

Study on the Cultivation Method of Intercultural Communication Ability in Business English Teaching based on Analysis of Students' Needs

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Abstract: Cross-cultural communication ability refers to the language ability of students to comprehensively control and judge in business English literacy training. There are many problems in business English teaching based on the background of students' needs, such as the outstanding formalism, the lack of adequate intercultural communication skills, and the lack of teaching in accordance with their aptitude. Therefore, this paper studies the cultivation methods of intercultural communication ability in business English teaching based on the analysis of students' needs.

1. Introduction

Contemporary young students, as the helm of the country's future destiny, have a very important practical significance in studying their intercultural communication. To cultivate students' intercultural communication ability in business English teaching is not only the simple infusion of knowledge, but also the improvement of students' comprehensive quality. Especially in the context of the new era, the teaching methods must carry out the necessary innovations to adapt to the students' evolving learning needs, and effectively promote the psychological transformation of intercultural communication ability training in the process of business English teaching. However, the cultivation of students' intercultural communication skills is not an easy task and requires their accumulation in long-term business English literacy training. In linguistics, the intercultural communication of language mainly refers to the flexible conversion of the way of thinking of learners in the process of learning and accumulating knowledge. And the transformation in this process is diverse, including the effects between different languages, as well as the conversion between different language expressions. The conversion between multiple language expressions also has an interaction between various languages. Therefore, the cross-cultural communication phenomenon can be defined as such, which refers to the influence of the change of learner's thinking on the effect of language learning in the process of language learning. In this context, the article analyzes the relationship between the cultivation of intercultural communicative competence and business English teaching based on the understanding of the connotation of intercultural communicative competence.

2. The status quo of business English teaching in colleges and universities

In order to enable students' ability to adapt to the needs of social development, many colleges and universities have added business English courses in English majors, and many schools have set up business English majors, but because business English is more targeted and has a shorter development time. The teaching materials and teaching are still not perfect, and the practical arrangements are not perfect. As a result, students have less chances of actually conducting business communication and cannot effectively cultivate intercultural communication skills. Now most universities in China are using college business English teaching. English knowledge plus business knowledge teaching mode, in this mode, students can only master basic English and business basic knowledge, but can not carry out practical business English application practice, which will not only affect the effect of cultivating students' cross-cultural communication awareness. It is also impossible to achieve the purpose of improving students' intercultural communication skills. When conducting foreign business conversations, they may unconsciously express their own thinking

patterns and language cultures, which may lead to collisions between different cultures, trigger misunderstandings and influence. Business In addition, in the actual teaching, many differences between China and the West are not put forward in business English teaching, and students do not pay attention to this aspect of extracurricular learning. It is easy for students to make mistakes in business conversations and affect business trade. The success of the business English talents, not only need to understand business and English knowledge, but also through a large number of practical activities to understand the differences between Chinese and Western culture, so that students can form cross-cultural awareness and enhance cross-cultural communication skills.

3. Problems in the cultivation of intercultural communication competence in business English teaching based on students' needs

Through the questionnaire survey of the higher vocational students and the systematic analysis of the relevant data, it can be known that there are obvious formalism phenomena in the business English teaching classrooms of many vocational schools. For example, a considerable number of students are based on the content of the final exam and they need to focus on the textbooks. The focus is on passing exams and earning credits. As for other comprehensive abilities, they are indifferent. Of course, this kind of behavior of students needs to be reviewed, but for teachers, such a situation needs more reflection. At present, many schools carry out business English teaching activities, which adopts the mode of collective teaching. As a result, a large number of teachers have insufficient depth and breadth of teaching materials. The preparation of lessons is in the form, and the requirements for after-school or semester operations are also low and low. Extremely strict, the cultivation of students' intercultural communicative competence in business English teaching cannot be cut into essence, and formalism is obvious. The Third Plenary Session of the 16th CPC Central Committee pointed out: "Adhere to the people-oriented principle, establish a comprehensive, coordinated and sustainable development concept, and promote the all-round development of the economy, society and people." In the business English teaching, students' intercultural communication ability is cultivated, and people-oriented is to students. Based on the needs of students, they become independent and creative individuals.

Due to the influence of traditional education methods, the phenomenon of "cramming" at the current stage is still widespread in business English teaching in many schools. Under this cramming-based teaching model, the process of students' knowledge learning is often passive and constrained, compared with the collaborative teaching model adopted by the United States, Australia, and the United Kingdom. There are still large gaps that will seriously hinder the development of students' intellectual and learning abilities. Cultivating students' intercultural communication ability in business English teaching not only meets the needs of students, but also helps to release the autonomy of each student, meet their individual needs, make them actively and actively learn, and improve their overall quality. At present, many schools pay insufficient attention to the individualized needs of students, and there are still some shortcomings in the formulation and implementation of relevant teaching programs, which leads to the difficulty in achieving the expected results in the cultivation of intercultural communication skills in business English teaching.

