

Research on the Relevance between the Promotion of Chinese Cultural Soft Power and College English Teaching under the Background of “the Belt and Road”

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Abstract: Due to the implementation of the strategy of “the belt and road”, it involves five links: “policy communication, facilities interconnection, trade flow, financing and people's hearts interlinked”, and its key lies in the universal language. How to achieve universal language is a key issue to enhance the strategic significance of “the belt and road”. Language is not only a bridge between politics, economy and culture, but also an important means of “going out” of Chinese culture.

1. Introduction

As a national strategy, “the belt and road” is of strategic importance for China's modernization drive and its return to the center of the international arena. The “the belt and road” as a feasible policy fits the common needs of the countries along the border, and improves the infrastructure construction of the countries along the border, complementing each other's advantages, achieving mutual benefit and win-win results, and providing an international cooperation platform for the development and progress of the countries along the route. With the continuous promotion of “the belt and road”, the demand for compound English talents is more and more urgent. From the perspective of language application in the countries along the border, the majority of English language is used, which determines that our language education needs to be emphasized in English so as to serve the strategy of “the belt and road”. From the perspective of soft power development, it is also a feasible way to promote Chinese culture with the help of English. After all, English is widely used in countries along the belt and road, which helps countries along the belt and road to understand Chinese culture, so as to enhance the influence of Chinese culture on the world stage.

2. The Correlation between the Promotion of Chinese Cultural Soft Power and College English Teaching under the Background of “the Belt and Road”

“ The belt and road “ as China's major national economic strategy, is based on China's starting point and the center, the strategy of radiation surrounding countries. The object of radiation takes China as a starting point, involving central Asia, South Asia, Africa and the Americas. The common language of these countries is English, which determines that “English” becomes the universal language of “the belt and road” strategy. “The belt and road” is a banner of diplomacy with Chinese characteristics. Since its introduction in 2013, the implementation of the five links of “policy communication, facilities interconnection, trade liberalization, financial integration and common people's hearts” is inseparable from the universal language. The 65 countries along the “the belt and road” involve 63% of the world's population and 53 languages, and the diversity of languages has become a barrier to the implementation of the “the belt and road” approach. How to break this barrier and realize language exchange, we should choose a language as a bridge to connect different countries' economic and trade cooperation. In other words, language is an important bridge and link for “one belt, one road” economic and trade investment cooperation and civilized exchange, which is important for the improvement of China's international influence. The rise of great powers is closely related to language strategic planning. Developed countries attach great importance to and invest in language strategy, such as the national action initiative on foreign language capability,

national defense language transformation roadmap, national security language plan and other policy implementation of the United States. The Ministry of defense of Russia is responsible for determining key foreign language languages in the field of national defense, and reserves more foreign language resources in Colleges and universities There are 145 languages, involving 9 major languages, covering many countries and regions in the world. When implementing the strategy of “the belt and road”, China should regard English as an important thrust in the construction of “the belt and road”.

From the perspective of domestic language, the importance of language and culture education in China has been greatly enhanced. First of all, in the field of English education, since 2017, the Ministry of education has signed with 14 provinces (autonomous regions) and municipalities to promote the construction of the “the belt and road” education action, covering the main node provinces of “the belt and road”, forming the provincial Ministry to jointly promote the “the belt and road” educational action international cooperation network. With the development of the strategy of “the belt and road”, the number of overseas students in the “the belt and road” radiated country has increased year by year. According to the statistics of the Ministry of education, in 2018, 492 thousand and 200 overseas students from 196 countries and regions came to China to study. Among them, the number of students coming to China along the “the belt and road” came to 260 thousand and 600, accounting for 52.95% of the total number. Secondly, in terms of foreign language services, 76 foreign language majors have been set up in Chinese universities, covering the common languages used by EU and ASEAN countries. Beijing Foreign Language University plans to open 100 languages in 2020, covering all countries that have established diplomatic relations with China. The application of foreign language service in China's colleges and universities has been improved, which indicates the improvement of China's international status. With the rapid return of China to the world stage center, the domestic demand for compound foreign language talents is becoming more and more urgent. Under the background of the “the belt and road” era, colleges and universities embark on practice, build a compound talent training mechanism, carry out the “student centered” teaching mode, closely link with the national development strategy, and strengthen the role of foreign language services in the “the belt and road” in order to meet the needs of the new era. Finally, in terms of social language, as many as 72500 enterprises are engaged in language education, and the output value of language industry is as high as RMB 280 billion, which not only shows the importance of language education in China, but also shows the vision of domestic people going abroad to some extent.

