

Cultural Communication-Oriented Construction of Innovative Teaching Model for English Majors

Yaning Xu

College of Foreign Languages and Literature
Northwest Normal University
Lanzhou, 730070, Gansu, China

Abstract: English grammar is a compulsory course for English majors in colleges and universities. English grammar is an independent basic subject and a branch of linguistics. It is the organizational law of language and gives language a structural system. The learning of grammar must be organically combined with the use of language. The aim is to explore how to construct a culture-transfer-oriented grammar teaching model for English majors, in order to explore new ideas for English major grammar teaching, build a new teaching system for English basic education, run through the new content of humanistic quality education, and use information technology to improve English teaching methods, and carry out the second classroom activities that reflect the characteristics of professional humanities. Integrate vocational humanistic quality education into the teaching mode of higher vocational English classrooms to comprehensively improve students' comprehensive quality.

Keywords: Cultural Communication; Innovative Teaching; English Majors

1. INTRODUCTION

Grammar is the structural law of language, which provides people with the rules of word inflection and the formation of words into sentences. It is the result and symbol of the abstraction of human thinking and has a certain nationality and stability. Learning grammar is a means, not an end. Although grammar has a certain degree of independence, it endows language with a structural system and is a tool for language communication. Cultivating students' pragmatic ability is the goal of foreign language teaching. Pragmatic ability refers to the ability to use language effectively to achieve a certain purpose and the ability to understand how to use language in specific situations. Therefore, English teaching should truly play the ideological and political role of humanities courses and be subtle in the process of English teaching integrate into ideological and political education, pay attention to the education of students' moral education and the cultivation of professional humanistic quality.

English teachers should continuously improve their moral education awareness and ability, grasp the target orientation of English course ideological and political and humanistic quality education, integrate ideological and political work into the whole teaching process, and realize all-round education. Cultivating students' ability to learn and use English comprehensively has become a common concern and research topic of English teachers, experts, and scholars. This book re-examines the college English teaching mode and teaching method from the perspective of ecology. The author uses ecological principles and methods to analyze various problems in college English teaching and explains the causes of these problems. Ways to solve the problem are discussed. The book is divided into the connotation and characteristics of the ecological model of English teaching, theoretical basis, ecological research, investigation of imbalance phenomena, operating procedures, support systems, optimization of the current situation, etc., and systematically studies how to construct an ecologically balanced college English teaching system.

The relationship between intercultural communication and college English teaching. From the analysis of the elements of

intercultural communication, language is an element of intercultural communication, and there is a close relationship between language and culture. Therefore, with language as a link, an important relationship between college English teaching and intercultural communication has been established. Language is the reflection of culture, and culture is the carrier of language. Language and culture are realized through communication, and language can also be regarded as a kind of communication.

Under the background of different languages and cultures, the phenomenon of cross-cultural communication must exist. Therefore, the importance of college English teaching for intercultural communication is self-evident. For Chinese university education, English is a second language, and the goal of college English teaching is to cultivate students' intercultural communicative competence. Therefore, college English teaching has great potential for cultural teaching and intercultural communicative competence training. Communication and display are also two levels of a link. Students have gained some understanding of new knowledge through self-study and questioning. If you can give students time to communicate, then unfamiliar knowledge will become familiar. English as a language is used to communicate and express ideas.

2. THE PROPOSED METHODOLOGY

2.1 Analysis of College English Teaching Mode from the Perspective of Cultural Communication

To learn English, you should first learn it as a tool of communication. Therefore, communication is particularly important in English class. Secondly, another level of communication display is display. Cultivating a student is not only to give him knowledge, but also to give him the ability to use knowledge. There are also many teachers who think that grammar courses involve many knowledge points, scattered, complicated, and boring, and are not as easy to arouse students' interest as other courses. Teachers pay more attention to grammatical rules rather than words, context, and communicative purposes. Teaching stays at the sentence level

instead of discourse level and cannot play the intermediary role of grammar. This results in teachers teaching grammar because of grammar, and students teaching grammar for exams. The situation of learning grammar.

More and more teachers and students have fully realized the importance of grammar learning, but due to the lack of effective learning strategies and teaching methods, the result is often half the result with half the effort and full of loopholes. These undoubtedly show that grammar teaching needs a certain teaching strategy, that is, using certain teaching practices and principles to rebuild a new model of grammar teaching for English majors. Textbooks are the carrier of language teaching. Teachers should dig deep into the content of the textbooks and use them properly. From the points to the surface, compare the differences between Chinese and western cultures, discard the dross and extract the essence, learn from the excellent western culture, promote Chinese traditional culture, and create a strong educational atmosphere. For example, we focus on the humanistic quality education of students in the teaching of basic English, help students understand the differences between Chinese and Western cultures, and conduct moral, psychological, aesthetic, and other education to improve students' cultural accomplishment; the professional English part highlights professional humanities. The characteristics of combining quality and profession cultivate students' noble professional ethics and professional concepts.