What kind of education, education goals, and how to effectively achieve educational goals are the most important issues for business English. At present, in many business English classes, the number of students ranges from 30 to 60. Under this one-to-many teaching mode, teachers who are deeply influenced by traditional education often adopt traditional collective teaching forms. Meet the needs of each student. However, due to the differences in the individual quality and learning ability of each student, it is difficult to achieve the desired teaching effect in this form of teaching. Therefore, adhering to scientific teaching has become an important way to cultivate students' intercultural communication ability, and it is based on the needs of students. The key to the theory. At this stage, many schools are far from enough to understand the main status of students in classroom teaching, and the implementation of personalized cross-cultural communication skills is also lacking.

4. Strategies for the Cultivation of Intercultural Communication Ability in Business English Teaching

When setting up the course, you should not only focus on the business English course, but also add cross-cultural elements in the basic course, so that students can gradually form a cross-cultural communication awareness in daily learning. When teaching English majors, most of the oral courses are taught by foreign teachers. This provides students with the opportunity to actually talk. Students can experience Western culture during the teaching process of foreign teachers, and find out the skills to communicate with foreigners. With the lengthening of business English, you can add English-Chinese translations in English and American literature. The curriculum knowledge enables students to better understand the differences between Chinese and Western cultures. While studying these courses, students can continuously increase the reading of English and American literature, understand the history and culture of British and American families, and then compare them with Chinese culture and customs. Courses that can effectively improve students' cultural understanding and intercultural communication linguistics can make it easier for students to enter the cultural circle of Western countries and learn more about Western countries' ritual customs and habits. Cultural penetration, improvement Familiarity with Western culture.

When teaching business English courses, it is necessary to change the teaching methods that are too boring in the past, fully understand the needs of students, and communicate with students so that the free communication characteristics of business English can be fully demonstrated to help students better cross-culture. Communication First, you can conduct business scenario simulations, for example, simulations of simulated dining, business communication, negotiation, etc. Before the class, you can guide students to think online about the communication requirements of the relevant scenarios, and prepare the language for communication with others so that students can Proficiency in business English conversations in different situations, increase the experience of students' business communication. In the classroom, different business scenarios can be arranged according to the progress of the study, so that teachers and students can conduct different business conversations according to different scenarios. Students need to simulate the actual scene. Finally, the teacher needs to summarize the effect of the business scenario simulation. Students with poor performance should promptly point out their mistakes. Students who use good communication language can encourage students to improve their business situation. Importance of the proposed actively involved in preparing business scene communication, promote the upgrading of the business students' English communicative competence.

At present, many business English teachers in colleges and universities are graduates of English majors. They have little or no participation in business activities. Therefore, they lack business experience. Colleges and universities can appropriately introduce teachers with foreign-related experience or work in business English for many years. Excellent workers to fill the gaps in the business English teacher's work experience in colleges and universities. At the same time, the in-service teachers who have too little business English communication experience can work part-time in foreign companies to improve their business English application experience. You can participate in business English-related seminars, learn from others' teaching experience, improve teaching efficiency, and qualified teachers can go abroad for life or study during the winter and summer vacations, enrich their experience in external conversations, and improve their cultural differences between China and the West. The level of understanding, organize it appropriately, and then pass these experiences to students to improve students' intercultural communication skills.

Students' understanding of Western countries plays an important role in improving students' efficiency in learning business English. Therefore, teachers can organize students to view related books and websites, so that students can learn more about the cultural customs and customs of different countries and improve. Today, the degree of understanding of foreign culture is so developed in the Internet, the Internet has become the most convenient self-learning channel for students. Teachers can guide students to browse some international business websites, and timely enhance students' understanding of business dynamics at home and abroad. Seminars and other methods, exchange with foreign teachers, learn more about Western countries, improve their

communication skills. In addition, in Western film and television works, you can display a large number of specific situations in Western countries, so teachers play properly in teaching. Western movies about teaching content, especially Western movies involving business workplaces, are for students to watch. This has great significance for improving students' understanding of Western culture and cultivating students' intercultural communication ability.

5. Conclusion

Today, with the continuous development of social economy, the opportunities for international business exchanges are increasing, which makes the role of business English in the process of foreign business transactions gradually highlight the need to improve the application of business English. Users not only need to have rich business and English knowledge, but also It is necessary to fully understand the cultural customs of Western countries, and to successfully complete the goal of business English communication while fully understanding the cultural differences. Therefore, in business English teaching, it is necessary to strengthen the study of Western culture and other content so that students can have intercultural communication skills. To meet the requirements of enterprises for cross-cultural talents.

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