From the point of view of Chinese as a foreign language, along with the implementation of the “the belt and road” policy, the Chinese fever in the countries and regions along the way has been rising. One is the increase in the number of learners. The number of Chinese learning in Russia has risen from 5000 in 1997 to 56 thousand in 2017. The Chinese Education Office in France said that the number of people learning French in France now exceeds 100 thousand. China has established 134 Confucius institutes and 130 primary and secondary school Confucius classrooms along the “the belt and road”. The two is the accelerated pace of overseas education. As of April 2017, the Ministry of education signed a mutual recognition agreement on academic degrees with 24 countries along the belt, strengthening the interconnection of education between China and the countries along the route. With the interest of Chinese teaching in foreign countries, relevant problems are gradually emerging. There are still a series of problems in personnel training, language structure, communication path, platform service, etc., which are manifested as “emphasizing language over culture”, “emphasizing quantity over quality”, “emphasizing surrounding countries over border countries”. Only by solving these problems can language education be better promoted Development and progress.

3. The Theoretical Basis of Promoting Soft Power in English Teaching

Joseph once pointed out that the competitive power of a country is the embodiment of an integration, which includes not only the hard power of economy, military, science and technology, resources, but also the soft power of culture and etiquette. The combination of hard strength and

soft strength is the embodiment of comprehensive strength, both of which are indispensable. Specifically speaking, soft power has many kinds of cultural forms, including not only culture, but also language expression, communication relations, etc., which belongs to the sense of appropriateness of language. From the perspective of Marx's concept, hard power belongs to the situation of material strength, while soft power belongs to the situation of consciousness. If a country wants to shine in the international arena, it should not only strengthen its hard power, but also its soft power. To strengthen soft power, College English teaching plays an important role. As a form of language, College English is also one of the important components of soft power. Professor Wu Dingmin once put forward the theory of “three sets of cars” for the teaching of College English course, which is to integrate English language, Chinese and foreign culture, and multi-disciplinary content into the teaching content of College English teaching, and transform English course into English learning, cross-cultural communication, skill training, and multi In order to promote students' all-round development and progress, a comprehensive and multi-functional subject system is formed by subject integration.

Specifically speaking, the first car is a language, including both English target language and Chinese mother tongue. The level of mother tongue will also affect the level of foreign language learning. There is a certain correlation between the two, which is related to the potential language nerves. Language nerve is a neural mechanism to study the generation, reception, analysis and storage of language. The key to solve this problem is the relationship between brain and language. The second set is culture, which includes not only the culture of the English speaking countries - target culture, but also the Chinese culture - mother culture. The differences and similarities between English culture and Chinese culture are conducive to the transfer of language communication. The implementation of College English teaching can not be separated from the input of English culture, nor can it exist independently from the Chinese cultural and social environment. Good application of Chinese culture and English culture can effectively improve the quality of English teaching. The differences between Chinese language habits and English language habits can help students to understand the English interpretation of national culture accurately in cross language communication, so as to better use English culture to express Chinese culture and make students communicate with foreigners without barriers. From the perspective of Chinese culture, students are the representatives of Chinese culture in national communication, reflecting the whole style of Chinese culture, which helps to strengthen China's image on the international stage. The third set of cars is the integration of multi-disciplinary knowledge. English subjects do not exist in teaching alone, but are closely related to social history, engineering and other disciplines. To some extent, strengthening English subjects is also the basis for improving multi-disciplinary knowledge.

