

# Research on the Cultivation of Students' Intercultural Communicative Competence in College English Teaching

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**Abstract:** with the advent of the information age, the communication between countries has become increasingly frequent, and the trend of global integration has become unstoppable. In this context, intercultural communicative talents have become the key figures in the economic and cultural development of every country. Therefore, while carrying out teaching, College English teachers should strengthen the cultivation of students' intercultural communicative competence, so that students can correctly and effectively communicate with international friends on the basis of understanding foreign culture, so as to complete the corresponding cooperation, which has played a good role in promoting the development of College English teaching, At the same time, it is also an effective way to cultivate excellent intercultural communication talents, which is related to the development and progress of China's economy and culture.

**Key words:** College English teaching; Intercultural communicative competence; globalization

## Introduction

At present, many college English teachers in China have made mistakes in teaching objectives and single teaching methods while carrying out English teaching. First of all, the teaching goal is wrong. Many college English teachers regard students' academic performance as the main goal of teaching. So these teachers began to pay too much attention to students' performance, but ignored the cultivation of students' intercultural communicative competence, resulting in low learning efficiency of many students and affecting the development of College English teaching. Secondly, the teaching method is single. Some college English teachers still have the traditional examination oriented education idea, which leads to students' too simple knowledge understanding and limited ability development. Therefore, only when Chinese College English teachers truly understand the significance of cultivating students' intercultural communicative competence, can they formulate reasonable teaching strategies and cultivate more intercultural communicative talents for our country.

## 1. The Significance of Cultivating Students' Intercultural Communicative Competence in College English Teaching

(1) It's Beneficial To promote the Establishment of Students' Correct Values

Before cultivating students' intercultural communicative competence, College English teachers need to lead students to appreciate the cultures of different countries and nationalities, so that students can feel the differences between these cultures. Only when students have a certain understanding of foreign culture can they truly realize barrier free communication and truly understand foreign languages. While students understand foreign culture, it can promote the establishment of students' correct values. Whether at home or abroad, there are excellent cultural customs and national spirit, which students need to understand. With the students' continuous in-depth understanding, students will establish a correct value concept that conforms to the characteristics of the times and culture. This correct value concept will guide students to develop in the right direction, which is more conducive to the cultivation of high-quality talents in China.

(2) It's Beneficial To improve Students' Language Communication Ability

One of the cores of intercultural communicative competence is language communication. Only through frequent language communication can students' intercultural communicative competence be effectively cultivated. Therefore, in the process of cultivating students' intercultural communicative competence, College English teachers will arrange rich social practice activities for students, which are communication activities, so that students can communicate effectively, so as to lay the foundation for the cultivation of students' intercultural communicative competence. In this process, students' language communication ability can be effectively improved, especially students can learn more language expressions and sentence patterns and words in the process of communication, which are the key to help students improve their language communication ability and promote the development and progress of College English teaching.

(3) To strengthen students' language comprehension ability

When college English teachers cultivate students' intercultural communicative competence, students can gradually understand foreign language communication methods and language logic, so as to truly master grammar and sentence patterns, and then carry out correct communication according to their knowledge. In this process, students' language understanding ability can be effectively strengthened, which has a positive impact on the development of College English teaching, and is also conducive to the effective cultivation of language talents in China.

## 2. Strategies for Cultivating Students' Intercultural Communicative Competence in College English Teaching

(1) Using information technology to enrich classroom teaching resources

College English teachers should make full use of their teaching resources to enrich the classroom teaching content, so as to better help students achieve the effective cultivation of intercultural communicative competence. In today's information age, information technology

is the teaching tool of College English teachers. Using information technology to collect relevant teaching resources can help teachers better improve the quality of teaching, and it can also achieve twice the result with half the effort in cultivating students' intercultural communicative competence.

For the cultivation of College Students' intercultural communicative competence, students need to have a more comprehensive understanding of foreign culture, so that students can understand the language thinking of foreigners, and then carry out effective dialogue. Based on this, College English teachers can use the power of information technology to collect relevant foreign materials, so as to enrich the classroom teaching content, cultivate students' cultural awareness, stimulate students' interest in learning, and further promote the development of College English teaching. For example, College English teachers can introduce some teaching resources that can effectively highlight foreign culture according to students' interests. These include some micro movies, videos or some foreign characters' deeds and materials about foreign culture. These can be taken as the main collection objectives of information technology and incorporated into the classroom teaching content. However, when college English teachers collect relevant teaching resources with the help of information technology, they must collect teaching resources related to teaching topics, so as to maximize the teaching effect of teaching resources, further help students understand foreign culture, and ultimately achieve the purpose of cultivating students' intercultural communicative ability, and promote the effective development of College English teaching.

