

College English Teaching and Cultivation of Intercultural Communicative Competence

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Abstract: the Purpose of College English Teaching is to Cultivate Students' Intercultural Communication Ability and Realize Intercultural Communication. the Traditional College English Teaching in Our Country Neglects the Cultivation of Students' Awareness of Cultural Differences, Which Results in Their Low Intercultural Communicative Competence. Learners Are Exposed to as Many Information Resources about the Life of the Target Language Country as Possible Outside the Teaching Materials, and Pay Attention to Seeking the Improvement of Cross-Cultural Communication Ability from Simple Life Practice. the Cultivation of Cultural Awareness Should Not Be Carried out in Isolation, But in Daily Language Teaching and Daily Life. the Cultivation of Students' Cross-Cultural Communicative Competence Can Be Carried out by Means of Comparative Method, Classroom Communication or Special Introduction, Reading Literary Works, Etc. Learning from Modern Language Teaching Theory and Cross-Cultural Communication Theory, We Can Correct the Tendency of Attaching Importance to Language Knowledge and Skills and Belittling Cultural Factors in Foreign Language Teaching. on This Basis, a Brand-New College English Teaching Mode Based on Cross-Cultural Communication is Constructed.

1. Introduction

In Recent Years, Cross-Cultural Communication Has Become One of the Hot Topics in Foreign Language Teaching in China. Some Scholars Have Realized That Language Itself is a Cultural Phenomenon. It is a Product of Culture and Also a Carrier of Culture [1]. People's Speech Expressions Are More Influenced by Cultural Factors Such as Social/Community Customs, Lifestyles, Behavior Patterns, Values, Ways of Thinking, Religious Beliefs, National Psychology and Character on Which Language Depends [2]. This is Because Foreign Language Teaching Not Only Teaches Language Knowledge, But Also, More Importantly, Cultivates Students' Communicative Ability and Their Ability to Use Foreign Languages for Cross-Cultural Communication. over the Past Few Decades, Foreign Language Teaching in Our Country Has Gone through Many Detours. Due to the over-Emphasis on the Explanation and Teaching of Language Forms (Pronunciation, Grammar and Semantics), the Students Trained Are Proficient in Grammar Rules, But They Do Not Have English Communication Skills and Lack Understanding of English Culture [3]. There is a Close Connection between Language and the Culture on Which It Depends. Due to the Development of Modern Science and Technology, the Birth of Multimedia and the Worldwide Networking, People Gradually Realize That Language Teaching is Far from Meeting the Requirements of Students. the Combination of Language Teaching and Cultural Teaching Has Become an Inevitable Trend. Foreign Language Teaching Based on Cross-Cultural Communication is the Focus of Our Future Practice. It is Urgent and Urgent to Construct an Effective Cross-Cultural Communication Foreign Language Teaching Mode.

2. Understanding of Intercultural Communicative Competence

2.1 Language and Culture

Language is a Hierarchical Symbol System Composed of Phonemes, Morphemes, Words and Phrases, Sentence Chapters, Etc. It is a Tool for Thinking Communication. Broadly Speaking,

Culture Refers to the Sum of Material Wealth and Spiritual Wealth Created by Human Beings in the Process of Social and Historical Development. in a Narrow Sense, It is a Knowledge System Composed of Human Cultural Values [4]. the Content of Cross-Cultural Communication is to Make a Comprehensive Study of Various Cultural Differences and Put Forward Unique Opinions to Find out the Reasons for the Failure of Cross-Cultural Communication and Explain the Conflicts in Communication. in Recent Years, College English Teaching Has Begun to Emphasize the Cultivation of Students' Pragmatic Competence [5]. with the Introduction of Advanced Language Teaching Theories and Teaching Methods, the Level of College English Teaching in Our Country Has Improved Rapidly. in Particular, It is Clearly Pointed out That the Main Purpose of Foreign Language Teaching is to Cultivate Students' Communicative Competence. Cross-Cultural Communication Was Exiled to the Edge of Theory by a Few Traditional School Researchers in Its Early Days, and Was Considered Not to Have the Value of Theoretical Research. However, Many Scholars All over the World Have Absorbed the Research Results of Anthropology, Psychology, Linguistics, Communication, Sociology, Philosophy, Culture and Other Disciplines on the Basis of [6]. Due to the Influence of Geography, Natural Environment and Other Factors, Different Nationalities Have Different Lifestyles, So Culture Also Has Strong Nationality. the Formation of Human Thought Relies on Language, and Human Thought is Often Expressed in the Form of Language.

