

Research on Strategies of Integrating Traditional Chinese Culture into Vocational English Teaching under the Background of Curriculum-based Ideological-political Education

Xiaoli Hu

Jiangsu Maritime Institute, Nanjing 211170, Jiangsu, China

Abstract: *Traditional Chinese culture is an important part of Chinese culture and has high cultural value and vocational colleges bears responsibilities of disseminating traditional Chinese culture to the outside world. This paper first reviews previous studies of traditional Chinese culture in English teaching, investigates the status quo of integrating traditional Chinese culture into vocational English teaching. Then, it puts forwards several strategies for integrating traditional Chinese culture into vocational English teaching, including establishing consciousness of vocational English teachers, developing and integrating teaching resources, integrating traditional culture into classroom teaching, carrying out cultural exchange activities, promoting excellent traditional culture, and cultivating students' cultural confidence, vocational English teachers should reform and innovate their teaching methods and abilities, as well as constructing a curriculum-based ideological-political higher vocational English cloud teaching and research community.*

Keywords: Strategies; Traditional Chinese Culture; English teaching; Curriculum-based Ideological-political Education.

1. INTRODUCTION

In the report of the 19th National Congress of the Communist Party of China, it is explicitly stated that "we should promote the construction of international communication capabilities, tell the story of China well, showcase a true, three-dimensional, and comprehensive China, and enhance the country's cultural soft power." This requires contemporary talents not only to have a full understanding of their own culture, but also to be guided by the concept of a community with a shared future for mankind, better spread Chinese culture, draw on the excellent culture of other countries, and truly achieve the goal of "being a cultural person". Traditional Chinese culture is an important part of Chinese culture and has high cultural value. In a cross-cultural context, English teachers face cognitive confusion and practical bottlenecks in integrating traditional Chinese culture into the implementation of English courses. In response to the current issue of mother tongue deficiency in vocational English teaching, integrating traditional Chinese culture into vocational English teaching is beneficial for creating a vocational English teaching system that cultivates students' cross-cultural communication abilities, highlighting the value of integrating traditional Chinese culture into vocational English teaching system[1]. In the English teaching system of vocational colleges, emphasis is placed on the integration of culture, broadening the perspective of English oriented education, and leveraging the effectiveness of English cultural education, which is conducive to the cultivation of students' cross-cultural communication abilities. Our traditional culture is extensive and profound. In the process of promoting curriculum-based ideological and political construction, higher vocational colleges should explore the essence of traditional culture, so that the spirit of our traditional culture can play a greater role in curriculum-based ideological and political construction.

The 2021 edition of the *Curriculum Standards for English in Higher Vocational Education* clearly states that "cultivating morality and talents" is the fundamental task of higher education in China. The goal of English courses in higher vocational education is to fully implement the Party's educational policies, cultivate and practice socialist core values. Only by recognizing curriculum-based ideological and political concepts and being competent in their abilities to carry it out well can college teachers truly implement and achieve effective ideological and political work[2].

English courses have both instrumental and humanistic characteristics. Instrumentality refers to students mastering English language knowledge and skills through English courses, being able to flexibly apply English in communication and work, and adapting to their own and social development needs. Humanity refers to the cultural background and environment carried by language, in which students can further understand and understand the world through learning language and culture, uphold correct cultural, value, and worldview, and make efforts to achieve the great rejuvenation of the Chinese nation's dream of becoming a strong country. These two attributes complement each other and are indispensable, playing an important role in improving students' comprehensive language proficiency and humanistic literacy.

Therefore, vocational English teaching should play a dual role of both instrumental and humanistic aspects of language. It is not only necessary to improve students' language proficiency, but also to cultivate their humanistic literacy. This requires teachers to not only introduce humanistic information from western countries, but also strengthen the translation and introduction of traditional Chinese culture, helping students establish correct cross-cultural communication awareness and enhance their sense of mission to promote Chinese culture.

2. LITERATURE REVIEW

Congcong (2000) first proposed the issue of the lack of Chinese culture in English teaching and proposed the concept of "Chinese cultural aphasia"; Chen Youlin (2000) believed that "insufficient attention has been paid to the teaching of Chinese culture and its expressions in English teaching in China"; Cui Lishan (2013) believed that in the process of learning English, it is equally important to absorb diverse foreign cultures and promote traditional Chinese culture. Both hands must be firm, and it is important to avoid being thick and thin, and to overlook one aspect and lose the other; Chen Shu (2020) believed that integrating traditional Chinese culture into vocational English teaching provides an opportunity for the effective implementation of vocational English teaching, enhances the educational and humanistic nature of vocational English courses, and assists in the cultivation of students' cross-cultural communication abilities; Li Yang (2020) believed that vocational English teaching should combine excellent traditional culture with ideological and political education to cultivate the good moral qualities of college students[3].

