

Dilemmas and Thoughts on Integrating Regional Excellent National Culture into English Teaching in Local Colleges and Universities

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Abstract: As an important part of China's excellent culture, regional excellent culture should be learned, inherited and disseminated to the maximum extent. This article takes the integration of regional excellent culture into English teaching in local colleges and universities as the research object. After analysis, it is concluded that there are three difficulties in it, namely: insufficient understanding, "four non-inclusions" in evaluation, and teachers' own lack of energy. Some forward-looking suggestions are put forward: first, raising awareness is fundamental; second, strengthening cultural self-confidence is support; third, revising the personnel training plan is the foundation; fourth, reforming the evaluation method is the driving force. In order to provide constructive reference for local universities on how to spread the excellent Chinese culture in subject teaching.

Keywords: Regional Excellent National Culture, Local Universities, English Teaching, Dilemmas and Reflections.

1. Introduction

General Secretary emphasized at the National Conference on Ideological and Political Work in Colleges and Universities: "Our country has a unique history, unique culture, and unique national conditions, which determine that our country must follow its own path of higher education development and solidly run socialist universities with Chinese characteristics. "Regional excellent culture is an integral part of "unique culture." Colleges and universities at all levels and types have made great efforts in implementing the "three advancements" of regional excellent culture into textbooks, classrooms, and minds, and have achieved great results. However, due to various reasons, there are very few versions in which regional excellent culture has "organization", "plan", "purpose" and "weight" and is included in college English textbooks. It can be described as few and far between. Naturally, it is even rarer to see excellent regional cultural case teaching in English classroom teaching in local colleges and universities. Although English is learned as a foreign language in China, its function of inheriting culture should not be weakened. On the contrary, it should play the special role of foreign language subjects, that is, the role of comparison between Chinese and Western cultures, to highlight the breadth and depth of Chinese culture and the unique charm of regional excellent culture, so as to strengthen students' confidence in Chinese culture.

In the past 10 years, under the guidance of relevant documents from the Ministry of Education, many colleges and universities have transformed from academic to application-oriented. The vast majority of local colleges and universities across the country are application-oriented undergraduate colleges and higher vocational colleges. The focus of talent training has shifted from academic research to cultivation. Convert to applied technology or practical technical guidance training. Since the transformation period is not too long, there are difficulties such as "difficulty in changing the school philosophy" and "bias in understanding" (Zuo, C.B., 2017). Many domestic scholars have conducted

research on this topic and obtained fruitful research results. However, on the whole, the existing research results are relatively "medium", not broad enough at the macro level, and not "in-depth with reality" at the micro level. This article makes certain "expands" and "supplements" to this topic on the basis of existing research.

2. Dilemmas in Integrating Region Excellent Culture into English Teaching in Local Colleges and Universities

2.1. Inadequate Understanding

Inadequate understanding of the nature and functions of college English courses. In the layman's view, learning English is nothing more than "being able to listen and speak"; in the view of English teachers, it is to cultivate students' listening, speaking, reading, writing and translating abilities. Through the study of English courses, students can learn more about the culture of English-speaking countries. Based on this understanding, the teaching objectives of college English courses seem not to be much different from those of English teaching in primary and secondary schools. Therefore, teachers of college English courses will not take time to carefully study the "College English Teaching Guide" released by the Ministry of Education in 2022, which clearly states: "Learn and understand the world's outstanding cultures and civilizations through learning and using English.", and also help to enhance the country's language strength and effectively spread Chinese culture." It can be seen that spreading Chinese culture is one of the main functions of college English courses. Even the teachers of college English courses highly understand the spirit of the "Guide" and strictly implement the spirit and requirements into daily classroom teaching practice, but there are still "fish that slip through the net" because college English majors (including different directions) There are dozens of courses, and the number of alternative teaching materials has doubled. It is impossible for the Ministry of Education to formulate teaching guidelines for

every course. Therefore, teachers of each course will provide guidance to the school's teaching materials department. In principle, the selection of teaching materials can be described as "each shows its own talent", and the nature and function of the curriculum are no longer the focus of their attention.

Inadequate understanding of the subject responsibilities of college English courses. According to the survey, a considerable number of local college English teachers believe that the understanding and inheritance of regional excellent culture should be undertaken by other Chinese liberal arts courses or separately published textbooks, and that learning this part of the content in the English class is "not doing the job properly" and "taking the spotlight away from the guest.", "Seriously affecting the fluency of classroom teaching." Some teachers even believe that regional excellent culture should be learned by some students in specific majors and has nothing to do with English courses or English majors.

