

Exploration on the Effective Path of Cultivating College Students' English Intercultural Communication Ability

Yaning Xu

College of Foreign languages and literature
Northwest Normal University
Lanzhou, 730070, Gansu, China

Abstract: The goal of English teaching is to enable students to use the language flexibly for effective communication. College students often have high expectations for the effect of English learning, and they are eager to apply the knowledge they have learned to daily communication. However, the actual situation of English teaching is far from meeting the needs of students, and students' intercultural communication skills are generally low, which has caused certain obstacles to the future employment and development of college students. Increase the proportion of cross-cultural knowledge, guide teachers in cross-cultural teaching, enhance students' cross-cultural awareness, effectively carry out teaching activities, improve the ability to distinguish cultural differences, adopt a variety of teaching methods, and provide more opportunities for cross-cultural learning. To effectively improve the cross-cultural communication awareness and ability of most students.

Keywords: Reform Path, Online and Offline, Mixed English Teaching

1. INTRODUCTION

The new liberal arts are mainly based on the traditional liberal arts, reorganizing the courses of various majors to form the intersection of arts and sciences, that is, integrating modern information technology into philosophy. In literature and other courses, it provides students with interdisciplinary learning to achieve knowledge expansion and new thinking. With the rapid development of the times, the new liberal arts are not only an inevitable demand under the new situation, but also an important strategic policy for the promotion of Chinese culture. As a very important course, college English must abandon the traditional teaching mode, only by changing the teaching objectives and continuously cultivating many compound talents who understand Chinese and foreign cultures, have solid knowledge, international vision and intercultural communication skills can we truly meet the diverse social needs and promote the sustainable construction of the country.

This article will first introduce the framework of college students' English intercultural communication competence. From this perspective, the understanding of intercultural communication can be enhanced, to ensure the comprehensiveness and in-depth analysis of subsequent problems. The traditional learning of English language knowledge puts teachers in the main position, while the cultivation of intercultural communication ability is just the opposite. Teachers should complete the rational allocation of learning resources and the scientific adjustment of teaching methods on this basis, whether it is from the perspective of teaching content or teaching methods, it should be developed around students, and the main abilities that need to be cultivated include the following aspects.

English teachers combine knowledge of vocabulary and sentences with cross-cultural explanations and use diversified teaching materials and real cases to introduce art, language, architecture, customs, and customs in different countries and under various cultural backgrounds. Based on the integration of cross-cultural knowledge. Change students' past "Chinese

English" problems. Develop their ability to think in English. Teachers should be deeply aware of the significance of cultivating intercultural communicative competence in teaching. Choose a reasonable teaching method. Enhance the comprehensive quality of students themselves. At this stage, the cultivation of intercultural communicative ability has become the top priority of college English teaching. This is the requirement of the new curriculum reform and requires teachers to strictly abide by and implement it. This means that teachers must increase the content of college English teaching. Cross-cultural elements are added so that students can clearly grasp the similarities and differences between Chinese and Western cultures, and finally realize the integration and penetration of language teaching and cross-cultural teaching.

However, the new curriculum reform only illustrates the importance of cross-cultural communication, but does not elaborate on the specific teaching plan, which requires most English teachers to explore and research by themselves, so there are obvious differences in the effect of college English cross-cultural teaching. In addition, the teaching philosophy and talent training plan of colleges and universities are quite different, and the successful cases of other colleges and universities cannot be completely copied. Teachers need to formulate teaching plans based on the actual situation of the school and the English level of students. The teaching level puts forward more stringent requirements.

2. THE PROPOSED METHODOLOGY

2.1 An overview of college students' English intercultural communicative competence framework

Teachers should also realize that there is an essential difference between cross-cultural research and cross-cultural teaching. Cross-cultural teaching should be based on cross-cultural research, combined with the teaching philosophy, resources and students' physical and mental development needs of colleges and universities to ensure that the teaching plan is scientific. And pertinence, can really serve the purpose

of cultivating and improving students' cross-cultural communication ability, only in this way can college English cross-cultural teaching be carried out smoothly and efficiently. At present, in college English teaching, the proportion of western culture learning in the classroom is gradually increasing. But for most teachers, they lack the source language environment. Although they have a certain language foundation and some understanding of western culture, they still in actual teaching, it is still impossible to deeply explore the cultural characteristics behind textbook knowledge, and it is also difficult to integrate textbook knowledge and Western culture fully and effectively to students.

