

A Brief Talk on the Integration of the Cultural Moral Education with College English Cultural Courses

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ABSTRACT

As everybody knows, it is the responsibility for college English teachers to improve the cultural and moral qualities of the college students through classroom teaching in the new period. And college English cultural courses are shouldering the task to help the college students inherit as well as propagate the traditional culture, learning about the foreign culture and promoting the communication between different cultures so as to improve their cultural self-confidence and intercultural capacity. Undoubtedly it is necessary for these courses to promote their moral level and lift up their comprehensive cultural quality. This thesis begins with the detail explanation on how to catch the real meaning of the moral education through classroom teaching, and then the author has made an overall analysis on the necessity and the significance of carrying out the moral education in college English cultural courses. Finally some suggestions have been given on how to integrate the moral education with the classroom teaching of college English cultural courses organically to achieve the goal of promoting the moral quality and cultivating the talents with the higher cultural moral quality in the advanced education.

Keywords: Moral education, Cultural courses, Integration, College English, The classroom teaching.

1. INTRODUCTION

Nowadays, How to push forward the overall development of college students is becoming the hot topic in most colleges or universities all over the country, which has triggered the debate among more and more college teachers. As the cultural courses in College English, "the Overview of Chinese Culture" and "the Intercultural Communication" undertake the mission to inherit and propagate the traditional culture, as well as strengthen the communication between different cultures. As a result, it is all the college English teachers' responsibility to promote their moral level, lift up their comprehensive cultural quality and improve their cultural self-confidence as well as the intercultural capacity by means of the above courses. However, what does the moral education in the college courses mean indeed? And what measures should be taken to carry out the moral education in all the college courses very well? By taking the cultural courses in College English for an

example, a profound and full discussion will be made to find the answers to the above questions.

2. THE OVERVIEW OF THE MORAL EDUCATION THROUGH THE CLASSROOM TEACHING IN THE WHOLE COLLEGE OR UNIVERSITY EDUCATION

The concept of the moral education refers to the integration or combination of the cultural and moral elements with the usual classroom teaching of all courses from the primary school to the university in order to boost the students' cultural moral qualities and promote their overall development. Specifically speaking, while designing the classroom teaching, the teachers need to put the cultural moral elements existing in the teaching content into the full use and integrate them into the whole teaching process so as to carry out the purpose of cultivating the students roundly. When it comes to the college English cultural courses, what the teachers can do is just to make full use of the positive cultural moral

elements, letting the students know about the real significance and the unique fascination of the Chinese traditional culture as well as the diversity of some other foreign cultures so that they can take a right attitude towards the Chinese traditional culture and the foreign cultures to improve their comprehensive humanistic cultural quality and their individual moral level as well as their intercultural communicative capacity.

3. THE NECESSITY AND THE SIGNIFICANCE OF CARRYING OUT THE CULTURAL MORAL EDUCATION IN THE COLLEGES OR UNIVERSITIES

As for the whole college education, the cultural moral education should be highlighted as much as possible, which has to do a lot with the moral qualities of most college students and the future of the whole country. Specifically speaking, its importance is mainly manifested in the following aspects.

3.1 It Is Helpful to Improve the Ideological Moral Quality of Most College Students

College students stand for the future of the whole country and their comprehensive quality especially their moral quality determines whether a country will be powerful and prosperous in the future. That's the reason why the whole state and all the colleges or universities give the priority to the ideological moral education. If most college students have the higher ideological moral quality, undoubtedly it will be much easier for them to set the correct world view and the outlook on life at the beginning, which can help them to take as many social responsibilities as possible and make more contribution for the whole society as well. Therefore, it is necessary for all the courses in the whole college education to take the mission of making the ideological moral education for the college students. Only by doing like this, can the whole college or university education play its role of educating the students morally and ideologically to its largest extent so as to cultivate as many qualified talents with as possible for the whole society in the future.

