

Integration of Excellent Traditional Chinese Culture into College English Teaching for Art Majors in Universities

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ABSTRACT

This study focuses on integrating excellent traditional Chinese culture into college English teaching for art majors. It first identifies the core issues in current teaching, such as art students' weak English foundation, distinct learning characteristics, and the lack of Chinese cultural content. Then, it clarifies the necessity of the integration in addressing "Chinese Cultural Aphasia" and responding to curriculum ideological and political requirements. Finally, it proposes five effective integration paths, including optimizing teaching objectives, designing professional-specific content, and adopting flexible assessment methods. The research aims to provide references for cultivating art talents with cultural confidence and cross-cultural communication capabilities, enabling them to tell Chinese stories well on the international stage.

Keywords: *Excellent traditional Chinese culture, College English teaching for art majors, Cross-cultural communication.*

1. INTRODUCTION

Language is part of culture, which can reflect and express the characteristics of a nation, including its history, cultural traditions, living customs, and ways of thinking. Understanding language requires an understanding of culture, and understanding culture also requires an understanding of language. Language is also an important carrier of cultural inheritance, and plays a key role in cultural construction, communication, and recording. The integration of college English teaching for art majors with excellent traditional Chinese culture is a collision of knowledge and experience from different fields. Ingeniously integrating excellent traditional Chinese culture into college English teaching for art majors can not only cultivate students' language application skills, but also enhance their understanding of different cultures, strengthen their cultural confidence in the process of English learning, thereby effectively improving their cultural literacy and cross-cultural communication capabilities, and cultivating more new-era artistic talents who can "tell Chinese stories well and spread Chinese voices" in English.

2. CURRENT SITUATION OF COLLEGE ENGLISH TEACHING FOR ART MAJORS

University art majors are admitted based on their artistic professional scores as the main reference standard and cultural knowledge as a supplement. Their cultural courses, especially English proficiency, are relatively weak compared with students of other majors. In 2024, a new round of art examination reform was implemented. [1] An important change of this reform is to raise the requirements for college entrance examination cultural course scores. After entering the university, English is a compulsory public basic course for college students, applicable to all majors, including art majors. Learning English well can improve art students' cross-cultural communication capabilities, broaden their horizons, more fully demonstrate excellent traditional Chinese culture on the international stage, and better show their talents and creativity.

However, art majors have distinct characteristics in the process of college English

learning, mainly reflected in the lack of interest in English learning, weak basic knowledge, and especially significant deficiencies in English listening and speaking abilities. There are many reasons for this. For example, some art students have a fluke mentality when learning English, believing that English is not a core course of art majors, and usually invest a lot of time in professional courses, resulting in insufficient motivation to learn English. Art majors also often show distinct characteristics in terms of personality traits, ways of thinking, and behavioral habits. For example, they are independent in personality, active in thinking, rich in imagination and creativity, and delicate in emotion. Therefore, college English teaching for art majors needs to fully consider the characteristics and difficulties of their English learning, respect their professional background, focus on students' personalized development, highlight artistry and applicability, thereby stimulating art students' interest in English learning and improving their comprehensive English application capabilities. In addition, for a long time, college English teaching in China has mainly focused on the introduction of English-speaking countries' cultures, while rarely involving Chinese culture, leading to students' inability to elaborate and express Chinese culture in English, let alone spread excellent traditional Chinese culture. This to a certain extent violates the original purpose of personnel training in higher education.

