

Construction of English Teaching System Based On Fusion Thinking and Cultural Perception

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Abstract: In English teaching, “native language” is the objective basis for the students' language acquisition. As the first language and dominant language of the students, the native language context can effectively construct the reference frame of the language learners in bilingual or multi-language environment, but the native language context also plays a certain role in the English teaching, which is easy for students. Forming a bad habit of "replacement" of language, inducing students' cognitive impairment in English. However, this is not a question of the mother tongue itself, but rather a misuse of the native language context. With the correct participation of mother tongue thinking, building an ecological English classroom can effectively improve the effectiveness of English teaching.

1. Introduction

English reading is a basic skill in English learning. A large number of effective readings can help increase language input and improve English reading ability. At the same time, it can also promote the development of several other language skills and pave the way for higher language achievements. In the process, a good English teaching system plays an indispensable guarantee and promotion. However, in the current English reading teaching, many teachers do not have a relatively complete teaching system, and cannot effectively guide students to develop good reading habits and strong reading ability.

Language is the condensate of culture and the main manifestation and important component of culture. The American linguist Samuel said: "Language has a background, and language cannot exist without leaving culture." English teaching is a language teaching, of course, cultural education is inseparable. College English teaching has focused on language-based teaching for a long period of time, and cultural education has a low proportion in teaching. In recent years, as people's awareness of the relationship between language and culture, culture and communication has deepened, people have begun to pay attention to the close connection between language and culture and the importance of cultural factors in intercultural communication. Therefore, in college English teaching, teachers should strengthen the cultural introduction of language and improve students' sensitivity and discriminating power to Chinese and foreign cultures.

It can be seen that the content of foreign language teaching includes language teaching and cultural teaching. The purpose of foreign language teaching is to cultivate the ability of people with different cultural backgrounds to communicate with each other, that is, to cultivate students' intercultural communication ability. However, in my foreign language teaching, the cultural factors of foreign languages, especially the communicative culture, have not received the attention they deserve for a long time. For a long time, college English teaching is mainly simple language teaching. In this case, a student what is learned is a set of symbolic systems that are separated from the cultural content on which the original life depends. Students can only use it to express some of the ideological content of their own culture, but they cannot use it as a tool for communicating with the target language group. At the same time, simple language teaching cannot stimulate students' interest in learning. Einstein once said that interest is the best teacher. However, after the long-term language skills of primary school, middle school and even high school, students are generally tired of simple

language learning. In this case, strengthening the emphasis on cultural teaching and constructing a cultural teaching system in foreign language teaching has become an urgent problem to be solved.

2. The Proposed Methodology

2.1 Balanced and Complementary Relationship between Cultural Communication and English Thinking.

Native language thinking as a valuable resource to participate in English teaching is the balance between the two. Native language thinking is the foundation for learners to understand English knowledge and accept English information. Students' knowledge and mastery of English rules cannot exclude mother tongue thinking. On the contrary, they must obtain nourishment in the thinking of their mother tongue. In the face of unfamiliar language symbols, learners can only use existing knowledge and experience to capture information, and native language thinking inevitably becomes an intermediary language for English teaching and learning. "Thinking mode is the bridge between communication culture and language." In the initial stage of English learning, borrowing Chinese thinking is a necessary process. At this time, learning is in the state of heterophones. With the advancement of learning, English thinking can help students to establish the same state of the phonological language and the state of multi-phonetic language and language, and gradually progress to the most efficient combination of words, sounds and meanings. The complementarity between native language thinking and English thinking can enhance the depth of students' language awareness, learn to dig new knowledge and supplement deficiency from another language symbol system, and thus improve learning efficiency.

