

The reform strategy of college English teaching from the perspective of cultural power

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Abstract. As the main front of talent training, colleges and universities, based on the perspective of cultural power, accelerate the reform of English teaching, and play an important guiding role in cultivating college students' cultural self-confidence and establishing young people's socialist core values. Through in-depth elaboration of the connotation and essence of a culturally powerful country, this paper proposes teaching reform strategies from the perspective of a culturally powerful country.

Keywords: English teaching, culture awareness, Chinese culture.

1. Introduction

University is not only the place of training talents in the new era but also the place in which new ideas or standpoints can be exchanged. Under the background of building a culturally strong country, English teaching are facing the new challenge. In order to realize the educational function of English subject, educators in universities should actively integrates local culture into English teaching and guides students to establish correct value. In other words, when students fully master English skills and knowledge, they are ought to learn about similarities and differences between local culture and Western culture so that students have a high degree of cultural awareness and shoulder the responsibility for the important task of cultural export. Therefore, the reform of English teaching in colleges and universities should be carried out from the following aspects.

2. Improve teachers' culture awareness

Teachers with high cultural awareness can promote their reflection and reformation toward the cultural infiltration during teaching process, so as to establish a firm cultural belief in actual practice and form interactive paradigm of teaching and culture. To achieve effective reform in English teaching, teachers, as the teaching subject, must have high cultural awareness. In cross-cultural context, teachers are supposed to constantly sum up teaching experiences, reflect teaching philosophy and pay attention to the formation of students' cultural values for effectively avoid solely focusing solely on English cultural learning in English teaching and ignoring national culture.

Meantime, teachers should integrate English culture with native language culture together for the improvement of cultural communication skills. For example, when the western culture is needed to be introduced in the class, teachers can also provide English materials of historical stories related to traditional Chinese festivals as extracurricular reading materials for students, or design the activities about the comparison and contrast between Chinese Spring festival and Western Christmas. As teaching English knowledge and skills, it is necessary to enhance students' cultural identity and cultural confidence through the conscious guidance with integration of local culture in the teaching process. In addition, teachers' cultural awareness should also be fully reflected in its teaching actions. Based on after-class teaching reflection, what should be done is to have in-depth analysis about drawbacks of English teaching and cultural interaction, and to constantly adjust and optimize the teaching mode for construction of a self-cultural system.

3. Combine language teaching and cross-cultural awareness

Enhancement of learning history-culture and social reality can not only improve personal cultural quality, but also display Chinese excellent traditional culture to the outside world. Therefore, the focus of college English teaching reform is to properly integrate Chinese culture into college English teaching.

First of all, in English teaching, teachers should take the in-depth exploration of the development of Chinese and Western cultures as an "entry point". The development and progress of any language is not only the enrichment and accumulation of vocabulary and sentence patterns, but the process of continuous assimilation and integration of various cultures.

There are many similarities between Chinese and Western languages. We can use contrast, discussion and other methods in English teaching to guide students to explore their cultural roots and language connotations, so as to achieve cultural integration and the formation of cross-cultural awareness. For example, in discourse teaching, teachers can lead students to dig deeper into the cultural meaning contained in the discourse, analyze the background knowledge of the article, and realize a two-way grasp of the discourse content and cultural connotation.

At the same time, teachers also need to combine the cultural differences between China and the West to guide students to refine the thematic meaning reflected in the article. Through comparative study, learners will discover the differences between Chinese and Western cultures in terms of values, thinking patterns, customs, etc., forming a cultural background, and laying a foundation for students to conduct cross-cultural understanding and communication.

Secondly, teachers should constantly enrich the connotation of cultural teaching. Chinese culture includes not only Chinese excellent traditional culture, but also contemporary advanced culture with Chinese characteristics in the new era. For example, traditional "Four Great Inventions" of China can be associated with the "Four New Inventions" of contemporary China (mobile payment, high-speed rail, e-commerce, and shared bicycles) for explanation of international impact of Chinese wisdom to learners. Specifically, teachers need to make full use of network resources to closely link cultural diversity with teaching procedures.

Finally, teachers should break through the teaching concept centered on Western culture and pay attention to the effective input of Chinese culture. In English teaching of colleges and universities, the task of teachers is not only to impart knowledge and skills of English subjects, but also shoulder the important task of spreading Chinese culture and shaping students' minds. Due to the particularity of language majors, there will inevitably be a collision between Chinese and Western cultures in teaching. At this time, teachers need to fully consider the actual learning situation of students. What's more, in the setting of teaching content, it is essential to appropriately enlarge Chinese cultural content and increase the compilation content of Chinese literary works as auxiliary teaching materials for guidance of students to form emotional belonging to Chinese culture and national self-confidence on the basis of fully mastering English knowledge and skills.

4. Enable students to have the learning autonomy of Chinese culture

Teachers play a leading role in teaching, and students are the main body of learning. Therefore, teachers need to give students guidance on the content and methods of learning to enhance students' awareness of spreading Chinese culture to the outside world. In the teaching process, teachers can help learners to pay more attention to mainstream media in China, including CGTN, China Daily, etc., which almost cover all the cultural contents. Their public opinion, professional expression, and new international perspectives are all excellent resources for students to learn Chinese culture and English expression. Through the study and accumulation of these materials, the ability of students to spread Chinese culture in English can be greatly improved. In addition, teachers should fully mobilize the subjective initiative of students, and guide students to learn actively in a subtle way. Through the edification and nourishment of their own national culture, college students can change from passive acceptance to active intake, thereby enhancing the cohesion and influence of Chinese local culture.

5. Summary

In the context of the new era, China's comprehensive national strength has been continuously improved and its international influence has been continuously enhanced. However, due to the malicious interpretation and slander of China by foreign media, many Westerners' understanding of China is not objective or even misunderstood. Under the strategy of cultural power, we are not only required to have strong cultural strength and establish strong cultural self-confidence, but also to improve the influence of Chinese culture, so as to realize the continuous improvement of national cultural soft power.

College English teaching should not only improve students' English language learning ability and understanding of English culture, but also pay attention to the effective integration of Chinese local culture, enhance students' awareness of independent learning of Chinese culture, and undertake the important task of displaying and promoting Chinese culture to the world. From the perspective of cultural power, colleges and universities should keep in mind the fundamental task of morality and cultivating people, and undertake the great mission of cultivating international high-quality talents with strong patriotic feelings and a Chinese standpoint for the country.

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