

# The Spread of Chinese Culture in the English Major Education

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**Abstract:** With the development of globalization, Chinese culture has become increasingly prominent on the international stage. Chinese culture has a long history, contains rich cultural connotations and ideological essence, and has had a profound impact on the development of Chinese and even world culture. With the rise of China and the improvement of its international status, the dissemination of Chinese culture in the international arena is getting more and more attention. Under such a background, as the inheritor and disseminator of Chinese culture, and as an important carrier for the dissemination of Chinese culture, the English major in universities bears the important responsibility of cultivating talents with international vision and cultural communication ability. However, at present, there is a serious "cultural imbalance" in China's English education and foreign exchanges, i.e., only focusing on the introduction and learning of English-speaking cultures, the so-called "input", and neglecting the introduction and dissemination of Chinese cultures to western countries, the so-called "output" and "dissemination". "Output" and "Going out". Therefore, many students have studied English for more than ten years, but they do not know how to introduce China's natural landscape and traditional culture to their foreign friends in English, and they cannot introduce China's political and economic system and national policy in English. Communication means absorption and dissemination, however, compared with the study of Western culture, there is still a large room for improvement in the inheritance and dissemination of Chinese culture in the teaching of English majors.

**Keywords:** English major; Chinese culture.

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## 1. Necessity

The implementation of Civic and Political Education for English majors is a positive response to the requirements of the CPC Central Committee and the State Council for ideological and political work in colleges and universities. The implementation of Civic-Political Education for English Major Programs is an effective measure to solve the problem of "two skins" between professional education and ideological-political education. For a long time, the English major and ideological and political education in colleges and universities have often been divided, the concept of whole-person education has not been fully established, and the awareness and ability of full-time teachers to "educate morality" have yet to be improved, and the resources for ideological and political education in the teaching of English majors have not been fully explored, and the ideological and political education of students has not been fully developed. The ideological and political education resources in English teaching have not been fully explored, and the students' ideological quality and critical thinking ability have to be improved.

The implementation of ideological and political education in English major courses is an urgent need to improve students' comprehensive quality. Students majoring in foreign languages should have a correct worldview, outlook on life and values, good moral character, Chinese sentiment, and international vision, a sense of social responsibility, humanistic and scientific literacy, a spirit of cooperation, a spirit of innovation, and basic academic literacy. The new national standard has strengthened the requirement of ideological and political quality in the standard of foreign language majors, highlighting the necessity of an organic combination of professional education and ideological and

political education. As the existing teaching materials of English majors involve politics, economy, history, culture, and religion, they are rich in humanistic ideological materials with distinctive ideology, which provide good soil for "Civic and Political Education in the Curriculum", and have a unique and pioneering advantage that is incomparable to that of other majors.

The study of passing on and spreading Chinese culture in the teaching of English majors is of far-reaching significance. First of all, it helps to enhance students' ability to appreciate and objectively evaluate the culture of the target language, improve their sensitivity to the differences and similarities between Chinese and Western cultures, and their understanding and tolerance of cultural differences, so as to improve the effectiveness, relevance and flexibility of cross-cultural communication. According to the American linguist Claire Kramsch, the understanding of a foreign culture must be put in the context of comparing it with the native culture, and cultural entry in language teaching involves the recognition of the target language and the mother tongue. It goes without saying that a person who lacks deep feelings and a high degree of identification with his or her own culture can hardly understand, respect, and tolerate other cultures in the true sense of the word. Learning the target language and inheriting the culture of the mother tongue at the same time will help learners form correct and equal cultural values and enhance their self-confidence in their own culture.

## 2. Limitations and Challenges

Chinese cultural communication in English professional education faces the contradiction between internationalization and localization. On the one hand, English professional education needs to be in line with

internationalization and focus on cultivating students' international vision and cross-cultural communication skills; on the other hand, English professional education needs to be based on local culture and make it distinctively Chinese. This contradiction makes Chinese cultural communication in English professional education fall into a dilemma.

## **2.1. Shortage of Teaching Resources**

At present, the teaching resources of English majors in many universities still focus on English language skills and lack teaching resources on Chinese culture. Teaching Chinese culture requires a lot of resources such as textbooks, reading materials, and videos. However, many Chinese cultural resources have not been translated into English or are not well known in Western cultures, making it difficult to teach Chinese culture, and teachers need to spend a lot of time and energy to find and organize resources. This makes many students lack understanding of Chinese culture and affects the spread of Chinese culture. Therefore, college English majors should add Chinese culture teaching resources in their teaching, such as reading materials and translation materials of Chinese culture, to improve students' knowledge and understanding of Chinese culture. The curriculum of Chinese culture in the education of English majors is relatively limited. Although English majors in China's universities have gradually emphasized the dissemination of Chinese culture in recent years, the curriculum is often limited to traditional literature, history, philosophy, and other fields, and lacks courses that are closely related to modern China's society, economy, science and technology. This makes English majors' understanding of Chinese culture remain at a superficial level while mastering English language skills.

## **2.2. Rigid Teaching Methods**

Secondly, the teaching methods of Chinese culture in English professional education need to be improved. In the process of teaching, many teachers emphasize too much on the transmission of theoretical knowledge, neglecting the importance of practical teaching, and students' acceptance is low. In addition, the lack of teachers with international vision and cross-cultural education background makes it difficult to effectively guide students to understand and spread Chinese culture from a cross-cultural perspective in the teaching process. Furthermore, the Chinese culture teaching materials in English professional education are rather outdated. Many textbooks focus too much on historical traditions and lack reflection of modern Chinese society. In the age of information explosion, outdated teaching materials are difficult to satisfy students' thirst for knowledge and are not conducive to the dissemination of Chinese culture in the international arena.