Postmodern teaching advocates a new and flexible teaching model. In the post-modern teaching system, teachers are no longer the only classroom "masters" in traditional teaching. Teachers and students stand on the same level and communicate and communicate on an equal footing. In this kind of teaching, students and teachers do not have a fixed role. Instead, they emphasize the exchange of teachers and students' roles in the teaching process. At the same time, they pay attention to the teacher-student dialogue and the dialogue between students and students in the teaching, so that the communication in teaching can be promoted. The entire teaching is carried out. In addition, postmodern teaching pays more attention to process-based teaching and emphasizes the process of maximizing the teaching philosophy compared to the teaching thinking that emphasizes results and goals in traditional teaching. As a language ability education, English reading needs this kind of post-modern teaching thinking and teaching mode that emphasizes teacher-student communication and student-centeredness to guide and encourage students to develop English reading ability in active and independent thinking and learning. Deepen the concept of learning in multi-level and diverse intra-curricular exchanges, enhance cultural awareness, self-awareness and cooperation awareness, strengthen English thinking, and improve the application awareness and ability of English language.

The purpose of foreign language teaching is to cultivate students' intercultural communication skills. Therefore, college English teaching should be the synchronization of language teaching and cultural teaching. How to achieve English what is the synchronization between language teaching and cultural teaching? Kramsch, a well-known expert in language and culture education, believes that language and culture should be regarded as "two sides of a coin", which integrates language and culture teaching.

Developing communicative competence is the ultimate goal of English teaching. Cross-cultural communication is a popular way of communicating with foreigners. However, in traditional English teaching, teachers tend to pay more attention to the external form and grammatical structure of language, that is, to cultivate students to produce sentences that conform to grammatical rules, while ignoring the social environment and cultural differences of language. It is difficult for students to speak and write sentences that conform to the habits of English thinking. It is difficult to know what to say in the occasion, thus ignoring the cultivation of students' communicative competence. Therefore, cultural differences in language should be highly valued in English teaching.

Teachers should pay attention to the functional mix of mother tongue thinking and English thinking, and find effective classroom coordination points. The following is a description of the specific application of native language thinking in English teaching from the functional mix of phonetics, vocabulary and syntax. In the teaching of pronunciation, teachers can promote teaching through Chinese-English pronunciation comparison. Some phonemes in Chinese and English are similar but not identical. For example, when Chinese *a* is pronounced, the lips are naturally enlarged, the tongue is flat, and the middle is slightly raised, while the English with a similar pronunciation /a:/ is pronounced with a large mouth and a flat tongue. In addition, the open syllable is dominant in Chinese pronunciation, while the closed syllable is dominant in English pronunciation. Knowing this, you can know yourself, seek common ground, and gradually improve your pronunciation.

English vocabulary is composed of morphemes as well as native vocabulary, but morphemes in native vocabulary can often be independent. For example, "bitter", it can be combined with other morphemes to form a new word "hard" and "bitter". The derivation of English is the prefix or suffix of the root. The morphemes as prefixes or suffixes can change the part of speech of the vocabulary, but they are rarely independent. By analyzing the differences between English and Chinese word formation, students are encouraged to understand and digest knowledge points through the root function of English to improve learning efficiency.

2.2 Establish a Student-centered Teaching System.

Each student has its own characteristics and preferences. As students continue to grow, each student forms their own set of thinking systems in a unique growth context. Students must have certain differences in their views and thoughts on the text in actual English reading. It is this difference that promotes the individualized and innovative thinking of students in their studies. The post-modern teaching mode pays special attention to the individualized thinking and learning of students. The post-modern teaching system in the new era should fully respect the individualized thinking mode and the understanding process and results of the students in the process of English reading teaching.

In traditional English reading teaching, teachers and teaching materials often become the center of the whole classroom intentionally or unintentionally. The content of teaching materials becomes the main content of teaching, and the understanding of "standard" answers becomes an important reference standard. The teacher controls each link of the whole teaching process one-way, according to the syllabus, divides the knowledge in reading into difficult points, and transmits these key knowledge to the students through a single teaching method, and the students are more in the whole teaching process. Passively accept the silent state of knowledge. The main task of the students is to learn the knowledge of the teachers and teachers, and follow the teacher's teaching rhythm to learn step by step. This teaching method has little effect on the improvement of students' English reading ability and the formation of language thinking. The new teaching system should regard students as independent constructors of English reading knowledge, respecting students' independent status in reading teaching and thinking. Teachers only play a guiding role in the teaching process, allowing students to form independently in English reading. Read thinking and build an English knowledge system, establish your own unique knowledge background, expand one-sided reading according to your own characteristics and preferences, and accumulate your own reading experience.

