

The Analysis of Cultivating Junior High Students' Intercultural Communicative Ability ——From the Perspective of English Core Competence

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Abstract: English subject has its unique educational value, and its value is mainly reflected by the core competence of English subject. Cultural awareness is an indispensable part of the Core Competence of English subject; accordingly, it is also a fundamental guarantee of appropriate use of language. English teaching in the basic education stage is subject to examination-oriented education, and the cultivation of intercultural communication ability is even more lacking in the teaching process (Li, Wang, 2018). Under the guidance of the concept of core competence, the nurture of students' intercultural communicative skills training can be systematically adjusted in terms of teaching objectives, teaching content, teaching methods, extracurricular activities, and teaching evaluation. Therefore, this article will further clarify the approaches to develop junior high students' intercultural communication ability in English teaching process.

Keywords: Intercultural Communication Ability; English Core Competence; Junior students

1. Introduction

With the development of intercultural communication in recent years, the significance of intercultural communication in English education has become increasingly prominent, and the cultivation of intercultural communication ability has become one of goals of English teaching in many junior and Senior high schools (Wang, 2016).

However, today's English teaching are more inclined to emphasize the learning of basic language ability, and less attention is paid to the improvement of their intercultural communicative skills. English teaching in the junior high is subject to examination-oriented education nevertheless, and the cultivation of junior students' intercultural communication skills is even more lacking in the teaching process. Under the circumstance, our educational reform is continuously devoting to shift the dilemma. The propose of the core competence of English subject in English Curriculum Standard is one of the significant progresses in breaking the examination-oriented education system.

In general, it can be ensured that the nurture and development of intercultural communication competence plays a prominent role in improving the teaching quality and teaching efficiency in class.

2. The Significance of the Nurture of Junior High Students' Intercultural Communication Ability

In today's junior high English teaching process, the cultivation of intercultural communication ability plays a vital role in improving the teaching quality and teaching efficiency. Cultivating students' intercultural ability can also greatly enhance their ability to learn, and apply English knowledge in junior high (Le, 2015).

The latest English Curriculum Standard states that English course is the cohesion of instrumentality and humanity. As Li Hua and Xu Min pointed out (2013), in the English class, making students understand cultural differences, developing the spirit of patriotism can finally enhance their awareness of the world. When students have certain intercultural communication skills, they are more likely to adopt a respectful and inclusive attitude towards world cultures.

All in all, the nurture of students' intercultural communicative skills is a unique task in English teaching process compared with

another subject. And through all sorts of tasks or activities carried on English, teachers can lead students to notice the culture difference and appropriately handle cultural clash.

3. Approaches to Cultivate Students' Intercultural Communication Ability Based on English Core Competence

Learning a foreign language is not only the process of mastering another language, but also the process of getting to know another culture. To cultivate junior high students' intercultural communicative ability is very essential for their future interaction and communication with people who speak a different language and live in a different cultural context. Thus, under the guidance of English core competence, there are several viable approaches to cultivate their intercultural communication ability.

3.1 Infiltrate Cultural Awareness into English Classroom Teaching

In general, English teaching can be divided into English vocabulary and grammar practice, English speaking and listening, English reading and writing in senior high stage (Jiang,2019). And under the guidance of the theory of English core competence, English teachers should infiltrate cultural awareness into daily teaching process.

As Chen (2008) pointed out that the English textbooks compiled according to the new English curriculum standards not only provide junior students with authentic and beautiful English language knowledge, but also focus on integrating the culture of English-speaking countries into the textbooks. Therefore, English teachers should make good use of this set of textbooks to introduce the different history and geographical information, various and distinct customs, lifestyles, literature and art, behavioral norms, and values of English-speaking countries, so that students' language learning and cultural learning can go hand in hand. This can not only develop students' understanding and help them to keep the memory of what they have learned, but also stimulate students' enthusiasm in learning English and boost their intercultural skills.

As an English teacher, who can use English textbooks as a carrier to dig deep into the text information. While teaching basic language knowledge, teachers can also introduce some relevant historical background and geographical environment to students, help to broaden their horizons, and improve their sensitivity and ability to identify the similarities and differences between Chinese and foreign culture, so they can gradually build up their own intercultural awareness and improve their intercultural communication skills.

3.2 Take Advantage of Internet Resources and Advanced Technology to Achieve Intercultural Communication

Today, Internet technology is quite mature and widely used in many fields, and English teaching is no exception. Internet has provided great convenience for junior students' English learning. The use of Internet to cultivate and develop students' intercultural communication skills is also becoming the normal approach in English teaching process. English teachers can use multimedia to properly organize students to watch English original movies and select necessary foreign audio-visual teaching materials, which can play a vital role of introducing real English learning scenes into the classroom and put each student into an authentic English-using situation, so that students can learn the authentic English in the classroom.

Just as Robert Lado (1957) said in his masterpiece *Linguistics Across Cultures* that people cannot teach language well without trying to master cultural background knowledge. Language is a part of culture. If you don't get the patterns and norms of culture, you can't really learn it well. Modern internet technology and advanced classroom equipment do provide great conditions for the development of students' intercultural communication skills. At the same time, this also requires English teachers to have basic Internet technology technique and be able to use the Internet to provide students with a variety of English learning materials. As an English teacher, who should also combine the requirements of the current curriculum reform, absorb modern English teaching concepts, explore English teaching rules, expand English teaching ideas, derive effective strategies for English teaching, and liberate English teaching from the shackles of narrow test-oriented education, take teaching out of the habitual pattern of rote memorization. In addition, English teachers can also use the characteristics of contemporary students' interest in internet to cultivate their awareness of intercultural learning and lay a good foundation for the development of students' cross-cultural communication skills.

Cultivating students' intercultural communicative skill cannot solely rely on English textbooks, it is far from enough to cultivate students' cross-cultural awareness only by limited classroom teaching. The promotion of students' intercultural communication ability not only depends on their mastery of the basic knowledge of English language, but also on their understanding of the cultural

background of English-speaking countries. Therefore, in the process of English teaching, teachers must effectively use Internet resources to provide students with extracurricular reading materials for intercultural learning. In addition, in the process of English teaching, teachers must pay attention to cultivating students' cultural literacy, and guide and encourage students to take their spare time to read more English newspapers or magazines and English literary works, especially the abbreviated readings adapted from the original works, so that they can read widely learn about different cultural backgrounds from different readings, and obtain different cultural knowledge.

4. Conclusion

The cultivation and improvement of junior high students' intercultural communication awareness and ability is not accomplished overnight but must be developed as soon as possible. For junior high students in China, starting from the first year of junior high, English teachers must be combined with the teaching material, and then carefully analyze teaching material which involving intercultural communication content, and take the advantages of task-based teaching method and communicative teaching method and the theory of English learning activities emphasized by the new curriculum standard of English, to cultivate the students' core accomplishment.

In a word, in the English teaching process of junior high, teachers cannot be separated from the cultural heritage of English to carry out English teaching, English teaching content should be integrated into the English cultural atmosphere, achieve intercultural integration, cultivate students' intercultural awareness. In order to cultivate the intercultural communication ability of junior high students, it is necessary to make the classroom full of vitality, the most important thing is to mobilize students' interest in intercultural communication, so that they can convert their interest into driving force, and then cooperate with certain methods and strategies to effectively cultivate the intercultural communication ability of junior high students.

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