In the process of communicating with others, students are not fluent enough in English, and may make social pragmatic errors when facing cross-cultural problems. For example, when facing praise, the answers are completely different due to the differences between Chinese and Western cultures. In the west, the general answer is "Thank you." In China, the answer is: "No, I'm too proud." Through the understanding of the current college English teaching model, it can be found that the learning of English knowledge in the classroom is mainly around with the development of basic language knowledge, many teachers just follow the scriptures when teaching, and the teaching focus is also on textbooks and some test sites. They have not yet gotten rid of the shackles of exam-oriented education and have not explained the cultural background and the culture of the target language. import.

Especially for some non-English students, there are few lectures on foreign cultural and language knowledge, and college students lack opportunities to learn intercultural communication skills under such circumstances. Although teachers have spread some audio and video through multimedia in the information age, they cannot fully apply multimedia to further teach students. Western cultural knowledge, let alone the teaching of target language culture, living habits, and historical culture. It is difficult for college students to complete the improvement of intercultural communicative competence under this teaching mode. Emotional competence specifically includes communicative purpose, communicative attitude, and cultural empathy. The communicative purpose refers to the language environment of specific cultural communication. The communicative party actively participates in and can adapt to the inner will of the object culture's communicative style.

It is far from enough for students to learn relevant cultural knowledge only from the classroom. Teachers require students to supplement classroom knowledge through extracurricular independent learning, further help students consolidate existing knowledge and skills, and actively encourage students to carry out extracurricular independent learning. The integration of resources inside and outside the class and the supplement of knowledge improve the existing knowledge framework and strengthen students' cross-cultural awareness, so that the improvement of cross-cultural communication ability is fully guaranteed. After class, students are guided to carry out diversified practical exchanges, and students are encouraged to participate in a series of cultural exchange activities, in the process of practice, constantly improve one's language ability. A good environment can ensure the actual learning effect, and the environment has a great influence on students, so in the process of cultivating cross-cultural ability in English teaching in colleges and universities Must create a good cross-cultural communication atmosphere. The first is scenario setting. College teachers should make more use of scenario

setting to put college students in a state of cross-cultural communication. There can be small script performances, role-playing, and dialogues in the form of lines. In this way, college students More direct access to cross-cultural communication, to gradually get rid of the influence of Chinese negative transfer.

2.2 Research on the training path of college students' English intercultural communication ability

Communicative attitude refers to the communicative party's true attitude towards the object's cultural environment and its own cultural identity. This is the most critical element of emotional competence. Communicative attitudes are mainly manifested in self-concept, tolerance, and openness. Specifically, self-concept is the cognition of the individual. Self-esteem is key. To achieve this goal, it is necessary to add professional knowledge of history, geography, literature, science, and technology to the content of college English cross-cultural teaching, and the learning and dissemination of local culture cannot be ignored in cross-cultural teaching. If they don't know much about it, they will not be able to find the similarities and differences between Chinese and Western cultures, and they will often confuse their thinking, which is extremely unfavorable for cross-cultural communication; on the contrary, if students have high attainments in Chinese and Western culture studies, they will a clear knowledge thread will be formed in the brain, and learning will also achieve twice the result with half the effort.

The content of college English cross-cultural teaching covers a very wide range. Finally, teachers should face up to the current deficiencies in English teaching, reflect on their own teaching ability and existing problems, and put forward improvement countermeasures for existing problems. On the one hand, they should pay attention to the degree of students' mastery of knowledge, and timely check for gaps. On the other hand Students should be encouraged to apply the knowledge they have learned to practice, be able to communicate proficiently with others in different contexts, continuously enrich students' cultural heritage, improve students' shortcomings in language communication, and provide students with more opportunities for oral practice , step by step to achieve the teaching objectives.

With the continuous development of science and technology, we have now entered the information age, and information technology has already been widely used in society, and the application of Internet technology in college students' English cross-cultural communication can bring them great convenience. There are the following aspects of application. The first is to obtain many resources through modern Internet technology. Without reliable learning resources, it is impossible to carry out practical learning in all aspects. Most contemporary college students lack the opportunity to meet foreign cultures. If teachers' unilateral descriptions alone cannot make students fully appreciate the charm of foreign cultures, let alone understand their living habits and historical background.

Want to enhance students' cognitive ability to various cultures and language development. Improve their English intercultural communication skills. It is necessary to start from the selection of English teaching materials, which is the focus of learning and applying cross-cultural knowledge. In English cross-cultural teaching. The selection and creation of teaching content is very important, cultural differences should be highlighted in language, and language differences should

be reflected in cultural differences. The language dialogue content in the teaching content should be the communication language in real situations. Reproduce real life. According to English teaching objectives and teaching content. Teachers should pay attention to enriching students' language and cross-cultural knowledge, and organically combine language learning with national cultural background knowledge. Let students experience the great influence of different national cultural characteristics on language.