2.2 Understanding of Cross-Cultural Communication

Communication is a dynamic and changeable coding and decoding process. Information exchange is a psychological activity of coding and decoding. Coding is a process of coding thoughts, feelings and thoughts into idioms and symbols such as speech or nonverbal behaviors and writing [7]. Intercultural communicative competence includes not only mastering the formal rules of language, but also mastering the social rules of language use, that is, knowing “when to speak and when not to speak; The cultivation of intercultural communicative competence should focus on the innovation of teaching contents and the improvement of teachers' own intercultural communicative competence. Effective communication can only be achieved if the sender and receiver share a unified or similar code system [8]. Communication occurs when communicators give meaning to verbal or nonverbal symbols. There are many commonalities in human culture, but there is no denying that there are also differences among different nations and cultures. This brings us some difficulties in learning and using foreign languages correctly. The process by which the sender converts information into transmittable symbols according to the symbol system is coding. Symbols that convey information can be verbal or nonverbal. On the one hand, communication parties may lack consensus on cultural environment or situational factors, on the other hand, they may also have differences in these two aspects.

2.3 Cross-Cultural Communication Ability

Cross-cultural communicative competence is the ability to have the same unique activities that individuals in a certain environment should have in order to achieve their personality, goals and expectations [9]. It is closely related to foreign language teaching and has become one of the important symbols to distinguish traditional foreign language teaching from modern foreign language teaching. Cross-cultural communication and learning strategies are the main contents of the teaching system, which integrates various teaching modes and teaching methods. In addition, pragmatic competence should also be included. Communicative competence has four important parameters, namely, grammaticality, appropriateness, appropriateness and practical operation. The essence of appropriateness and appropriateness is the cross-cultural communicative competence of language users. Specifically, cultural awareness means that learners have an overall understanding of the social culture in which the target language is located, have a full and correct understanding of cultural phenomena, customs and habits that are different or conflicting with the national culture, and on this basis accept and adapt with an inclusive attitude [10]. Communication is a process of exchanging information and giving it meaning. Both parties shall encode and decode the exchanged information, that is, give meaning and explanation to the information respectively. Language is a

part of culture. Therefore, it is impossible to truly learn language without understanding cultural patterns and norms. Therefore, in college English teaching, cultivating students' communicative competence is to cultivate students' intercultural communicative competence.

3. The Necessity of Cultivating Intercultural Communicative Competence

3.1 Present Situation

Each language corresponds to a specific culture. The language structure, language communication mode, text rhetoric principle, etc. of the language are greatly influenced or even restricted by the cultural concept as the upper layer of the language. English majors in colleges and universities in our country have offered courses such as introduction to European culture, selection of English and American literature, and general situation of Britain and America in order to strengthen the teaching of learners' cultural background knowledge. College English education is still at the stage of instilling knowledge in middle schools, and students reflect that the improvement of their foreign language ability is the least ideal trap; The English teaching materials are outdated, out of touch with reality, the teaching mode is too traditional, and the ability training is less. Misunderstandings do exist, but successful communicators will try to minimize them. Therefore, the communication effect is not whether you understand each other's meaning and express your own meaning, but how much information you share and how much misunderstanding you reduce. For a long time in the past, college English teachers still put emphasis on the instillation of language knowledge, focusing on morphology, syntactic analysis, difficult sentence analysis and understanding of the literal meaning of texts. They lack consciousness, planning and systematic introduction and penetration of cultural elements closely related to knowledge culture and communicative culture as well as the language content learned, which makes it difficult to cultivate their intercultural communicative competence. Foreign language teaching must focus on broadening learners' cultural vision and improving their intercultural communicative competence from the beginning of basic foreign language teaching. Because cultural awareness and intercultural communicative competence complement each other, they play a vital role in improving students' foreign language ability.

