

On the Influence of Foreign Language Teaching Innovation in Local Colleges on the External Communication of Local Culture

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Abstract: In the context of globalization, English teaching in local colleges and universities should conform to the positioning of urban development, do a good job in English teaching and the communication of local culture to the outside world, as well as in the cultivation of English comprehensive quality of college talents, so as to improve their competitive strength to enter the social employment in the future, and to provide high-quality and all-round ability comprehensive development of senior foreign English talents for social development. This means that we should actively innovate in college English teaching, keep pace with The Times, provide high-quality talents for social development centering on the goal of quality-oriented education, keep up with the pace of urban development, and provide strong support for economic revitalization and social progress as well.

Keywords: Local colleges and universities, Foreign language teaching, Local culture, External communication.

1. Introduction

Local culture is not that traditional culture, but it is the crystallization of various cultures after the national habits and ways of thinking precipitation. Being unique, national and pure, it is not only a local original cultural form, but also a cultural form of traditional culture integration development. As the society enters the information age and the new technological revolution surges, all countries attach great importance to the cultivation of students' innovative spirit and creative ability. Because creation is an important guarantee of human survival and the sustainable development of human civilization, and it is the source of human knowledge evolution as well. Accumulation of knowledge is the foundation, and the better one grasps what is already known, the easier it is to create new associations, new insights, and new creations.

2. The Phenomenon of The Absence of Local Culture in The Process of Cultural Exchange

Since the 1980s, with the deepening of the research on sociolinguistics, pragmatics and intercultural communication, the foreign language education circle has increasingly realized the close correlation among language, culture and foreign language teaching and the importance of introducing the culture of the target language. In the aspects of curriculum setting, textbook compilation, teaching content, teaching methods, and testing, we pay full attention to the culture of the target language, so that students can deeply understand and actively adapt to the culture of the target language, so as to avoid pragmatic failures and communicative failures caused by cultural conflicts to the greatest extent. It can be said that the introduction of the target language culture enhances students' awareness and ability of intercultural communication, and the theories, viewpoints and methods of cultural teaching promote the development of foreign language education to a certain extent. However, when the results are achieved, the defects are becoming more and more

obvious, that is, the emphasis is placed on the introduction of the target language culture, but the cultivation of the mother tongue cultural awareness is ignored. The significance and influence of foreign language learning are highlighted, but the status and role of mother tongue culture in foreign language teaching is ignored. In cross-cultural communication, the differences and conflicts between Chinese and western cultures are overemphasized, while the mutual influence, penetration and integration between each other are ignored. This kind of "one-sided" learning concept and strategy leads to students' neglect of the study of their mother tongue and mother tongue culture. As a result, they know a lot about Western culture and enjoy talking about it, but gradually get far away from their own culture and know little about it. Some Chinese students even don't know how to introduce and express Chinese culture, and suffer from "Chinese culture aphasia".

In the process of communicating with Westerners, though many young Chinese scholars have a considerable degree of English, they cannot always shown their profound cultural accomplishment and independent cultural personality that they should have as the scholars from ancient cultural powers, which formed a kind of contempt for their own culture, and blind worship of foreign culture. There is no doubt that this is contrary to the purpose of foreign language teaching, and should arouse the reflection and concern of every foreign language educator. This cultural phenomenon has both social and historical reasons and educational concept factors. A profound analysis of its causes, a clear dialectic relationship between related problems, and the crux will be helpful to improve the current cultural teaching in foreign language education, establish a comprehensive view of Chinese and Western culture, and make foreign language education in China truly become a bridge and bond to carry forward Chinese culture and a bridge between China with the world.

3. Exploring Ways to Spread "Local Culture" In English Teaching in Local Colleges and Universities

With the continuous expansion of the depth and breadth of opening up to the outside world, the education mechanism of local colleges and universities should also adapt to the changes of the Times, actively innovate in the aspects of teaching ideas, teaching methods and teaching approaches, and further carry out the reform of college English education, so as to promote the innovation of English education, expand the channels for the communication of local culture to the outside world, and do a good job in the cultivation of college talents' comprehensive English quality so as to provide high-quality, comprehensive ability and comprehensive development of senior foreign English talents for social development.

