

The Significance and Path of the Organic Integration of High School English Teaching and Chinese Excellent Traditional Culture

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Abstract: Under the background of the current education reform, combining high school English teaching with excellent traditional Chinese culture can not only enrich the content of English teaching, but also enhance students' sense of identity and pride in their own culture. Therefore, teachers should be aware of the importance of traditional culture, the use of multi-form teaching methods in English teaching to penetrate traditional culture. In this way, it can not only stimulate students' interest in learning, but also help them to deeply understand and inherit traditional culture while learning English, feel the profound heritage and unique charm of traditional culture, and enhance students' intercultural communication ability, so as to comprehensively improve the effectiveness of senior high school English teaching. In this regard, this paper first expounds the significance of integrating excellent traditional Chinese culture in senior high school English teaching, and then puts forward effective ways to integrate it, in order to provide some references for relevant education researchers.

Keywords: Senior high school English; Teaching; Excellent traditional Chinese culture; Organic fusion

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1. Introduction

With the acceleration of globalization, integrating excellent traditional Chinese culture into senior high school English teaching can help enhance students' cultural confidence and sense of national identity, encourage them to introduce the essence of excellent traditional Chinese culture to the world, and promote cultural exchange and dissemination ^[1]. At the same time, integrating traditional culture into English teaching can make the English classroom more vivid and interesting, and students can understand and master the spiritual connotation of excellent traditional Chinese culture in the English learning process, better demonstrate the charm of traditional Chinese culture in cross-cultural communication, and continuously enhance their English language skills, so as to promote students to achieve all-round development in a real sense. Grow into the talents of the era needed by society.

2. The significance of integrating excellent traditional Chinese culture in senior high school English teaching

2.1. It is conducive to enhancing students' intercultural communication ability

Under the background of the new curriculum reform, teachers should focus on cultivating students' cultural awareness, guiding them to root the correct values in their hearts, continuously enhancing their sense of identity and self-confidence of traditional culture, and taking the initiative to carry out cross-cultural communication. In the process of intercultural communication, due to the obvious differences in language and cultural background of the two sides, students are required not only to continuously consolidate their English foundation, but also to establish a high degree of cultural self-confidence, and to flexibly use English to introduce China's excellent traditional culture to foreign friends, so that traditional cultural features can be vividly displayed ^[2]. The organic integration of traditional culture and senior high school English teaching can promote students to take the initiative to compare the similarities and differences between traditional Chinese culture and other cultures on the basis of learning English knowledge, thus effectively enhancing students' cross-cultural communication ability and better using English to "tell Chinese stories" ^[3].

2.2. It is conducive to enhancing the quality of students' innovative thinking

Under the current educational background, it is advocated that students can recognize and observe the world from different angles and dimensions, which requires teachers to pay attention to cultivating students' innovative thinking and guiding them to think deeply about what they have learned ^[4]. In addition, at present, more English test questions are increasingly related to traditional culture, such as introducing Chinese traditional festivals to foreign friends, inviting foreign teachers to celebrate the Spring Festival, introducing Chinese historical figures and so on. Through the infiltration of traditional culture in English teaching, teachers focus on cultivating the quality of students' innovative thinking, which not only enables them to deeply understand and understand the deep connotation of traditional culture, but also innovatively think about the similarities and differences between Chinese traditional culture and Western culture, and then flexibly transfer and use English knowledge ^[5].

2.3. It is conducive to the development of students' English language ability

Nowadays, the focus of the test of English language ability has changed from "the acquisition of English knowledge in a simple classroom situation" to "the use of English in a real-life situation." Therefore, the traditional English knowledge teaching mode has been unable to activate students' subjective initiative, difficult to take the initiative to participate in English teaching, resulting in students' difficulty in acquiring flexible English language knowledge for oral communication, and thus unable to effectively cultivate students' language ability. In the process of integrating traditional culture, teachers will create multi-form communicative situations in combination with teaching content, such as introducing traditional festivals, customs, food culture, etc., which can not only create interesting communicative situations and arouse students' enthusiasm in oral communication, but also develop and improve students' English language ability ^[6].

