

Strategies for Developing Intercultural Communicative Competence in College English Education Based on Situational Cognition Theory

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Abstract: Cultural differences and cultural conflicts have brought great difficulties to college English teaching. The cultivation of intercultural communicative competence is the bottleneck of cultivating compound English talents in the face of globalization. This paper discusses in detail the cultural barriers that college students face in intercultural communication by using the target language they have learned. Choosing appropriate textbooks, changing the way of thinking, creating language environment, making full use of multimedia-assisted teaching, improving college students' psychological quality and adopting oral test method are effective strategies for oral teaching and Cultivating College Students' intercultural communicative competence. Studies have shown that to improve intercultural communicative competence, we must recognize the differences between Chinese and Western cultures, so that college students can more fully understand the differences between national cultures, thus broadening the horizons of college students and enriching the cultural background knowledge of college students. Lay the foundation for the success of intercultural communication. Integrating cultural teaching with language teaching and improving students' intercultural communication ability have become an important topic in college English education.

1. Introduction

With the rapid development of social economy and the acceleration of globalization, people all over the world are communicating more and more frequently. People use foreign languages, especially English, to communicate more and more widely [1]. Language is a part of culture. It is influenced by culture and reflects culture. To learn a language, one must understand its culture, and to understand culture, one must learn the language. Therefore, understanding each other's cultural background is an indispensable factor for successful intercultural communication [2]. The culture between different nationalities is a relationship of coexistence of difference and connection. The process of meaning construction is not the passive reflection of language learners on the objective world, but a dynamic one [3]. How to strengthen the management of college English teaching, effectively improve the cross-cultural communication ability of college students, to meet the globalization trend, the demand for compound English talents is an urgent problem for college English educators and managers. Knowledge is contextual, and part of activities, backgrounds, and cultural products are constantly being used and developed in activities, situations, and cultures. In this combination, cultivate cross-cultural communication skills. Traditional oral English teaching does not pay much attention to the customs and habits of the language countries. Due to the lack of knowledge in this area, our college students often speak inappropriately [4].

Language and culture are mutually reinforcing, interdependent and developing. The influence of culture on language learners is imperceptible. Growing up in the cultural environment of our country, thinking and language will have a certain set, which will restrict English learning [5]. Traditional English teaching methods mainly focus on college students' English language expression skills and theoretical knowledge, but pay insufficient attention to the cultural background of English language, which leads to cross-cultural communication barriers in the process of English communication among college students and cultivates their cross-cultural awareness [6]. Because of the differences between Chinese and Western cultures, there are different ways of thinking. If you

ignore cultural differences, the other party can understand the semantics of the speaker. However, it may violate cultural regulations and make the other party resentful. Cultural conflicts will affect the communicative effect and further lead to different levels of national misunderstanding and hostility [7]. Learning is not only a psychological process of individual construction meaning, but also a social and tool-mediated knowledge cooperation construction process. Meaningful learning is intentional and complex, and it is in the context of the situation in which it occurs [8]. The traditional English teaching mode only pays attention to the knowledge acquisition and language expression skills of English, but does not pay attention to the cultural background of English language. This is very unfavorable for the current use of English for intercultural communication. Therefore, the innovative English teaching mode is focused on training and upgrading. College students' intercultural communication skills. Intercultural communication skills are an integral part of oral English. The differences between cultural concepts and cultural practices have a great influence on intercultural language communication behavior [9].

2. Materials and Methods

In order to cultivate and improve college students' intercultural communicative competence in English education, it is necessary to clarify the key points and difficulties of intercultural communication so as to find out the right way to cultivate college students' intercultural communicative competence in English education. The problem that is difficult to grasp in the process of intercultural communication belongs to the difference of semantics and culture. The so-called semantic culture refers to the national cultural content and cultural background knowledge embodied in the meaning system of each element of language unit. Strategies for developing intercultural communicative competence are shown in Table 1 and Figure 1. Vocabulary, as the basis of language, links “school learning” with “daily learning” through classroom teaching situations. Through this bridge, the necessary transformation between the two is done, that is, from daily learning to school learning. And from the school to learn to return to the real life, supplemental materials can best include both the teaching of language knowledge and the introduction of cultural differences in intercultural communication, thus training college students to deal with cultural differences in strategies and techniques. So as to reach the unity of the authenticity and virtuality of the English classroom teaching situation.