3.1. Accurately grasp the connotation of cross-cultural communication and establish the awareness of cultural equal communication

The ultimate goal of foreign language education is to cultivate talents with cross-cultural communication ability, and the introduction of target language culture is the necessary prerequisite and condition for training students to conduct cross-cultural communication. It can effectively help students to enhance their sensitivity to cross-cultural communication, reduce pragmatic failures, and thus improve their ability to use language. However, blindly emphasizing the input of the target language culture while ignoring the output of the mother language culture is by no means a true cross-cultural communication. It can only be a one-sided one-way communication activity. Communication itself is two-way rather than one-way, and communication means absorption and transmission, both indispensable. Therefore, we should not only teach the cultural knowledge of the target language to students to understand its cultural characteristics, but also pay attention to the teaching of mother tongue cultural knowledge to help students enrich national cultural deposits to spread Chinese culture. Due to the misunderstanding of cross-cultural communication, students downplay the learning and accumulation of mother tongue culture, ignore the maintenance and transmission of mother tongue culture, and gradually lose their own cultural identity. It is not surprising that native culture is in danger of being marginalized.

Therefore, in the process of teaching, English teachers should first change their ideas and introduce appropriate content of excellent traditional Chinese culture and local culture with appropriate difficulty into classroom teaching. Secondly, teachers should help students to understand and master the cultural connotation of local characteristics as much as possible through words and deeds, so as to enhance students' national pride and sense of identity of local culture. The most basic characteristic of cross-cultural communication is the interaction between people from different cultural backgrounds. In the process of exchanging information and emotions, communication parties should respect each other's cultural habits. It is impossible to bring about successful cross-cultural communication only depending on the adaptation of the other party's culture.

Therefore, in foreign language teaching, it is necessary to

accurately understand the connotation of cross-cultural communication and strengthen the awareness of equal communication. We should not only pay attention to the input of each other's cultural information, but also emphasize the output of our own cultural information. We should not only learn from others, but also learn to show ourselves. We should communicate with people with different cultural backgrounds with pride and confidence of national culture, so as to realize interactive cross-cultural communication in the real sense.

3.2. Follow the principle of comparison to highlight the status and role of mother tongue culture in cultural comparison

To learn a language well, it is necessary to understand the culture of the language. In order to deeply understand the culture of the target language, we must follow the principle of contrast, compare the mother tongue culture and the target language culture, and find the commonality and individuality of the two. The differences between the two cultures enable us to deeply understand and grasp the cultural characteristics and cultural system of the target language. If we neglect the study of mother tongue culture, we will lose the foundation of understanding the target language culture. If the mother tongue culture, as a tool of comparison, fails to play its due role in teaching, it will not only affect students' understanding of the target language culture, restrict the development of their language ability, but also lead to the tendency of students to blindly worship Western culture and despise their national culture. Therefore, the mistakes in teaching methods are one of the important reasons for cultural aphasia in the mother tongue. Comparative method plays an indispensable role in foreign language teaching. Only by comparison can there be identification. Without comparison, there is no way to grasp the essence and characteristics of things. Therefore, the comparative method is the principle and method for the study of cultural contrast and intercultural communication between English and Chinese. Only on the basis of a thorough understanding of the mother tongue culture, can we compare the similarities and differences between the two cultures and further understand the target language culture. A good grasp of the culture of the target language will, in turn, deepen the knowledge and understanding of the mother tongue culture. In this way, a teaching atmosphere is formed in which the target language and the mother tongue complement each other and the appreciation ability of the target language culture and the mother tongue culture promote each other. Mr. Xu Guozhang, a famous Chinese English educator, is well versed in the art of comparison. He is well-versed in both Chinese and Western, and has extremely high attains in English and Chinese. He once warned us that people who study foreign languages and engage in language research should not circle themselves in the narrow world of reading only foreign languages, but they must have a good foundation of sinology. Chinese traditional culture is very rich, we should make great efforts to explore. Like many intellectuals of the older generation, Xu always remembers that he is a Chinese cultural person who knows foreign languages well. While absorbing the excellent western culture, he also bears the heavy responsibility of introducing the excellent Chinese culture to the West. With the scientific educational method, deep cultural accomplishment and strong national pride, they have made great contributions to the development of Chinese foreign language education. The academic experience of the older generation of English experts and translators should

give us a profound inspiration for today's foreign language education.