How to reform the teaching mode of college English from the perspective of cross-cultural communication and communication is an important problem faced by college English teachers. Change the status quo of traditional teaching that only pays attention to the teaching of basic knowledge and ignores the cultural connotation of English and the differences in cultural exchanges between the East and the West, change the Chinese way of thinking in traditional English teaching and learning, and closely combine western culture teaching with English listening, speaking, reading, and writing. First, introduce the cultural common sense needed for communication in college English teaching. Mastering the basic knowledge of the differences between Chinese and Western cultures is the basis for cultivating college students' cross-cultural communication skills. For example, Orientals speak in a subtle and subtle way, while Westerners like to be straightforward. Easterners shake hands when they meet, while Westerners are used to hugging; The difference can be understood through the teacher's classroom lectures. Secondly, play original soundtrack movies in the multimedia classroom, watch them with the help of superior resources such as Western American dramas and British dramas, and understand and master the cultural differences between the East and the West, such as the way westerners speak on different occasions, the names of people, the way of hospitality and etiquette. Teaching objectives and principles. In my country's college English teaching, combined with the current society's requirements for English talents, the teaching objectives include three levels, namely language ability, communicative ability, and cross-cultural communication ability.

2.2 The Construction of the Model of English Culture Communication in Higher Vocational Education

Language ability refers to improving students' pronunciation, grammar, and vocabulary listening, speaking, reading, writing, and translating abilities through teaching, communicative

ability refers to students' ability to use English reasonably for basic communication on appropriate occasions; cross-cultural communication ability. It refers to the ability of students to flexibly use English knowledge and skills to communicate according to different cultural environments and contexts. In the context of cross-cultural communication, college English teaching should follow certain teaching principles: one is to be student-centered, to cultivate learners' ability to learn independently. English positivity. The problem that students most need to solve in English teaching, the thing that needs to be mastered most in this class, and the thing that is most difficult to master is "fine".

These things must not only be explained, but also thoroughly explained. Once explained thoroughly, they must be consolidated through practice. This is to use practice to promote teaching, and to use practice to promote learning. English teachers should pay attention to intensive lectures in the classroom: the timing of intensive lectures should be timely, the degree must be grasped, and the position should not be offside; Students have room to think and digest. For difficult-to-understand problems, step-by-step thinking questions should be designed to induce students to gradually complete their learning goals. Teaching should be carried out according to the internal logic of knowledge and the cognitive level of students, and a systematic teaching system should be constructed. Most students with grammar knowledge have learned it in high school, and repeated explanations will not only waste time, but also make students lose interest. What teachers should do is to deepen and improve the grammatical knowledge points, summarize the knowledge points to a high degree, and activate the relevant knowledge accumulated in the learners' minds to enter a deeper level of learning.

In teaching activities, teachers should design operable tasks around specific language items, and students can complete the tasks through communication, explanation, inquiry, and other forms. Teachers should not only fully understand the relevant knowledge of oral English courses, but also need to grasp students' thinking trends in real time, understand students' difficulties, and provide timely feedback and correct guidance. Therefore, the PBL teaching mode puts forward higher requirements on the professional knowledge ability of teachers and the ability to control students' problems. Simulate real-life scenarios through group dialogue. Cross-cultural English teaching should be carried out from two aspects of theory and practice, with special emphasis on scene simulation training, allowing students to play different roles to conduct situational dialogues, and cultivate students' comprehensive English application ability in actual communication.

The research on college English teaching mode from the perspective of cross-cultural communication needs to analyze the college English teaching mode, teaching objectives, teaching content, teaching characteristics, teaching principles, teaching methods, teaching evaluation and teaching nature from the cross-cultural perspective. Establish an interactive teaching mode of reading and writing, guide students to read many western original works, write out their impressions after reading, or simulate novels with wonderful passages to write novels, to promote reading through writing and improve their writing level through reading. From the perspective of the teaching objectives of college English, the teaching content should include three aspects, namely English language teaching, English culture teaching and intercultural communicative competence teaching.