Inadequate understanding of the tasks of talent training. The levels of talents cultivated by local colleges and universities are generally junior college and undergraduate. After graduation, only a few students can go to higher education, and most of them have to enter society and take on the responsibility of "serving the people." As the main type of local universities, applied universities' talent training mission is to cultivate high-quality skilled talents that meet the needs of local social and economic construction. The so-called high quality, the general evaluation criteria are "can be purchased, used, retained, and done well". Among them, "well done" is a very important criterion. According to relevant employment data, the proportion of local college graduates who return to counties and villages for employment is as high as 60%, of which 70% are in occupations (industries) that directly deal with local people. Based on the average annual employment rate of local colleges and universities of 85%, approximately 30% of local college graduates choose positions that directly deal with local people when seeking employment. Because each place has its own unique culture, living habits, etc., only by having an in-depth understanding of these cultures and respecting the customs of the local people can we integrate faster and better, thereby gaining their trust and support, and integrating the skills required for our career. Get things done and achieve results, achieving "well done". The English course authorities in some colleges and universities do not realize this logical relationship. When instructing teachers to teach courses, the study of regional excellent culture is very likely to be ignored or directly ignored.

2.2. Evaluation of "Four Non-inclusions"

Whether regional excellent culture is integrated into English teaching is not included in the evaluation of professional titles. With the reform of the professional title evaluation system in colleges and universities and the acquisition of independent evaluation power by schools, many local colleges and universities have indeed made a lot of positive efforts in formulating professional title evaluation and recruitment systems, striving to form a good talent orientation and atmosphere that is consistent with the actual situation of the school. However, it is undeniable that the professional title evaluation system is a directional and principled category. It is impossible to consider whether regional excellent culture is integrated into English teaching as a quantifiable evaluation condition, and it is not even included in the "overall teaching effectiveness." in a detail of the "evaluation" dimension.

Whether regional excellent culture is integrated into English teaching and not included in professional talent training plans. It is not difficult to see similar words such as "having high humanistic qualities" in the training goals of many talent training programs for liberal arts and science and engineering majors (whether it is the goal at graduation or the goal five years after graduation). There is no mention of "regional excellent culture" in the text description or data that provides specific support for a goal.

Whether regional excellent culture is integrated into English course teaching and not included in the English course syllabus. Although the course syllabus is formulated based on the talent training plan, the course syllabus framework contains items such as teaching content and teaching methods. Teaching content is usually edited and selected by the course leader. The teaching content comes from the textbooks. Unfortunately, as mentioned above, there is no place for "regional excellent culture" in the textbook catalog. Therefore, the course leader can only "draw materials from the local area."

Whether regional excellent culture is integrated into English course teaching is not included in student evaluation content. In schools that implement the OBE concept, student evaluation is one of the ways to embody "student-center". The main dimensions of students' evaluation of teaching are teachers' ethics, teaching attitude, teaching preparation, teaching process and teaching effect. Teaching content is generally regarded as a sub-project of the "teaching process" dimension, and its specific requirements are: healthy thinking, positive, realistic, and moderately difficult. When asked whether you paid attention to the teacher's integration of regional excellent culture into English courses in this evaluation, the student answered in the negative and even showed a surprised expression.

2.3. Teachers Themselves Lack of Energy

For local universities that focus on cultivating applied talents, the majors they offer must of course try their best to meet the needs of local economic and social development, and the courses they offer also change as society's requirements for talent skills change. Full-time teachers of non-English subjects in applied universities often take on several different major courses in one semester or one academic year, which puts them under great pressure. Therefore, some English teachers are often assigned to teach non-English elective courses, leaving them with no extra energy to select excellent regional cultures and then "match" them to relevant unit classroom teaching. Secondly, scientific research consumes a considerable part of English teachers' time and energy, leaving no time to pay attention to regional excellent culture that is "of little use". Thirdly, with the liberalization of the national fertility policy, some teachers actively responded to the call and gave birth to a second child or a third child. It is easy to give birth but difficult to raise, and it is exhausting to play the role of "father (mother)" to the newborn one after another. As for his or her English teaching work, it only needs to be completed according to the "general procedures" and he or she doesn't want to "make extraneous matters".

