

Measures to Cultivate College English Intercultural Communication Ability

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ABSTRACT. With the rapid development of economic globalization in modern society, cross-cultural communication is becoming more and more frequent. Because cultures have different backgrounds and meanings, differences and misunderstandings caused by different cultures often occur. The cultivation of students' intercultural communicative competence in college English teaching can promote the exchange and development of world culture and effectively spread local culture. At present, English teaching is no longer limited to listening, speaking, reading and writing, and intercultural communicative competence has become an important indicator of English proficiency. College English teaching must pay attention to the cultivation of cross-cultural communication ability, the effective development of classroom teaching and extracurricular teaching, combined with the comprehensive evaluation of language and culture ability, to promote college English majors to have better English communication ability. This paper analyzes the role of cross-cultural communication ability, summarizes the content of College English cross-cultural communication ability training, and puts forward the relevant measures of College English cross-cultural communication ability training.

KEYWORDS: Cross-culture, English teaching, Communicative competence

1. Introduction

In the 21st century, my country's economy and culture have developed rapidly, and all aspects of China have been in line with international standards. The subsequent cross-cultural communication has spread to all aspects of our lives. The rapid development of economic globalization in modern society and the increasing frequency of cross-cultural communication. Because of the different backgrounds and meanings between cultures, differences and misunderstandings caused by different cultures will often occur [1]. In an era of multicultural coexistence, we must learn to cope with it, cultivate sensitivity to cultural differences, and shorten cultural distance. The development of cross-cultural communication skills has become an urgent need for the cultivation of talents in colleges and universities [2]. The development of global integration puts forward higher requirements for talent training. College English teaching should adjust the ideas of talent training in time according to the development requirements of the times, and pay attention to the cultivation of students' cross-cultural communication skills [3]. In today's society, comprehensive English talents with cross-cultural communication skills have become necessary talents in society. English is the most widely used language in the world, and it plays a very important role in the communication and communication of different countries [4]. With my country's accession to the WTO, there are more and more English communicative activities in our country. For English learning, we must also pay more attention to the cultivation of cross-cultural communicative competence, and promote college students to complete the training of communicative competence through multiple channels [5].

The teaching of college English is not only to teach students the knowledge of language and culture unilaterally, but also to cultivate their understanding and deep understanding of cultures, and cultivate their cross-cultural communication skills. English teaching is not only the training of language skills such as listening, speaking, reading, and writing, but the ultimate goal is to cultivate students' cross-cultural communication skills [6]. There are many ways to teach English. Classroom links, after-school activities, international exchanges, test and evaluation can all become the entry point for cultivating students' cross-cultural communication skills [7]. At present, English teaching is no longer limited to the four abilities of listening, speaking, reading, and writing. Cross-cultural communication skills have also become an important indicator of measuring English proficiency. Therefore, college English teachers must consciously infiltrate the national conditions and basic culture of the language country they teach into English teaching, so that students can understand the differences between China and the West, thereby improving their intercultural communication skills in English communication. [8]. In modern college English teaching, there are many problems in the cultivation of students' cultural communicative competence. The current situation of cross-cultural communication in colleges and universities should be analyzed and corresponding solutions should be found [9]. This article analyzes the causes of cross-cultural communication barriers in college English teaching, and proposes specific strategies and

measures for cultivating cross-cultural communicative competence in college English teaching, and constructs a new type of intercultural communication teaching model.

2. The Necessity of Cultivating College Students' Intercultural Communication Ability

Colleges and universities, as the main educational group force in English teaching, must pay attention to the training and training of their cross-cultural communication skills in the professional curriculum. Especially after China's accession to the WTO, the strengthening of communication with the outside world has made the use of foreign languages more and more. Frequent and extensive. A large part of the English textbooks for colleges and universities are introductions to Chinese and foreign culture, history, and customs. Therefore, when teaching college students in English, they will better grasp the typical regional customs of our country through English learning And history and culture. In traditional English teaching, teachers devote a lot of class time to the explanation of texts, focus on vocabulary and grammar, and do not pay attention to cultivating students' communicative awareness. Due to the lack of understanding of relevant cultural background knowledge. For the ability of intercultural communication, it not only includes the ability to communicate between different international cultures, but also includes a kind of communication ability across races, ethnicities, and different groups. Each cultural connotation has its unique connotation and rich meaning. In the cultural connotation that they form a system, it embodies the systematic values, moral concepts, standard orientation, etc. [10]. Intercultural communicative competence can be said to be the key point of college English communicative competence. In general, the teaching and training of intercultural communicative competence is actually a special training for language behavior.

The purpose of language learning is to communicate and communicate, and communication and communication are inseparable from cultural differences. Therefore, we must pay attention to cultural memory when learning language. Otherwise, language learning will be restricted by culture. It becomes very difficult. The cultivation of students' intercultural communicative competence in college English teaching will effectively enhance students' English language communicative competence. The development of students' language communicative competence will certainly promote cultural construction and realize the mutual promotion of culture and language. Cross-cultural language communication is not a one-way language communication, but a two-way language interaction process. In cross-cultural communication, it also promotes the spread of local culture invisibly. When cultivating students' cross-cultural communication skills, correct guidance should be given to strengthen the cultivation of students' cross-cultural communication skills [11]. When studying language, college students should not only pay attention to the solid memory of culture, but also deepen their understanding of some outlooks on life, values, and world views involved in language. Due to the significant improvement in cross-cultural competence, students have a more comprehensive grasp of the culture of different registers, effectively eliminating the language communication barriers between Chinese and English, which will avoid the communication barriers caused by cultural differences in people's communication, and greatly promote the world The integrated development process promotes the integration of the world.

