

The Cultivation of Intercultural Communicative Competence in College English Education

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Abstract: In the context of globalization, exchanges between various countries and regions have become more frequent, and cross-cultural communication skills have become very important. How to improve college students' cross-cultural communication skills and what to do in the process of cultivating college students' cross-cultural skills are important topics that schools and teachers need to explore in college English education. In actual teaching, due to the limitation of many factors, the actual effect of cross-cultural teaching is not obvious, and there are still some problems. This article provides some strategies and methods for eliminating cultural differences and cultivating college students' cross-cultural communicative competence.

Keywords: College English; Cross-cultural Communication; Training Strategies

The internationalization trend of cultural communication in the 21st century is becoming more and more obvious. As an international language, English is responsible for economic and cultural communication. Therefore, improving students' intercultural communication skills has profound significance in college English education. As a subject of higher education with a certain weight, college English should conform to the times and integrate language ability, application ability, communication ability and comprehensive quality education, so that the cross-cultural communicative ability of college English education can get a leap breakthrough.

1. The importance of cultivating college students' cross-cultural communicative competence

1.1 Improve college students' cross-cultural interest in English classrooms

Cross-cultural communication skills involve a wide range of content, including different cultures, customs and etiquette, different thinking patterns and language expressions formed under different social backgrounds, etc. Actively introducing cross-cultural knowledge into college English teaching classes can greatly enrich teaching. In addition to the form, it can also improve students' enthusiasm for learning English and improve their basic language skills.

1.2 Improve college students' language communication skills

Teachers should enter from the cultural background and customs of different countries, tell the impact of cultural differences on language expression, and commit to introducing cross-cultural communication skills into the English classroom of the university. This will not only make the English teaching classroom more diverse and rich, but also let college students have a deeper understanding of the cultural background of different countries and regions around the world. The improvement of cross-cultural communication skills depends on the cultivation of language ability. Teachers

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teach language knowledge while training students' oral skills, so that students can develop thinking habits that conform to the thinking mode of English-speaking countries in the process of communication and enhance English teaching. The practical significance of improving students' language skills.

1.3 Improve the overall quality of college students

In the college English classroom, teachers build a multicultural system, draw on the excellent cultural achievements and teaching cases at home and abroad, integrate Chinese and Western cultures, break through the limitations of traditional teaching models on the way of thinking, and train students to broaden their cultural horizons and respect different differences. Culture, improve students' enthusiasm for learning English, but also promote the development of students' comprehensive quality.

2. The actual phenomenon of college English intercultural communication

2.1 Traditional ideas are deeply rooted

The early "Language Instrument Theory" emphasized the importance of language and neglect of culture. This thought has a profound impact on teachers and students, and has a hindering effect on the teaching of cross-cultural communication. When some English teachers teach English, the teaching methods and teaching concepts still continue the traditional education mode. Usually, it is instillation teaching. The explanation of cultural content stays on the surface, and there is no in-depth analysis, lack of organization and flexibility. The current cross-cultural teaching is far behind the pace of development of the times.

2.2 Teachers' ability needs to be improved

Ordinary college English teachers do not have many opportunities for practical experience of cross-cultural communication, and the faculty of most colleges and universities cannot take on the important task of cultivating international talents. Relevant cross-cultural teaching training cannot be followed up, which has caused many college English teachers to lack sufficient cross-cultural knowledge, and it is difficult to pass on the necessary cross-cultural knowledge to students in the classroom.

2.3 The consciousness of students needs to be changed urgently

Contemporary college students have a serious lack of cross-cultural learning awareness, and the means of acquiring cross-cultural knowledge in the teaching classroom is still single. Many students study English with the goal of passing the exam. They don't pay enough attention to the profound cultural heritage and knowledge behind the subject. College students' cognition of culture is still on the surface, lacking cross-cultural knowledge and practical experience. College students tend to ignore the intercultural communication classroom and regard it as a time for relaxation and entertainment, which leads to the inability to learn true cross-cultural communication knowledge.

