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A Case Study on the Integration of Traditional Chinese Family Culture into Primary School English Teaching

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Abstract: The Chinese nation is a nation with a long history of culture, and traditional Chinese culture is like stars in the sky, brilliant and profound. It is the inexhaustible source of the development of the Chinese nation and the source of power to achieve its great rejuvenation. With the continuous strengthening of China's national strength and the rapid development of world economic integration, our traditional culture is moving towards the world and the international stage. More and more foreign friends are beginning to come into contact with and learn from our traditional culture. As the successors of the socialist cause, primary school students should integrate Chinese traditional culture into their daily learning. Based on this, this article will first analyze the characteristics of Chinese traditional family culture, and then analyze the significance of integrating Chinese traditional family culture into primary school English teaching. Finally, combined with the actual situation, we will analyze the specific integration. Strategy, I hope to combine traditional Chinese family culture with world languages and become an inexhaustible driving force for students' life development.

Keywords: Chinese tradition; Family culture; Primary school English; Integrate into

1. Introduction

In the vast expanse of traditional Chinese culture, it is not difficult to find such a phenomenon that traditional Chinese culture attaches great importance to the concept of "family", and the strong family concept of Chinese people is actually derived from China's unique geographical environment and the influence of Confucian culture. Among all the nationalities in the world, we Chinese people probably attach the most importance to family, which has not changed until today. To a certain extent, this is also a reason why traditional Chinese culture can be so long. Integrating traditional Chinese family culture into English classroom teaching in primary schools can not only help students build cultural self-confidence, but also deepen students' understanding and understanding of traditional Chinese culture. Therefore, relevant teachers should recognize the value of traditional family culture and integrate it organically with textbooks Go in, Enriching classroom content while effectively enhancing students' cultural identity.

2. Characteristics of Traditional Chinese Family Culture

2.1 Family oriented

Family centeredness is the core of traditional Chinese family culture. Family centeredness refers to the family being regarded as the basic unit of society, and an individual's value and destiny are closely linked to the family. Under the influence of this culture, family members have a deep emotional bond with each other, and at the same time, family members support and take care of each other. Family honor and interests are placed above individuals, emphasizing the continuation and inheritance of the family. However, today this family culture has gradually faded in the north, and in the south, the concept of family centeredness still affects every family member. Therefore, what teachers need to explore today is the national centeredness behind family centeredness. To a certain extent, the country is a big family, and each of us is a member of the family. This concept is what teachers should do. The concept of excavation, Enable students to recognize the supremacy of national interests and establish correct personal and national perspectives through this concept.

2.2 Filial piety is paramount

Filial piety is an important moral norm in traditional family culture and also an important feature of Chinese traditional family culture. It requires children to respect and support their parents. At the same time, this concept also believes that fulfilling filial piety is not only a moral responsibility, but also an obligation. The concept of filial piety is deeply rooted in Chinese society and is regarded as the foundation of family harmony and social stability. At the same time, it is also an important moral benchmark respected by countries throughout history. Today, filial piety is still an important evaluation standard for citizens. Teachers need to integrate filial piety culture to make every student realize the dif-

faculties of their parents, respect their labor achievements, study seriously, and establish the values of not comparing themselves and pursuing progress.^[1]

3. The significance of integrating traditional Chinese family culture into primary school English classrooms

3.1 Beneficial for improving students' cross-cultural communication skills

The pattern of global economic integration has become a characteristic of today's economy, and no country or nation can develop on its own. Therefore, in this context of globalization, cross-cultural communication skills have become an important ability and a crucial task for English teaching today. However, in the past teaching process, many teachers did not attach importance to students' cross-cultural communication skills. This is because many teachers only treated English as an exam subject and did not see English as a culture. Integrating traditional Chinese culture into primary school English classrooms can help students better understand and experience the differences between Eastern and Western cultures, and improve their cross-cultural communication skills. For example, after integrating into family culture, students can understand that Western culture emphasizes individualism and independent thinking, while Chinese culture places more emphasis on the interests of families and collectives. This can also be seen from films from different countries. Therefore, by comparing and analyzing, students can better understand and respect cultural differences, thereby improving their cross-cultural communication skills.

