

Research on the Cultivation of Intercultural Communicative Competence in College English Teaching in the New Media Era

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Abstract: For modern and contemporary college students, English ability is very important, not only for exam-taking, but also for giving play to the communicative ability of English. For college English education, it is not only necessary to emphasize the depth of professional courses, but also to take into account its practical value. However, in the era of new media, most college English teaching only pays attention to reading and writing, ignoring the pragmatic function of English as a communication tool. In order to help better adapt to the new media era, achieve the goal of educating people in an all-round way, and cultivate talents for cross-cultural communication, this article analyzes the problems of cross-cultural communication in college English teaching, and focuses on the training strategies for cultivating cross-cultural communication. To promote better reform of college English teaching.

Keywords: New Media; College English; Cross-Cultural Communication

In order to meet the needs of talent training under the development of informatization and multicultural integration, intercultural communication skills play a pivotal role. Currently, non-English majors are still staying at the stage where they treat college English as just for taking the exams like the college entrance examination, and pass the CET-4 and CET-6 as the end of their English learning, so as to better adapt to the society. To a certain extent, this underestimates the pragmatic function of English as a communication tool, and it also limits the two important functions of students' English listening and speaking. Therefore, in the era of rapid development of new media, the focus of English teaching reform should shift from purely focusing on literacy to training and development to holistic education and the cultivation of cross-cultural communication skills; From re-reading and literacy training to multi-modal and multi-directional teaching; From only emphasizing the improvement of teaching quality to the self-development of teachers and students.

1. The status quo of intercultural communicative competence

Cross-cultural communicative competence is based on behavioral effects and language, and then divides different contexts, so as to understand the personal motivation and related behavior patterns of certain behaviors. However, for the current cultivation of cross-cultural communicative competence, college English teaching still sticks to the indoctrination teaching mode. The syllabus focuses on the understanding of vocabulary, grammatical knowledge points and the translation of simple texts, and does not explicitly integrate the aspects of cross-cultural communication. The connotation is included, and coupled with the lack of specific implementation regulations, cross-cultural communication teaching is only on paper, freeing the edge of college English teaching. It reduces students' interest in learning cross-cultural competence, and more importantly, because the overall reality of cross-cultural communication has little room for development, enlightening thinking and English thinking are difficult to achieve ideal results.

On the other hand, college English teaching tends to be “utilitarian”, which is not conducive to the

cultivation of cross-cultural communicative competence. Due to the constraints of teachers' tasks in actual teaching, students are faced with the pressure to pass CET-4 and CET-6. In order to complete the teaching goals of teaching, many teachers have adopted the "full class" model, which involves less cultural communication skills in English. For example, the cultural differences presented in the texts are limited to superficial introductions, and the hidden cultural connotations and the underlying reasons for such differences are not deeply explored. This kind of cognition is necessary for cultivating cross-cultural communicative competence. It can also easily lead to gaps in the students' understanding of the text, so they choose to simply memorize vocabulary and grammar, but it also deepens the possibility that students may misuse English, thus fearing English dialogue and failing to realize the true practical value of English.

For college students, let alone English, any language does not exist independently, and it is meaningless to talk about language without culture, but the current language environment hardly gives them the opportunity to learn, which reduces their cultivation. The enthusiasm of intercultural communicative competence. The ultimate goal of learning English is to learn how to use it, not for examination. In the era of new media, if you want college students to be full of enthusiasm and take the initiative to learn English, how to enhance the interest of cultural knowledge and how to make cultural knowledge of grammar easier. The absorption of students to truly realize the cultivation of English cross-cultural communicative competence is a question worthy of detailed discussion.

