

The Significance and Application of the Introduction of Western Culture in College English Teaching

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With the development and reform of China's education, it is important for college English teachers to introduce western culture in the daily teaching process, and to improve the humanistic quality of college students. This paper discusses the significance of introducing western culture, and puts forward some countermeasures based on teaching experience, in order to provide some references for the application of the introduction of western culture in college English teaching.

Keywords: college English teaching, western culture, significance, application

Introduction

In the process of college English teaching, teachers should not only comply with the new teaching syllabus for the introduction of western culture, but also take the teaching material as the basis to guide students to learn, and at the same time improve student's ability of independent thinking, cooperation, and communication, so as to achieve the purpose of jointly improving the language and cultural level. Undoubtedly, the introduction of western culture has become one of the main tasks of current college English teaching. Teachers need to summarize and analyze it in practice to help students improve their learning efficiency and strengthen their learning effect. This paper focuses on several aspects of the introduction of western culture in college English teaching.

The Status and Role of the Introduction of Western Culture in College English teaching

Improve the Efficiency of College Students' English Preparation Before Class

The introduction of western culture can not only strengthen the effective communication between English teachers and college students, but also improve the efficiency of students' preview and the teaching effect in class. College students can complete the learning tasks preset by teachers in advance, so that they can have a better understanding of the content to be learned. For example, when teaching Unit 1 College Life (New Century College English Comprehensive Course 1), the author assigned students to read Unit 1 Starting Out (New Standard College English Culture Reading Course 1). These articles lead students to the university campuses in different countries and introduce the similarities and differences between Chinese and foreign universities. In order to help students understand the life style, study habits, and spare time activities of foreign college students,

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as well as the same or different problems and puzzles that Chinese and foreign college students face after entering the university campus, the author also required students to search for more information about foreign college life on the Internet, and then share and exchange relevant information in the study group. Through this way of preview, students can have a more comprehensive and in-depth understanding of the topic.

It Is Helpful to the Transformation of Traditional Teaching Mode

In the traditional college English teaching mode, English teachers act as the subject of knowledge transfer. In most cases, there is only one-way communication between teachers and students, and college students' ideas are often ignored. This teaching mode seems to be out of touch with the modern society, and it is difficult to effectively mobilize the interest of college students in learning English. By introducing western culture, teachers can not only effectively place English learning in the actual situation, but also greatly enhance students' initiative, and help students cultivate the ability of independent thinking, and the ability of cooperating with others to solve problems, so as to effectively improve the efficiency of English learning.

Improve the Enthusiasm of College Students in Learning English

In view of the new situation of English teaching, it is the urgent responsibility and task of every English teacher to change the old teaching mode. Through the innovation and reform of teaching methods, teachers can cultivate students' interest in English, so that students can truly fall in love with English. For example, in teaching practice, teachers can divide the whole class into several groups. Through the mode of "teachers assign tasks"—"group members search for information"—"group members share information and exchange opinions"—"group representatives report to the class"—"class discussion", students can improve their English level in the process of self-learning by searching for information. In the group and class discussion, students have an opportunity to show each other learning and thinking results. In addition, through the mode of "teachers assign reading tasks of famous English short stories"—"group members work together to adapt novels into English short plays"—"short play performance", students can improve their reading comprehension ability of English literature, and give full play to their own creativity. On the one hand, this teaching mode can help students gain a higher sense of achievement, so as to stimulate their interest and enthusiasm in English. On the other hand, it can also enable students to have a deeper and comprehensive understanding of western culture carried by literature. Besides, teachers can also guide students to make effective use of western culture in their independent learning after class. For example, the author once assigned students to finish extracurricular reading and listening exercises, and at the same time, write down the relevant western culture in the articles or listening materials in a notebook. At the end of the semester, each student was asked to choose the most interesting part in his or her notebook and share it with classmates. Practice has proved that these teaching modes can effectively enhance students' enthusiasm for English.