3.2 Beneficial for cultivating students' cultural awareness and values

Cultivating students' cultural awareness and values is an important aspect of traditional Chinese culture. In the context of global economic integration, cultural collisions between countries around the world are quietly taking place. However, in this collision, our youth group often remains indifferent to traditional Chinese culture. Traditional Chinese family culture contains rich cultural connotations and values, such as family values, filial piety, etiquette, etc. Integrating these cultural elements into primary school English classrooms can allow students to have a deeper understanding and experience of Chinese culture, and cultivate their cultural awareness and values. By studying traditional Chinese family culture, students can also understand the importance of family, respect elders, care for family members, and cultivate a sense of responsibility and love^[2].

4. Effective Strategies for Integrating Traditional Chinese Family Culture into Primary School English Classrooms

4.1 Integrating textbook knowledge into the family concept of this article

In the previous text, we mentioned that family centeredness is the core of traditional Chinese family culture. Under the influence of this concept, many aristocratic families were born in ancient times. However, this family centeredness concept is not suitable for today's social reality. Therefore, when integrating the family centeredness concept, relevant teachers need to extend this concept to transform this "small family" into the "big family" of China. In this process, students can establish cultural and national confidence. For example, when studying the unit "My Family" in People's Education Press Primary School English, the main goal of this unit is to help students master words about family and establish a sense of family. Therefore, after the teaching is completed, the teacher can first ask students "Is our class a big family? This guidance enables students to regard their country as their home and establish correct values^[3].

4.2 Combining Reading Understanding to Promote Filial Piety Culture

Listening, speaking, reading, and writing are the core competencies of language learning, and they are also the main learning content of English as a subject. Among them, reading learning is of utmost importance because it not only requires students to master solid vocabulary knowledge, but also requires students to have a certain level of logical thinking ability. Therefore, exercising students' reading ability has always been an important task for teachers. In the process of promoting family culture, teachers can also integrate filial piety culture into reading learning. There have always been twenty-four stories of filial piety in China, all of which have a characteristic of highlighting China's filial piety culture. Therefore, in the higher grades of primary school, teachers can adapt some filial piety culture stories into reading comprehension. For example, teachers can adapt the story of Lu Ji's "Huai Ju Yi Qin" from the Three Kingdoms period into English reading comprehension, and set the following questions after the adaptation, "Why did Lu Ji hide oranges? (陆绩为什么要藏橘子)" "Does Yuan Shu appreciate this behavior? (袁术对于这种行为是否赞赏)", "How can we be filial to our parents in life? (我们在生活中如何孝顺父母)", Afterwards, teachers can introduce the filial piety culture of the Chinese nation to students, so that they can establish a correct concept of life.

4.3 Strengthening students' awareness of diligence, thrift, and frugality through project-based learning

Frugality and frugality are traditional virtues of the Chinese nation and an important part of traditional family culture. In the process of primary school English teaching, teachers should help students establish this concept, so that they can treat consumption correctly and estab-

lish a correct consumption view. Therefore, in order to achieve this goal, teachers can carry out a project-based learning, requiring students to follow their parents to the market after returning home, and use a ledger to record today's consumption. The next day, teachers can invite students to share yesterday's bills. At this time, teachers can use a large screen to compare, such as the price of a chicken and a meal of takeout, the price of three cucumbers and a bottle of soda. When comparing, teachers can replace these vocabulary words with English, which can help students improve their vocabulary, Through these comparisons, students realize that some unnecessary expenses in life can often make a meal for a family, thus helping them establish correct values, be able to consume rationally, and be thrifty.

5. Conclusion

In summary, English, as an internationally recognized language, is becoming increasingly important in the field of education. Primary school is a critical period for students' language learning. How to integrate traditional Chinese family culture into primary school English classrooms and cultivate students' cross-cultural communication awareness and abilities has become a focus of attention for educators. Chinese traditional family culture contains rich life wisdom and moral concepts. Integrating it into primary school English classrooms can not only enrich teaching content, but also enable students to better understand and inherit Chinese culture. Therefore, relevant teachers should recognize the significance of family culture and integrate it into primary school English classrooms, so that students can establish cultural and national confidence.

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