Cultivation of College Students' Intercultural Communication Ability

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Abstract: Cross-cultural communication is an indispensable part of today's social communication. The demand for cross-cultural communication talents is increasing. In view of the weak ability of independent application of UG software to deal with problems, the poor ability of independent learning, the weak self-control and the ineffective use of class time in the course of UG software learning for higher vocational students, this paper puts forward a variety of modeling ideas. The research shows that the cultural input of College English teachers is not ideal, which affects the cultivation of students' intercultural communicative competence. The foreign language teaching at the university stage plays an extremely important role in cultivating students' intercultural communication ability. Through teaching practice, the author finds that the teaching method of English drama performance can produce a good cultural teaching effect. Taking the analysis of the input status of college English teaching culture as the starting point, this paper explores the path of foreign language teachers' cultural literacy improvement and constructs an effective strategy for the cultivation of intercultural communication competence. The discovery of English drama performance is a very effective in-class and English learning method that can improve students' English expression ability, performance skills and improve students' cross-cultural communication level.

1. Introduction

Language is the carrier of human culture and knowledge. It reflects the characteristics of a nation, including its views on life and the lifestyle of the nation [1]. "Cultural beliefs" refer to the understanding of one's own culture and other cultures that influence people's behaviors and concepts, including the understanding of human behavior and cultural patterns. Since the 20th century, both the political mediation in the two world wars and the election and inauguration of the heads of important international institutions [2]. Or the international level of industry, trade, environment, culture, sports conference can witness the importance of cross-cultural speech, especially the world-wide English speech, playing an irreplaceable role in the political life of many countries [3]. The concept of culture is very broad. As far as English teaching is concerned, it involves the history, geography, customs, traditional customs, lifestyle, literature and art, behavioral norms and values of English-speaking countries, and each aspect has a very rich content [4]. According to Heims, communicative competence has four components: grammaticality, acceptability, appropriateness and practicality. Later, M. Canale and M. Swain further improved the concept of communicative competence [5]. It can be said that communicative competence covers many factors, such as personal language, culture, society, psychology and so on, and reflects a person's overall quality.

With the rapid development of China's economic construction and the progress of reform and opening-up, more and more college graduates with solid professional skills and can communicate directly with foreign experts, investors and managers who speak English [6]. So far, there are at least dozens of concepts about communicative competence. Scholars have different interpretations of the concept of communicative competence in different periods [7]. In English teaching, teachers tend to pay more attention to the external form and grammatical structure of language, that is, to cultivate students to create sentences that conform to grammatical rules, while ignoring the social environment of language, especially the cultural differences of language [8]. Some scholars believe that the teacher's "belief system" includes the belief in the teaching process, the belief in the role of

the teacher, the belief in the self-learning of the subject, the belief in the learning environment and the teaching model. However, many students in China still cannot understand and can't say after many years of English study. The interface between English and American culture is too narrow, and the intercultural communication ability is weak. When they encounter foreigners, they even express their greetings, apologies and thanks. not good. This study uses the definition of teacher beliefs, that is, teachers' beliefs are those that teachers themselves think can be convinced in the field of education or teaching. They usually include teachers' views on classroom teaching, language, learning, learners, content, and so on.

2. Methodology

In fact, the concept of "intercultural competence" can be carried out in parallel with "communicative competence", because the difference between intercultural communication and ordinary communication is that the two sides of the communication come from different cultural backgrounds [9]. The author believes that intercultural communicative competence can be divided into two parts: communicative competence (including language ability and pragmatic competence) and cultural creativity, while pragmatic competence and cultural creativity can be collectively referred to as sociocultural competence. Culture is the foundation of language. Many linguists have repeatedly suggested that we cannot learn good language without mastering cultural background knowledge. The theatrical performance teaching method is also in line with the student-centered communicative teaching method. The drama performance process is the process of cultural communication. Every sentence is a kind of cultural communication-the communication between actors and actors, between actors and audiences [10]. Language is the carrier of culture, and cultural input is an important part of language teaching. In the United States, public speaking classes are listed as compulsory basic courses for students in most colleges and universities. Lack of cultural background knowledge often leads to inappropriate speech and misunderstanding. In addition, the operational procedures and mechanisms of intercultural communication are the same as those of ordinary communication. Therefore, it can also be said that intercultural communicative competence is the general term of linguistic competence and sociocultural competence. Both English majors and non-English majors should pay attention to the cultivation of intercultural communicative competence.

