in recent years, the admission requirements are decreasing year by year, the background of students in colleges and universities is more complicated, and the gap in learning English is widening. Among them, cross-cultural communication can be read out. In addition to requiring students to master language knowledge and skills, students should also be taught English cultural background knowledge, so that students can have a deeper understanding of social and cultural knowledge, customs, local conditions and customs of English-speaking countries, enhance their sensitivity to cultural differences, improve their reading comprehension ability and cultivate their analysis, reasoning and judgment ability. This article briefly analyzes the current status of English teaching, focusing on how to combine teaching materials in college English classroom teaching and how to combine English teaching with local culture to help students learn English better, so as to truly realize college English teaching Target.

1. Introduction

Local culture is the spiritual wealth accumulated by people in a certain region in the long-term development process, and it is rich in educational resources [1]. With the popularization of higher education in recent years, the admission requirements are decreasing year by year, the background of students in universities is more complicated, and the gap in learning English is widening [2]. In the early 1980s, English teachers and English learners realized the important role of culture in English learning and successful cross-cultural communication. Culture teaching has become an important part of foreign language teaching, and English culture learning has been paid more and more attention, which has played a positive role in English learning. Public English teaching faces many difficulties and challenges, and the improvement of teaching level has also been restricted to a certain extent [3]. As an internationally widely used language, English has attracted more and more attention, and the local cultural atmosphere in Colleges and universities has gradually flourished [4]. Due to their own characteristics, universities have more prominent requirements for English application skills. In addition, students work more closely with the front line of society, and their thoughts are more active and active, which is also a higher demand for local cultural atmosphere [5]. English teachers combine local culture with English teaching and use English to spread local culture, which can not only increase the value of local culture itself, but also bring a broader inheritance path for local culture [6].

As one belt, one road initiative, the language of different countries has a great diversity. The importance of strengthening language communication is reflected in [7]. We can read one of cross-cultural communication. In addition to requiring students to master language knowledge and skills, we should also teach students English cultural background knowledge, so that students can have a deeper understanding of the social and cultural knowledge, customs and customs of English-speaking countries, enhance their sensitivity to cultural differences, improve their reading comprehension ability and cultivate their analysis Reasoning and judgment [8]. Therefore, learning a foreign language must learn the national culture closely related to the language, which has long become a consensus in the foreign language teaching community. As a university serving local economic development, its development cannot be separated from the nourishment of local culture [9]. Under the macro background of the "Belt and Road", my country's college public English still

faces many challenges and opportunities in the actual teaching process. It is required that college public English teachers must take into account the basic needs of the "Belt and Road" construction, and further enhance the level of college public English. The cultural transmission function, by creating a team of foreign language talents with high professional quality, lays a solid talent foundation for the realization of the construction goals of the "Belt and Road" [10].

2. The Current Situation of the Integration of Local Culture in Public English Teaching

2.1. Lack of local culture penetration

Through visits and interviews, the author finds that in the current public English teaching, teachers are more likely to popularize Western cultural knowledge to students. Through classroom observation, the author finds that students in public English classroom rely too much on teachers, lack the ability of independent thinking, and teachers' teaching methods are single, mainly vocabulary, grammar and translation teaching methods. English teachers can hardly introduce local culture knowledge in class, let alone train students how to introduce local culture in English. Due to the limitation of class hours, most colleges and universities only offer reading and writing classes and listening teaching. In English classroom teaching, teachers only pay attention to the teaching of language knowledge and the cultivation of language skills, ignoring the cultural teaching of students, which leads students to regard grammar learning and vocabulary learning as the whole of English learning. Students' dependence on classroom English communication opportunities is very limited, and students' cultural background knowledge reserves are seriously insufficient, which leads to the disharmony between the language learning content of textbooks and the communicative context of real life background knowledge. The genre of selected articles in college English is wide. To accurately read and understand a foreign language article, it is not enough to rely on language knowledge alone, and a certain cultural background knowledge is also necessary. Cultural background knowledge is a non-linguistic factor other than language and an integral part of quality education. Because students do not understand their cultural connotations, they often make mistakes in understanding and using them. Different cultures have different language rules. Language form is not only the carrier of culture, but also a part of culture itself. Therefore, teachers can focus on the phenomenon of students, do not stay at the level of literal meaning in teaching language form, let students pay more attention to the understanding and application of words with strong cultural connotation, and teach their deep meaning, such as metaphorical meaning, associative meaning and other meaning elements, Point out the similarities and differences of cultural connotation, so that students can correctly grasp and use it. In the actual classroom teaching process, teachers will introduce various Western greeting etiquette knowledge and relevant English expressions to students, but teachers have not penetrated into the local etiquette knowledge.

