

An analysis of the influencing factors of English idiom learning based on the cultivation of cross-cultural ability

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Abstract: Cross-cultural communication, in popular terms, refers to what problems should be paid attention to and how to communicate appropriately when dealing with foreigners due to differences in language and cultural background. English idioms are an important carrier of British and American culture, and students can enrich their own cultural knowledge system and enhance their cross-cultural awareness through the study of English idioms. The cultivation of intercultural communicative competence is the key and difficult point in English teaching, which is of great significance to the improvement of students' English level. English idioms, as the essence of language and the epitome of culture, are effective carriers for integrating language system and cultural background knowledge, and also play an indispensable role in cultivating students' intercultural communicative competence. Learning English idioms helps to cultivate students' sense of English language, improve students' aesthetic ability and cultivate students' moral sentiment. At the same time, it also helps to stimulate students' interest in learning English, enhance the effect of English teaching and improve the quality of teaching. Students' cognitive level of English idioms also determines whether they can properly translate English idioms. Therefore, cultivating cross-cultural English idiom ability is very important for students. This paper mainly analyzes the influencing factors in the process of learning English idioms.

1. Introduction

Language is an important part of culture, and it is the carrier of culture, reflecting and bearing rich cultural connotations. English idioms are closely related to specific history, economy, culture, customs and geographical environment, inherit and record national culture, and play an important role in daily communication. They are short, concise, humorous, witty and philosophical, and are widely used in daily communication, newspapers and magazines, film and television media and literary works [1]. In today's world, the exchanges between countries are gradually deepening, the exchanges between people of all countries are increasingly frequent, and the requirements for cross-cultural awareness are getting higher and higher. In the teaching activities of English majors, we should not only convey theoretical knowledge, but also pay attention to the tolerance, sensitivity and flexibility of cultural differences. Tracing back to the source, students often ignore the social environment of the language, especially the cultural differences of the English language, so they can not effectively use the English language for cross-cultural communication, and are trapped in the learning process of stagnation [2]. This requires that the existing English teaching should not be limited to the language system itself, but must be connected with the cultural background of English, change the original mode of "teaching language by language", make English teaching go deep into the use of symbols, cultivate students' cultural awareness or cultural sensitivity of the target language, and gradually develop into a kind of cross-cultural communication ability [3].

English idioms, as the essence of language and the epitome of culture, are an effective carrier for integrating language system and cultural background knowledge. Cross-cultural communication emphasizes the rules of language application. Language application is a comprehensive system, which can not be separated from the organic integration of communication, language and culture. Cross-cultural communication ability needs to cover four aspects: possibility, feasibility, expressiveness and appropriateness [4]. The history of intercultural communication in China is short, but its development speed is quite fast. Knowing and being familiar with the unique rhetorical

features of English idioms and mastering certain rhetorical knowledge can help students to read English texts or extracurricular English literary works, newspapers and magazines and other reading materials smoothly. Through the comparison of idioms in cultural differences, the interest of classroom language teaching can be enhanced and students' interest in learning English on their own initiative can be enhanced [5]. Understanding and being familiar with English idioms can imperceptibly improve the appreciation level of English and enrich the aesthetic taste of English, which is helpful to improve students' English writing and expression ability. It can be seen that mastering the rich cultural connotation of English idioms is an urgent problem to be paid attention to and solved in English learning. This paper studies the cultural characteristics of English Idioms from the perspective of cross-cultural communication, analyzes the influencing factors in English idiom learning of cross-cultural ability training, and then improves students' pragmatic communication ability [6].