3. The path of organic integration of high school English teaching and excellent traditional Chinese culture

3.1. Make full use of English teaching materials and dig deep into traditional cultural elements

In senior high school English teaching, textbooks, as an important carrier of knowledge learning and cultural

transmission, contain rich elements of traditional cultural education. Therefore, to achieve a deep integration of traditional culture and English teaching, students can have a better learning experience of traditional culture and help them effectively understand and master English language knowledge. Teachers should make full use of English teaching materials, and combine the teaching objectives to dig deeply into the traditional culture education elements contained in them, to improve the effect of traditional culture education^[7]. For example, in the teaching of “Food and Culture”, this unit is in essence a manifestation of national customs and spiritual values. The teacher can introduce to students various cuisines of the country, such as Shandong, Sichuan and Guangdong cuisines, and ask students to collect, organize and analyze the characteristics of the eight major cuisines of our country, and then introduce in English. Promote the students’ profound perception of our country’s traditional food culture. In addition, teachers can guide students to explore the differences and connections between Chinese and Western food cultures. By comparing the preparation methods of Chinese food and Western food, table manners, eating habits, etc., students can feel the cultural diversity in the actual use of language. In addition, teachers can also guide students to think about the representative food of each traditional cultural festival, such as eating dumplings during the Spring Festival, eating zongzi during the Dragon Boat Festival, and eating moon cakes during the Mid-Autumn Festival. In this way, students can not only improve their English language ability but also learn how to respect and appreciate different cultures in practice, cultivate cross-cultural communication skills, and deepen their understanding and identification of traditional Chinese culture^[8].

3.2. Combine the text content, cleverly design the cultural introduction

In senior high school English teaching, pre-class introduction is very important, not only to introduce new course content, but also to effectively attract students’ attention and ensure that students can closely cooperate with teachers’ teaching arrangements. Therefore, to effectively integrate the traditional cultural content and enhance the effect of English teaching, teachers should closely combine the teaching content, reasonably design and optimize the pre-class introduction link, to effectively attract students’ attention and fully activate their interest in exploration^[9]. For example, in the teaching of “Teenage life”, teachers can closely combine the theme of “teenage life” and introduce the new content by asking questions. For example, high school students happen to be in this age group, teachers can use such questions as an introduction in class: “Students, what troubles do you have in your adolescent life?” Students have more answers, including study, friendship, life and so on. After further investigation, it is found that many students are interested in “friendship.” At this time, the teacher can tell the story of Zhong Ziqi and Yu Boya to the students and ask the following questions: Do you know these two characters in the story? What’s the story between them? What’s the story between them? Teachers introduce new lessons through short stories of traditional Chinese characters and questions, which can fully mobilize students’ enthusiasm for participation. Teachers can invite students to tell the story of Zhong Ziqi and Yu Boya in English. When they finish telling the story, they can further understand the connotation of friendship, look at friendship correctly, and learn to deal with interpersonal relationships correctly. In this way, by associating traditional culture with an English introduction before class, teachers can ensure that students can take the initiative to explore and carry forward China’s excellent traditional culture while learning English^[10].