#### (2) Designing Communication Activities to Improve Students' Communicative Competence

When cultivating students' intercultural communicative competence, College English teachers should understand that strengthening communication activities is the key to help students improve their communicative competence and lay the foundation for students' intercultural communicative competence. Therefore, College English teachers must not simply carry out classroom teaching, but should scientifically and reasonably design some relevant communication activities, so that students can better use their knowledge to express themselves in the communication activities, and carry out thinking interaction, and finally realize the effective cultivation of students' intercultural communicative competence.

If college English teachers simply design simple communication activities, it can effectively improve students' communicative competence, but it is difficult to effectively cultivate students' intercultural communicative competence. Therefore, when designing communication activities, College English teachers should also consider the characteristics of intercultural communicative competence, so as to achieve the purpose of activity teaching and promote the development of College English teaching. For example, College English teachers can design exchange activities for international students, so that international students in the school can participate in the exchange activities. College English teachers can first let students freely form groups to participate in communication activities, and then equally allocate foreign students, so that these foreign students can be the guide of internal communication in the group, so that all team members can find the correct language logic and communication mode in the process of communication, so as to better lay the foundation for the cultivation of students' intercultural communicative competence. In addition, College English teachers can also use some network communication software to arrange communication activities for students, so that students can use the communication software to communicate with foreign friends and complete relevant investigation tasks when they return to the dormitory or at home. Such exchange activities can enable students to have a direct dialogue with foreign friends, and then better exercise their communicative competence, so as to better realize the effective cultivation of students' intercultural communicative competence and promote the effective development of College English teaching.

#### (3) Expanding Teaching Methods to Improve Students' Language Sensitivity

College English teachers should improve students' language sensitivity by expanding teaching methods, so that students can better understand the meaning of communication language, so as to promote the effective development of College English teaching.

For the expansion of teaching methods, high school English teachers should take into account the students' interest characteristics and understanding ability. College English teachers can carry out the story teaching method to explain the meaning of some special sentences and words in depth through the story teaching method, so as to effectively improve the language sensitivity of students. For example, College English teachers can teach the meaning of MR, miss, MS and Mrs through the story teaching method. The teacher can explain the story according to the meaning and source of different words, so that the students can better understand the meaning and origin of these four words through the story, so that the students can be more sensitive to these special words in the actual communication process later, which can not only be effectively used, but also be effectively understood. Not only that, the story teaching method can also stimulate students' interest in learning, let students actively explore English knowledge, so as to better improve students' language sensitivity, and lay a solid foundation for cultivating students' intercultural communicative competence.

#### (4) Stimulating Students' Interest in Communication according to the Reality of Life

College English teachers can stimulate students' interest in communication by combining with the reality of life, so that students can use their English knowledge to actively express and communicate, so as to lay the foundation for the cultivation of students' intercultural communicative competence.

The students have rich life experiences, which are the effective content for students to express and communicate, and also the effective way to stimulate students' interest in communication. Therefore, as long as college English teachers make rational use of these life resources, they can effectively stimulate students' interest in communication, so as to achieve the effective cultivation of students' intercultural communicative competence. For example, College English teachers can design relevant debate activities according to the teaching theme, and let students debate according to their own life experience, so as to better stimulate students' interest in communication, and let students use their knowledge and communication skills to complete the debate. Moreover, College English teachers should also vote

to select the top three students who perform best in debate activities and give corresponding rewards. This can further stimulate students' interest in communication and give play to the effect of debate activities. In addition, College English teachers can also take a certain teaching content as the theme, so that students can share their interesting life around the theme. This way can also stimulate students' interest in communication, so that students can design their own communication content while listening to others' communication, so as to better exercise students' communication ability and realize the cultivation of students' intercultural communication ability. Therefore, combining with the reality of life is also an effective strategy to cultivate college students' intercultural communicative competence, which is conducive to the cultivation of intercultural communicative talents in China.

#### (5) Assigning Communication Tasks and Establish Students' Communication Confidence

If college students want to truly realize the cultivation of intercultural communicative competence, they should not only have rich knowledge, communication skills and language sensitivity, but also have good communication confidence. Only with good communication confidence can students calmly organize language and communicate, and finally express their ideas clearly and effectively. Therefore, College English teachers should pay attention to the establishment of students' exchange of information, so as to promote the development of College English teaching.

