

Research on the Countermeasures and Problems of Infiltrating China's Excellent Traditional Culture into Junior Middle School English Classroom Teaching

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Abstract: This paper aims to explore how to effectively infiltrate China's excellent traditional culture in junior middle school English classroom teaching, so as to cope with the imbalance of cultural teaching in current teaching. Firstly, this paper analyzes some problems in junior middle school English teaching, such as neglecting mother tongue culture, insufficient teaching materials, teachers' lack of awareness of cultural infiltration, solidification of teaching mode and insufficient practical activities and classroom evaluation. Subsequently, a series of countermeasures are put forward, including supplementing the content of teaching materials, changing teachers' ideas, innovating teaching mode, constructing practical activities and creating evaluation mechanism, aiming at deepening students' understanding and recognition of Chinese excellent traditional culture, enhancing their cultural self-confidence and improving their comprehensive quality of English core competence. The research emphasizes that integrating China's excellent traditional culture into English teaching is of great significance for cultivating students' international vision and intercultural communication ability.

Keywords: Junior High School English Teaching; Excellent Traditional Culture of China; Cultural Infiltration; Teaching Countermeasures; Cross-Cultural Communication Ability.

1. Introduction

With the rapid improvement of China's comprehensive national strength, the influence of Chinese culture on the global stage has become increasingly significant. The deepening exchanges and interactions between China and other countries in the world have made it incumbent on China citizens to promote Chinese culture on a global scale by using English as the medium. In recent years, the China Municipal Government has actively advocated the concept of "sharing China's story, conveying China's words, highlighting China's characteristics and shaping China's good image". The English Curriculum Standard for Compulsory Education (2022 Edition) also mentions that students should "understand the outstanding achievements of civilizations in different countries, compare the similarities and differences between Chinese and foreign cultures, develop the ability of cross-cultural communication and exchange, and form healthy and upward aesthetic taste and correct values;" Deepen the understanding and recognition of Chinese culture, establish an international perspective, and strengthen cultural confidence. " However, at present, there are some problems in junior middle school English teaching, such as ignoring mother tongue culture, insufficient teaching materials, teachers' lack of awareness of cultural infiltration, solidified teaching mode and insufficient practical activities and classroom evaluation. Therefore, integrating China's excellent traditional culture into English teaching will not only promote students' understanding, inheritance and development of Chinese excellent traditional culture, improve students' sense of pride and identity with national culture, build a channel for young people to tell China stories well, but also help students to establish correct values and cultivate students' comprehensive English ability in the process.

2. The Practical Problems of Chinese Excellent Traditional Culture Infiltrating Junior Middle School English Teaching

2.1. The lack of Chinese Excellent Traditional Culture in English Textbooks

Restricted by the traditional concept of English education, the proportion of western culture in English textbooks is biased, which is manifested in the following aspects: First, the current English textbooks for middle schools mostly use articles from western countries, and the stories, customs, social backgrounds and other contents involved are mostly cultural elements of English-speaking countries, while there are few China cultural materials that reflect China's stories and literary works. For example, there are many western festivals and ceremonies in English textbooks, but the content related to China traditional culture is very limited, which leads to students' insufficient understanding of China traditional culture. Second, the introduction of western culture in textbooks is too specialized and lacks the integration with the local culture of China. For example, there are many contents about music, art and literature in English textbooks, but there are few introductions about the traditional culture of China, which will make students ignore the local culture of China. [1]

2.2. Teachers Lack the Awareness of Infiltrating Chinese Traditional Culture.

In the practice of English teaching, many English teachers are often confined to the teaching of language knowledge in textbooks, and fail to fully realize the importance of inheriting culture through language carriers, which limits students' ability to effectively spread and integrate into China's

excellent traditional culture. In addition, some teachers themselves have not paid enough attention to the value of Chinese traditional culture in English teaching. The new curriculum standard clearly requires the infiltration of Chinese excellent traditional culture in English teaching, but in reality, many teachers are influenced by traditional teaching concepts and their own educational experiences. Many teachers have no awareness of infiltrating traditional culture and do not know how to dig deep into hidden traditional cultural elements in teaching materials. In junior high schools with high teaching pressure and fast teaching pace, teachers often focus on the explanation of knowledge points and improving their grades. In the curriculum, the time allocated to the integration of Chinese excellent traditional culture is limited. Although some teachers realize the infiltration of Chinese excellent traditional culture, they tend to be fragmented in their explanations, making it difficult for students to systematically understand China excellent traditional culture. The quality of teachers also affects students' cognition of traditional culture. If teachers don't know and understand traditional culture, it will be biased to educate China's excellent traditional culture in English.