3.3. Innovate the mode of English teaching and enhance the effect of cultural integration

In the past high school English teaching, teachers mainly taught English knowledge in the form of verbal explanation, which not only failed to activate students’ desire to explore English knowledge, but also was not conducive to the integration of traditional culture. In this regard, teachers should keep up with the development

trend of The Times and take the initiative to innovate and optimize English teaching methods. For example, teachers can make full use of the advantages of information technology in teaching and integrate traditional culture in the form of pictures and videos, which can not only present traditional culture to students intuitively and vividly, but also make the teaching atmosphere more interesting and constantly stimulate students' interest in learning. Make students take the initiative to participate in the English classroom teaching ^[1]. For example, in "Language around the world" teaching, teachers need to introduce the development history of Chinese on the basis of introducing the languages of other countries. Multimedia can be used to dynamically present the development process of bone script, regular script and official script in the form of video to strengthen students' intuitive feeling of Chinese. Enhance their sense of national cultural identity, and encourage them to actively explore the development history of Chinese ^[12]. At the same time, teachers can also design role-playing activities related to traditional culture according to the English teaching content, so that students can play different roles in the cross-cultural communication simulation scene, such as ancient literati, historical figures, etc. Through role-playing activities, students can not only practice their oral English expression ability, but also have a deeper understanding and experience of traditional Chinese culture. In order to improve their intercultural communication ability in practice. In this way, by using different teaching methods to innovate English teaching models, teachers can effectively enhance the integration of traditional culture, stimulate students' love for traditional culture, and comprehensively improve the quality of English teaching ^[13].

3.4. Actively introduce extracurricular resources to broaden the content of English teaching

Under the current educational background, obvious changes have taken place in the contents of senior high school English textbooks. Although the relevant traditional culture content is incorporated into the textbooks, the content is still limited, and the fields involved are not extensive enough, and the lack of in-depth explanation and explanation makes it difficult for students to understand the deep connotation of traditional culture. Therefore, in order to enhance the integration effect of traditional culture in English classes, teachers should not only explore and make use of traditional culture elements in the textbooks, but also actively introduce traditional culture extracurricular teaching resources in combination with teaching themes and objectives, which can not only broaden the content of English teaching, but also enrich students' traditional culture knowledge reserve and broaden their cultural horizons ^[14]. For example, in teaching "Travelling Around," this section of teaching activities are mainly developed around the theme of "travelling," the country has a vast area and abundant travelling resources very rich, among them, humanistic tourist spot contains rich traditional cultural resources, and the landscape contains a large number of traditional Chinese culture. At this time, teachers should properly integrate some information about Chinese nation cultural monuments, such as the Imperial Palace, which is located in the center of the central axis in Beijing, is one of the largest and most complete wooden structure ancient building complexes existing in the world, is the royal palace of Ming and Qing dynasties, has rich historical and cultural connotation ; Longmen Grottoes, located in Luoyang city, Henan province, are one of the treasure houses of Chinese stone carving art. They are famous for their exquisite carving techniques and rich historical and cultural value. Mogao Grottoes, commonly known as the Caves of a Thousand Buddhas, is located in Dunhuang City, Gansu Province. It is one of the largest and richest sites of Buddhist art in the world, with high historical and cultural value. Teachers can ask students to write an English introduction to their favorite tourist spots based on what they have learned, so that students can learn travel-related English expressions and understand the cultural connotations of humanistic tourist spots. Through the introduction of these extra-

curricular resources, students can not only enrich their English learning content, but also stimulate their interest in and love for excellent traditional Chinese culture, so as to have a deeper understanding and inheritance of the essence of Chinese culture in the process of English learning ^[15].

4. Conclusion

To sum up, inheriting and promoting excellent traditional culture is an important responsibility for every Chinese. In the process of high school English classroom teaching, teachers should update their teaching concepts in time, realize the value of integrating excellent traditional culture into teaching, and actively think about how to integrate traditional culture efficiently. To this end, teachers can make full use of English teaching materials to dig deep into traditional cultural elements; Combined with the text content, cleverly design the cultural introduction; To innovate the mode of English teaching and enhance the effect of culture integration; Actively introduce extracurricular resources, broaden English teaching content and other ways to integrate into traditional culture, so as to better combine English teaching with excellent traditional Chinese culture, fully stimulate students' love for traditional culture, and actively carry forward and inherit excellent traditional Chinese culture.

Disclosure statement

The author declares no conflict of interest.

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