3. NECESSITY OF INTEGRATING EXCELLENT TRADITIONAL CHINESE CULTURE INTO COLLEGE ENGLISH TEACHING FOR ART MAJORS

In 2000, Professor Cong Cong from Nanjing University first proposed the concept of "Chinese Cultural Aphasia", which refers to the "symptom" that Chinese people, as communication subjects, have difficulties in expressing China's unique cultural ideas. [2] The academic community and many English educators in China have carried out a series of researches on the phenomenon of "Chinese Cultural Aphasia" in college English teaching. For example, Professor Cui Gang from Tsinghua University emphasized that cross-cultural communication is two-way. On the one hand, we should continuously introduce excellent foreign cultures, so that we can see foreign culture and art without going abroad; at the same time, Chinese culture should also go out to let people around the

world understand Chinese culture. In 2020, the Ministry of Education clearly required in the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" that literary courses should guide students to consciously carry forward excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture. [3] With the increasingly extensive cultural exchanges and contacts between China and other countries, and the in-depth construction of the "cultural confidence" path under the background of ideological and political education in courses in China, college English teachers should not ignore the teaching of Chinese culture while imparting Western cultural knowledge, and should strengthen the infiltration of Chinese culture in college English teaching. [4] New-era art majors should not only master solid comprehensive English application capabilities, but also attach importance to the learning of Chinese culture, fully understand the differences between Chinese and Western cultures, uphold cultural confidence in the process of cultural exchange and mutual learning between China and the West, explain and promote more excellent traditional cultures and arts with Chinese characteristics, containing Chinese wisdom and embodying Chinese spirit to the world in English on the international stage, and enhance national cultural soft power and the influence of Chinese culture in the world.

4. EFFECTIVE PATHS FOR INTEGRATING EXCELLENT TRADITIONAL CHINESE CULTURE INTO COLLEGE ENGLISH TEACHING FOR ART MAJORS

In view of the current difficulties in college English teaching for art majors in universities and the insufficient awareness and practice of integrating excellent traditional Chinese culture into college English courses, based on the professional background, personality traits, and ways of thinking of art majors, this study attempts to propose the following reform measures for college English teaching of art majors: accurately positioning teaching objectives and teaching concepts, scientifically designing teaching content and teaching links, effectively implementing teaching connotation and spiritual guidance, appropriately applying teaching methods and teaching forms, and flexibly setting course assessment and score

evaluation, so as to better assist the quality education of art majors and cultivate them into international compound talents with family and country feelings, international vision, and cross-cultural communication capabilities.

4.1 Accurately Positioning Teaching Objectives and Concepts

According to the years of teaching practice experience of the teaching team, it is found that art majors have significantly higher sense of difficulty and resistance in English classes after entering the university than students of other majors, and their English foundation is obviously weaker than that of students of other majors, mainly reflected in the lack of vocabulary, unsteady grasp of grammatical knowledge, and poor performance in listening, speaking, reading, writing and translation. Therefore, the college English teaching objectives for art majors should be formulated according to their entrance level and actual conditions to respect the professional characteristics and learning characteristics of art majors. The teaching content should be of appropriate difficulty, close to life, highlighting artistry, cultural nature, novelty and interestingness, so as to ensure the applicability of college English education to art majors.

According to the questionnaire surveys and interviews conducted by the teaching team on art majors in the university, most art majors expect the English knowledge they have learned to be "useful and applicable", effectively improving their cross-cultural communication capabilities, and being able to communicate confidently and effectively in English in future artistic and cultural exchanges. In addition, many art majors believe that learning English is not only learning the language itself, but also exploring culture and art. For example, when the English textbooks involve the content of Western culture and art, teachers can integrate corresponding Chinese cultural elements, guide students to view the artistic and cultural differences of different nations from a rational and critical perspective, and establish and strengthen confidence and pride in excellent traditional Chinese culture while feeling the differences between Chinese and foreign cultures. Therefore, teachers should implement the specific application of English in their teaching concepts and highlight the cultural education function of college English teaching.