2.3. The Teaching Mode of Infiltrating Traditional Culture is Relatively Solid.

Infiltrating traditional culture requires students to have a certain emotional attitude and to observe, read, think and experience more in combination with their own life experiences. In the process of teaching traditional culture, some educators tend to ask students to master some knowledge points of traditional culture by mechanical memory, so as to meet the requirements of examination and evaluation. For students, traditional culture seems to be only the knowledge points of one exam, and they can't deeply understand the profound connotation of traditional culture and understand that traditional culture is around them. It did not achieve the fundamental purpose of traditional culture learning.

2.4. The Practice of Traditional Culture is Less.

With the deepening of globalization, traditional culture has become an important bridge for cultural exchange and mutual learning between countries. Therefore, it is very important to infiltrate traditional culture in foreign language teaching and cultivate cross-cultural talents. However, at present, the main form of traditional culture is classroom, and students' learning channels are too single. Teachers seldom organize some extracurricular activities related to traditional culture to inspire students to combine theory with practice, which is not conducive to the spread of excellent Chinese traditional culture. Without the link of thinking, questioning and argumentation, cross-cultural literacy is difficult to form.

2.5. There are Few Classroom Evaluations About Traditional Culture.

Classroom evaluation is an important means to learn from each other, improve teaching quality and achieve educational goals. However, there are few classroom evaluations about traditional culture. In teaching, most of the traditional culture is just introduced as a topic. The teaching purpose emphasizes that students should master relevant vocabulary and grammar, and cultural awareness is difficult to reflect. The main body of evaluation is relatively simple, and teachers often conduct

self-evaluation, with less student evaluation and group evaluation, and fewer classes focusing on traditional culture, so teachers can't understand the mastery of traditional culture.

3. Countermeasures of Infiltrating Chinese Excellent Traditional Culture into Middle School English Teaching

3.1. To Supplement the Content of Teaching Materials, Penetrate the Excellent Traditional Chinese Culture

General Secretary Xi Jinping emphasized that "education should be deeply rooted in the land of China" and "it is necessary to base itself on China, integrate with the international community, keep pace with the times and look forward to the future, and devote itself to developing a modern education system with both China characteristics and world advanced level". Thus, what contemporary China needs is not only a thorough understanding of the essence of Chinese culture, but also a thorough understanding of world culture. In order to build a modern education system with China characteristics and international standards, it is particularly important to strengthen foreign language education and optimize the quality of foreign language teaching. In 2024, the new edition of junior high school English textbooks published by People's Education Press clearly established the guiding ideology aimed at cultivating talents with "China feelings" and "global vision". The new textbook has greatly expanded the chapters on Chinese excellent traditional culture, revolutionary tradition and advanced socialist culture, and deepened the educational connotation of patriotism, collectivism and socialism. At the same time, relying on the uniqueness of English subject, the teaching materials incorporate more moral elements and strengthen its educational guidance function. By absorbing cultural materials from English-speaking countries and non-English-speaking countries, the new textbook aims to help students broaden their international cognitive boundaries, cultivate their feelings for home and country, and strengthen their cultural self-confidence, thus providing a solid spiritual impetus for the great rejuvenation of the Chinese nation and the grand goal of building a community of human destiny.

In the reform of new English textbooks in 2024, many elements of China traditional culture were added, mainly in the following aspects: First, vocabulary related to China culture was added, and vocabulary related to China culture was added in the new textbooks, such as "PLA (China People's Liberation Army)", "PRC (People's Republic of China)" and "Beijing roast duck". The second is the introduction of specific cultural elements. There are many China elements in the new textbook. Including "the Yellow River/mother river", "Mount Qomolangma", "the Spring Festival", "Cuisine (such as Beijing Roast Duck, Crossing the Bridge Rice Noodles, etc.)", "Dragon", "Chinese red" and "Paper Making". Third, the integration of cultural stories and festivals. The new textbook incorporates cultural stories and festivals in China, such as "the Spring Festival" and moon cakes in Mid-Autumn Festival, as well as traditional food and festival activities in China. Fourthly, historical figures and thoughts are added. The new textbook mentions the ancient China thinker "Mozi" and his thought of "loving all and not attacking". These changes reflect the efforts of the new

textbook in increasing the traditional culture of China, aiming at enabling students to better understand and spread China culture and enhance their cultural self-confidence through English learning.