The author investigates the main causes of the problems in intercultural communication among college students. The specific results are shown in Table 1.

Table 1 What are the main reasons for cross-cultural communication?

A.Traditional Teaching Model	26%
B.Teachers' inappropriate teaching	17%
C.Lack of intercultural communication atmosphere	49%
D.Caused by neglect of oneself	8%

Just like the definition of culture, the definition of intercultural communicative competence in linguistic circles is different and has not been unified yet. Communicative competence has at least four aspects of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Speech is a powerful way to spread ideas and expand influence. Colleges and universities in China bear the important task of cultivating students' core competence and overall development. In the workplace, job hunting, interview and announcement of multinational enterprises, as well as new product launching and foreign-related services are all indispensable to English speeches. It is a great challenge for foreign language teachers to integrate language teaching and cultural input in English teaching. Cultural factors always exist behind foreign language learning. Language learning should focus on specific meanings, environmental differences and individual differences of learners, in order to achieve "intercultural communication". Timely cultural input in teaching is the need to cultivate intercultural communication talents. Through the research on the English skills guidance of the

students in the colleges and universities, the author summarizes the important factors that restrict students' English speech--the voice foundation is weak. Therefore, an English speaking class or a second class activity that comprehensively trains English language, layout, humanity, psychological quality, and behavioral charm is naturally indispensable.

3. Result Analysis and Discussion

English speech training. As China's foreign exchanges and cooperation have become more frequent, various competitions on English speeches, such as the "French Institute" Cup National English Speech Contest, have sprung up. Many college graduates don't know what the last name is when they fill out the English form. In intercultural communication, the "related knowledge structure" is mainly composed of the following three items: language knowledge, related culture and communication strategy. According to the author's personal practice analysis, college students have many problems in the pronunciation and intonation: the unit pronunciation is not in place, the tongue-side sound is missing or leaking, some consonants are confused, and the English consonants that do not exist in Chinese are not pronounced. Accurate. At the same time, the survey found that some teachers only focus on the teaching of language knowledge and the cultivation of students' language application ability, ignoring the input of cultural content. Therefore, in the initial stage of English speech training, Chinese college students should imitate relatively simple authentic audio, and then find out their own differences and problems according to the comparison with the original corpus, and systematically carve out the pronunciation and intonation of English. Knowing these rules, the students then do simulation training according to the situation given by the teacher, in order to combine the real situation with the simulation scene, so that the learning effect is better, faster and more solid.

The process of oral communication is that the speaker and the listener organize the internal language in a very short time, as shown in Figure 1.
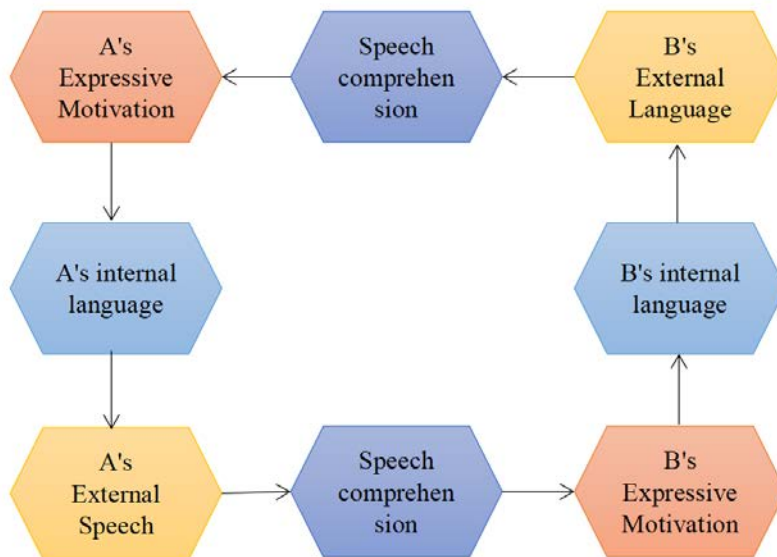