3. Research on the improvement of college English intercultural communicative competence

3.1 Increase the teaching of cross-cultural content

The cultural content of the teaching content has always been neglected. At this stage, the teaching of increasing cultural content can effectively promote the improvement of students' cross-cultural communication skills. Therefore, in the practice of college English teaching, it is necessary to select textbooks and materials reasonably. The content of the textbooks should cover a wide range. It should not only include vocabulary, writing, grammar, etc., but also include domestic and foreign cultural knowledge, fully presenting the differences in different countries and regions. Living habits, political factors, customs and etiquette, humanistic feelings, etc., should reflect the different values contained in cultures of different backgrounds. In addition, in the current teaching practice, college students do not have a sufficient grasp of Chinese traditional culture, and are somewhat incapable of communicating with foreigners and comparing Chinese and Western cultures. Therefore, content related to the excellent traditional culture of the country is also indispensable in the teaching content.

Teachers cannot completely rely on textbooks for teaching. They need to use textbooks and materials flexibly according to actual teaching needs. They should combine the cultural learning content of Chinese and Western countries with language teaching content, so that students can understand the differences between Chinese and Western cultures and learn about different cultural individuals in advance. There may be cultural barriers between people or groups, and explain the different cultural phenomena and conflicts encountered in daily learning and life. Pay attention to increasing students'

cross-cultural knowledge reserves, consciously cultivate college students' cross-cultural communication skills, and improve their sense of cultural identity. Teachers should pay attention to guiding students to establish correct values, make them free from ideological misunderstandings, and effectively improve students' cross-cultural communication ability.

3.2 Strengthen the construction of the teaching staff

In the classroom teaching of college English, the guiding role of teachers is very important. The current colleges and universities for teachers' cross-cultural knowledge training are not enough. Major colleges and universities need to vigorously strengthen team building, conduct cross-cultural communication teaching training for teachers, increase teachers' cross-cultural communication experience in various ways, and provide teachers with practice opportunities for communication to improve teachers' knowledge and practical ability. You can also make full use of the existing resources of the school, teachers can gather together to prepare lessons, strengthen mutual cooperation and exchanges between teachers, and allow teachers with cross-cultural exchange experience to share some exchange knowledge and skills. At the same time, the investment of international faculty can be strengthened and more overseas talents can be introduced.

Teachers should change their traditional teaching concepts in time, enhance their own understanding of English teaching tasks, enhance their own cultural literacy, and enhance their own awareness of cross-cultural communication. In the course of preparing lessons, it is necessary to explore the potential and profound cultural connotations behind textbook knowledge, innovate teachers' own teaching concepts in class, strengthen friendly interaction between teachers and students, give subjective guidance to students, encourage students to actively explore cultural backgrounds, and improve students' cross-cultural communication awareness and autonomous learning awareness.

3.3 Use diversified teaching methods

The current cultural teaching model is still very traditional and rigid. College English teaching courses are still cramming. Teachers focus on explaining basic language knowledge, ignoring the subjectivity of students. Students lack interest and do not learn independently after class. It is difficult to improve cultural literacy. In today's society, my country's information technology is constantly developing, and multimedia teaching methods are also widely used in teaching classroom practice activities in colleges and universities, becoming one of the indispensable teaching methods. Teachers should make full use of diversified information methods to carry out practical teaching, take the initiative to learn and use modern methods to improve the classroom.

For example, teachers use multimedia to record micro-classes, combine the knowledge in the textbooks with the audio and video files needed in classroom teaching, and broadcast them on the network platform. You can also use multimedia equipment to play some videos or film and television works, and make some slides. With dynamic and intuitive pictures, students can feel the different charms of different cultures, deepen their understanding of cultural background, and improve their understanding of domestic and foreign customs and habits. Appreciation of humanities and arts. Teachers can also organize classroom activities on different topics, such as appreciating foreign literary works, performing language and cultural programs, etc., so that students can learn cultural knowledge in a relaxed environment.

4. Conclusion

In today's society of economic globalization, cross-cultural competence is a necessary basic literacy for international communication, and it is a requirement for cultivating international talents. At this stage, the cultivation of cross-cultural communicative competence in college English education is still slightly inadequate. Major colleges and universities can start from improving the content of teaching materials, enriching teaching methods, building teacher teams, etc., combining the actual situation of the school's English education, and adopting different cultures. The infiltration and communication of students can improve students' cross-cultural communication skills and meet the current society's demand for diversified and comprehensive quality talents.

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