3.2. Teachers Change Traditional Ideas and Show Teachers' Quality.

In the process of integrating Chinese excellent traditional culture into junior high school English teaching, teachers should give full play to their guiding role, their words and deeds have a far-reaching impact on students, and teachers' cultural literacy also affects students' learning effectiveness to a great extent, which is embodied in the following aspects:

Teachers should constantly improve their cultural literacy and ensure that their teaching level can better infiltrate traditional culture into English teaching, which requires teachers not only to master the relevant knowledge of English teaching, but also to have a deeper and thorough understanding of traditional culture, especially the aspects related to literature. Literature, especially traditional stories related to literature, occupies a large proportion in traditional culture. Teachers can't show the charm of traditional literature if they just follow the materials in order to complete their tasks. This requires teachers to read a lot of books, improve their own cultural literacy, and teach traditional culture by quoting classics in class, creating a good learning atmosphere for students and enhancing the edifying effect of culture on students. [2]

In today's increasingly close global economic integration and cross-cultural communication, junior high school educators need to innovate traditional teaching concepts and integrate rich cross-cultural content into classroom teaching practice. By telling classic stories and other teaching methods, we can not only stimulate students' enthusiasm for knowledge, but also help them gain a deep insight into the blending and collision of various cultures. This kind of teaching strategy not only broadens students' cultural cognitive boundary, but also promotes the cultivation of their intercultural communication ability. Teachers should deeply realize that cultural diversity constitutes an indispensable part of education. Only by exposing students to different cultural backgrounds in the classroom can they lay a solid foundation for their future growth. Therefore, attaching importance to the teaching of traditional stories will help students better adapt to and understand multiculturalism under the background of globalization. Although there are similarities between different cultures, there will always be differences due to the differences between different countries and nations, including their views on things and their evaluation of concepts. Therefore, teachers need to correctly understand these differences, and attach importance to the communication between English and Chinese traditional culture in teaching, and avoid being limited to the teaching of English knowledge, such as the explanation of grammar and vocabulary. In the process of education, teachers should teach with the attitude of cultural equality, not only to integrate into our traditional culture, but also to introduce foreign culture and follow the principle of cultural complementarity. In this way, teachers can help students to understand and appreciate their own culture and cultivate understanding and respect for foreign cultures. This can not only enhance students' pride in their own culture, but also promote the exchange and integration between different cultures. This teaching method is helpful for students to establish an equal platform for cultural

cognition and communication under the background of globalization, and to enhance their comprehensive literacy and international vision.

Under the guidance of the new curriculum reform, the middle school English curriculum standard has stipulated in detail the traditional cultural content that each unit should involve and the methods of integrating it into teaching, and highlighted the key of emotional attitude and values. Teachers need to carefully study the relevant requirements of the new curriculum reform and curriculum standards, deeply explore the essence of traditional culture contained in each unit and text, and naturally integrate it into teaching practice. In teaching activities, teachers should encourage students to actively explore the essence of traditional culture contained in teaching materials by reading and participating in interaction, and through comparative study of similarities and differences between China culture and other cultures, the aim is to enhance students' cross-cultural communication ability.

3.3. Innovating the Classroom Teaching Mode of Traditional Culture

Junior high school students are at the critical stage of forming their world outlook and values. They are curious about new things and dare to express their personal opinions and suggestions. Under the new curriculum reform, junior high school English teaching emphasizes: "Teachers should encourage students to carry out independent and cooperative inquiry learning and create a positive inquiry learning atmosphere to awaken students' willingness to learn actively." In the process of integrating into China's traditional culture education, teachers should establish students' dominant position, reduce the traditional lecture-based teaching, and actively adopt diversified teaching modes such as situational teaching, group cooperative learning, and flipping classrooms in combination with the core elements of traditional culture. This teaching method is helpful for students to absorb the knowledge of traditional culture, experience the unique contribution of China culture to the world culture, cultivate their awareness of actively inheriting traditional culture, and shape a correct outlook on life and values. For example, teachers can recommend books such as Introduction to China in English, which are translated into English, so that students can learn about the traditional culture of China in English and practice their English reading skills.

