Research Article

A Study on the Path and Innovation of Traditional History and Culture into University English Teaching Curriculum

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ARTICLE INFO	ABSTRACT
	From the perspective of improving the comprehensive quality of talents, it is extremely necessary to integrate traditional history and culture into the teaching curriculum. To this end, we propose a study on the path and innovation of integrating traditional history and culture into university English teaching programs. Based on the value orientation of university English teaching from seven perspectives: public, instrumental, humanistic, basic, intercultural, pertinent and practical, and based on the principles of correct value orientation, people-oriented, focusing on the characteristics of the discipline and upholding the overall design, we design the innovation of integrating traditional history and culture into the university English teaching curriculum in four aspects, namely, the curriculum, the form of teaching organization, the method of teaching, and the evaluation of teaching. **Keywords:** Traditional history and culture; University English teaching curriculum; Value orientation; Integration principle; Curriculum; teaching organization; Teaching methodology; Teaching evaluation.

INTRODUCTION

Traditional historical culture has many values in the field of education. First of all, it emphasizes the cultivation of moral ethics, such as integrity, filial piety, etiquette and other values. Inheritance through classic works, ancient poetry and other ways helps to cultivate students' moral quality and code of conduct, and promote social harmonious development [1-3] . Secondly, traditional history and culture can enhance students' cultural self-confidence and pride, help them develop their personality better in the context of globalization, and make positive contributions to national cultural exchanges and dissemination [4] . In addition, traditional culture can also stimulate students' innovation ability, cultivate their artistic appreciation ability and aesthetic ability, and improve their comprehensive quality [5-6] . The research on the integration of college English moral education based on the results oriented teaching model proposed in literature [7] reflects the transformation of education evaluation from input to output. This teaching mode focuses on students' independent learning and inquiry learning, aiming at cultivating students' innovative ability, critical thinking and problem-solving ability through clear learning objectives and achievement orientation. In the integration of college English moral education, this model can guide students to deeply understand English language and culture, integrate traditional historical culture, and enhance students' cultural consciousness and cultural self-confidence. Literature [8] has made an in-depth analysis of the phenomenon of cultural loss in college foreign language teaching and proposed reconstruction strategies. The research shows that there is a general lack of introduction and dissemination of culture in current foreign language teaching in colleges and universities, which leads to students' insufficient cognition and understanding of culture. In order to reconstruct this situation, literature [8] proposed measures such as adding cultural content, improving teaching methods, and strengthening teacher training, aiming to better inherit and promote traditional historical culture through foreign language teaching platforms.

Combined with the above analysis, the integration of traditional history and culture in college English teaching has important moral education value. First of all, it helps to cultivate students' moral character and cultural self-confidence [9-10] . Through learning traditional history and culture, students can better understand the spiritual home and identity of the nation

and enhance their sense of cultural identity and pride. Secondly, it can improve students' cross-cultural communication skills. In the context of globalization, students who master English and understand culture will be more competitive and better able to carry out international exchanges and cooperation [11-12]. In addition, the integration of traditional history and culture can enrich the teaching content, improve the quality of teaching, and cultivate students' aesthetic and humanistic qualities. To sum up, traditional history and culture have great value in the field of education. Integrating traditional history and culture into university English teaching not only helps to cultivate students' moral quality and cultural confidence, but also improves their intercultural communication ability and comprehensive quality [13-14]. At the same time, it is also necessary for educators to explore and innovate teaching methods in order to better inherit and promote traditional history and culture.

For this reason, this paper proposes a research on the path and innovation of traditional history and culture into university English teaching curriculum.

1 AN ANALYSIS OF THE VALUE ORIENTATION OF UNIVERSITY ENGLISH TEACHING AND LEARNING

This paper analyzes the value orientation of college English teaching from seven perspectives: public, instrumental, humanistic, basic, intercultural, pertinence and practical [15-16], as shown in Table 1.