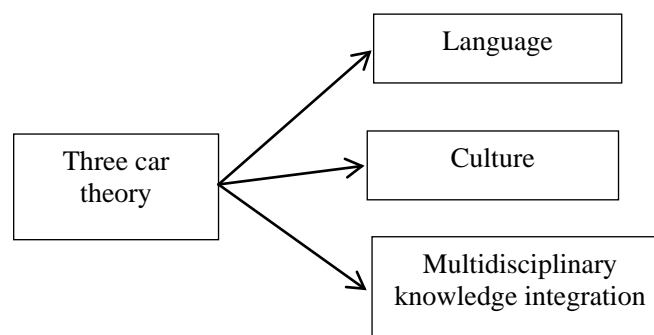


Fig.1 Three Car Theory

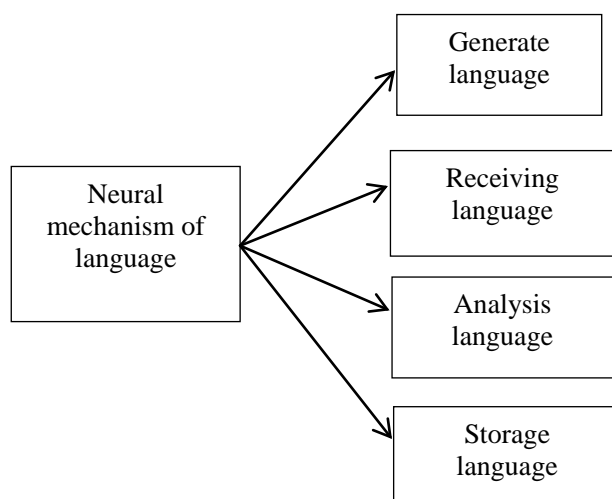


Fig.2 Neural Mechanism of Language

4. Strategies for Improving Chinese Cultural Soft Power under the Background of Areas and One Way

4.1 Set Up Scientific and Reasonable Teaching Objectives

Under the background of “the belt and road” strategy, it is feasible to enhance our cultural soft power and use English as a bridge. Therefore, colleges and universities should start from the needs of “the belt and road”, improve and build a reasonable and scientific English teaching goal, and take the output of Chinese culture in English teaching as their ultimate teaching goal. Of course, according to the theory of “three sets of cars”, Chinese culture and English culture should always be contrasted and integrated, and Chinese culture should be highlighted in English teaching. In order to better promote the quality of English teaching, we should seek the fit of Chinese culture in culture. In other words, in the process of teaching, colleges and universities should take the promotion and dissemination of Chinese culture as the main content of curriculum teaching, and guide students to be able to use English to spread Chinese culture. In order to effectively improve the effect of cultural output, College English teaching should be based on different curriculum needs and cultural characteristics, from easy to difficult, from simple to complex, from light to heavy, cultural output should be carried out gradually from four aspects: first, folk culture, including Chinese festivals, eating habits, etc.; second, the level of factual culture, mainly historical books, places of interest, etc.; third, achievement culture Fourth, spiritual and cultural level, mainly celebrity stories, myths and beliefs. In other words, in English teaching, we should not only pay attention to English learning, but also to the input of Chinese culture, so as to better improve the quality and effect of English teaching.

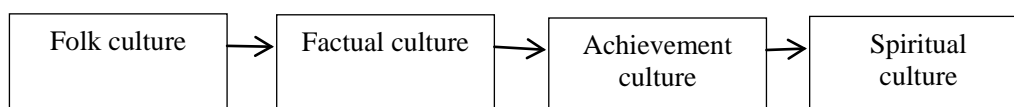


Fig.3 Cultural Output Hierarchy

4.2 Implementation of Multidisciplinary Integration

Under the background of “the belt and road”, colleges and universities should aim at the all-round development of students, break the barriers between English courses and other courses, and strive to tap the cohesion between English courses and other courses, analyze the characteristics of students, and combine students' interests and hobbies to expand students' basic knowledge and

promote the all-round development of students. Colleges and universities should take “three sets of cars” as the theoretical guidance basis, and integrate leisure and entertainment topics, subject knowledge topics and social hot spots into English teaching, so as to better promote the quality and effect of English teaching. In English teaching, the integration of multiple subjects can not only improve students' knowledge of other subjects, but also integrate different knowledge with English language, so as to promote the development and progress of English teaching. From the perspective of soft power, in English teaching, the integration of various subject knowledge in China is to a certain extent the basis for the improvement of China's comprehensive strength. Education plays an important role in the improvement of comprehensive strength. The talents it cultivates are closely related to military, science and technology, politics and so on. Therefore, it is necessary to strengthen the integration of multiple disciplines and build students into composite talents in order to improve them China's soft power and expanding its influence along the belt will play a key role in China's foothold and development in the world.

5. Epilogue

Under the background of “the belt and road”, the promotion of China's soft power is not contradictory with English teaching, nor is it independent, but can be integrated with each other. English teaching can give students the ability to use English to disseminate Chinese culture and enhance their soft power. The similarities and differences between Chinese culture and English culture give diversity and vividness to English teaching, and the key is to provide compound talents for the implementation of the “the belt and road” strategy and provide assistance for China's survival and development in the world stage.

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