3.2 Necessity

The current college English syllabus stipulates that students should have strong reading ability, certain listening ability and preliminary writing and speaking ability. The purpose of foreign language teaching is to cultivate students' communicative competence. The traditional teaching mode still focuses on the teaching of language knowledge, and the teaching of cultural background knowledge is rare and even ignored. Teachers only teach language as a symbol, emphasizing the teaching of pronunciation, vocabulary and grammar. Students regard learning grammar and vocabulary as the whole of foreign language learning, paying more attention to the understanding of words and sentences and less attention to chapters. At present, the main problems in intercultural foreign language teaching in our universities are biased teaching objectives and the mistaken belief that intercultural communicative competence is equivalent to listening, speaking, reading and writing. The teaching content is one-sided, emphasizing knowledge over methods, emphasizing examination over practical application. Secondly, with the deepening of reform and opening up, foreign-related communication activities are increasingly increasing, and it has become a set trend to connect with the world. To communicate with people from different cultural backgrounds, it is far from enough to only master the correct grammar of the target language, authentic pronunciation and intonation and a certain vocabulary. one should also understand its social customs, value orientation, speech rules and even non-verbal communication methods. If we make grammatical mistakes when we speak, others will only say that we speak badly, but if we cannot speak correctly and appropriately, others will say that our behavior is very bad. Therefore, the key to improving learners' intercultural communicative competence lies in improving their cultural awareness.

4. The Cultivation of Intercultural Communicative Competence

In the atmosphere of non-English context, full use should be made of English original materials to make the language and culture harmonious with each other. When learning English to a certain extent, the main obstacle to learning is no longer the language itself, but the level of understanding of the social and cultural knowledge of the language learned, as well as the analysis, evaluation and reasoning of the ideological content of the language on this basis. In this way, students can have a large amount of contact with this knowledge, thus consolidating this knowledge and serving foreign language communication. The cultivation of cultural awareness is a comprehensive project. Fundamentally speaking, it is the cultivation of cultural quality, not the training of pure language or communication skills. To enable students not only to master isolated grammar rules, vocabulary or sentence patterns, but also to acquire more effective cross-cultural communication tools. It is necessary to introduce knowledge culture and communication culture into college English and adopt effective teaching principles.

4.1 Practical Principles

The cultural content that practical principles requires to be imported is closely related to the language content that the students learn. The cultural items to be taught should play an auxiliary bridge role in our communication with native English speakers. The cultural content that practical principles requires to be imported is closely related to the language content that the students learn. The cultural items to be taught should play an auxiliary bridge role in our communication with native English speakers. No matter when communicating with native people or foreigners, one should be keenly aware of the differences between cultures. The use of language and non-language should be peaceful and not radical. For example, when learning vocabulary, special attention should be paid to the meaning of English and Chinese culture. For words that are not equal, except for scientific and technological words and foreign words, English and Chinese common words are almost equivalent in meaning to some extent. This should be one of the focuses of cultural introduction. It emphasizes the function of context and believes that communicators should use language appropriately in different situations. Context contains cultural rules, and communication behaviors occurring in specific contexts are limited by culture. Therefore, effective and appropriate communication requires communicators to understand not only the grammatical knowledge of the language but also the cultural meaning implied in the context. In order to enable both parties to make their own voices fully heard, and to approach and understand each other to the greatest extent, in order to obtain real communication, thus serving the teaching objectives of college English better.