In summary, current research by domestic scholars mainly focuses on the phenomenon of the lack of Chinese culture in English teaching, exploring how to integrate traditional Chinese culture into vocational English teaching. However, there are not many systematic studies that place traditional Chinese culture in the context of curriculum ideology and politics and integrate it into vocational English teaching. On CNKI, keywords such as "curriculum-based ideological-political education", "Chinese traditional culture", and "vocational English" failed to lead to relevant information, indicating that there is currently limited research on how Chinese traditional culture can be integrated into vocational English teaching in the context of curriculum-based ideological-political education.

3. THE STATUS QUO OF INTEGRATING TRADITIONAL CHINESE CULTURE INTO VOCATIONAL ENGLISH TEACHING

3.1 The phenomenon of aphasia in traditional Chinese culture

In the process of English language teaching, English courses have always been influenced by the theories of structuralist linguistics and behaviorist psychology, neglecting the integration of traditional culture. Classroom teaching excessively emphasizes the cultivation of listening, speaking, reading and writing skills, lacks the integration of traditional culture in course resources, and the evaluation methods of courses almost do not involve cultural elements, resulting in many students' attitudes towards life being misplaced and their own culture being aphasic, lack of cultural sensitivity and inclusiveness, weak cross-cultural ability. Most vocational English teaching is also the same and lack integration of local culture and insufficient efforts in the exploration and application of traditional Chinese culture, and there is a lack of local culture in vocational English teaching. For example, when teachers implement English teaching in some vocational colleges, excessive emphasis is placed on the transmission of British and American cultural information, resulting in less infiltration of local culture. This leads to a lack of targeted understanding of local culture among students in English language learning, which is not conducive to their development and is even more detrimental to the cultivation of their cross-cultural communication abilities[4].

3.2 English textbooks lack of systematic approach

The cultivation of core competencies is the basic educational concept for cultivating future social talents, and has become a consensus in the global education community. Most vocational colleges are able to keep up with the times and promote changes in the English curriculum system, including changes in textbooks and teaching methods. From the current English textbooks used in vocational colleges, it can be seen that they contain traditional cultural information. However, in the specific implementation process, cultural infiltration is not strong, and there is a lack of systematic and holistic design, which further affects the cultivation of students' cross-cultural abilities. In the implementation of English curriculum teaching in some vocational colleges, traditional culture has not been integrated into teaching according to the guidance of textbooks, resulting in a lack of cultural confidence among students, resulting in a low level of integration of localized information in English teaching in vocational colleges, which affects their further development.

At present, the commonly used textbooks for vocational English courses in colleges include the *New Horizon Vocational English* series published by Foreign Language Teaching and Research Press and the *Comprehensive Tutorial* series published by Shanghai Foreign Language Education Press. These textbooks involves campus life, current situation, and future of college students, as well as various customs and traditions in western countries. However, the content of "ideological and political element" is relatively small, the overall content lacks systematicity and standardization, and its applicability is still open to discussion. Vocational English teachers need to secondary process the content of the textbooks, fully explore the ideological and political elements in the textbooks, and also proficiently use information technology teaching methods for teaching design, integrating ideological and political content into the teaching content in a scientific and natural manner.

4. STRATEGIES FOR INTEGRATING TRADITIONAL CHINESE CULTURE INTO VOCATIONAL ENGLISH TEACHING

4.1 Establishing consciousness of vocational English teachers

Integrating curriculum-based ideological and political education with vocational English teaching requires improving English teachers' awareness and ability of curriculum-based ideological and political education in order to guide students to continuously strive for the realization of the Chinese Dream. College should guide and motivate teachers to carry out research and practice on curriculum-based ideological and political education, organize teachers to integrate ideological and political education into the teaching objectives of vocational English courses, deeply explore the educational elements contained in this course during the teaching process, enrich the teaching resources of curriculum-based ideological and political education, and cover all semesters of vocational English with curriculum-based ideological and political education. Teachers can flexibly use various teaching methods both inside and outside the classroom to achieve an effective combination of vocational English teaching and "curriculum ideological and political education".

4.2 Developing and integrating teaching resources

In vocational English teaching, integrating traditional Chinese culture into it is a key link. To effectively integrate traditional Chinese culture into vocational English teaching, it is necessary to attach importance to the development and integration of teaching resources related to traditional Chinese culture. Firstly, based on the English teaching itself in vocational colleges, we should strengthen the exploration and integration of traditional Chinese culture, thereby laying the foundation for the good implementation of English teaching in vocational colleges. Secondly, vocational colleges should re-integrate the content of vocational English textbooks, excavate suitable traditional Chinese cultural content based on factors such as talent cultivation models and language education trends, and integrate these cultures into the textbook system. Finally, guided by the cultivation of students' cross-cultural communication abilities, teachers should explore diverse cultural materials, including traditional Chinese culture, British and American culture, local culture, etc., integrate these cultural materials, and pass them on to students around the information content of English textbooks, broaden their cultural horizons, and facilitate the cultivation of students' core English literacy[5].