College English teachers can arrange reasonable communication tasks according to the actual situation of students, so that students can effectively complete the communication tasks to see their progress and achievements, so as to establish communication confidence. For example, for some students with strong language ability, College English teachers can assign them some difficult communication tasks. Because this part of students often have good communication confidence because of their good academic performance and strong communication ability. Selecting difficult tasks for them is not only to further improve their intercultural communicative competence, but also a way to help them improve their self-confidence. For students with average language ability, College English teachers need to design and arrange some expansive communication tasks, such as letting these students complete a short communication in about three minutes in the network communication software, first letting them experience the communication process, so as to adjust their mentality, so that these students can gradually adapt to cross-cultural communication, Finally, the establishment of students' communication confidence and the cultivation of students' intercultural communicative competence are realized. Finally, for students with poor language ability, teachers can assign some advanced communication tasks. From self communication at the beginning, to simple dialogue and communication later, to the final difficult challenge communication. Such periodic communication tasks can enable this part of students with poor foundation to gradually experience the fun of communication and feel their own progress, so as to truly establish the confidence of communication. Therefore, arranging communication tasks according to the actual situation of students is also an effective strategy to achieve college students' intercultural communicative competence.

## Conclusion

In a word, intercultural communicative competence is the core goal of College English teaching, which is related to the cultivation of talents in the new era. Therefore, College English teachers in China should enrich classroom teaching resources, improve students' communicative ability, improve students' language sensitivity, stimulate students' interest in communication and establish students' confidence in communication to carry out teaching, improve China's talent system in the new era, so as to promote the development of English Teaching in China.

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# On the application of big data technology in the practical teaching of accounting major in Higher Vocational Colleges

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**Abstract:** with the deepening of education reform, the practical teaching of accounting major in higher vocational colleges should be further optimized. Teachers should actively introduce new educational concepts and teaching methods, so as to better arouse students' interest, strengthen their understanding and application level of accounting knowledge, and improve the effect of education. As a popular form of auxiliary education, big data technology can greatly enrich the practical teaching content of accounting major in higher vocational colleges, broaden the path of education, and greatly promote the comprehensive development of students. In view of this, this paper will analyze the application of big data technology in the practical teaching of accounting major in higher vocational colleges, and put forward some strategies for your reference.

**Key words:** big data technology; Higher vocational education; Accounting major; Practical teaching; application

## 1. Analysis of the application background of big data technology in the practical teaching of accounting major in Higher Vocational Colleges

### (1) The State advocates informatization reform

In the document "guidance on promoting the development of" Internet + education ", the Chinese government further deepened and refined the importance of informatization teaching, and pointed out the way forward for the follow-up informatization education reform. In addition, with the continuous improvement of the digital network teaching platform, it has also laid a solid foundation for the application of big data technology in the practical teaching of accounting major in higher vocational colleges.

### (2) Powerful digital campus construction

At present, schools at all levels in China have carried out the construction of digital and digital campus environment, and achieved good results. In this process, high-quality network and hardware configuration can help teachers more effectively apply big data technology to practical teaching, which is also an important role in improving the level of education.

### (3) Improvement of online teaching level

In the past two years, schools in China have widely used platforms such as smart vocational education and blue ink cloud to carry out educational activities, and created a considerable number of high-quality online courses, which provides an opportunity for the application of big data technology in the practical teaching of accounting major in higher vocational colleges, and lays a solid foundation for enhancing the application effect of big data technology in practical teaching.

## 2. Application value of big data technology in practical teaching of accounting major in Higher Vocational Colleges

### (1) Help to enhance the teaching appeal

If we want to improve the training teaching effect of accounting major in higher vocational colleges, we can try to introduce big data technology into education activities, so as to introduce more high-quality resources into the training teaching classroom, enhance the appeal of accounting professional knowledge to higher vocational students, make them more active and actively participate in the process of accounting professional knowledge learning and skill training, and help them more in-depth, intuitiveMastering all kinds of accounting knowledge with interest will greatly promote the development of practical teaching activities in the future.

### (2) Help to improve the timeliness of teaching

In order to ensure the teaching effect, we should constantly improve the understanding level of higher vocational students on the teaching content, so as to gradually form a good professional quality and professional ability, which can help them digest the knowledge

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