3.2 It Is Helpful to Improve the Comprehensive Cultural Quality of the College Students and Boost Their Cultural Self-confidence

As everybody knows, for this or that reason, most college students especially the students who major in science and engineering don't know much about Chinese traditional culture. If being asked about some common cultural questions such as "which dynasty did Qi Jiguang live, or in what time was paper introduced to the Western country?", few of them can give the right answer easily and accurately. As a result, it is an urgent task for most college teachers to make the students know about the traditional culture and inherit it from generation to generation. By making full use of the teaching content of the whole cultural courses, the students can learn the Chinese traditional culture systematically, mastering the essence of the Chinese traditional cultural value such as benevolence, filial piety, righteousness, honesty etc. and understanding their real meaning in the modern society so as to carry out the creative transformation and the innovative development of the Chinese traditional culture in the 21st century. By learning about Chinese ancient literature such as Book of Songs, Tang Poetry as well as Novels in Ming and Qing Dynasties and Chinese traditional arts such as Chinese music, Chinese painting and Chinese traditional opera, they can recognize the charming and the diversity of Chinese traditional culture in order to stimulate their love for the traditional culture and strengthen their cultural self-confidence further.

3.3 It Is Favourable to Take a Right Attitude Towards both Traditional Culture and Western Culture, Helping Improve Their Intercultural Capacity

Through the organic integration of the ideological political education in the College English Cultural course, it is much easier for the students to take a right attitude towards the traditional culture as well as the Western culture. Because of the immaturity psychologically and physically, there are two different tendencies in tackling Chinese traditional culture and the Western culture among most young college students. One tendency is just to worship the Western country blindly; in these college students' eyes, everything in the Western culture is advanced, energetic and fashionable whereas Chinese traditional culture is

just the symbol of being backward, conservative and outdated. The other tendency is to take a totally exclusive attitude towards the foreign cultures; according to these students, Chinese traditional culture is the most excellent one and it is not necessary to learn about the foreign culture especially the Western culture because it is reactionary, corrupt and decay. Needless to say, neither the above two attitudes are correct and appropriate, which will be not beneficial to the growth of the college students. Therefore, it is the teachers' responsibility to give the correct guidance and help them take the right attitude towards different cultures through the classroom teaching. As the college students in the 21st century, it is their responsibility to pass on the traditional culture from generation to generation, and try their best to transform or develop it creatively according to the requirement of the new era. However, inheriting the traditional culture never means excluding all the foreign cultures including the Western culture, instead, it is necessary to take a respectable, understanding and tolerant attitude towards the foreign cultures, absorbing all the positive and beneficial elements from them so as to put forward the development of Chinese culture. Only by doing this, can the traditional culture be made a real progress in the new century and can the students' intercultural capacity be promoted indeed.

4. THE INTEGRATION OF THE IDEOLOGICAL MORAL EDUCATION WITH THE CLASSROOM TEACHING OF THE COLLEGE ENGLISH CULTURAL COURSES

When it comes to the detail integration of the ideological moral education with the classroom teaching of the college English cultural courses, the following aspects will be involved in the corresponding classroom teaching.

4.1 The Preparation Before Class

First of all, it is necessary for the teachers to recognize the importance of integrating the ideological moral education into the classroom teaching of college English cultural courses, making it become one of the important guiding principle and the objectives for the whole classroom teaching. While making the teaching plan and designing the detail procedures, what all the teachers in the curriculum group need to do is

just to find out the entry point to integrate some ideological moral factors into the classroom teaching of each chapter. Taking the Overview of Chinese Culture for an example, while making the teaching plan and the teaching objective for Chapter One which mainly talks about the ancient Chinese philosophical thoughts, through the extensive discussion, all of the teachers have reached a consensus that "benevolence and honesty should become the entry points to carry out the ideological moral education. After all, benevolence and honesty, as the main constitution of the Chinese traditional cultural value are also in agreement with the main content of the Socialist Core Values such as "friendliness" and "integrity" very highly. While learning the second chapter about Chinese Literature, some patriotic poets and their famous works such as Qu Yuan, Du Fu, Su Shi and Xin Qiji have become the main knowledge points for making the patriotic education for the students. And while teaching Chapter Seven about the international business etiquette in the course of Intercultural Communication, some issues in gift-giving and the main principles in the international exchange have become the main contents to carry out the ideological moral education in order for the students to show their appropriateness, optimism and self-confidence in the international occasion in the future.