4.2 Scientifically Designing Teaching Content and Links

The text materials in college English textbooks are basically selected from original English readings. While conveying language knowledge, they also involve cultural knowledge of different countries and nations, especially focusing on the introduction of cultures and values of English-speaking countries, lacking the integration of Chinese cultural themes. Therefore, teachers should scientifically design and customize teaching content for art majors on the basis of textbooks, appropriately integrate excellent traditional Chinese culture, focus on cultivating students' Chinese cultural literacy and English listening and speaking abilities, and actively guide students to conduct English language output, such as combining PPT speeches, carrying out English dialogues, role-plays, etc., to increase students' opportunities to participate in teaching and actually use English in English classes, learn to tell Chinese stories well and spread Chinese voices in English, and improve the phenomenon of "Chinese Cultural Aphasia". Teachers can also adopt a theme-based project-driven teaching model. For example, college English learning in the first semester takes "campus life" as the theme, the second semester takes "self-cultivation" as the theme, the third semester takes "life pursuit" as the theme, and the fourth semester takes "social responsibility" as the theme. The ideological and cultural connotations of each semester gradually progress, and the learning difficulty also gradually increases, which is not only in line with the law of students' cognitive development, but also in line with the trajectory of students' growth.

In view of the relatively vague English learning ideas of art majors, teachers should ensure complete teaching links, natural connection between before and after, form a chain-like complete teaching process, and guide students to determine clear learning priorities in each teaching link. In the teaching process, teachers can provide students with clear and specific learning guidelines from three dimensions: language knowledge, English skills, and value shaping, to help students carry out effective multi-dimensional learning.

4.3 Effectively Implementing Teaching Connotation and Spiritual Guidance

College English teaching for art majors needs to fully respect their professional background,

interests and hobbies, and emotional needs, and highlight ideologism and artistry. University art majors include music, painting, dance, photography, design, architecture, film and television, animation, etc. Taking the "music" professional field as an example, relevant college English teaching materials can integrate Chinese opera, folk songs, instrumental music, etc. For students in the "architecture" professional field, teaching materials can include traditional buildings with distinct regional characteristics and historical value, such as Beijing-style architecture, Huizhou-style architecture, Sichuan-style architecture, etc., to highlight China's rich traditional artistic elements, let students feel Chinese historical culture, learn specific English expressions of excellent traditional Chinese art and culture, and promote Chinese culture to the world.

With the comprehensive advancement of the construction of ideological and political education in courses in Chinese universities, fully exploring the ideological and political elements of various courses and appropriately and naturally integrating them into teaching has become a new requirement of Chinese higher education. [5] In this context, college English courses for art majors must also actively explore the reasonable integration of ideological and political elements, pay attention to the educational function of English discipline, and effectively highlight the ideological and political nature of English education for art majors. For example, teachers can help students understand the uniqueness and diversity of different cultures by comparing Chinese and Western political economy, history and culture, values, artistic expressions, aesthetic concepts, etc. in the teaching process, cultivate their ability to think critically in the context of globalization, strengthen confidence in the path, theory, system, and culture, and guide students to establish correct world outlook, outlook on life, and values.

4.4 Appropriately Applying Teaching Methods and Forms

Traditional college English teaching mainly focuses on memorizing vocabulary, translating texts and explaining grammar, rather than actual language skill training. This method has poor teaching effect, especially the lack of close connection between listening, speaking, reading and writing. In the teaching process, teachers play an absolute leading role, students' subjectivity is suppressed, they lack opportunities for active

participation, and their learning enthusiasm is insufficient. Based on the professional characteristics of art disciplines, art students often have independent and firm personalities, active ways of thinking, courage to try and innovate, rich imagination, and are good at expression. In order to improve the effect of college English teaching for art majors and inject vitality into their college English classes, it is necessary to create a language learning environment full of cultural and artistic atmosphere for art students, so that students can give play to their artistic expertise while learning and practicing English language knowledge. The "multimodal" teaching model is characterized by the diversification of teaching methods and means, emphasizing the coordination and cooperation of students' multiple modalities such as hearing, vision, and touch. Through the three stages of pre-class, in-class and after-class, teachers combine the advantages of online teaching and traditional teaching to help students obtain multiple learning experiences and richer perceptions.