Table 1 Strategies for Developing Intercultural Communicative Competence

	Test	Train
Creating language environment	0.50	0.82
Choose appropriate oral textbooks	0.42	0.75

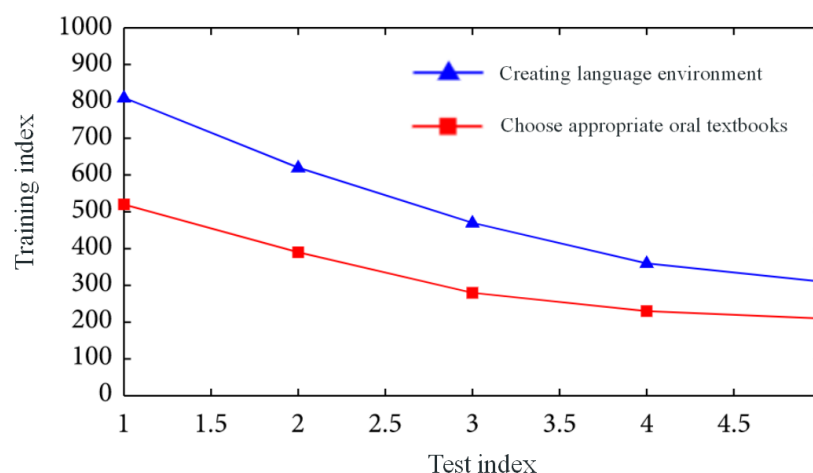


Fig.1. Strategies for Developing Intercultural Communicative Competence

Through the real scene of audio-visual communication and the expression and gesture of the

communicator, the learner can not only be familiar with foreigners'daily life and the way of response, but also further understand the connotation of language in specific situations and the inner feelings beyond the language expressed by the communicator through the language. Cross-cultural communicative competence refers to the ability to correctly understand and choose the way of expression aiming at the communicative object, topic and purpose. It is a social linguistic competence in different cultural settings. It stimulates the emotional experience of college students, helps college students to quickly and correctly understand the teaching content, promotes the improvement of their comprehensive use of language and the comprehensive and harmonious development of psychological functions. According to the situational cognitive theory. In order to give objective evaluation information to the language performance of college students, they should be given emotional support and encouragement to provide a relaxed classroom environment. Teachers' amiable attitude, sincere care and help, timely praise and encouragement, and good faith correction help to stimulate the internal motivation of college students to learn spoken language.

With the development of communicative approach, vocabulary plays a more and more important role in English teaching. Vocabulary is the most basic and important part of intercultural communication. Through the input of cross-cultural knowledge, the problem of "Chinglish" of traditional college students is changed, and the ability of thinking in English is further developed. College English teachers should take the initiative to realize the importance of cultivating intercultural communicative competence in the teaching process. At least one such oral test should be conducted before the end of each unit, which will test the effect of different teaching forms and means. And the development of post-school teaching plans are extremely necessary. Correctly choose the appropriate teaching methods to improve the overall quality of college students. Therefore, in the English classroom teaching, it is necessary to adjust the classroom plan at any time, create it immediately, impromptly modify the teaching plan, create a harmonious classroom situation that is conducive to effective learning of college students, and achieve effective unity of planning and generative.

3. Result Analysis and Discussion

In English teaching, teachers should first pay attention to the study and strive to enable learners to have a sufficient understanding of the culture represented by the language they are learning and to have a large number of contacts with the target language. Fully through audio-visual means, we can see and hear the real communicative language and the cultural information conveyed by the language. In order to improve college students'understanding of different cultures and language development and intercultural communicative competence, we should start with the selection of English textbooks, which is also the key to master and apply intercultural knowledge. In the cross-cultural learning of language teaching, the selection and arrangement of teaching materials is very important, and it is necessary to reflect cultural differences in the language. Because through the test of college students' cultural background knowledge and English communicative competence, it is possible to find out the cultural mistakes that college students are prone to in the process of communicating in English, and then carry out targeted cultural introduction teaching.