Ways and Methods of Introducing Western Culture Into College English Teaching

Task-Based Teaching Method

Before learning a new text, teachers should assign certain tasks to students in advance, such as searching for relevant cultural information, exchanging information and discussing in a group, preparing presentation on relevant topics, and then making a presentation in class, etc. Through the completion of these tasks and preparatory work, college students can cultivate their ability to actively consult and sort out materials, so as to ensure that they can obtain relevant cultural background knowledge in these processes, and think ahead.

Conduct Classroom Introduction With the Help of Mind Mapping

In college English teaching, the use of mind mapping is an effective way to catch students' attention. For example, taking "SPORTS" as the teaching theme and "sports" as the keyword, students are asked to sort out relevant English words with the help of double bubble map, so as to present the cultural similarities and differences between Chinese and western sports activities. The words "basketball" and "football" appearing in the cross area of the double bubble map express the similarities between Chinese and western sports culture. In the corresponding non-cross area of "China", students list the sports items "table tennis" and "martial arts" with Chinese cultural characteristics, while in the corresponding non-cross area of "European countries and America", students listed "football" and "baseball", the most popular sports of westerners, which reflect the differences between Chinese and western sports culture. When teaching new cultural knowledge, the teacher guided the students to record the new knowledge content by mind mapping. Students can expand and integrate the knowledge points through divergent thinking, and finally realize the joint improvement of knowledge and skills.

Apply Multimedia Technology in Teaching

The effective use of multimedia technology is the basic requirement for teachers in modern society, and it is also the key to improving the efficiency and effect of English teaching. The effective use of multimedia technology can make the content taught by teachers more intuitive and easy to understand, and can deliver a lot of information to students in a short time. For example, when teaching "Thanksgiving Day", teachers can show pictures and play cartoons to let students know the history and holiday traditions of Thanksgiving Day, and play clips related to the US TV series *Friends* to let students know that this holiday means family reunion and Thanksgiving for Americans. In this way, it is easy for students to have a more comprehensive understanding of this important American holiday.

The Requirement of Integrating Western Culture Into the Process of College English Teaching

Create a Humanistic "Field"

The "field" here mainly refers to a kind of scene formed in the classroom teaching of "teachers' passionate inspiration and guidance, students' enthusiastic thinking and participation", and finally teachers and students work together to form a good classroom teaching environment. In this atmosphere, students are free from the psychological pressure and concerns common in traditional English classes, and dare to express themselves in English. Teachers create real and vivid teaching situations through the introduction of western culture, stimulate students' interest in English with correct demonstrations, and achieve better teaching goals.

Integrate the Introduction of Western Culture Into Teaching

Vivid introduction can bring strong infection to students. At the beginning of the class, how to guide students into effective English learning quickly? The author's practice has proved that learning to sing an English song, enjoying a short English poem, playing an English video of relevant knowledge, etc., will bring good import effect. Through this kind of introduction, college students are easier to resonate. For example, in teaching "Interpersonal Relationship", students will be asked to learn a moving story that happened on Christmas Eve. Before teaching the text, students will learn to sing Christmas songs, understand the origin and customs of Christmas, learn Christmas-related English vocabulary, and watch video clips of westerners celebrating Christmas, so that they can have a more intuitive understanding of the "love, peace and sharing" advocated by

Christmas, and thus better understand the actions of the characters in the text. The understanding of the text will come naturally.

Conclusion

To sum up, under the current teaching environment, it is not only necessary but also important to introduce western culture into daily college English teaching. English teachers should consciously introduce relevant knowledge, actively explore relevant cultural teaching strategies and methods, guide college students to actively understand western cultures, so that they can better understand the development history and course of English in addition to the mastery of language skills, and cultivate their critical thinking ability. On the one hand, they should understand and respect other cultures, but learn to identify and discard the dross. On the other hand, they should love their own culture and inherit the excellent Chinese studies, which can also help students form a correct world view, values, and outlook on life, so as to establish a positive attitude towards study and life.

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