Throughout the university stage, English language teaching is a basic part, mainly including the basic knowledge and use of English, such as words, pronunciation, grammar, sentence patterns, etc., cultural teaching is an important content throughout college English teaching, including cultural knowledge and communication, such as the development of English culture, general laws, the composition of English culture, etc., the teaching content of intercultural communication ability should be combined with the culture of the mother tongue, to teach students the cultural content contained in the language itself, and guide students to communicate proficiently in the context of English culture. Classify, integrate, and optimize teaching resources from the perspective of professional construction, excavate the content of teaching materials, and reflect moral education and the cultivation of professional humanistic qualities. Highlight the personalization and differentiation of teaching design according to class situation and student level, take students as the center, pay attention to the individual differences of students, tap the potential of students, and teach students in accordance with their aptitude.

3. CONCLUSION

To adapt to the pace of development of English majors, it is imperative to reform the classroom teaching methods of professional English grammar in colleges and universities. The goal of grammar teaching is not to master the theoretical knowledge of grammar, but to train students to use the knowledge they have learned flexibly, effectively and creatively, to solve practical language phenomena, to realize real communication, and to promote the improvement of pragmatic ability. Mastering grammatical knowledge is only a staged goal and means, and we should focus on the high-level goal "pragmatic ability". From the perspective of cross-cultural communication, in college English teaching, teachers should change the traditional evaluation methods, pay attention to the development of students' comprehensive abilities and students' individuality, and adopt the evaluation mode combining "authentic evaluation" and "performance evaluation". Observation of the learning process, making a comprehensive evaluation of its effort, progress, learning attitude and final achievement.

4. REFERENCES

- [1] Wang Wei. The new question type of college English four-level translation and the construction of cross-cultural translation teaching model [J]. Education and Teaching Forum, 2015(1):2.
- [2] Zhu Lianping. Research on the reform of the characteristic teaching mode of "Course Ideology and Politics" for English majors—Taking the "Ceramic Culture Translation and Communication" MOOC course as an example [J]. Journal of Jingdezhen University, 2019, 34(4):4 .
- [3] Liu Xiaoxing, Liu Xiaomeng. The Construction and Practice of SPOC Flipped Classroom Teaching Mode of College English under the Output Orientation [J]. Journal of Zhaotong Teachers College, 2019, 041(005):94-98,114.
- [4] Qi Wei. Exploration on the local characteristic teaching mode of English teaching for tourism majors in secondary vocational schools [J]. New Education Era Electronic Magazine (Teacher Edition), 2018.
- [5] Duan Fangfang. The Model Construction of Tea Art English Cross-cultural Teaching [J]. Fujian Tea, 2017(8):2.
- [6] Su Weimin. New Thoughts on Intercultural Communication Teaching of College English Courses under the Background of "The Belt and Road Initiative"—Taking "self-centered, all-inclusive" as the perspective [J]. Modern English, 2022(15): 4.
- [7] Zhao Qian, Zhang Jing. Talking about how to build a student-centered and teacher-led cultural teaching model for English majors [J]. Chinese Outside School Education, 2011(18):107-108.
- [8] Xi Wei. Innovative Strategies for Cultivating Cultural Confidence in Senior English Teaching [J]. Anhui Educational Research, 2022(26):6-8.
- [9] Ding Runxin. Constructing a College English Teaching Model Based on Cross-Cultural Communication—Comment on "Exploration of College English Education from a Cross-Cultural Perspective" [J]. Chinese Journal of Education, 2016(6): 1.
- [10] Li Deyu. Research on the Innovation of Tourism English Teaching Model Based on Intercultural Communication Ability Orientation [J]. 2020.
- [11] Zhang Li. Research on teaching beliefs of primary school English teachers from the perspective of social cognition [D]. Nanjing Normal University, 2017.
- [12] Lu Jiong. Analysis of College English Teaching Mode from the Perspective of Intercultural Communication [D]. University of Science and Technology of China, 2015.
- [13] Miao Weijia. The Application of Culture-Oriented Teaching Mode in College English Intensive Reading Courses--From "New College English" [J]. Journal of Taizhou University: Social Science Edition, 2003.
- [14] Shi Mei, Bi Yunhui. Research on the reform of the teaching mode of "Course Ideology and Politics" for English majors—Taking the course "Culture and Translation" as an example.
- [15] Du Minghui. Research on the penetration of Chinese culture in foreign teaching in Chinese medicine colleges and universities from the perspective of post-methodology—Taking Nanjing University of Traditional Chinese Medicine as an example [J]. Journal of Jiangxi Institute of Education, 2021, 042(002):76 - 79,118.