English teachers should correctly deal with cultural education in English teaching, enhance their awareness of English cultural education, and cultivate students'equal awareness of cross-cultural communication, so as to better understand and explore the cultural background of English. Effectively help college students grasp the differences between different cultures. Learning is dialogue, which is both internal and social consultation. Learning is a process of social dialogue in essence. The classroom situation created to promote effective learning of college students has social characteristics. The unity of learning individuality and sociality is shown in Figure 2. Increase college students' understanding of English national customs, values, aesthetics and etiquette, so that college students can be freed from boring vocabulary learning and truly return to natural life, and get a better understanding of English national culture. College students can also read some articles introducing British and American culture through the Internet, watch original English movies, etc. to promote cultural knowledge updates, enrich their language background knowledge, and adapt to

new communication needs.

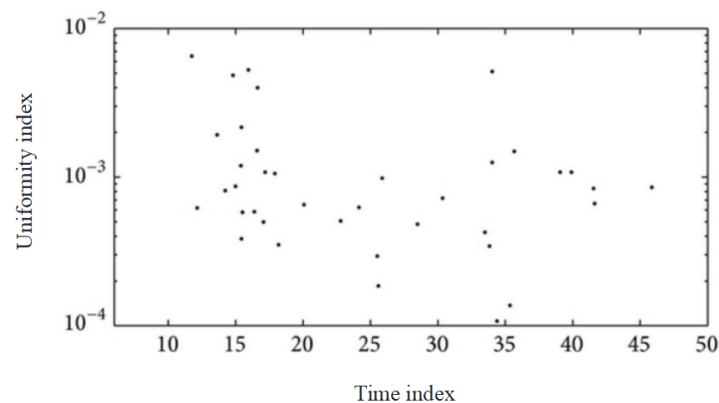


Fig.2.The Unity of Individuality and Sociality in Learning

Teachers should not only explain grammar to college students, but also focus on explaining their extended meaning and social meaning, and compare the similarities and differences between cultures and languages in the same context. In order to enable learners to use correctly in cross-cultural communication. In view of College Students' cognitive ability and learning rules, it is necessary to consciously cultivate college students' cultural identity and intercultural communicative competence. The preparation of textbooks should fully consider the degree of mastery of different cultures of college students, step by step, and closely follow the cultural theme. Situational cognition theory believes that when college students cannot provide the skills, strategies, and related links to complete tasks, teachers should give guidance at critical moments and provide “scaffolding” for college students' learning. The so-called “critical moment” is such an instant. Teachers should be good at grasping such moments, intervene in time, provide help, and promote the improvement of college students' cognitive level. In the actual exercise, college students can actively use English thinking, organize language, and fully utilize the language knowledge and language skills they have mastered. In this way, college students can more easily grasp the expression habits of British and American people from such language scenes, thus clarifying the differences between Chinese and Western cultures.

4. Conclusion

In this paper, the strategies of cultivating intercultural communicative competence in College English education based on situational cognitive theory are studied. Through the use of modern information technology, diversified classroom teaching methods, graphic, text, sound, image and lush integration of cultural information, to form a lively and flexible classroom teaching environment, scientific and information-based teaching process. To provide students with real cross-cultural learning opportunities and improve their cross-cultural communicative competence in the process of College English learning. Therefore, in oral English teaching, teachers should strengthen the training of college students' English thinking ability on the one hand, on the other hand, they should supplement some relevant social and cultural background knowledge, enhance college students' awareness of language appropriateness, and cultivate their ability and habit of understanding things from the perspective of English culture. Know yourself and others in intercultural communication. Teachers should constantly strengthen their own quality, expand their cultural knowledge horizons, and understand different cultural differences, so as to better cultivate college students' intercultural communication skills in English learning. It is best to teach college students how to acquire English culture, and urge them to record culturally relevant information or open discussion in class, so that they can develop a habit of attaching importance to culture, excavating culture and analyzing culture.

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