4.2 Suitability Principle

The principle of suitability means that all cultural learning items should be related to teaching materials, mainly referring to the moderation of teaching contents and teaching methods. Moderation of teaching content means that the representativeness of the cultural project, the introduction of mainstream culture and extensive content should be considered, with emphasis on the introduction of contemporary cultural content. For example, everyday expressions, idioms, allusions and proverbs can all reflect a great deal of cultural knowledge. Teachers can make friends with foreign countries, read various forms of cultural works, and enjoy foreign movies and foreign songs to enrich themselves. Culture and life are inseparable, and the mastery of living terms and their related vocabulary can further the cognitive distance between learners and the target language countries and nations. The teacher asked the students to read the text carefully and then assigned the roles of the students to imitate the roles. If there are more phone calls in the text dialogue, students can perform imitations. At first, it can be the same as the text. After being proficient, you can perform various idioms of making phone calls. In foreign language teaching, we should first know “what foreign language learners already know and what they don't know, and then determine the teaching content and key points. A language is caused by a specific culture and carries a specific culture. The importance of learning the target language culture is gradually highlighted with the increasing contact between language learners and foreign cultures, because the biggest obstacle they

encounter in cross-cultural communication is often unrelated to the proficiency of the language. The success of cross-cultural communication lies in the rationality and objectivity of thought and behavior, the peace and tolerance of language, and the tolerance and empathy of emotion.

4.3 Persistence Principle

A variety of media teaching methods combine sight, listening and speaking together, which can broaden the channels of knowledge dissemination, and at the same time can mobilize the learners' multiple senses to receive information, so that students can feel the stimulation of language signals in all directions, thus mastering language knowledge well. People are facing a new choice, that is, they should try to become modern people with cross-cultural communication ability. In fact, this is a kind of practice of cross-cultural communication ability. Of course, students can also use the website to learn about the living and eating habits of the target country and compare the differences between Chinese and western cultures in subtle ways. Other aspects of life learning can also learn more about local current affairs hot spots and life customs from the official websites of major media and current affairs news video resources in the target language countries. Appropriate, reasonable and orderly extracurricular activities are an important supplement to classroom teaching and an auxiliary means to help students develop their communicative competence. Therefore, while trying to improve the classroom teaching, we should also actively play the role of the second classroom and let students participate in a large number of extracurricular English communication activities. Moreover, by introducing the cultural customs, words, allusions and historical facts of the target language, students are greatly interested in the materials themselves, thus achieving the goal of imperceptibly learning cultural knowledge and language knowledge. One of the purposes of integrating language teaching into cultural background is to discover and eliminate factors that interfere with language communication. Pragmatic failure at different cultural levels runs through every stage of English learning and use. At the same time, in the teaching process, we should create a relaxed and harmonious language environment for students, combine teaching with pleasure, mobilize the enthusiasm of students, and let them be influenced imperceptibly in a relaxed and pleasant learning atmosphere.

5. Conclusions

When intercultural communication reveals the relationship among language, culture and communication, language teaching experts realize that language teaching cannot be separated from cultural factors. Foreign language communication is intercultural communication. Therefore, foreign language teaching has great potential for cultural teaching and cultivation of intercultural communication ability. As a foreign language teacher, we should not only pay attention to the cultivation of students' cultural awareness so that students can have a keen sense of the differences and conflicts between different cultures in cross-cultural communication, but also pay more attention to improving students' cross-cultural communication ability. Therefore, we must correctly handle the relationship between foreign language teaching and the cultivation of cross-cultural competence, regard language as an integral part of culture and society, and integrate it into teaching syllabus, teaching materials and classroom teaching. In cross-cultural teaching, researchers and teachers must strive to become cross-cultural experiencers, make students interested in the cultures of the two countries in foreign language teaching, understand and learn through comparison, and make them think it is necessary to acquire cross-cultural experience so as to make full preparations for their future study, work and life in a cross-cultural situation.

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