

A Study on Strategies of Cultivating Intercultural Communicative Competence in English Education from the Perspective of Profession

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Abstract: With the continuous development and progress of society, people from different countries communicate more and more frequently. Intercultural communication is very important in modern society. Language and culture are inseparable. Language is not only a system of symbols. The close relationship between language and culture makes the culture of English speaking countries an indispensable part of English teaching from the perspective of intercultural communication. Behind language is culture. It has become a consensus to study culture from the perspective of language education. Intercultural communication requires two abilities: the ability to use language and the ability to understand culture. This paper analyzes the current situation of English teaching and expounds the urgency and importance of cross-cultural teaching. Based on the perspective of vocational education, this paper discusses the necessity of improving cross-cultural communication and the possibility of improving cross-cultural communication, and further proposes ways to improve cross-cultural communication.

1. Introduction

With the acceleration of the globalization process, more and more experts and scholars have begun to pay attention to the importance of cross-cultural communication and have achieved a lot of research results. To discuss the social and cultural problems in foreign language teaching, we must first clarify the purpose of foreign language teaching and learning [1]. Communication is a process of communication between people, and communication between people is essential. Language and culture are inseparable. Language is not only a set of symbolic systems, but also the forms of speech expression of people are restricted and influenced by the customs, lifestyles, behaviors, values, boundary dimensions, religious beliefs, national psychology and character of social organizations on which language depends [2]. In the past, English teaching has always focused on the acquisition of language structure and language ability. Cultural teaching is often neglected. Some teachers are not sensitive to this problem. The students' intercultural communication ability is far from being cultivated. Cross-cultural awareness needs to be strengthened [3]. English is becoming more and more important as a language for political, economic and cultural exchanges between countries. Higher vocational colleges should not only pay attention to the cultivation of professional skills, but also the improvement of students' English level [4]. How to make use of the favorable conditions of English as an international language, improve cross-cultural awareness and understand the whole world is an urgent task for all trades, fields and groups.

The objectives of English education include cultural knowledge, cultural understanding, cross-cultural communication awareness and ability, and specify the objectives of training different levels of cross-cultural awareness [5]. In today's increasingly frequent international exchanges, English culture teaching in higher vocational education has received more and more attention. English teaching should pay more attention to the infiltration of English culture to improve learners' communicative competence. Learning a foreign language is conducive to developing students' intelligence, forming students with good character, noble character, strong will and world consciousness [6]. As an educational activity, the cultivation of intercultural communicative competence should undoubtedly be carried out in school education. Behind language is culture. It has become a common understanding to study culture from the perspective of language education [7]. This paper analyzes the current situation of English teaching, expounds the urgency and

importance of cross-cultural teaching, and puts forward ways to improve cross-cultural communication.

2. The Importance of Cultural Teaching to the Cultivation of Intercultural Communicative Competence

The task of English teaching is not only to cultivate students' language ability, but also to cultivate students' communicative ability. From the perspective of foreign language teaching, culture can be divided into knowledge culture and communication culture. The so-called knowledge culture refers to the linguistic and non-linguistic cultural factors that do not directly affect the accurate transmission, while the communicative culture refers to the cultural factors implied in the learned language. Seeking the root of the cultural mistakes made by the learners, and further exploring how to organize cultural teaching in teaching so as to cultivate their cross-cultural awareness and improve their cross-cultural communication ability. The purpose of foreign language teaching is to cultivate students' communicative competence, which has four important parameters. That is, grammaticality, suitability, appropriateness and practical operation [8]. The essence of appropriateness and appropriateness is the social and cultural ability of language users. In other words, users should be able to follow certain social norms and moral standards in the English environment and communicate with others properly. As a language phenomenon, language is closely related to human society. It is a communication tool and thinking tool for all people, and it is also a repository of knowledge. An English cultural test was conducted on non-English major students in vocational and technical colleges in order to understand their practical ability in cross-cultural communication.

A questionnaire survey was conducted among English teachers in vocational and technical colleges. Among the 100 teachers surveyed, the oldest is 56 years old and the youngest is 23 years old. A total of 50 questionnaires were sent out, 46 were recovered and 45 were valid. The main purpose is to understand the attitudes of English teachers in the vocational and technical college towards cultural teaching and cultural testing, and their specific practices in teaching practice. The results of the questionnaire are shown in table 1.