3.4. Constructing English Practice Activities Infiltrating Traditional Culture

The ultimate goal of mastering knowledge is to apply it to practice, and the process of practice is also an important way to deepen our understanding of knowledge, which helps us to better master and apply what we have learned. English teaching should keep pace with the times, and teachers should go beyond the limitations of textbooks, not just rely on textbooks, but should closely combine teaching content with real life. To integrate traditional culture into English teaching in middle schools, it is not enough to rely solely on teachers' explanations. What is more important is to let students experience and apply it in real life. Through practical actions, students can understand traditional culture more deeply, so as to be influenced by culture more effectively and improve their cultural literacy.

For example, there are many traditional stories related to musical instruments in China, and teachers need to tell these stories to students after letting them show their musical

instruments. For example, The Story of Dongbula tells the story that a national hero died with a black bear for the sake of tribal security, and tribal people named musical instruments after him in memory of him. "Mountain Flowing Water Meets a bosom friend" tells the story of Boya's finding a bosom friend in his life because of Guzheng. These stories all reflect the traditional culture of our country and can help teachers to better help students establish correct values and moral quality on the basis of practice. [3]

3.5. Create a Classroom Evaluation Mechanism Conducive to Infiltrating Chinese Excellent Traditional Culture

Under the background of the new English curriculum reform, classroom evaluation occupies a decisive position and becomes the core element to stimulate students' initiative in English learning. In view of the rich humanistic characteristics of English subjects, teachers can take students' cognitive depth of China traditional culture as the evaluation benchmark when constructing an evaluation system, and integrate various means such as students' self-evaluation, peer evaluation and group collective evaluation to comprehensively evaluate students' traditional cultural literacy and application ability from multiple dimensions. Based on students' feedback, teachers can explore and innovate teaching strategies of traditional culture in order to maximize the effectiveness of classroom teaching.

For example, seven times "I'd like some snacks" introduced the characteristics and related knowledge of China food around "food". Students are very interested in the differences between Chinese and western food cultures, and have a strong thirst for knowledge and expression. In teaching, teachers arrange students to collect the differences between China's food culture and western food after class, the development of China's food culture, and why pasta occupies a very large proportion in China. Driven by the task, students actively collect relevant knowledge, understand the profoundness of China's food culture, and feel the differences between China and the West in food. After the task is completed, the teacher evaluates the students' mastery of food culture, and gives a comprehensive evaluation from three aspects: perception, experience and practicality, so as to build a platform for students to show themselves, and give them timely affirmation and praise in the process of explaining food culture, so as to enhance the feelings between teachers and students and improve their mastery of China traditional culture. [4]

4. Conclusion

This paper studies the countermeasures and problems of infiltrating China's excellent traditional culture into junior high school English classroom teaching, and finds that integrating Chinese excellent traditional culture into English teaching can effectively improve students' cultural literacy

and cross-cultural communication ability. It is found that through the introduction of cultural elements, students not only enhance their language application ability, but also have a deeper understanding and recognition of Chinese culture. At present, there are some problems in junior middle school English teaching, such as ignoring traditional culture, insufficient teaching materials, lack of teachers' consciousness, solidification of teaching mode, and insufficient practical activities and classroom evaluation. In view of these problems, this paper puts forward some countermeasures, such as supplementing the contents of teaching materials, changing teachers' concepts, innovating teaching models, constructing practical activities and creating evaluation mechanisms, in order to realize the effective infiltration of Chinese excellent traditional culture in English teaching.

Implementing these strategies can deepen students' understanding and recognition of Chinese culture, broaden their international horizons, and consolidate their cultural self-confidence, which is also of great benefit to improving students' core English literacy. The essence of education lies not only in the transmission of knowledge, but also in the continuation and promotion of culture. In the tide of globalization, English teaching shoulders the key responsibility of promoting China culture and promoting cross-cultural dialogue. Therefore, integrating China's excellent traditional culture into junior high school English teaching can not only enrich curriculum resources, but also improve students' cultural literacy, thus effectively enhancing teaching effect and promoting students' all-round development, which has become the key path to cultivate modern citizens with international vision and cultural self-confidence. Looking ahead, we expect more educators and scholars to devote themselves to the research and practice in this field, and work together to promote the inheritance and innovative development of China's excellent traditional culture in English education.

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