2. Strategies for cultivating cross-cultural communicative competence

2.1 Extend cultural communication knowledge

Although the subject matter of the current college English textbooks and texts involves different cultural differences, they are all just talks. To enable students to fully understand the text, cultural communication knowledge is the basis for extending the cognition of cross-cultural communication. Therefore, college English teachers should keep pace with the times, focus on the themes of the texts, integrate cross-cultural elements through discourse analysis, and compare and understand students' native and foreign cultures. This is conducive to breaking the original native language thinking ability and facilitating better. Cultivate cross-cultural communication skills. Take the text of Unit 5 in the public English textbook "New Vision College English Reading and Writing Course 2" for non-English majors as an example. The article revolves around narrating the story of spending money or saving money, which can lead to the topic of consumption concepts in different countries. In the course of teaching, classroom activities can be set up to allow college students to analyze the consumption concepts of China and the West, compare the differences between them, and explore the underlying reasons behind the differences.

2.2 Use new media technology

In the modern media era of "Internet +", the integration of new media and teaching has become a general trend. College English teaching should not be confined to the traditional teaching mode. Multimedia networked teaching methods and the online teaching mode of all-media platforms have gradually entered the regularization of education. Therefore, today's college English education can make full use of media platforms to obtain suitable learning resources and use them in courses, and use modern methods to teach and innovate online. The online teaching of the new crown epidemic in 2020 is a good paradigm, because the obstruction of the epidemic has made offline teaching difficult, but the development of new media technology in my country has made it possible for students to study at home, especially for the upcoming college entrance examination. Of students can also have teacher guidance during this critical period.

Today's offline classrooms can also use new media technologies. For example, when learning the second unit of the non-English major public English textbook "New Vision University English Reading and Writing Course 2", information technology can be used to change the learning style. The second unit mainly discusses the humanities outdated? First, by showing pictures and other examples of the classification of humanities, students can have a simple distinction and understanding of it. Then we can analyze the current society's view of the humanities, and then through the media such as videos, let college students understand the attitudes of

different countries to the humanities, so that the collision of different cultures can produce intuitive cognition and contrast. Why does western education pay more attention to humanities education than China's education system? Thinking about whether there are any problems with our current education system naturally arises, arousing more curiosity among college students, making the presentation of cross-cultural communication content diversified and deeper, more vivid and fun, and easy for college students to understand.

2.3 Emphasize practice

Students are the main body of classroom teaching. College English teaching itself is too weak for students to be practical, and most of the assessments test reading and writing, but the essence of language is communication, so this issue must be paid attention to. How to effectively improve students' cross-cultural communication skills in the process of learning English? First of all, teachers should bear the brunt, improve their own comprehensive quality, reflect on learning and adjust the strategies for cultivating cross-cultural communicative competence as needed. Schools also need to further increase the authority for teachers. Language teaching should not be limited to only one room. Instead, go out. So as to impart some practical communicative knowledge to students, so that students' cross-cultural communicative competence can be further improved.

The main purpose of language learning is to communicate, but because the domestic language environment rarely uses English to communicate, especially in third- and fourth-tier cities, the opportunities are minimal. Therefore, many college students generally have little desire to learn English and communicate with foreigners. The lack of self-confidence caused by the inexperience, the fear of taking the first step, let alone the cultivation of cross-cultural communication skills. For this kind of problem, the core method of breaking the game is to attach importance to practice. You have to taste the taste of pears to know whether it is sweet or not. Therefore, it is possible to organize students to participate in international volunteer activities and provide volunteer services for foreigners in nearby cities. You can also encourage college students to use the Internet to find foreign friends for communication or to hold regular English speaking activities.

3. Conclusion

The cultivation of intercultural communicative competence is a key ability related to the future development of students, and it is also a kind of ability that needs to be improved urgently in the current college English education. In the era of new media, English teachers, students and schools all need to actively make changes, and actively carry out innovation by extending cultural communication knowledge, using new media technology and emphasizing practice. So as to better integrate the cultivation of cross-cultural communicative competence in English teaching, adapt to the political requirements of today's China going out, change the current rigid English teaching system, clarify the essence of learning language, promote school reform and improve the comprehensive quality of teachers. In order to cultivate emerging talents in the era of new media, inject fresh blood into the development of China in the future.

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