4.2 The Teaching Process in the Classroom

It is well known that the most important thing is just how to integrate the ideological moral elements into the detail procedures of the classroom teaching in order to make an effective or successful ideological moral education among all the college students. Of course, it is very important for all the teachers to ensure the accomplishment of the main teaching task and the realization of the main teaching objective. However, in face of some knowledge points relevant to the ideological moral factors, the most important thing for the teachers to do is just how to make these knowledge points connected with the contemporary social practice and the students' daily life. Only by doing this, can teachers make the ideological moral education accurately and naturally and can the students acquire a more overall understanding and a deeper interpretation, which can help get a better educational result. For example, in Chapter One, while talking about "benevolence" and "honesty", on basis of making the essential explanation of these abstract concepts, the teachers put forward the

following questions such as "What's the difference between 'benevolence in Confucianism' and 'friendly affection in the modern society'?" "As a college student, what should we do to become a honest and trustworthy citizen in the future?". By making a discussion and giving their opinions about the above questions, we can make most students achieve a correct and profound understanding about the significance of these traditional cultural values in the modern society, and most importantly, their consciousness to become a qualified citizen with kindness and integrity has been lifted up more greatly than ever before. In addition, while leaning Chinese literature, the students are told to read the poems of these patriotic poets loudly in the classroom and give their own opinions about the patriotism contained in them. And in dealing with the teaching content of some principles in the international exchange, the teachers just associate these principles with the current international situation. By giving some lively examples such as the trade negotiation between China and American, they try their best to make the students comprehend the principles really and put them into use in the future life effectively so as to display the necessary sense of national pride as well as the strong self-confidence of Chinese traditional culture on any occasion.

4.3 The Colorful Teaching Activities

As everybody knows, it is indispensable for the teachers to organize many different kinds of interesting activities in order to integrate the ideological moral education into our classroom teaching effectively, and only with these colorful activities, can the students' learning interest be inspired greatly and the goal of making the ideological moral education can be carried out smoothly and successfully. For example, while teaching the Chinese ancient philosophical thoughts in the Overview of Chinese Culture, some documentary videos have been introduced to the students so that they can understand the abstract cultural values completely and deeply, putting them into a good use in their daily life. And in the classroom teaching of daily verbal interaction for Intercultural Communication, the students are organized to make a short play performance in groups in order to comprehend the difference of daily communication between China and the Western countries easily, improving their capacity to distinguish the right from the wrong as well. While learning Chinese literature and Chinese arts, the students are encouraged to show their talents about

Chinese literature or Chinese traditional arts in groups in the classroom. By sharing a poem, a novel, a piece of traditional music, a painting or calligraphy work with all the other students, not only has the participants' learning enthusiasm been stimulated greatly, also they have achieved a complete appreciation about the endless charming of the Chinese literature and Chinese traditional arts, which will strengthen their love for Chinese traditional culture further in turn. As well, when talking about Chinese festivals, the following topics such as "What do you think about the popularity of the Western festivals in our society and what should you do to make our traditional festival interesting and meaningful?" are put forward for the students to make a discussion in order that they can take an open and tolerant attitude towards the foreign culture as well as strengthen their protective consciousness about the traditional culture at the same time. As for the Chinese dietary and the dieting etiquette, the students are told to make a discussion on such a topic as "What should be done to form a good diet habit and keep a good table manners in the daily life as a college student?" so as to help them recognize the importance of having a healthy diet habit as well as some good table manners in their daily life. Last but not least, the students are also organized to make a power points presentation about the distinctions between Chinese culture and the Western culture for the course of Intercultural Communication from different aspects such as friendship, marriage concept, educational concept, dietary and so on. And as for the Overview of Chinese Culture, all the students are encouraged to make a power point presentation about Chinese education, Chinese medicine, Chinese ancient science and technology in groups for learning about the difference between Chinese culture and the Western culture as well as the superiority of our traditional culture, promoting their intercultural consciousness and bolstering their sense of pride for the traditional culture.

5. CONCLUSION

In one word, integrating the ideological moral elements into the classroom teaching of all the courses is an inevitable requirement under the background of highlighting the ideological moral education in today's society. As the college English teachers undertaking the teaching of cultural courses, first of all it is the common mission to recognize the responsibility to improve the students' ideological moral standard. Then it is necessary for most college teachers to strengthen the moral

theoretical learning in order to lay a solid foundation for carrying out the ideological moral education in the classroom teaching. As well, there is a necessity for most teachers to read as many cultural books as possible, being familiar with Chinese traditional culture and the Western culture further. In addition, they need to make a further improvement and innovation about their classroom teaching methods according to the requirement of pushing forward the ideological moral education. All in all, it is not possible to accomplish the task of carrying out the ideological moral education among the college students only by the teachers themselves, instead such a task needs the common effort from the school authority to the teachers and the college students. Only by working hard together and coordinating with each other, can it be possible to realize the goal of making an effective ideological moral education in the whole college education and can the moral ideological level of most college students be promoted really in the end.

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