Table 1 Survey Results

	Disagree	Uncertain	Agree
Culture is indispensable in foreign language teaching	4	23	18
The cultural teaching in our school lacks system and has not formed a system	17	14	14
Know how to improve classroom culture teaching	6	27	12
Students can acquire enough foreign cultures from the current foreign language courses	21	13	11
Receive special training on cultural teaching	21	15	9

In a sense, language is a part of culture and plays an important role in culture. Language is the foundation of culture. Without language, there is no culture. Students' lack of cross-cultural awareness will lead to pragmatic failure in daily language application. Culture is unique to human society and is the main symbol to distinguish human beings and animals. It has the characteristics of universality and difference, stability and flexibility. On the other hand, language is influenced by culture and reflects culture. Learning a foreign language means learning a whole set of cultural world it has built. Teachers can guide students to find places of cultural conflicts and analyze the causes of cultural conflicts. Cultural scholars believe that globalization refers to the complex overall process of the growth and accelerated development of cultures that function in the world, especially the formation process of the world's overall consciousness [9]. From the perspective of modern

education, foreign language teaching is incomplete or incomplete if it is not combined with the culture of the language country. Only if language teaching and culture teaching are combined, or if culture teaching is incorporated into language teaching, can it be a complete teaching in the modern sense.

3. How to Cultivate Intercultural Communicative Competence

3.1 Strengthen the Introduction of Background Knowledge

In order to understand the current status of cultural teaching in colleges and universities, students' potential cross-cultural awareness and the relevant situation of students' achievements. Design an ability test paper for students, and at the same time, design a group of questionnaires for teachers and students to explore the understanding of college students' cultural background knowledge and their current interpersonal communication skills. The test results are divided into above 90, 80-90, 70-80, 60-70 and below 60. The investigation is shown in table 2.

Table 2 Students' Cultural Knowledge Test Scores and Analysis

Achievements	Class 1	Class 2
Over 90	3	2
80-90	9	25
70-80	28	12
60-70	15	8
Below 60	6	4

The aim of English teaching is to cultivate students' communicative competence on the basis of their overall development of language knowledge. Judging from the test results, the language proficiency of the subjects in the language test is relatively small. However, their abilities in social and cultural tests are relatively different. The results of the test show that the overall students' cross-cultural awareness is weak, and their social and cultural knowledge and skills are generally lower than their language knowledge and skills. The most fundamental purpose of foreign language teaching is to train students' interpersonal communication ability [10]. Custom culture refers to the formation of customs and habits throughout daily social life and communication activities, such as address, greeting, clothing, etc. At present, foreign language teaching focuses on cultivating students' ability of language itself, while ignoring its real value in using language and understanding communicative competence. Compared with teaching methods, teaching contents should be paid more attention.

3.2 Pay Attention to Teachers' Education

The present age is an era of cultural diversity. Influenced by it, our language has become colorful. It is precisely because of cultural differences that languages have formed different patterns. Just as the content of teaching in language teaching should be the common nucleus of language, the introduction of culture should also be the common mainstream culture of British and American cultures. If teachers do not have the awareness of cultural teaching in teaching, it is easy to emphasize the explanation of language knowledge and neglect the cultivation of cultural awareness in classroom teaching. Language embodies the characteristics of a nation. It not only reflects its historical and cultural background, but also reflects its way of life and way of thinking. The differences between Chinese and English cultures are reflected in many aspects. Considering the needs of higher vocational students for basic language knowledge and the relatively limited class hours, the basic content of cultural introduction should come from the language teaching materials themselves [11]. Any national language is an important component and carrier of the national culture. We should train students to be sensitive to the target language culture and be good at discovering the characteristics of the culture. The school can expand its contacts with some foreign universities and exchange students' studies regularly so that students can have the opportunity to contact the real English environment.

4. Conclusion

English teaching is not only the English language itself, but also the understanding of English cultural background knowledge. Language is the carrier of culture, and culture is the foundation of language. In English teaching, teachers should gradually penetrate Chinese and western cultural background knowledge according to the needs of teaching materials, and pay special attention to the cultivation of students' intercultural communicative competence. Due to the acceleration of globalization, more and more people communicate across borders, and in the process of communication, there are often some conflicts or misunderstandings. These conflicts or misunderstandings are often not due to language barriers, but cultural conflicts. Teachers should change their teaching concepts and follow certain teaching principles. Take appropriate measures to integrate social and cultural knowledge into the training of various skills. In this way, students not only learn language knowledge, but also cultivate social and cultural ability, thus improving students' intercultural communication ability. From the perspective of modern education, foreign language teaching is incomplete or incomplete if it is not combined with the culture of the language country. Only if language teaching and culture teaching are combined, or if culture teaching is incorporated into language teaching, can it be a complete teaching in the modern sense.

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