Language and culture are closely connected, inseparable, and mutually infiltrated. If you do not have a good grasp of the cultural background on which a language depends and reflects, you cannot learn the language well. The English reading teaching system in the new era should pay attention to the effective integration of Western culture and create a good atmosphere for English learning. English is the product of the development of Western civilization and an important embodiment of Western civilization.

The cultural background knowledge of foreign language countries mainly includes the cultural connotation of language, stylistic culture and human geography of foreign language countries, customs and habits. Vocabulary is the biggest carrier of culture. Words, phrases, idioms, slang, and aphorisms all belong to the vocabulary category. They are the crystallization of the language, society

and culture of a nation, fully embodying the cultural environment, values and living habits of this language group. In vocabulary teaching, teachers should not only let students know the spelling and literal meaning of words, but also let them remember the cultural meaning and scope of use of these words. Otherwise, pragmatic failures will occur in the use of vocabulary.

English teaching is an organic integration of language teaching and cultural teaching, but the relationship between language teaching and cultural teaching must be correctly handled. The purpose of cultural teaching in English teaching is to enable students to understand language information and master language skills more accurately. Therefore, in the process of English teaching, English teaching has become a special cultural course. It should be borne in mind that in English teaching, there is no simple language course or cultural class. As long as you have this kind of consciousness, you can always find the combination of them.

2.3 Cultural Education in English Teaching.

The target language culture education should pay attention to the similarities and differences. The mother tongue culture dominates the learner's cognition and thinking, and the learning target language culture can be completed through the transformation of the internal cognitive system. Comparing similarities and differences can make this process smoother and lead to a more thorough understanding. Intercultural communication is two-way. If the mother tongue cannot be expressed in the target language, this is not only the failure of the learner, but also the failure of the educator.

Native language thinking is both a cognitive habit and a psychological phenomenon, which is the result of language users' recognition and convergence of their first language. Students often unconsciously use the knowledge of the native language system to replace the English language rules because the mother tongue is not only a student's extremely stable knowledge and daily habits, but also an important psychological tool. English is in a weak position in the cognitive thinking competition in which students' first language is attached. In addition to the semantic, textual, and grammatical structure gaps, the second language acquisition language distance has a distinct psychological language distance. Students are affected by the unavoidable "past experience" in English learning. The more similar the English knowledge with Chinese expression is, the easier it is to understand and the more likely it is to experience cognitive transfer.

With the help of native language thinking, teachers can guide students to keep up with the pace of teaching and ease their nervousness. Second, at the level of cultural exchange, the native language thinking is not only a language demonstration but also a source of language, that is, the emergence of a cultural environment. As we all know, language culture emphasizes the social attributes of people, such as language communication, emotional attitudes, etiquette and literacy. The cultural identity of native language thinking can help students to establish language recognition of the cultural diversity of the world. Know the attitude.

In the classroom, make full use of computer, multimedia and other audio-visual equipment, show them the latest and most vivid language and cultural information by letting students watch movies or scene videos, so that they have an immersive experience. It also helps students understand non-verbal communication methods such as gestures, expressions, and body language. In addition, outside the classroom, students can also explain the British and American cultural knowledge by holding cultural seminars or inviting foreign teachers, so that students can have a deeper understanding of the customs, customs and customs of English-speaking countries and improve their interest in English learning.

The ultimate goal of cultural education is cultural understanding and tolerance. We hope that students are "international talents with critical vision and ethical principles", which requires them to take the essence of any target language culture on the basis of understanding and tolerance to make critical learning. . Teachers need to "give people to fish" by "giving people to fish". Teachers themselves must uphold the principles of correct cultural education and bring positive and scientific cultural views to students.

3. Conclusion

Learning English is not an isolated process. In today's social context, in the face of continuous improvement in the requirements for talent training, cultural education must be effectively integrated into the teaching of college English. Teachers should play a leading role in English teaching in universities, and can use various teaching methods such as situational integration, reading analysis, writing practice, and cultivating cultural awareness to conduct cultural teaching. Teachers should read a lot of books, continue to learn, and strive to help students improve their language skills and the intercultural communication.

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