

Research on the cultivation strategy of cross cultural awareness in College Business English Teaching

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Abstract: Nowadays, with the accelerating process of globalization, the exchanges between China and other countries are getting closer and closer. Under this background, the demand for business English professionals is also changing quietly. Business English talents should not only have strong English communicative ability, but also have good cross-cultural awareness. In this regard, business English Teaching in Colleges and universities should also actively do a good job of innovation and reform, effectively cultivate students' cross-cultural awareness, and then escort their better employment and development. This paper analyzes the Cultivation Strategies of cross-cultural awareness in Business English Teaching in Colleges and universities, for reference only.

Key words: College Business English; Cross cultural awareness; Training strategy

Culture is established by convention in a country and nation. It forms and develops on the basis of different cultures. Therefore, a group of people with different cultural backgrounds often have very big differences in life customs, religious beliefs and so on. The relationship between language and culture is very close, and their development is complementary. Only by mastering the culture carried in the language can we better carry out cross-cultural communication. In this regard, in the face of the new demand for business English talents in the current market, it is necessary for us to pay attention to and do a good job in the cultivation of students' cross-cultural awareness, cultivate students' international communication career, so that students can understand more English culture, communicate with foreign friends more confidently and calmly in the future, and promote students' all-round development.

1. The significance of cultivating cross cultural awareness in College Business English Teaching

Sociologist Helms once put forward the concept of "language communicative competence". He pointed out that language communicative competence plays an important role in cultivating students' comprehensive language ability. As a language subject, English aims to cultivate students' communicative competence, which requires students to be able to use English flexibly and communicate with people with English culture. Influenced by the culture of their mother tongue, many students often have communication problems due to misunderstanding in the process of English learning. In particular, some business English graduates often have "cultural shock" and communication errors after entering the workplace, which also greatly affects their work and development. Therefore, English learning should not be limited to the surface of the language system, but should focus on in-depth learning from a cultural perspective, and flexibly grasp cross-cultural differences. Only in this way can we use English more flexibly. From the perspective of business English teaching, the talent training goal of this major is to cultivate high-quality business English communicative talents, which not only requires students to have professional English communicative ability, but also must have good cross-cultural awareness, which is extremely beneficial to their future employment and development. Therefore, in the new era, business English Teaching in Colleges and universities should pay attention to the integration of cultural factors, and create a new normal of business English teaching based on the cultivation of cross-cultural awareness, so that students can learn and use English flexibly and efficiently under the guidance of culture, so that they can go further and fly higher in the future!

2. Strategies for cultivating intercultural awareness in Business English Teaching in Colleges and Universities

2.1 Using information technology to promote cultural learning

At present, education informatization has become an important direction of higher education reform. College English teaching should also make positive responses and changes, especially on the basis of clarifying the teaching objectives of cross-cultural business English, actively relying on information technology to promote students' cultural learning, enabling modern means to cultivate students' cross-cultural awareness, so that they can have a deeper understanding of English culture with the help of modern educational technology, Master English intercultural communication skills, and then learn more and grow more. For example, in English teaching, we can base on the teaching content, collect some audio-visual resources from the Internet, design it into a "business English micro class" and display it in the classroom, and create a new business English teaching mode based on micro class. We can use the pause, playback and circular playback functions of the micro lecture, combined with the verbal explanation to show students rich English cultural resources, help them break out of the shackles of textbooks, learn more English culture in the information atmosphere, and effectively improve their business English learning effect. At the same time, we can also use the micro class to show some specific business English communication process, so that students can feel the communication problems without cross-cultural awareness through video, and stimulate their cross-cultural learning awareness. This way not only strengthens the students' professional ability of business English, stimulates their interest in Business English learning, but also fully expands the capacity of business English courses. While learning business English, students can appreciate different English cultures through modern technology and understand the language skills behind them, so as to promote the development of their cross-

cultural awareness, which can be described as killing many birds with one stone.

2.2 Strengthen cultural cognition by relying on difference comparison

In the teaching of business English in Colleges and universities, if we want to implement the cultivation of students' cross-cultural awareness, we must let students think and learn business English knowledge from the perspective of English culture on the basis of fully understanding Chinese culture, and strengthen students' cross-cultural awareness through the comparison of cultural differences. Therefore, we should focus on refining the differences between Chinese and foreign cultures in teaching, actively guide students to master the laws of cross-cultural awareness in the comparison of cultural differences, constantly improve their business English cross-cultural communication skills, further strengthen their cross-cultural communication ability, effectively promote the cultivation of their cultural self-confidence, and enrich the connotation of Business English teaching. For example, we can carry out cultural contrastive English exploration with students around the "green-eye" in English. It comes from Shakespeare's Othello. If we use the thinking of our mother tongue, the word literally means "green eye", but its actual meaning in the work is actually "jealousy". At the same time, we can combine some Chinese and foreign idioms or words to lead students to feel the differences between Chinese and foreign cultures. For example, we can guide students to translate idioms such as "drifting with the tide", "being weak", "being at a loss" and "practice makes perfect". During this period, we can introduce the game link of "you say I guess". Let one student try to use English to describe the idiom, and other students guess the idiom. Finally, We will combine specific practical translation to learn cognition with students, feel the cross-cultural phenomenon, and gradually cultivate students' cross-cultural awareness, so that they can learn business English more conveniently and efficiently.