Table 1 Analysis of value orientations in teaching English at university

Value	Significance	Meaning
Publicity	This means that it targets a broad group of non English major undergraduate students and is a course shared by almost all college students.	The commonality is reflected in the unity and universality of its teaching syllabus, teaching objectives, teaching evaluation, and series of textbooks, ensuring the foundation and popularization of English education.
Instrumentality	This instrumental value orientation aims to enable students to effectively use English for communication, learning, and work.	By providing practical language knowledge and skills, college English teaching provides strong support for students' future career development and social adaptation.
Humanity	This humanistic value orientation aims to promote the comprehensive development of students through English teaching.	In the teaching process, English teachers guide students to feel the emotions and qualities behind English knowledge, gradually improving their humanistic literacy and cultural taste.
Fundamentals	This fundamental value orientation is reflected in the cultivation of students' basic knowledge and skills.	Through systematic English teaching, students can achieve comprehensive improvement and development in language, culture, thinking, and other aspects.
Cross cultural	This value orientation aims to cultivate students' cross-cultural communication skills, enabling them to understand and respect different cultures and engage in effective cross-cultural communication.	By learning English and being exposed to English culture, students can better understand the differences and commonalities of diverse cultures around the world, enhance their international perspective and cross-cultural communication skills[17-18].
Targeted	This value orientation is reflected in the selection of teaching content, the application of teaching methods, and the setting of teaching objectives.	Through personalized teaching arrangements and differentiated teaching strategies, college English teaching can better meet the needs and development directions of different students.
Practicality	This practical value orientation aims to cultivate students' language practice ability and problem-solving ability.	By organizing various English practical activities and task-based teaching methods, students can better master language skills and improve their practical application abilitie s[19-20].

To summarize, the value orientation of university English teaching has been comprehensively reflected in seven aspects: public, instrumental, humanistic, basic, intercultural, relevant and practical. These values are interrelated and mutually reinforcing, and together they constitute the core concepts and goals of university English teaching.

2 PRINCIPLES OF INTEGRATION OF TRADITIONAL HISTORY AND CULTURE WITH UNIVERSITY ENGLISH TEACHING CURRICULUM

In analyzing the implementation principles of the integration of traditional history and culture with the university English teaching curriculum, this paper analyzes in detail from four perspectives: correct value orientation, people-oriented, focusing on the characteristics of the discipline and upholding the overall design.

2.1 Correct value orientation

In the process of integration, the value orientation of promoting excellent traditional culture should be clarified to ensure the positive influence of traditional history and culture in university English teaching and to cultivate students' cultural confidence and pride. Secondly, we should pay attention to balancing Chinese and Western cultures, not only introducing and teaching traditional history and culture, but also respecting and understanding Western culture, avoiding cultural prejudice and

misunderstanding [21-22] .

2.2 People-centered

The integration of traditional culture must be based on the principle of gradual progress. When teachers integrate traditional history and culture, they should gradually increase the cultural content from simple to complex to ensure that students can accept and understand it. Secondly, the content of traditional culture should be practical and related to students' daily life and learning, so as to stimulate students' interest and enthusiasm in traditional culture. On this basis, in the process of integration, students' needs and interests should be fully considered, and traditional historical and cultural contents that are closely related to students' lives and easy to understand should be selected to improve the teaching effect [23-24] .

2.3 Focusing on the characteristics of the discipline

As a language subject, college English has its unique characteristics. When integrating traditional history and culture, we should pay attention to the rule of language learning, and understand and feel traditional culture through language learning. At the same time, considering the cross-cultural nature of English teaching, the integration of traditional history and culture should help to cultivate students' cross-cultural communication skills and promote the communication and understanding between different cultures.