The cross-cultural teaching of college English only teaches European and American culture, and seldom involves the traditional culture of our country, which leads students to blindly pursue trendy ideas and lack interest in their own culture. a great restriction. In recent years, my country's international influence is growing, and more and more countries have realized the strength of China and expressed their strong interest in Chinese traditional culture. Therefore, the introduction of Chinese traditional culture has been increased in English cross-cultural teaching. Cultivating students' sense of national pride and social responsibility is conducive to the inheritance and development of Chinese traditional culture.

3. CONCLUSION

This paper first introduces the framework of college students' English intercultural communicative competence from four aspects, and then analyzes the current difficulties in the cultivation of intercultural communicative competence in colleges and universities on this basis. Some problems faced during communicative learning, and finally put forward relevant solutions to the main difficulties at present, that is, adopting information technology, improving the overall comprehensive quality of teachers, and creating a good cross-cultural communication environment. As the cradle of talent training, colleges and universities should get rid of the shackles of traditional thinking, try to use new and advanced teaching concepts to guide teaching reform, improve and optimize the teaching content, teaching methods and teaching forms of college English, and devote themselves to cultivating students' cross-cultural ability. Cultural communicative competence to meet the basic needs of the country and society for talents, to realize the long-term and healthy development of English education in colleges and universities.

4. REFERENCES

- [1] Dai Hongbo. Practical Exploration on Cultivating College Students' English Intercultural Communication Ability [J]. Journal of Qiqihar University: Philosophy and Social Sciences Edition, 2020(12):3.
- [2] Chen Meimei, Fu Hui, Cao Shuai. Analysis of the Path to Cultivate Intercultural Communicative Ability in College English Teaching under the Background of "New Liberal Arts" [J]. Campus English, 2019(43):1.
- [3] Wang Lei. Discourse Pragmatic Analysis Path and "Post-Method" Enlightenment of College Students' Spoken English [D]. Taiyuan University of Technology.
- [4] Zhu Jinxia, Zhu Changgui. Exploration of English Education and Teaching in Colleges and Universities from the Perspective of Multiculturalism—Comment on "Research on Theory and Practice of English Education and Teaching in Colleges and Universities" [J]. 2021.
- [5] Jin Chengda. Research on the Cultivation of Intercultural Communication Ability in College English Teaching [J]. Journal of Changchun University, 2021.
- [6] Chen Meisong and Du Fei. Research on the Teaching Reform Practice of Intercultural Communication Courses in Colleges and Universities--Taking Nanjing University of Information Science and Technology as an Example [J]. Journal of Zhejiang Foreign Studies University, 2022(2):14-20.
- [7] Dong Xian. Research on the Framework and Training Path of College Students' English Intercultural Communication Competence [J]. Journal of Heilongjiang Teacher Development College, 2020, 39(2):3.
- [8] Xu Jingjing. Exploration of College English Teaching and the Cultivation of College Students' Intercultural Communicative Competence--Cultivating College Students' Intercultural Communicative Competence through Second Language Teaching[J]. Curriculum Education Research, 2015(5):1.
- [9] Liu Ying. Exploration of College English Teaching and the Cultivation of College Students' Intercultural Communication Ability [J]. Selected Journals of Young Writers (Teaching Exchange), 2015, 000(015):26-26.
- [10] Huang Qiang. Exploration of the Implementation Path of College English Course Students' Cross-cultural Competence [J]. Journal of Linyi University, 2022, 44(5):100-107.
- [11] Li Wei. Exploration of Effective Paths to Cultivate College Students' Intercultural Communicative Ability—Comment on "Research on the Cultivation of Intercultural Communicative Ability in English Teaching" [J]. Chinese University Science and Technology, 2022(11): 1.
- [12] Zhang Airong. Exploration of Key Points and Ways of Cultivating Intercultural Communicative Ability in College English Teaching [J]. Changjiang Series, 2017(32): 3.
- [13] Fu Yonggang. Exploration of the Path to Cultivate Intercultural Communication Ability [J]. Journal of School of Foreign Languages, Shandong Normal University, 2001.
- [14] Jiao Yuliang. Effective penetration of intercultural communication in English teaching in colleges and universities [J]. Global Market, 2018(12): 1.