2.2. Insufficient input of local culture in English textbooks

From the perspective of textbooks used in college English courses, the textbooks of the 12th Five-Year Plan or the 13th Five-Year Plan for vocational education are basically used. The biggest deficiency of this kind of textbooks is the lack of input of Chinese culture, especially local culture. Excellent local culture contains many principles of education and education. In addition to basic English listening, speaking, reading and writing skills, local university graduates should also master cultural knowledge, especially cultural knowledge with local characteristics. This requires college English teachers to train basic English application skills in the classroom. We should also pay attention to guiding students to understand local culture in the process of teaching practice, digging out its cultural connotation, and strengthening research in English translation. Traditional English teaching places too much emphasis on the integration of Western cultural elements and ignores the cultivation of English expression ability of Chinese culture, especially the integration of local culture, resulting in Chinese students' lack of understanding and expression ability of Chinese culture and local culture in English communication, Importing Chinese culture, especially local cultural resources into English is a new trend of English teaching reform in the new era. Local

culture has its particularity, liveliness, interest and other characteristics. Introducing these cultural characteristics into English teaching can effectively stimulate students' interest in learning, arouse students' thinking, and enable students to explain in English with the culture in their daily life, which can not only deepen students' understanding of local culture, but also improve students' ability to express familiar culture in English. However, when students communicate with westerners in real life and future workplace, it is very likely that there will be an embarrassing situation that they don't know how to express local customs, local food or tourist attractions.

3. Promote the integration of public English classroom teaching and local cultural construction

3.1. Pay attention to the organic integration of teaching in and out of class.

In the context of the "One Belt One Road" macro policy, the teaching of college public English should take students' cross-cultural communication and communication skills as the basic goal, vigorously carry out practical teaching, and realize the organic cooperation between classroom teaching and extracurricular practice. Teachers and students should integrate the teaching and learning of English into the entire campus culture from the school's general teaching philosophy and talent training construction plan. In the process of specialty construction, find the integration point between the most cutting-edge development direction of the specialty and the international language, so that students can not only be attracted by the specialty, but also realize the influence of English in future career development. In terms of teaching methods, the teaching means are single. Teachers mainly explain vocabulary, grammar and listening exercises in unit teaching, and lack a good hardware environment for English teaching. In order to improve the effect of English classroom teaching, we must first change the traditional teaching methods. Textbooks are important, but they are not the only means of learning. For some learning materials that are boring or even far away from students' majors, they should be updated or abandoned at the right time. Rich campus culture is a living material, and we can attract students to the current campus activities around us, so as to improve students' interest in learning and enhance classroom vitality. Whether our country can realize the comprehensive and effective dissemination of culture will directly determine our country's right to participate and speak in the development of international civilization. At the same time, it will also affect the promotion and implementation of my country's "One Belt One Road" policy. When preparing for class, teachers should not only collect a wide range of English language knowledge, but also pay attention to the enrichment of cultural content, and in-depth exploration of the cultural origin of the English curriculum. Universities can also fully attach importance to and use the leading role of English skill competitions, enhance students' interest in English learning, and create a good three-dimensional campus English environment in the laughter of participation and the harvest of competition.