2.4 Adherence to the overall design

When integrating traditional history and culture, the course content structure should be designed as a whole to ensure that traditional history and culture and college English teaching content are integrated and complement each other. At the same time, a variety of teaching methods and means, such as classroom lectures, case studies, group discussions, etc., should be actively adopted to promote students' in-depth understanding and application of traditional history and culture [25] . On this basis, a scientific evaluation system is set up to evaluate students' performance in the integration of traditional history and culture with college English teaching, so as to ensure the measurability and assessability of the integration effect.

3 TRADITIONAL HISTORY AND CULTURE INTO THE UNIVERSITY ENGLISH TEACHING CURRICULUM INNOVATION PATH

3.1 Teaching curriculum

In terms of curriculum, in order to ensure that traditional history and culture can deeply penetrate into university English teaching, it is necessary to build a comprehensive and systematic curriculum system. Figure 1 shows the curriculum of university English teaching designed in this paper, which integrates traditional history and culture.
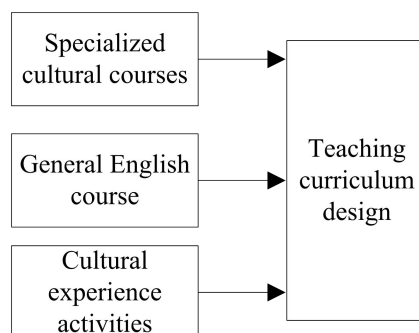
Figure 1 The curriculum of university English language teaching that incorporates traditional history and culture

First of all, specialized cultural courses are indispensable, such as the course "Traditional Culture and English Expression", which provides students with a comprehensive window into cultures and teaches them how to express and communicate these cultures appropriately in English. The course will cover various aspects of culture, such as philosophy, art, history, festivals, etc., aiming at developing students' intercultural communication skills. Secondly, in the General English program, traditional cultural content related to the theme needs to be skillfully interspersed. For example, while talking about western festivals, traditional festivals, such as the Spring Festival and the Mid-Autumn Festival, can be contrasted so that students can understand the customs and connotations of the festivals in different cultural contexts. In addition, historical events can also become teaching materials. By telling stories of historical events, it can not only increase students' interest in reading, but also help them better understand the background of history and culture. Finally, in order to let students feel the charm of traditional culture more intuitively, a series of cultural experience activities can be organized. These activities can include cultural lectures, inviting experts to explain the essence of traditional culture, or organizing cultural expeditions, leading students to experience the atmosphere of traditional culture, such as visiting museums, monuments and so on. Through these activities, students can gain a deeper understanding of traditional culture and enhance their cultural self-confidence.

3.2 Construction of teaching organization form

In the form of teaching organization, it is necessary to adopt flexible and diversified ways to meet the learning needs of different students. Figure 2 shows the organization of university English teaching with the integration of traditional history and culture designed in this paper.
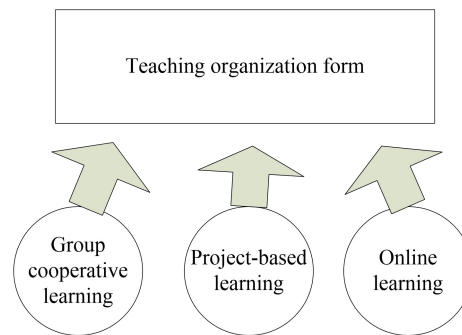
Figure. 2 Organizational forms of teaching English at the university level that incorporate traditional history and culture

First of all, cooperative group learning is a very effective form of teaching. Through grouping, students can discuss the theme of traditional culture and share their opinions and feelings. This form not only promotes communication and interaction among students, but also develops their teamwork and critical thinking skills. In the process of discussion, students can inspire each other and deepen their understanding of traditional culture. Secondly, project-based learning is a form of teaching organization that can stimulate students' initiative. Teachers can set up research projects related to traditional culture and let students carry out in-depth research around the projects. Students need to search for information, analyze problems, propose solutions and finally present their research results. This learning process can help students understand the connotation of traditional culture more deeply and improve their research ability and expression ability. In addition, with the continuous development of information technology, online teaching resources also provide more possibilities for teaching. We can utilize online teaching resources such as catechism and microcourse to provide students with more diversified learning experiences. These resources are flexible and convenient, and students can learn according to their own time and interest. At the same time, online teaching resources can also provide a rich variety of learning content and forms, such as video lectures, online interaction, etc., so that learning becomes more lively and interesting.

