

Innovative Practice of College Students' English “Building Morality and Cultivating People” Education from the Perspective of Multiculturalism

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Abstract: China's rapid development in modern times has become an important country in the world. Therefore, the cultures of various countries continue to cross and integrate in China. Language is the carrier of culture. Under the function of language, international culture is constantly spread and exchanged. As an important part of basic education, language education, especially college English education, significantly contains multiple international cultures. From the perspective of multiculturalism, the development status of college English teaching reflects the importance of multicultural infiltration. The following explores college English teaching strategies from the perspective of multiculturalism from three aspects: establishing “double qualified” teachers, paying attention to mother tongue and cultural differences, establishing diversified teaching concepts and establishing teaching culture evaluation system.

Keywords: Multiculturalism; College English; Teaching Strategies; Building Morality and Cultivating People

1. Introduction

English is widely used as an international language. In China, English teaching is also used as basic education, which has been included in learning since the stage of compulsory education. English has the characteristics of application-oriented. The goal of English teaching is to cultivate compound talents who can communicate daily in English and transmit subject information. However, in the current teaching mode, English learning is often bound by exam oriented education, and students have many deficiencies in English learning. With the influence of examination oriented education from the stage of compulsory education, Chinese students often obviously reflect the phenomenon that English learning is separated from cultural infiltration when entering college English learning. How to study college English from the perspective of multiculturalism, finally obtain the correct English learning path and become a compound talent in line with the requirements of the new era is very worthy of serious exploration.

2. The current situation of lack of cultural infiltration in college English education

As an important subject in college learning, English is obviously reflected in the examination rules. Due to the establishment of CET-4 and CET-6, many students' college English learning still continues the exam oriented English learning mode in the stage of compulsory education. In terms of teaching arrangement, due to class hour constraints and other factors, college English teachers adopt a relatively single form in teaching, mainly focusing on traditional models such as vocabulary, grammar and article analysis. Their awareness of infiltrating cultural learning in English learning is very weak. On the other hand, China's universities and colleges are large and widely distributed. Universities in various places have some local regional characteristics. English learning is involved in all majors in the university, and English learning also undertakes the characteristics of discipline teaching objectives of various majors. Therefore, the learning of college English teaching in different regions and majors in China should have different teaching objectives and processes, but most universities, no matter which major, arrange their English learning with roughly unified syllabus and

objectives, which can not reflect the differences in English learning and penetrate the influence of different subject cultures on English learning. Students in the results of English learning can not achieve the special knowledge objectives required by the major. Another phenomenon is that the cultural infiltration in English learning is too single. Some teachers pay more attention to the cultivation of students' ability and pay attention to the teaching of students' flexible use of English. However, the teaching of cultural infiltration is often limited, and the multicultural quality of teachers themselves is not high, which leads to the concentration of cultural infiltration teaching on some single culture, resulting in the deviation and lack of students' understanding of cultural knowledge.

3. Exploration and research on the strategies of college English teaching from the perspective of multiculturalism

3.1 Paying attention to the cultivation of teachers' own quality and establishing "double qualified" teachers

As the main transmitter of college English teaching, college teachers' important actions are self-evident. To learn college English from a multicultural perspective, first of all, college teachers need to adjust and arrange students' teaching from a multicultural perspective. College students need teachers to effectively control the learning direction of English. However, most college English teachers in China lack their own multicultural literacy, and their awareness of multicultural teaching is also relatively weak. Therefore, building teachers' own multicultural literacy is the primary task of learning college English from a multicultural perspective.

For example, the increase of multicultural literacy of university teachers can be promoted by the University. The school should establish "double qualified" teachers, that is, they should have professional English teaching ability and the teaching ability of other subject cultures. The school can establish a discipline exchange learning team, build a learning and communication bridge between English teachers and teachers of other disciplines, and provide English teachers with access to other knowledge. We should strengthen the assessment and hierarchy system in daily work, add the investigation of English teachers' multicultural literacy to teachers' rating and assessment, and guide and check teachers' comprehensive quality. The school should also provide English teachers with a channel for school enterprise cooperation, so that English teachers can plan to integrate the practical knowledge of English majors required by enterprises into daily teaching, and cultivate compound talents who can adapt to the social market.

