

# Study on the Path of Integrating Chinese Excellent Traditional Culture into Vocational Undergraduate English Education and Teaching

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**Abstract:** With the acceleration of globalization, English education plays a more and more important role in vocational undergraduate subjects. How to integrate the excellent traditional Chinese culture into professional undergraduate English education and improve students' intercultural communication ability has become the key to today's educational reform. Based on literature review, teaching practice and case analysis, this study explores the path to effectively integrate excellent traditional Chinese culture into vocational undergraduate English education and teaching. The paper puts forward integration strategies including the development of teaching materials, teaching strategies, teacher development and cultural experience activities, aiming to promote students' cross-cultural understanding, improve their practical application ability of English, and spread Chinese culture.

**Keywords:** Chinese culture inheritance; Professional undergraduate English education; Teaching path

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In today's globalization, English, as a bridge of international communication, plays a particularly important role in vocational undergraduate education. However, the current vocational undergraduate English education still has some limitations, especially in the aspect of cultural transmission. This study focuses on exploring how to organically integrate the excellent traditional Chinese culture into professional undergraduate English education, so as to enhance students' comprehensive language and cultural literacy, so that students can not only communicate with the world in English, but also understand and spread Chinese traditional culture.

## 1. Screening and integration of cultural materials in the textbook content

The selection and integration of cultural materials in textbooks is an important part of integrating into excellent traditional Chinese culture and vocational undergraduate English education. This process requires textbook producers to have a deep understanding of the connotation of Chinese culture, and effectively combine it with English teaching objectives, so as to design teaching content that has both educational significance and can stimulate students' interest. First of all, the textbook production should be centered on the core concept of vocational undergraduate education. The characteristics of vocational undergraduate students and their future workplace needs should become the criterion for cultural material screening. At present, the demand for applied talents with international vision and cross-cultural communication ability is growing. Therefore, the textbooks should not only pay attention to the cultivation of language skills, but also strengthen the improvement of cultural literacy, so as to help students to better position themselves in the context of globalization. Secondly, in the selection of cultural materials should pay attention to the representativeness of culture and the practicability of education. The Chinese culture is extensive and profound, but it can not cover everything in the teaching materials. We need to choose those elements that can best reflect the spirit and aesthetic taste of the Chinese nation. For example, we can tell the values and world view of Chinese people through the festival customs around the Spring Festival, the Spring Festival and the festival customs, show the fragments of Chinese classical literature, and explain the deep meaning and enlightenment to modern society. When integrating materials, attention should be paid to the integration of culture and language. Cultural points should be integrated into every link of language learning, not only in reading and listening materials, but also in speaking and writing exercises. For example, in the teaching of English writing, students can try to introduce Chinese traditional handicrafts such as Chinese knot and embroidery in English, so as to deepen their understanding of traditional culture while exercising their language expression ability. In the process of selection and integration, the timeliness of cultural materials and the interest points of students should also be fully considered. With the social changes, some traditional cultures have undergone new development and evolution. The cultural content in the textbook should be able to keep pace with The Times, capture these cultural dynamics, and combine modern elements to make the teaching content

more vivid and close to students' life. For example, Chinese traditional culture can be combined with modern popular culture to introduce how Chinese traditional food is innovated in modern catering industry, or how Chinese traditional art can be presented in contemporary popular culture, so that students can find the innovation and inheritance of culture. The importance of multimedia and interactivity should also be emphasized when integrating the textbooks. The use of video, audio, pictures, interactive software and other diversified teaching resources can make the display of Chinese culture more intuitive and vivid, and enhance students' interest in learning and sense of experience.