Fig.1. The inner psychological process of both sides of oral communication

Language is a means of communication. Teachers should give students a deep understanding of the culture, history, practices, customs and lifestyles of the language countries they are learning. Communicative competence, especially cross-cultural communication, is extremely broad. They are not only related to personal education, temperament, and even genetics, but also closely related to knowledge in many disciplines, such as sociology, education, psychology, culture, and communication. . At present, many non-English majors are hard to meet this social need. A learner with a high degree of cultural evaluation not only knows a culture, but also can present his own views and opinions, and can examine the cultural information received with a critical eye. At the time, he urged students to read English newspapers and magazines to understand the new usage of

language expression. In addition, students must also know the difference between Chinese and Western calling habits.For example, in Anglo-American countries, apart from certain job titles such as judges, doctors, doctors, professors, clergymen and so on, it is generally friendly and natural to call them by their first names. In the process of gradual progress, students can adopt group cooperation, through mutual comparison, evaluation and correction, improve together. It is not common to apply culture teaching effectively in college foreign language teaching. There is still much room for development of culture teaching in college foreign language teaching.

Researchers constructed Figure 2 on linguistic competence, intercultural communication competence and intercultural communication competence, hoping to show the relationship between them more intuitively.
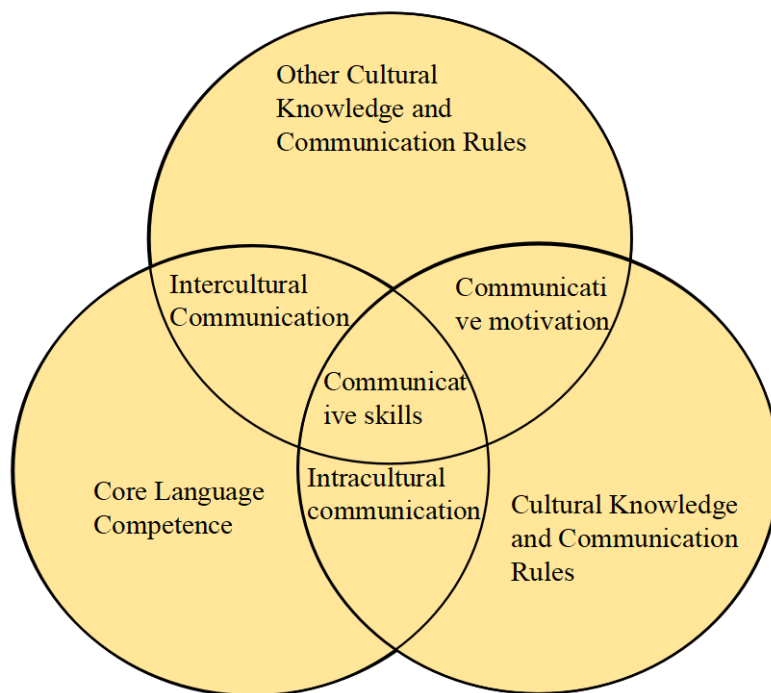

Fig.2. Linguistic competence, communicative competence and cross-cultural communicative competence

4. Conclusions

In the process of language teaching, teachers pay attention to the correctness of language forms, but also teach the rules of language use, so that students can use the language they learn in practical communication situations such as academic exchanges and foreign exchanges, and try to minimize the crimes. Cultural error." It is imperative to improve the intercultural communication ability of non-English majors, help them eliminate communication barriers, reduce communication friction, and broaden their life and work vision. Encourage students to listen to the college English radio program and other international English radio programs, so that students are more exposed to radio English expressions, news reports, understanding the cultural background, customs and customs of various ethnic groups, and enriching students' cultural background knowledge is also extremely important. Teachers should also teach more about the cultural knowledge of the target language, especially the differences from the mother tongue culture, in order to enhance students' ability to recognize cultural differences. Through analysis and exploration, we find that the training of intercultural communicative competence is complex and difficult. Teachers' cultural beliefs, teaching attitudes and teaching experience will have an important impact on English classroom teaching, which is directly related to the effect of students' intercultural communicative competence training. Therefore, it also needs the understanding and support of relevant education departments and educational managers. At present, this work is still in the exploratory stage. In order to effectively implement this work in College English teaching, it still needs further concrete and

in-depth discussion and Research on a large number of related topics by educators.

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