Starting with teachers' own multicultural awareness, we should improve teachers' comprehensive quality training and establish "double qualified" teachers, in order to effectively promote college English learning from the perspective of multiculturalism.

3.2 Mother tongue culture is as important as cultural differences

The real multicultural perspective should not only include the concept of international culture. First, when learning this language, we should be familiar with the cultural connotation of the mother tongue country, so as to expand the culture of other countries on this basis. There are great differences in global cultures. In English learning, we should adhere to the basis of our own culture, and the intake of other cultures should not be single. Many teaching methods confine cultural infiltration only to individual English speaking countries, while ignoring the problem of international cultural differences. The examination of college students' English ability is often through the medium of English to examine students' knowledge of humanities, science and technology, politics, history and other aspects. These problems are global, and the cultural links between countries are inextricably linked. Language is only a carrier. If the reading and analysis of an article can be based on cultural familiarity, it will get twice the result with half the effort in learning and analysis.

For example, the teaching of reading in college English often involves a lot of humanities content, "Door Closer, Are You?" This text not only analyzes some philosophical theories through Xiang Yu's story, but also complements some experimental analysis of the story of Chinese historical figure Xiang Yu by Dr. Arelli of MIT, and jointly expounds what meaningful doors we should choose to open and which doors we should close in life to obtain more opportunities and happiness. In the teaching of this article, the division of class hours should reduce the contents of vocabulary and grammar to a certain reasonable range, because college students have a good foundation of English, and the learning of vocabulary and grammatical structure needs to cultivate the awareness of self-study and research. The combination of ancient Chinese culture and foreign culture contained in the article needs to spend more class hours to

expand college students, make corresponding analysis of the drawn Chinese history knowledge, and then deepen the philosophical theory through some examples of foreign scholars, so that students can learn how to explain and express humanistic philosophy in English in this article, which is the key to teaching.

3.3 Establishing a correct teaching concept and establishing a new teaching culture evaluation system

To integrate multiculturalism into college English learning, schools and teachers need to grasp the correct teaching concept of college English, always separate English learning from the foundation of exam oriented education, and permeate the inheritance and exchange of culture. We should correct the direction of learning from the perspective of concept, and there needs to be a certain evaluation from the perspective of results in order to make the learning process have a correct direction. Therefore, grasping the correct teaching concept and establishing a teaching culture evaluation system is the key to learning college English from a multicultural perspective.

For example, when learning the college English text “Five Famous Symbols of American Culture”, teachers should always have a correct concept of multicultural integration when grasping the teaching direction. In addition to the foreign cultural symbols mentioned in the text, such as the goddess of liberty, bison nickel, Gothic, Barbie doll and Uncle Sam, teachers should expand and compare the main symbols of Chinese culture to students, Such as the Great Wall, Terracotta Army, the Imperial Palace, tea culture and so on. In the evaluation system of teaching culture, the school can evaluate students’ daily learning in stages. For example, to break down the knowledge of various cultural types into various stages of the semester, the integrated evaluation of philosophy and culture, humanities and history, political science and other contents in each stage is incorporated into the student evaluation system, as the promotion and test of students’ comprehensive cultural literacy.

4. Conclusion

China needs to cultivate college students with comprehensive quality and meet the needs of market development. English, an international language, as a medium of various scientific, technological, cultural and economic exchanges, must be mastered by compound talents. The study and mastery of English should not be limited to the content of books. It has the integration of multiculturalism and the penetration of expanding disciplines. Therefore, contemporary college students and teachers need to make real-time adjustments in the learning cognition of this discipline, and look into the infiltration of diversified culture and discipline content, so as to truly grasp the knowledge energy brought by this discipline.

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