## **2. Innovation and practice of teaching methods**

In the process of integrating Chinese excellent traditional culture into professional undergraduate English education, the innovation and practice of teaching methods are very important. The application of teaching strategies such as project-based learning, scenario simulation and reverse classroom reversal can not only improve students' English practice ability, but also help to enhance their understanding and application of traditional Chinese culture. The following is a discussion of the innovative application and practical strategies of these three teaching methods. First, Project-Based Learning (PBL). Project learning method is a student-centered teaching model, which encourages students to proactively learn by completing specific project tasks. In the English education that integrates the excellent traditional Chinese culture, teachers can design projects related to the traditional Chinese culture, such as investigating the historical background of the Chinese traditional festivals, making English videos about Chinese classical literature works, designing an English guide of the traditional culture theme, etc. Such programs can not only enhance students' interest in and understanding of Chinese culture, but also enable them to use English in practice and improve their language skills and teamwork skills. Second, scenario simulation method (Contextual Simulation) scenario simulation method is a teaching method that highly simulates real scenes, which allows students to use language to communicate in the simulated situation. It is applied in English teaching integrated into Chinese culture, for example, it can create a simulated scene of traditional Chinese festival celebration, so that students can play different roles in English, such as host, participant, etc., to introduce the origin, traditional customs, and relevant cultural knowledge of the festival through role playing. Through this interactive learning method, students can not only deepen their understanding of the Chinese traditional culture, but also greatly improve their oral expression and scene response ability. Third, the reverse classroom (Flipped Classroom) The reverse classroom reverses the traditional classroom teaching mode. Students independently learn new knowledge by watching videos and reading materials prepared by teachers before class, and the class time is used for discussion and practice activities. In the English teaching integrating into the excellent traditional Chinese culture, teachers can make a series of English videos or textbooks on Chinese culture themes, so that students can learn before class, such as the introduction of Chinese calligraphy art, traditional music, martial arts and other cultural elements. In class, group discussions, speeches, cultural creation and other activities focus on the content of students' learning before class. This way can maximize students' initiative and creativity, and deepen their understanding and application of cultural knowledge.

## **3. Teacher training and development**

Teacher training and development is the key link in the improvement of education quality, especially in the aspects of covering the improvement of teachers' cross-cultural teaching ability and the understanding and application of excellent traditional Chinese culture. In order to adapt to the trend of global education, teachers need to constantly improve their comprehensive quality and professional ability. The following are two important aspects that need to be paid attention to in teacher training and development. First, improving teachers' cross-cultural teaching ability is crucial to addressing the challenges of multi-cultural classrooms. In the context of globalization, classrooms are often crowded with students from different cultural backgrounds, so teachers need to have the skills of cross-cultural communication and teaching to promote mutual understanding and respect among students from different cultural backgrounds. To enhance this ability, faculty members can learn deeply about the characteristics and teaching strategies of different cultures by participating in professional training, seminars, or international exchange programs. Such training often involves knowledge in areas such as intercultural psychology, pedagogy, and linguistics, helping teachers to familiarize themselves with how to teach and interact effectively in a multicultural setting. Secondly, teachers' understanding and application of excellent traditional Chinese culture is the premise to ensure the combination of localization and internationalization of educational content. A deep understanding of Chinese culture not only helps teachers to inherit Chinese civilization in teaching, but also enables students to improve themselves by learning the wisdom and values of Chinese culture, laying a solid foundation for future cross-cultural communication in the context of globalization. Therefore, teachers need to deepen their understanding of the historical background, philosophical thoughts and art forms of Chinese traditional culture through systematic learning. In addition, teachers should also learn how to combine traditional culture with modern educational technologies and methods, and innovatively integrate cultural materials into teaching design and practice. In order to achieve these goals, teacher training should not only stay at the theoretical level, but also pay more attention to the cultivation of practical ability. For example, teachers can participate in the curriculum design and the research and development of teach-

ing programs, and master how to integrate the elements of excellent traditional Chinese culture into the whole process of English language teaching through practical operation. Through practical teaching activities, teachers can reflect on and improve their own teaching methods, and constantly optimize the classroom teaching effect.

#### 4. Epilogue

In conclusion, this study proposes diverse paths to integrate fine traditional Chinese culture into professional undergraduate English education. The development of localized teaching materials, the innovation of teaching methods of cross-cultural communication ability, the improvement of teachers' own international ability and the increase of practical experience activities are all important steps to promote this process. In the future, we should continue to promote the innovation and practice of this teaching mode, and promote the communication and dissemination of the excellent traditional Chinese culture in the context of globalization. At the same time, the results of this study will also have positive educational significance and practical value for improving the quality of vocational undergraduate English education and improving students' cross-cultural communication ability and international competitiveness.

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