

The Cultivation of Quality Education in College English Teaching from the Perspective of Cultural Differences

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Abstract: In recent years, with China's unprecedented progress in economy, continuous improvement in science and technology and ascending international influence, the improvement of students' comprehensive humanistic quality should be put in the first place. Hence, the quality cultivation of college English should be integrated into Chinese and Western cultures. The cultivation of college English quality should be integrated into correct and objective understanding of Chinese and Western culture, which can continuously stimulate students' interest in English learning and improve students' English listening, speaking, reading and writing skills.

Keywords: Chinese and Western culture; English teaching; Cultivation of quality education

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In English teaching, the main influence of college students' learning barriers and failures does not lie in English teaching knowledge, but the cultural differences between China and the West. Every country has its own cultural origin, and cultural background drives the way in which social values and outlook on life are identified. Language and culture are the embodiment of a country's cultural background. Misunderstanding of a country's language and culture often stem from ignorance of the country's cultural background.

Chinese culture and thoughts are mainly derived from Confucianism of Confucius and Mencius, which emphasize hierarchy and etiquette, selfless dedication, modesty and prudence, and the mean in doing things, unity and cooperation. On the contrary, Western culture advocates equality, individual freedom, self-centeredness and innovative spirit. In English learning, neglecting the background and culture of English learning is not conducive to students' communication activities. Besides, superficial language learning without in-depth learning will cause obstacles to English study. Importantly, rich background knowledge of Western culture is of great help to students' listening comprehension,

reading comprehension and English writing. Meanwhile, it is of profound significance to understand Western culture to further improve students' overall quality and enhance cultural heritage.

1.The Necessity of Chinese and Western Cultural Differences in Teaching

Language and culture are inseparable in English teaching. Language is a form of expression in human history and culture. It is a cultural carrier that can be fully reflected in the historical and cultural background. Culture cannot exist without language, and similarly, language cannot be separated from culture inheritance. Simple language teaching makes our English education not conducive to the smooth development communication activities. As a result, it is difficult to improve students' comprehensive quality, which will directly affect students' interest in learning English and their ability to take the initiative to acquire knowledge. To make things worse, English teaching will deviate from the original direction and affect students' the future development.

(1) Individualism and collectivism

Misunderstandings caused by barriers between two cultures are very common in Chinese and Western cultural communication. Western culture inclines to individualism, which regards independence, autonomy, and equality as important ones, while individual is self-centered and has weak loyalty to the organization; whereas Chinese culture inclines to collectivism where the individual is a member of the group, and the individual behavior exert significant impact on the group. Chinese have a sense of collective honor and dedication, and are loyal and obedient to the group. For college English learners, lack of understanding of Western culture will create certain language barriers to learning. Traditional English learning is centered on teaching. Although students have mastered a large number of vocabulary in the classroom, they rely on the group, lack individual unique thinking and insights, lack the depth and breadth of expression content, and even have language problems in actual language skills training.

(2) Chinese culture and Western culture

Every nation has its own special culture, and the differences between Chinese and Western cultures also cause communication barriers and misunderstandings. Views on matters vary a lot under different cultures. For example, in Chinese culture, the dragon is a sacred object with unlimited power, but it is regarded as a symbol of evil after the birth of Christianity. What's more, influenced by traditional culture, Chinese people like to introduce our interests and hobbies at first meeting, which is generally considered normal. However, these aspects are all private in

Western culture. Chinese do not mind talking about sensitive issues such as age and wages, but in Western culture, these are very taboo. All of these differences show that some unique cultural habits are also indispensable for us to learn English. In English teaching, attention should be paid to the awareness cultivation of cultural differences between China and the West so that English learning will not seem void. In addition, we should avoid only learning some superficial things without a deep understanding of western culture. We need to strengthen the English skill training, enhance cross-cultural awareness, understand Western culture in multiple levels, multiple dimensions and multiple forms, and increase the background knowledge of Western culture, thereby, effectively improving the learning effect. Students' language communicative competence developed under different cultural backgrounds will change their way of thinking in language learning and better understand the customs and habits of second language countries. The improvement of students' language communicative ability can enhance the thinking ability of Chinese and Western cultural differences, and effectively improve the communicative ability and understanding degree of communicative culture. If the understanding is not deep, it is easy to lead to violation of the rules, lack of courtesy and respect.

In addition, analyzing English words can better reflect the differences between Chinese and Western cultures. We should not only inform students of the meaning and usage of words, but also the cultural meaning behind the words. In this way, the word is a "living" word, not just a combination of letters. The attitude of foreigners towards dogs differs from that of Chinese. For example, the word "dog" in Chinese culture often means loyalty, docility, and friendliness, while it possesses a more profound meaning in English. "Every dog has its day" means "Every dog has its lucky day". This is an idiom to comfort others when they are frustrated, which means that everyone has good luck at some time. "Dog-eat-dog" literally means that a dog eats a dog, the behavior of which appears cruel and ruthless. Consequently, it is used to describe cruel and ruthless and self-interested competition; "Work like a dog" literally means working like a dog, but the actual extended implication means working crazily.

(3) High uncertainty avoidance and low uncertainty avoidance

Uncertainty avoidance affects an organization's attitude towards risk. In society, people always feel threatened to uncertain and ambiguous situations. In order to prevent threats, many clauses, regulations and others will be stipulated. Different organizations, societies and countries have different levels of preventing uncertainty. Countries with a high degree of uncertainty avoidance will try to avoid uncertain things. Under this circumstance, people have strong requirements for regulations and plans under great mental pressure, and they are aggressive towards study and work; while countries with low uncertainty avoidance are easy to accept