College English teachers should change the teaching mode that focuses on knowledge teaching in the past. While teaching English language knowledge, they should actively integrate relevant contents in textbooks and appropriately supplement some background knowledge about the cultural differences between the East and the West. They should lead students to make an all-round comparison between the cultural differences between the native and foreign languages, and explain the essential connotation of different cultures timely. Students should take the initiative to explore and analyze the deep-seated reasons behind cultural differences, so that their cross-cultural communication ability can be greatly improved. Teachers can conduct a comprehensive and in-depth explanation and analysis of local culture through group discussion activities, extracurricular knowledge lectures and other forms, so that all students can experience the attraction of different cultures, enhance their cultural insight and sensitivity, and explore cultural differences from a subtle level. When preparing for class, teachers should not only collect various English language knowledge, but also pay attention to the enrichment of cultural content and in-depth exploration of the origin of culture in English curriculum. In the expansion of teaching content, we should completely change the idea of taking foreign culture as the core, and appropriately add some local cultural content to realize the effective transmission of national traditional culture.

4. Enhance National Self-confidence and Enhance the Research Ability of Local Culture

Most of the time, the study of Chinese native culture is reserved for the scholars of Chinese culture study, while the scholars engaged in foreign language teaching are almost not involved. They talk about Western culture, but do not study Chinese culture at all, so they have no right to speak. In fact, we will be embarrassed in many social occasions. Some foreign scholars are very familiar with our culture, while our scholars know little about local culture. On the platform of international academic exchange, what can really have a say is not the depth of the study of foreign culture, but the depth of the study of local culture. Even if we have a deep study of foreign things, for foreigners, it is just the surface of their culture.

In the tide of cultural globalization, we lack a clear understanding of foreign language education and an equal and peaceful state of mind. We fail to deeply understand and grasp the dialectical relationship between cultural globalization and national culture from a theoretical height. We not only fail to think and deal with cultural teaching problems in foreign language education from the standpoint of safeguarding national culture but also fail to face the challenge of the dominant Western culture with a strong sense of national pride, confidence and purpose, which shows that we have misunderstandings in the view of Chinese and Western culture. This is the deep cause of the phenomenon of cultural aphasia in mother tongue, and it is the primary problem to be solved urgently. Indeed, we should acknowledge the positive effects of British and American culture on the enrichment of Chinese culture, but we should never ignore the huge negative impact of British and American culture on Chinese culture.

There is a phenomenon that in our college English textbook, the British and American culture seem to be everywhere. A variety of audio-visual materials to introduce British and American culture is overwhelming, and the introduction of British and American culture dominates the podium. Our students are "surrounded" by British and American culture. With the increasingly frequent and extensive global cultural exchanges today, we should strengthen our own cultural identity, establish an independent cultural personality, and establish a comprehensive view of Chinese and Western culture. Only when both Chinese and Western cultural education are integrated and developed together, can we create "bilingual people" and achieve the ultimate goal of foreign language education.

Therefore, mother tongue culture teaching is an indispensable part of foreign language education, which plays a very important role in cultivating humanistic spirit and quality. A person who does not have a deep understanding of his own national culture can hardly make achievements in foreign language learning and research. A person who loses his independent cultural personality will lose himself in the tide of cultural globalization, drifting with the tide and doing nothing. To strengthen and promote national culture does not mean to weaken the introduction of Western culture, nor does it mean to return to the old way of teaching in which Western culture is regarded as a scourge. Instead, we should grasp the essence of cultural teaching, solve the problem of native language culture aphasia, and promote the development of foreign language education. In the context of globalization, the cultivation of cross-cultural communication talents is not only reflected in the ability to absorb the world's advanced culture in foreign languages, but also reflected in the ability to spread and carry forward the excellent Chinese culture in foreign languages, so as to make their due contributions in the cultural interaction process of China's going to the world and the world's understanding of China.

5. Conclusion

To sum up, college English education in local colleges and universities should not only import Chinese culture and Western culture to all students, but also pay attention to the introduction of local culture. The neglect of local culture and the introduction of Chinese culture in English education will have a negative impact on the development of students and the improvement of education effect. In order to change this situation, the necessary measures are the general trend. College English education in local colleges and universities plays an important role in promoting the transmission and inheritance of local culture. Only by integrating local culture and Chinese cultural elements into English education, effectively cultivating students' local culture and strengthening their ability to communicate and promote culture in English, can local culture transmission and development be truly promoted.

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