4.3 Integrating traditional culture into classroom teaching

Classroom teaching is the main battlefield for implementing education. To effectively integrate traditional Chinese culture into English teaching, it is necessary to focus on the classroom as the main battlefield. Firstly, teacher should utilize traditional Chinese festivals and solar terms, and students are encouraged to collect and understand relevant stories and ancient poems, and attempt to translate and interpret them in English. Secondly, teachers should introduce China in English, allowing students to understand China, love traditional Chinese culture, and stimulate their sense of national pride. For example, after class, students gather information in small groups, and in class, they engage in group reporting activities such as "telling Chinese stories well", "being a good Chinese tour guide", "cultural transmission envoy", and "introducing Chinese cuisine". Through these activities, students have gained a deep understanding of traditional Chinese culture and developed a strong interest. The enthusiasm for English learning has increased, which is beneficial for enhancing students' cultural confidence and their ability to export Chinese culture in English. This mode of group division of labor and cooperation also fully exercises students' teamwork ability.

4.4 Carrying out cultural exchange activities, promoting excellent traditional culture, and cultivating students' cultural confidence

Integrating traditional culture into English curriculum teaching in vocational colleges, emphasizing the development of cultural exchange activities, promoting the inheritance of excellent traditional culture in China through cultural exchange activities, and further enhancing students' cultural confidence are of vital importance. Colleges should carry out various forms of traditional cultural extracurricular activities to broaden students' horizons, allowing them to understand and experience the charm and essence of Chinese traditional culture, thereby enhancing students' cultural confidence. In cultural exchange activities, students should be guided to use English to explain their own viewpoints, and obtain cultural information when communicating with others, enhancing students' deep understanding of culture. Teachers should hold various English competitions around China's excellent traditional culture, such as ancient poetry recitation and translation competitions, and telling Chinese stories competitions. At the same time, the online course platform will be used as a cultural exchange venue to attract students to integrate, carry out cultural discussions, enhance students' English language output ability, and promote the cultivation of students' core literacy.

4.5 Vocational English teachers should reform and innovate their teaching methods and abilities

Marx emphasized that "as long as theory persuades people, it can grasp the masses; and as long as theory is thorough, it can persuade people. The so-called thoroughness is to grasp the fundamental essence of things." Ideological and political education work should progress with the times, transform with the situation, and be new with the situation. Both ideological and political education are facing challenges such as the evolution of western hostile forces, changes in the teaching environment, and

personalization of educational objects. In response to these challenges, teachers must not be afraid of difficulties, bravely climb to new heights, and promptly improve innovative teaching methods.

4.6 Constructing a curriculum-based ideological-political higher vocational English cloud teaching and research community

It is recommended that the education regulatory department or relevant associations take the lead in establishing a cross campus and cross regional vocational English cloud teaching and research community, with a collaborative team composed of backbone teachers from various vocational colleges, to strengthen research on ideological and political aspects of vocational English courses. The purpose of the higher vocational English teaching and research community is to carry out cloud based teaching and research activities through cooperation and resource sharing, invite well-known experts to give lectures, and enhance the ideological and political abilities of vocational English teachers in various courses. The cloud teaching and research community can reduce the burden of lesson preparation for teachers through division of labor and collaboration, allowing teachers to have enough energy to focus on a certain teaching unit, fully tap into the ideological and political elements, scientifically and reasonably integrate them into teaching design, and fully leverage the educational function of achieving vocational English.

5. CONCLUSION

Integrating Chinese traditional culture into vocational English teaching, promoting the inheritance, promotion, and dissemination of Chinese traditional culture, improving students' personality traits, and cultivating their cross-cultural communication abilities are of vital importance. In the vocational education system, teachers should focus on the characteristics of English linguistics, attach importance to the integration of cultural information, explore traditional Chinese culture and local cultural content, provide students with good cultural education guidance, enable them to better output English language under the support of culture, and highlight the value of integrating traditional Chinese culture into vocational English teaching.

ACKNOWLEDGMENTS

China Institute of Communications Education Project: Research and Practice on the Integration of Traditional Chinese Culture into Vocational English Teaching under the Background of Curriculum-based Ideological-political Education; Jiangsu Maritime Institute Student Innovation and Entrepreneurship Training Program: An Investigation into the Status Quo of Chinese Excellent Culture in Vocational English Teaching.

REFERENCES

- [1] Shang Dan. (2021) Exploration of Combining College English Teaching with Traditional Chinese Culture in Vocational Colleges. *Journal of Jiamusi Vocational College*, no. 10, p. 170-171.
- [2] Li Na. (2020) How to Introduce Traditional Chinese Tea Culture into Vocational English Teaching under the Background of the Internet. *Fujian Tea*, no. 09, p. 304 -305.
- [3] Yu Jiajie. (2021) Research on the Input Mode of Excellent Traditional Chinese Culture in College English Cross cultural Teaching. *Journal of Jilin Provincial Institute of Education*, no. 09, p. 126-129.
- [4] Chen Shu. (2021) A Strategic Study on the Integration of Traditional Chinese Culture into Vocational English Teaching. *Campus English*, no. 11, p. 60-61
- [5] Zhu Kongyang. (2017) The Value and Implementation Path of Excellent Traditional Culture in Ideological and Political Education in Vocational English Teaching. *Western Quality Education*, no. 17, p. 9-10.