2. Cultural connotations and features of English idioms

English idioms are an important part of English vocabulary, which came into being in the specific historical and cultural background of British and American countries, and have been handed down from generation to generation. They record, inherit and reflect the national cultures of British and American countries in a humorous, concise and philosophical way. Among the elements of language, vocabulary has the closest relationship with culture. "It is the most active and flexible component in language, and it is also the one with the largest cultural load." English idioms are concise in structure, meaningful in meaning, with strong national cultural identity and extraordinary expressive force. They play an important role in English national culture, represent a tendency of English development, and meet the requirements of language inequality in pragmatics to achieve the purpose of effective communication [7]. Idioms carry the cultural information and cultural characteristics of the nation. Geographical environment, historical background, religious beliefs and living customs are reflected in idioms. If you don't understand English idioms, you can't really understand British and American culture, and you can't have in-depth English communication with local people unimpeded, or even cause communication obstacles and misunderstandings. This is also my deep experience in the process of communicating with local people after studying abroad for a year. In terms of linguistic concept, it refers to words, phrases or sentences in English vocabulary that are fixed in structure, complete in semantics and grammar, and used in independent units in function. It includes English slang, colloquialism, idioms, proverbs, allusions, allegorical sayings and idioms.

English idioms are mainly characterized by completeness and fixity, that is to say, idioms are used as a complete semantic unit, and each of its components is inseparable. At the same time, its words, forms and structures are fixed and cannot be changed or replaced at will. Influenced by the way of thinking and cultural connotation, the meanings of English idioms in people's minds are often tactful, hidden and metaphorical. Only through cultural exchange can people have a better understanding of the origin, similarities and development of different cultures, and cultural exchange is usually based on language exchange. The diversity of living and life styles of all ethnic groups makes their respective cultures diverse and have their own personalized culture. Therefore, idioms are a very good breakthrough for cultural input. Mastering common English idioms will help to deeply understand the cultural connotation of English, cultivate cross-cultural awareness and improve cross-cultural communication ability [8]. In fact, there is a profound cultural background behind the English language. In order to let students understand the culture behind English, we must fundamentally explain the form of language for them, guide students to learn how to live and use, and improve learning quality and efficiency, so as to improve students' cross-cultural communication ability, so that they can not only understand basic knowledge, but also learn and use it flexibly.

3. On the Cultivation of College English Intercultural Communication Ability

As an independent discipline in the field of linguistics, context research is a very big concept. In recent years, there are many studies on context in China, and there are many kinds of division of context. Understanding the differences of thinking modes of different nationalities plays a great role in second language learning. The weak knowledge of Non-English Majors restricts their learning efficiency, which is a breakthrough point to be improved. The original intention of College English teaching is to cultivate practical talents for the society. High-quality talents should not only have solid English language skills, but also understand the cultural connotation of each country. If learners do not understand the cultural background knowledge of the target language and lack sufficient understanding of the social and cultural meaning of words, some words with special social and cultural meaning in the target language often use the concept of mother tongue to replace the concept of the target language, and do not pay attention to their differences in connotation and semantics, they are easy to step into the "misunderstanding" of cross-cultural communication. Foreign language teaching theory is the guiding principle of college English teaching. Its main content is to enable students to learn foreign languages, master English skills and language knowledge, and have certain intercultural communicative competence. With the continuous improvement of China's economic and political status in the international community, more talents are needed to participate in international exchanges. In international exchanges, they can not only feel the charm of different cultures, but also spread Chinese traditional culture, thus broadening their horizons, further improving their intercultural communication skills and making greater contributions to their motherland.

In the field of foreign language teaching and research of cross-cultural communication in China, the first thing that attracts researchers' interest is the study of Lexical Cultural Connotation combined with foreign language teaching. Some scholars call the words with cultural connotation "cultural vocabulary", which refers to the vocabulary of specific cultural categories. Since its reform and opening up for many years, Western cultural ideas, science and technology and ideology have flooded into China, which has also had a series of negative effects on students. The study of the cultural connotation of words is an important part of the study of cross-cultural communication. If we make a cross-cultural comparative study of the meaning of these words and pay attention to the analysis of the conflicts and misunderstandings that their differences may bring to cross-cultural communication, it will undoubtedly help to overcome the obstacles of cross-cultural communication [9]. In English teaching, teachers should consciously and step by step teach students the national images and cultural characteristics of English idioms, and explore the collision, integration and growth of Chinese and western cultures, so as to improve students' intercultural communication ability. In daily teaching activities, students should be guided to get out of the confinement of teaching materials and read the classic foreign chapters on customs and culture through APP, newspapers and magazines. Nowadays, college students' understanding of the cultures of English-speaking countries is fragmented, unsystematic and not in-depth, which leads to students' inability to think and deal with problems flexibly with foreigners' consciousness in the process of foreign communication, and this is what we need to help students strengthen in the process of college English teaching. Without cultural exploration and interpretation of these idioms, it is impossible to understand their metaphorical meanings and cultural information on the surface.

