

Construction and Exploration of Applied Course of Intercultural Communication

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Fund Project: Project on Teaching Quality of Lanzhou University of Arts and Science (2019): The Construction of Application-oriented Course — Intercultural Communication.

Abstract : Intercultural communication course is the core course of foreign language majors. It is also an important platform course for non-English majors to expand Intercultural knowledge and cultivate Intercultural awareness and Intercultural ability. As the carrier of language and culture education. Intercultural communication curriculum should highlight its own curriculum characteristics and advantages, make the root of Chinese culture deeply rooted in students' hearts, and enhance cultural identity. In this way, it can actively, appropriately and effectively spread the excellent culture of China in Intercultural communication, be a good messenger of Chinese culture, tell Chinese stories and spread the good voice of China. Based on the current situation of intercultural communication teaching, the construction of intercultural communication application-oriented curriculum analyzes and studies the existing Intercultural communication teaching mode, teaching methods and means, evaluation system and the improvement of teachers' teaching ability, constructing a practical mode of intercultural communication curriculum, striving to application-oriented curriculum transformation, helping students adapting to the development of the time, cultivating compound talents with independent learning ability, lifelong learning awareness, international vision and intercultural communication ability.

Keywords : Intercultural Communication; Applied Courses; Reform and Exploration

With the proposal of the concept of building a “community of human destiny” and further promotion of “One belt, one road” initiative, China's position as a world power in international affairs and global governance is becoming increasingly prominent. The Intercultural competence with passion for China, international vision and intercultural communicative competence has become one of the necessary basic qualities of talents in various fields of society. The cultivation of intercultural competence has become an important concern and focus of research in the field of foreign language education.

The new College English Reaching Guide issued in October 2020 points out that the new teaching objectives of College English is to cultivate students' English application ability, enhance intercultural communication awareness and communication ability, and develop autonomous learning ability, improving comprehensive cultural literacy, and cultivating humanistic spirit and speculative ability, helping students to use English properly and effectively in their study, life and future work while meeting the needs of national, social, school and personal development. The Key Points for the 2020 Work of the Department of Higher Education of the Ministry of Education (JGSH [2020] No. 1) emphasized the overall implementation of the “double 10000 plan” of first-class courses: comprehensively carry out the construction of first-class courses, establish a new concept of curriculum construction, form multi-type and diversified teaching contents and curriculum systems, further promote the “classroom revolution”, and promote students' active learning, release their potential and develop in an all-round way, as well as classroom reform to become a spiritual revolution, conceptual revolution, technological revolution and behavioral revolution for educators.

It can be seen that the cultivation of intercultural communicative awareness and communicative competence has become an important goal in the current teaching of English language and culture-related courses in colleges and universities. Local colleges

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doi: 10.18686/ah.e.v5i2.3308

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and universities undertake the important task of serving local economic and social development and cultivating high-quality applied talents. Therefore, how to do a good job in the connection of policies, explore the reform and construction of applied courses, and give full play to the advantages and functions of education is an important subject that must be deeply considered and explored at present.

Based on the current situation of intercultural communication teaching in Lanzhou University of Arts and Science, this paper will analyze and study the existing intercultural communication teaching mode, teaching methods and means, evaluation system and the improvement of teachers' teaching ability, explores the transformation of applied curriculum, and tries to build a practical and feasible intercultural communication curriculum mode that can meet the needs of students, helping to cultivate students that can adapt to the development of the times and compound talents, with independent learning ability, lifelong learning awareness, international vision and intercultural communication ability.

1. Current situation of intercultural communication teaching

For a long time, the teaching of English language and culture-related courses in colleges and universities has paid attention to the teaching of language knowledge system. Such courses generally pay more attention to language knowledge and less attention to practical communicative competence. This long-term lag in ability training leads to students' weak awareness of intercultural communication and unable to use English properly and effectively in future practical work and social communication. In addition, in such courses, teachers and students are exposed to more foreign cultures for a long time, especially in the case of the rapid development of we media, the influence of western culture and ideology is likely to have a negative impact on their values.

Intercultural communication course is the core course of foreign language majors. It is also an important platform course for non-English majors to expand intercultural knowledge and cultivate intercultural awareness and intercultural ability. In the new era, how to stick to the main channel of the classroom, integrate the "four self-confidence" into the whole process of curriculum teaching, and give full play to the implicit educational function of intercultural communication curriculum, moisten things, so as to silently cultivate college students' "four self-confidence" and realize the educational function of intercultural communication curriculum is an important topic that teachers of intercultural communication curriculum must pay attention to and study.

From November 2019 to October 2021, the project team of the author took the 2018 and 2019 English majors of Lanzhou University of Arts and Science as the research object, conducted a follow-up test on the students, and investigated the development and improvement of students' intercultural ability; they carry out a questionnaire survey to understand students' learning needs, analyze and summarize students' attitudes and expectations towards intercultural teaching. On this basis, they analyze and reform the current situation of intercultural communication teaching, and explore how to highlight the application-oriented characteristics in intercultural communication courses to realize the organic integration of language and culture teaching and intercultural communication teaching, and strengthen the realization of the three educational functions of intercultural communication curriculum.