Modern educational technology provides strong support for the smooth development of "multimodal" teaching, among which micro-lessons are particularly applicable to college English teaching for art majors. A considerable number of art students lack enthusiasm for English learning, and even have resistance, and it is difficult for them to concentrate on English learning for a long time. The prominent feature of micro-lessons is that the teaching content is concise and clear, the teaching time is short, usually 5 to 8 minutes, which can quickly convey knowledge points. In addition, art majors generally advocate freedom, have active thinking, and like to try new things. Through short and concise videos, pictures and texts, animations and other multimedia forms, micro-lessons make the English learning process more vivid and interesting. Their flexibility makes them not limited by time and place, which is more in line with the learning characteristics of art majors. Micro-lessons have distinct themes, usually focusing on a core theme, and usually only involve a certain knowledge point, such as traditional architecture, traditional clothing, etc. Micro-lessons that are consistent with the major of art students help to improve students' learning interest, enhance the pertinence of teaching, and improve the effectiveness of teaching.

4.5 Flexibly Setting Course Assessment and Evaluation

College English teaching for art majors in universities should reflect applicability and artistry, and its course assessment mechanism and score evaluation method should also reflect diversity and uniqueness, mainly including unified assessment and personalized assessment. [6] In view of the standardization, normalization and objectivity that college English courses must follow, unified assessment is indispensable. The content of unified assessment mainly includes classroom tests, mid-term tests and final exams. The assessment content is unified, and the scoring standards are consistent. Every student must participate in and complete it on time. The score of unified assessment generally accounts for about 60% of the total score of the course. Personalized assessment is a customized assessment method according to students' professional characteristics and development needs, reflecting practicality, artistry and cultural nature. The assessment score accounts for about 40% of the total score of the course. The content of personalized assessment mainly includes in-class English presentations and extracurricular English practices. In in-class English presentation activities, students independently design around the unit theme according to their own art professional background and interests. For example, students majoring in painting can display a famous Chinese traditional painting or folk art work in English, or introduce their own creative painting works in English. Extracurricular English practice refers to various activities or competitions at all levels organized by the college, university, or external units where students are studying, which need to be completed in English. For example: participating in the National College Students' English Speech Contest "Understanding Contemporary China"; participating in the hometown tourism promotion officer activity, introducing local historical and cultural sites, artistic forms, natural scenery, etc. in English based on local characteristics. The reason why personalized assessment accounts for 40% of the total score of the course is to provide more opportunities and ways for art majors with relatively weak cultural foundation and not good at cultural course exams to show their English learning results. Including in-class English presentations and extracurricular English practices into college English course assessment and score evaluation fully reflects the combination of the basic, applicable and practical nature of college English courses, and also effectively promotes the

integration of art majors' English capabilities and their professional development. In-class English presentations and extracurricular English practices are not only of great benefit to improving students' cross-cultural communication capabilities, but also enable students to better understand and inherit excellent traditional Chinese culture, establish cultural confidence, and safeguard the root of the motherland's culture.

5. CONCLUSION

Under the background of the construction of ideological and political education in courses, actively exploring effective ways to integrate Chinese culture into college English teaching for art majors is of great value and significance. From the perspective of students' personal development, expressing excellent traditional Chinese culture in English is conducive to improving their own cultural aphasia and enhancing their cross-cultural communication capabilities. Whether in English learning or professional learning, students can correctly view cultural differences and enhance their identification and pride in local culture. English learning and professional learning promote each other and complement each other, and ultimately improve students' comprehensive quality. From the perspective of helping national construction, integrating excellent traditional Chinese culture into college English teaching for art majors in universities helps to cultivate artistic talents with firm cultural confidence and broad international vision. Educating people through culture can better unite the soul; connecting hearts through art can better communicate with the world. It is our mission to cultivate students to actively participate and speak effectively in world artistic and cultural exchanges, sing Chinese voices and tell Chinese stories well on the world stage.

AUTHORS' CONTRIBUTIONS

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