4. The influence of English idioms in cultural communication

The relationship between language and culture sets off each other. Culture is passed on through language, which records culture and reflects history. This paper will analyze the influence of cultural context on English idioms from five aspects: geographical environment, religious beliefs, myths and fables, literature and art, and customs. Geography is the basis for human survival and development, and the formation of culture cannot be separated from the influence of geography. According to the geographical environment of Britain, people live in islands surrounded by the sea, and the navigation industry is very developed, so most idioms are related to navigation. Some

English idioms reflect this "marine culture" well, such as "queerfish" or "coolfish", which means strange people. China is located in the East Asian continent. It is a typical landlocked country with vast territory and abundant resources. China is also a large agricultural country. People's lives are inseparable from land and agriculture. Therefore, there are many idioms related to agricultural production in our Chinese. Religion is a special cultural form and belongs to social ideology. It exists all over the world, in all countries and nationalities. It is the human explanation of the existence of the universe, the product of the communication between human society and the objective world, and a theoretical and systematic ethics. Religious belief is an important part of the culture of various countries, and religious elements also permeate the language system of various countries [10]. British people have very strong national and religious ideas and often worship God through various channels, so many idioms are related to God.

In the process of historical development, the precipitation of cultural heritage will form a unique cultural tradition, which will have a profound impact on language. Allegory mainly comes from folk oral creation, which mostly takes the form of borrowing the past and comparing the present with the present, and expresses its profound truth in simple stories, and becomes an important literary creation genre. A large number of English idioms come from ancient Rome, ancient Greece's myths and fables and Shakespeare's literary works. Generally speaking, literary works contain profound national feelings, so literary works can also be regarded as the main source of English idioms. The differences between English and Chinese in cultural background, mode of thinking and aesthetic taste form their different perceptual stereotypes. Good literary works can not only entertain the body and mind, but also help people understand the real society, broaden their horizons, cultivate their sentiment, purify their soul and give people lessons. The wonderful words and sentences of literary giants are popular, vivid and popular. Custom is a social phenomenon, which refers to the traditional customs, etiquette and habits of individuals or groups. It is the behavior mode or norm that people of all dynasties abide by in a specific social and cultural region. The customs and habits of the British and American nation have produced idioms with their national characteristics. In turn, these idioms also record the customs and habits of the British and American nation. These customs and habits include etiquette, tradition, code of conduct, way of communication, superstition, diet and other aspects of social life.

5. Conclusions

Language is the carrier of culture, and culture is the essence of language. Language is closely related to culture. Therefore, usage completely controlled by context and dependence on common knowledge are common features of all people's greeting communication. "Taking advantage of the wide coverage of idioms as a carrier, with the help of the learning experience of the mother tongue, thinking and giving full play to the positive transfer role of the mother tongue, we will pay full attention to the cultivation of students' cross-cultural awareness and improve their English communication level. The interpretation of English idioms is inseparable from the interpretation of national culture. The study of English idioms within the framework of cultural context theory will not only help to deepen the understanding of idioms, but also help to understand British and American culture, which is very beneficial to English learners. Idioms are the essence of language, and their production is closely related to the specific geographical and social background, religious beliefs, custom and human feelings, history, culture and psychological cognition. Only by correctly understanding English idioms and applying them in real life can we not only improve the ability to use language, but also improve the ability to master culture. Through the integration of the two, we can really give full play to the value of language and meet the needs of cross-cultural communication.

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