3.2. Improve and update teaching methods

College Public English teachers should change the previous teaching form focusing on knowledge teaching. While teaching English language knowledge, they should actively integrate the relevant contents in the teaching materials, appropriately supplement some background knowledge about the cultural differences between the East and the west, and lead students to make an all-round comparison of the cultural differences between local languages and foreign languages, And timely explain the essential connotation of different cultures, so that students can actively explore and analyze the deep-seated reasons behind cultural differences, so as to greatly improve students' cross-cultural communication ability. For a long time, four standards of listening, speaking, reading and writing have been adopted in college English teaching in China. Various types of English tests mainly focus on these English abilities. Under the pressure of examination, college students pay much more attention to English language learning than to the culture embodied in the language. This causes college students' English cultural knowledge level to be particularly low, especially their ability to express local culture in English is very low. Figure 1 shows the college

English classroom teaching model based on the integration of local culture.

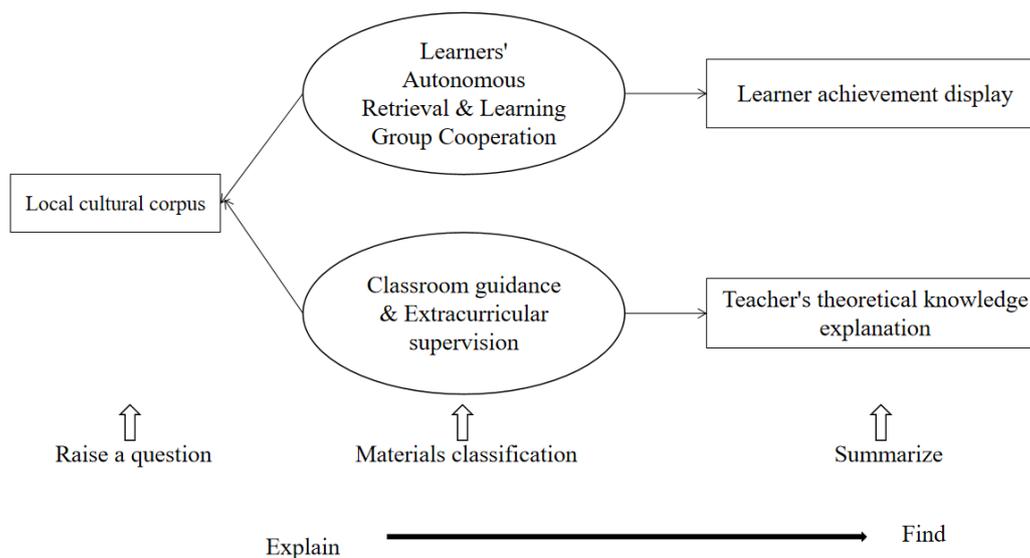


Fig. 1 College English classroom teaching based on local culture integration

The reading speed and accuracy of students with western cultural background knowledge are higher than those of other students, because cultural background knowledge can make up for the lack of language knowledge of some students. On the contrary, the lack of cultural background knowledge is hard to make up for with language knowledge. Therefore, teachers should promptly teach relevant cultural background knowledge in classroom teaching. In the expansion of teaching content, we should completely change the previous thinking about foreign culture as the core, and appropriately add some local cultural content to realize the effective transmission of the traditional culture of the country. At the same time, we should also pay attention to the cultural dissemination of the countries along the “Belt and Road” and focus on improving The ultimate goal of students’ cultural communication ability is to actively combine Chinese language and culture with foreign language and culture, and strengthen the explanation and introduction of the cultures of various countries involved in the "Belt and Road" initiative.

4. Conclusions

In short, local culture has a long history and is a culture with strong local characteristics. Through rich and colorful local cultural activities, students with active thinking can be attracted to English learning, and feel the differences of language and culture under the influence of campus Fu language culture, which is virtually conducive to promoting English classroom teaching. Improve students' sensitivity to cultural differences and empathy ability, and reduce cultural errors, thus reducing pragmatic failures and improving their pragmatic competence. China's colleges and universities must pay attention to the organic integration of in-class and out-of-class teaching in public English teaching, improve and update teaching methods, achieve full coverage of teaching contents, take cultural communication as the guiding direction, and strengthen the cultivation of students' various abilities. Only in this way can the efficiency and quality of foreign language teaching be comprehensively improved, and students can truly become talents with intercultural communicative competence, thus realizing the teaching goal of college English.

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