3. Problems in the Cultivation of Intercultural Communicative Competence

In recent years, in the process of College English teaching, there are many cultural output, but the specific knowledge and cultural connotation is not deeply understood. In modern teaching, there are still many problems in College English teaching. Due to the different teaching materials and teaching methods adopted by teachers, the cultivation of intercultural communicative competence and its teaching effect still fail to meet the requirements of the national level. College English learning is mostly for the purpose of curriculum development or breakthrough of CET-4 or CET-6. As a result, in the process of course learning, we only pay attention to the mastery of sentence pattern and syntax explanation skills, but ignore the connotation of language and culture. As the contents related to culture in college textbooks are basically in extracurricular reading, and the contents taught by teachers usually do not have this kind of reading training, therefore, cross-cultural communication ability is not valued by students and teachers. Although many textbooks have incorporated new ideas and models and put forward new guiding ideology in the process of compiling, the serious problem of examination oriented education is that they only know the knowledge in the books, and they do not understand the background of the connotation of language and culture.

4. Strategies for Improving Intercultural Communicative Competence in College English Teaching

4.1 Optimize Teaching Links

When teaching English, teachers can explore some cultural connotations of the language in order to strengthen students' intercultural communicative competence. In our English teaching, we should pay equal attention to language

and communicative competence, and put the cultivation of intercultural nonverbal communicative competence and language competence in the same important position. When people with different cultural backgrounds communicate with each other, the information codes transmitted by different languages are different, which will inevitably cause obstacles in communication between the two sides. In the process of communication and information transmission, the necessary factor to determine the success of this communication is the context and environment of communication. In the process of comparison and communication between different cultures, teachers are required to have a comparison and explanation between local culture and foreign culture, so that students can not only be confined to local culture, but also learn from a more global perspective [12]. As far as oral expression is concerned, guiding students to express their thoughts in a clear, accurate and well-founded way will inevitably improve their intercultural communicative competence. Fig. 1 is a path analysis model of building dimensions of effective English learning environment and learning effect.

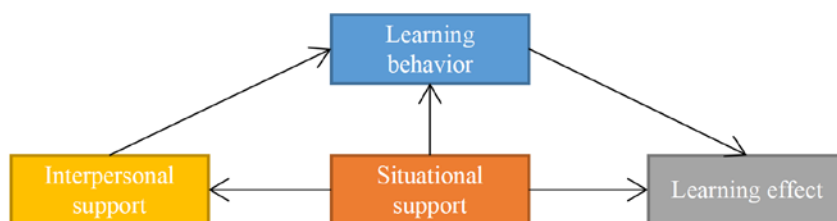


Fig.1 Path Analysis Model

English learning is sometimes very boring. Therefore, teachers should master the rhythm of lectures, and when students' English learning enthusiasm is low, they can use some interesting situational teaching to improve students' learning initiative and flexible use of language. The introduction of cultural knowledge background mainly includes that when teachers choose cultural knowledge related to texts, they impart some extracurricular cultural knowledge to students, so that they have a specific definition of this specific cultural connotation and form a cross-cultural awareness.

4.2 Increase Extracurricular Activities

Only in-class English teaching can not effectively enhance students' intercultural communicative competence. Therefore, some extracurricular activities should be organized to increase students' mastery of foreign cultures. Teaching in class and cultivating students' ability of cross-cultural communication, paying attention to the cultivation of students' awareness of cross-cultural communication and innovative thinking, paying attention to students' practical ability, and paying attention to cultivating students' flexibility can not only effectively promote students' learning, but also enhance their cultural awareness and cultivate their cultural innovation ability. Teachers should give students opportunities and possibilities to cultivate their intercultural communication ability while cultivating their intercultural communication ability. The external environment will have a profound impact on people's behavior, and the strong cross-cultural communication atmosphere will help stimulate students' interest in cross-cultural communication, enable students to actively participate in cross-cultural language communication and stimulate their learning potential. In addition, we should improve teachers' cross-cultural awareness, strengthen the cultivation of teachers' cross-cultural comprehensive quality, and drive students to study cross-culture with the power of example, so as to increase the practicality of communication. Teachers should organize students to carry out cross-cultural communication learning according to English teaching content, such as performing melodrama and scene simulation, so that students can participate in role-playing.

5. Conclusions

For a long time, foreign language education attaches importance to the cultivation of language ability, but ignores the guidance of students' thinking, communication and cultural adaptability. In order to fully develop students' ability, the cultivation channels of intercultural communication ability need to be further expanded and enriched. In today's society, the cultivation of intercultural communicative competence is imperative. It has a profound significance in College English teaching. In order to strengthen the intercultural communicative competence of college students, first of all, we should know why we should cultivate intercultural communicative competence in college students' English teaching. The cultivation of students' intercultural communicative competence is one of the important goals of College English teaching, but the cultivation of intercultural communicative competence in English teaching is not achieved overnight. College English teaching must attach importance to the cultivation of cross-cultural communicative competence, classroom teaching and effective expansion after class. Only by providing the corresponding requirements

and guidelines for cross-cultural teaching, and giving full play to the knowledge learned in each student's training link, can the culture and language be well integrated. College English teachers should realize the significance of cultivating students' intercultural communicative competence, actively explore the path of cultivating students' intercultural communicative competence in College English teaching, and cultivate high-quality talents with international social competence.

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