## **3. Approach**

### **3.1. Strengthening learning and publicity, and building awareness of learning**

Enhance teachers' awareness of Chinese culture learning by "letting educators be educated first". The goal of Civic Policy in the English major curriculum is to "integrate the teaching of knowledge and skills with the guidance of ideas and values", but due to the general lack of teachers' "guidance of ideas and values", they are unable to carry out Civic Policy in the curriculum, and it is necessary for them to organize the teachers to make great efforts to study it and solve the

problem effectively. It is necessary to organize the teachers to make great efforts to study and solve the problem effectively.

Full-time teachers have little or no knowledge of Chinese culture, know nothing about it, do not know the reason why, or lack the awareness of learning and applying it, all of which make it impossible for them to integrate Chinese culture into their professional teaching, and unable to take up the responsibilities and tasks of the English professional program's ideology and politics.

Therefore, it is necessary for English teachers to set up correct cultural values for themselves by learning and publicizing Chinese culture, improving their cultivation of Chinese culture and their sense of responsibility for spreading Chinese culture, taking the initiative to learn about Chinese culture and its expressions in English, and sharing Chinese culture-related readings with their students, so as to encourage their students to learn about Chinese culture and let them learn the "Chinese expressions" of Chinese culture. "For the teaching of English majors in the classroom under the pattern of ideology and politics, if teachers want to introduce Chinese culture to students, they have to establish the learning consciousness that educators are educated first, and actively learn the relevant Chinese culture. Because the goal of the English major program under the Civic-Political pattern is to teach English knowledge and skills combined with ideological and value-added leadership, most English teachers lack the ability to do so, which leads to an unsatisfactory penetration of Civic-Political knowledge.

Therefore, it is necessary for teachers to spend more time and energy on studying and researching the way of integrating Civics and English majors, and to strengthen their understanding of Chinese culture, so that they can take up the responsibility and mission of promoting Chinese culture in the teaching of English majors.

### **3.2. Keeping up with the times and strengthening the link between Chinese culture and English education**

Higher education in China is to cultivate talents to serve the people, to serve the construction of socialist modernization, to serve the consolidation and development of the socialist system with Chinese characteristics, and to serve the Communist Party of China (CPC) in the management of the country. Only by adhering to these four goals can higher education be elevated to a higher level. Only by adhering to these four goals can higher education be upgraded to a higher level. For this reason, the education and teaching of English majors must be localized in the light of China's specific national conditions and in the light of China's own reality, so as to answer the fundamental question of education: "What kind of people are to be cultivated, how are they to be cultivated and for whom are they to be cultivated". So, how can we better access the local flavor of China? In English teaching, teachers should introduce the teaching contents of "Chinese English" and "Standard Chinese", and add more materials related to Chinese culture and national and social conditions.

### **3.3. Digging deep into Chinese culture and reflecting language characteristics**

Organize teachers of core courses of relevant majors to dig deeper into education and teaching contents related to Chinese cultural elements according to the teaching objectives, course contents, and the characters, stories, history,

and culture involved, and embed Chinese philosophy, history, literature, customs and other elements of Chinese culture into the teaching and learning of Western culture by means of "two-way cultural teaching", so that the teaching and learning of Chinese culture will be more effective.

By means of "two-way cultural teaching", while explaining Western culture, we embed Chinese cultural elements in Chinese philosophy, history, literature, customs, and so on, so that the teaching content embodies more "Chinese expressions", so that English majors can learn, familiarize themselves with, and master Chinese culture, further promote Chinese culture, and carry forward the ideological values throughout the whole process of teaching the courses, and strive to realize the in-depth fusion of professional knowledge and Chinese culture, so that "Chinese culture" can be realized implicitly and implicitly in the process of teaching the knowledge of professional courses. In the course of teaching professional knowledge, we will realize the goal of educating people through "thinking and politics in the curriculum" in a subtle way. While teaching English knowledge and explaining Western culture to students, they can embed Chinese history, literature, and philosophy, as well as customs and other aspects of Chinese culture, so as to make the teaching of specialized English classes reflect more "Chinese expressions", so that students can deeply understand and learn Chinese culture, and thus inherit and carry forward the excellent Chinese culture.

Therefore, in actual classroom teaching, English teachers should ensure that the ideological value of leadership is always present in the whole teaching process, so as to achieve the deep integration of English professional knowledge and Chinese culture, and to fulfill the nurturing task of the Civic and Political Studies of the curriculum in the process of English classroom teaching.

#### 4. Conclusion

To sum up, the introduction of Chinese culture in the classroom teaching of English majors under the pattern of ideology and politics can enhance students' cross-cultural communication awareness and ability, help students learn English knowledge and culture, and at the same time improve their identification with Chinese culture, thus realizing the comprehensive improvement of students' English literacy and

cultural literacy. By fully integrating the contents of English professional knowledge with Chinese culture, English teachers implement the goal of cultivating people through Civics and Politics, so that English professional teaching can take up the important responsibility and mission of promoting Chinese culture, achieve the deep integration of English professional knowledge and Chinese culture, deepen students' learning and understanding of English knowledge, and strengthen students' cultural self-confidence, so as to guide students to establish a correct outlook on the world, life, and values.

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