2. Exploration and implementation of applied curriculum of intercultural communication

In the process of exploring and building the application-oriented course of intercultural communication, based on the reality of Intercultural teaching in Lanzhou University of Arts and Sciences, the project team where the author works analyzes the current situation of intercultural communication teaching mode, teaching methods, evaluation system and the improvement of teachers' teaching literacy, and explores and tries out the reform plan, including:

2.1 Improvement of teachers' comprehensive quality

Teachers are the foundation of education. Educators "spit words as Sutra and raise their feet as law". They must establish themselves, learn and teach with morality, so as to better assume the responsibility of guiding and guiding the healthy growth of students (Xi Jinping 2018). Only with the continuous enhancement of teachers' intercultural teaching awareness and teaching ability can they further guide their actions and guide students to enhance their enthusiasm for spreading Chinese culture in English, which can be transformed into a driving force for learning, and finally improve their practical language communication ability

2.2 Improvement of students' English intercultural communicative competence and ideological and political literacy

In the process of intercultural communication teaching, in order to carry out culture teaching for students, it is more necessary to consolidate the basic language knowledge such as vocabulary and grammar, so as to lay a good foundation for the learning of Chinese culture and the ability to express Chinese culture in English. In the actual teaching process, the teaching of Chinese culture should be deeply rooted to make students familiar with the English expression of Chinese culture, which can not only promote

students' actual English communication ability, but also cultivate students' basic ideological and political quality, so that the educational function of the course can be realized smoothly.

2.3 Digging the teaching content deeply, exploring and building the teaching resource database of intercultural communication course integrated with the ideological and political elements of the course

The intercultural communication course has a wide range of contents, involving the history, values and thinking modes of different countries, showing the characteristics of multi-cultural collision. Therefore, the selection of teaching content is very important. Teachers must always adhere to the correct political view in order to achieve "building morality, cultivating people and leading values". For example, when comparing the cultural differences between China and foreign countries, we insist on strengthening students' confidence in Chinese culture and improving their sensitivity and speculation about different cultural differences through case comparison.

2.4 Comprehensive using of a variety of teaching methods, combining with social hot cases to analyze key events

In recent years, in addition to the case method, which is mostly used in the classroom of intercultural communication, the key event analysis method is also widely used in the teaching of intercultural communication and other courses, which plays an important role in improving students' Chinese cultural self-confidence.

Critical incident was proposed by American scholar J.C. Flanagan in the 1950s. It refers to the events that occur due to misunderstandings, problems or conflicts caused by the cultural differences between the two sides of communication in a specific cultural situation. The key event can be either an idea, a story or a problem, or a relatively short foreign-related event, or even several events can be connected for analysis. In intercultural communication teaching, use social hot events to guide students to predict the problems and conflicts they may encounter in the process of intercultural communication, discuss, analyze and evaluate from an inter cultural perspective, so as to improve students' ability to apply theory to practice, enhance their real experience and perception of the communication situation, and deeply understand the essence of things, as well as improve their cultural sensitivity and speculative ability.

2.5 Constructing an inter cultural communication teaching model based on mixed teaching

Mixed teaching emphasizes two points. One is the construction of learning community, the other is to emphasize cooperative learning. Learning community means the adjustment of teacher-student relationship. Instead of changing the traditional dominant identity, teachers provide strategic guidance, agree and design learning tasks. The establishment and effective operation of learning community can be started from the following two aspects. First, we should establish a democratic and open learning environment. The second is project-based cooperative learning to cultivate learners' cooperative spirit and team consciousness to realize sharing.

2.6 Optimize teaching evaluation and establishing a diversified evaluation system

The evaluation system, evaluation content and evaluation subject should be diversified and ideological and political. Through the real-time evaluation of self-evaluation, mutual evaluation between teachers and students and mutual evaluation between students and students, it can reflect the learners' learning process and stimulate the learners' internal motivation. We should make full use of the rich humanistic connotation in English language and culture courses, pay attention to the cultivation of students' intercultural communication ability, and promote humanistic education and comprehensive quality training, in order to realize the diversification of curriculum formative evaluation.

2.7 Revising the curriculum standard of intercultural communication

In the process of implementing the application-oriented curriculum construction, the original intercultural communication curriculum standard is comprehensively revised according to the training objectives of application-oriented talents. In the new curriculum standard, the teaching objectives, teaching contents and teaching methods are revised to highlight the integration of ideological and political objectives and the goal of improving application ability.

2.8 Building Intercultural communication network resources curriculum

Network resource course is the in-depth practice of mixed teaching in intercultural communication course, and it is also an important reference for practical training in class. Through the study of online courses, students can master the theory and knowledge of intercultural communication, deeply understand culture of China and other countries, and have certain intercultural communication ability, autonomous learning ability and speculative ability. At the same time, cultivating teachers' ability to undertake social service projects.

3. Conclusion

In the process of exploring the application-oriented curriculum construction of intercultural communication, the project team of the author takes the training of application-oriented talents as the basic starting point, optimizes the teaching mode, teaching methods and teaching content, and always runs through the training concept of application ability in the process of curriculum construction. Through the practice and exploration of application-oriented curriculum construction, we should enrich students' multicultural awareness, enhance students' sensitivity and tolerance to cultural differences, in order to improve intercultural communication pragmatic ability and strategic ability, and implement the training of qualified application-oriented talents into teaching practice. After two years of exploration and practice, through the statistical analysis of the survey results, the project has achieved obvious results. As of December 10, 2021, the cumulative number of selected courses and page views of the online course "Intercultural Communication" built by the author's project team has reached 906 and 120956, expanding the number of beneficiaries of this project research and radiating other applied research of English discipline.

However, this course is a dynamic course. Teachers must creatively develop various teaching materials and constantly improve the teaching resource database. Therefore, there are high requirements for teachers' teaching skills and comprehensive literacy. The construction of intercultural communication teaching model based on mixed teaching puts forward higher requirements for students' pre class and classroom participation, teachers' ability to use teaching resources, teaching platform, and teachers' ability of multicultural adaptation. Teachers should reinforce the dynamic management of the course, enrich and update teaching contents, improving teaching efficiency.

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