3.3 Innovations in teaching methods

In terms of teaching methods, inspirational teaching and inquiry-based learning should be emphasized to better integrate traditional culture into university English teaching. Figure 3 shows the university English teaching method designed in this paper, which integrates traditional history and culture.
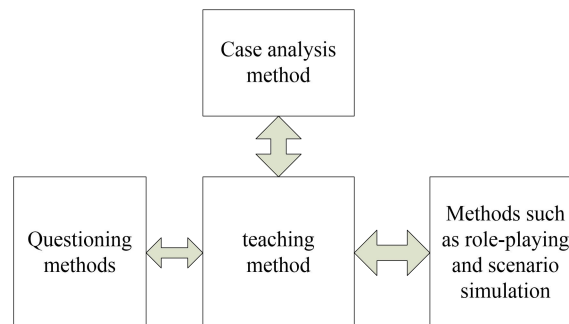

Figure. 3 University English teaching methods incorporating traditional history and culture

First of all, teachers can stimulate students' interest in thinking by asking questions. These questions can be centered on the core elements of traditional culture, such as festivals and customs, historical figures, philosophical ideas, etc., and lead students to think and explore on their own initiative. During the discussion, teachers can encourage students to express their own views and listen to others' opinions, so as to cultivate their critical thinking and multicultural communication skills. Secondly, teachers can utilize the case study method to let students feel the practical application value of traditional culture through concrete cases. These cases can be real events in history or cultural phenomena in modern society. By analyzing the cases, students can understand the significance and value of traditional culture in modern society more intuitively, so as to enhance their cultural self-confidence and sense of identity. In addition, in order to let students experience the process of cross-cultural communication more deeply, role-playing and simulation situations can be used. Teachers can set up a specific cross-cultural communication scene and let students play different roles to simulate the real communication process. This teaching method can make students feel the differences and conflicts between different cultures in practice, and learn how to communicate effectively across cultures. Through the simulation of real situations, students can better understand the meaning of traditional culture and improve their cross-cultural communication skills.

3.4 Teaching evaluation mechanisms

In teaching evaluation, a diversified evaluation system should be constructed to comprehensively evaluate students' performance in the integration of traditional history and culture and college English teaching. Firstly, formative evaluation can be adopted to pay attention to students' performance and progress in the learning process, and give timely feedback and guidance. Secondly, summative assessment can be introduced to evaluate students' mastery of traditional cultural knowledge and application ability through final examinations and project presentations. In addition, experts from outside the school or cultural organizations can be invited to participate in the evaluation to provide more objective and comprehensive evaluation opinions.

4 CONCLUSION

The integration of traditional history and culture into university English teaching programs has far-reaching practical educational significance and important guiding value for the cultivation of talents. From the perspective of practical educational significance, such integration can enhance students' cultural self-confidence. Through learning and understanding traditional culture, students can more deeply realize the profoundness and unique charm of culture, and thus enhance their sense of identity and pride in their own culture. This kind of cultural self-confidence not only helps them to express their own views more confidently in international exchanges, but also helps them to maintain their cultural roots in the context of globalization, and to pass on and carry forward the excellent traditional culture. From the viewpoint of guiding value of talent cultivation, integrating traditional history and culture into university English teaching curriculum can help cultivate talents with global vision and multicultural literacy. Under the background of globalization, talents with global vision and multicultural literacy are more capable of adapting to the development and changes of the society. By combining traditional culture with English teaching, we can cultivate talents with both English language skills and cultural awareness and cross-cultural communication skills, so as to make a greater contribution to the development and progress of the society.

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