3. Thoughts Triggered

3.1. Raising Awareness is Fundamental

Materialist dialectics believes that the development of things is inseparable from two major factors: external factors

and internal factors, among which internal factors play a key or decisive role. Whether regional excellent culture can truly be integrated into college English classes and be carried forward for a long time depends fundamentally on whether the majority of English teachers who implement this behavior and the relevant teaching departments and academic affairs departments of universities who organize and evaluate the implementation of this behavior can raise awareness. Mainly manifested in the following two aspects.

On the one hand, as organizers of educational and teaching activities in various disciplines including English, local universities should effectively improve their understanding of the spirit and connotation of “persisting in running education rooted in China” proposed by General Secretary at the 2018 National Education Conference. . Local colleges and universities should run schools based on local regions and adhere to the concept of relying on local people and serving local people for school development. Only by learning the excellent culture of the local area can we better get into the hearts of the people, gain their emotional recognition, and ultimately achieve the goal of relying on them and serving them. Therefore, it is necessary to revise and improve the relevant mechanisms, taking advantage of the characteristics and advantages of the English subject, to integrate regional excellent culture into daily teaching, and to cultivate students' regional cultural awareness at a broader level and in a larger scope. On the other hand, as the cultural elite of society, the majority of English teachers are also members of the Chinese nation family. We must shoulder the historical responsibility of inheriting excellent culture and building a strong community of the Chinese nation. Not only should they take the lead in learning and understanding the excellent regional culture, but they should also give students the ability to learn and interpret the excellent regional culture through "preaching, teaching, and solving doubts."

3.2. Firm Cultural Self-confidence is the Support

In the new era, China has embarked on a new journey of building a modern socialist country. Firm ideals and beliefs are the political character that every party member and every teacher of the people should have in the new era. To strengthen our ideals and beliefs, the most important thing is to strengthen the "four self-confidences", especially cultural self-confidence. Chinese culture records the common memory of our nation and embodies the Chinese nation's common yearning for a better future. To strengthen cultural self-confidence means to maintain an attitude of awe and admiration for the splendid civilization created by our ancestors; it means to maintain a state of mind with infinite longing for the socialist motherland. At the same time, we are required to inherit the excellent contemporary Chinese culture, create a socialist culture with Chinese characteristics in the new era, and make due contributions to the glorious future of Chinese national culture. Strengthen cultural self-confidence, don't forget "where we come from", figure out "where we are going", and realize "who we are". With such support, as college English teachers in the new era, they will be more conscious of their responsibilities. In English teaching, they will be good at teaching by contrasting the excellent culture of China with the culture of English-speaking countries, highlighting the infinite charm of the former. It shows the strong vitality of the former and guides students to identify with Chinese culture, be grateful for Chinese culture, and

learn, inherit and create Chinese culture.

3.3. Revising the Personnel Training Plan is the Basis

Talent training programs are not developed by cultivators at will, but are developed based on the school's talent training positioning and goals and are basic, normative and binding institutional documents. Course syllabus and teaching activities must be developed and carried out in accordance with the talent training plan. Among the training goals, students' humanistic qualities are placed in a prominent position, and specific graduation requirements are given to support each course in the English subject, and are set as medium-strength support in the relevance matrix.

3.4. Reforming Evaluation Methods is the Driving Force

Common sense in psychology tells us that human motivation comes from needs. College teachers need both material needs and spiritual needs. The material needs are mainly reflected in how to get a higher-level professional title and obtain more income and benefits. The spiritual need is to be affirmed and appreciated by the school and secondary colleges, and to be recognized, supported and embraced by the students. Therefore, the details of professional title evaluation and recruitment need to be refined to reflect the benefits gained from integrating regional excellent culture into teaching, and use positive reinforcement methods to promote the majority of teachers to pay attention to the organic teaching of regional culture.

4. Conclusion

Building a strong nation is not a slogan. It is not me who makes the country strong through education, but it must be me. As a local university, we must have a deeper understanding of the spiritual essence and rich connotation of a powerful country through education. English teachers in local colleges and universities, as teachers, must accurately grasp the characteristics of subject education and teaching and give full play to the unique role of language teaching. At the same time, as intellectuals in the area where the university is located, we must take the lead in learning, inheriting, and imparting the excellent regional culture, and be a qualified cultural messenger.

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