2.3 Promoting cultural communication with situational teaching

As we all know, the classroom is the main front of business English Teaching in Colleges and universities. Outside the classroom, students often seldom use business English in their daily life, even if there are simple polite expressions, which is obviously not conducive to students' business English learning and cross-cultural awareness cultivation. Especially for some students with poor learning habits, if they lack love of business English communication exercise for a long time, their subsequent business English learning will certainly be affected. In view of this situation, it is necessary to actively create some business English communication situations from the perspective of situational teaching method, combined with the students' learning facts of business English and the characteristics of business English, so that students can flexibly use English in a variety of business situations, learn and output English language and culture, and effectively change the "dumb English" problems of some students, So that they can better use business English to comfort and communicate. For example, in the specific teaching process, we can combine the theme of "business negotiation" to build some business communication scenes of specific projects, such as "customer first meeting", "customer meeting", and then guide students to design situational communication scripts and assign roles by themselves. During this period, we can specifically let students train some cross-cultural skills in etiquette, negotiation and other aspects, and cultivate their cross-cultural awareness. On this basis, we should also analyze the cultural differences between China and foreign countries behind business activities with students' situational performances, so as to fully strengthen students' cross-cultural awareness and promote their cross-cultural communication. In addition, we can also rely on information technology to enable students to communicate online with foreign friends and create business English teaching situations based on information technology, so that students can more intuitively experience the differences between cultures. At the same time, we can innovate business English teaching mode and stimulate students' learning enthusiasm, Lay a solid foundation for their business English communication and the cultivation of cross-cultural communication awareness.

2.4 Guide after class inquiry and establish cultural awareness

Many educational practices have proved that if teachers want to ensure the quality of teaching, they should not only do a good job of education and teaching in the classroom, but also pay attention to the practice guidance after class, and let students carry out timely training and review. Only in this way can they consolidate what they have learned in the classroom and strengthen their comprehensive ability. Therefore, under the goal of cultivating cross-cultural awareness, business English teaching should pay attention to the optimization of after-school links while doing well in classroom teaching innovation, actively design some activities based on cross-cultural awareness training, guide students to explore and learn the language and culture behind English after class, and effectively strengthen their business English learning effect. Specifically, first of all, we can guide students to widely read some literary masterpieces in English. There are many great English writers abroad, most of whom are familiar to us, including Shakespeare, Mark Twain, Hemingway and so on. Their literary works not only have profound literary connotation, but also have a strong English cultural flavor. In daily educational practice, we should actively guide students to read the representative works of these famous writers after class. For example, we can let students read the original English version of *king and beggar* (Mark Twain) □ *The old man and the sea* □ (Hemingway) and so on, so that they can understand the English culture behind it with the help of literary knowledge. On this basis, we can also design a variety of English reading activities, such as allowing students to combine their own reading of these literary works, write an afterthought, or carry out debate activities for a certain event, etc., so as to deepen their feelings of language and culture and strengthen their cross-cultural awareness. Secondly, we can guide students to watch more English movies or business communication videos, so that students can more deeply experience the cross-cultural communication differences behind business English in the video clips, and promote the cultivation of cross-cultural awareness in learning. Moreover, we can also arrange some spontaneous and autonomous business English assignments while teaching business English to cultivate students' awareness of cross-cultural communication. For example, we can let students record short videos of cross-cultural business English communication, or let students design some business English courseware about cross-cultural communication, and then upload them to the public cyberspace, With the students' appreciation, learning and observation, through this way, students can obtain full

experience of intercultural communication ability, and gradually shape their awareness and habits of intercultural communication.

In short, in the new era, with the continuous development of globalization, the social demand for business English talents is also rising. Under this background, business English Teaching in Colleges and universities should not only do a good job in Business English skills education and cultivate students' excellent business English skills and abilities, but also pay attention to the cultivation of students' cross-cultural awareness, Through effective teaching design and mode innovation to guide students' cross-cultural learning, gradually cultivate their cross-cultural cause, strengthen their cross-cultural awareness, improve their cross-cultural business English communicative ability, so that they can obtain employment and work more smoothly in the future, and provide more high-quality and cross-cultural awareness of excellent business English talents for the society!

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