

Research on the Design of College English Teaching Based on the Cultivation of Intercultural Communication Skills

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Abstract: Along with the development of the times, the world's cultures have also made certain achievements. In order to better promote the improvement of intercultural communication ability and introduce innovative talents into the society, it is necessary to make full use of the nurturing function of English teaching, and to promote the improvement of intercultural communication ability of college students' English by continuously establishing and improving the relevant institutional system. To this end, the article makes a study of the current situation of English in colleges and universities from the perspective of intercultural communication ability, and aims to put forward suggestions that can be applied.

1. Introduction

In the continuous development of the educational environment, we should draw lessons from the traditional simple and stereotyped imagination (only pay attention to the theoretical knowledge and do not pay attention to the ability of students) led to the decline of classroom teaching quality. According to the new syllabus, the paper also discusses cross-cultural communication in English teaching. In the new curriculum reform, strengthening the training of students' personality, thinking, culture, language and other aspects is a necessary condition to improve students' comprehensive language ability.

2. The Connotation of Intercultural Communication Skills

In the 1970s, an American sociolinguist, Hymes, proposed intercultural communicative competence, focusing on the cultivation and development of communication skills, which consisted of four main areas. The first is grammar. It focuses on the possibility of communicating in different cultures and, to a certain extent, determining their existence. The second is about etiquette. When communicating across cultures, it is important to analyze and reflect on the context in order to find a targeted entry point. The third point is adaptability. When communicating across cultures, the principle of appropriateness should be followed to determine which words should be said on which occasions and to emphasize their presence. The fourth is operability. It clearly shows that people are to use a certain language for specific expressions, that is, what to say, to whom, how to say it, etc. in a given context. In the process of understanding intercultural communication, we can also see it as a process of communication and sharing between native and non-native languages. By communicating these differences effectively, the ability and understanding of intercultural communication is improved. This difference includes different linguistic levels of communication across national and international boundaries, further enhancing the students' skills related to learning English.

3. The Current Situation of College English Teaching Based on the Cultivation of Intercultural Communication Skills

In the face of the deepening development of education, the traditional model of exam-oriented education has undergone a radical change in order to be able to reverse the single, stereotyped

image. Through observation and corresponding practice, it can be found that there are still many problems and there are some difficult problems to solve. At the same time, the lack of effective improvement of the quality of English teaching in colleges and universities has also failed to effectively improve students' intercultural communication skills. These problems are mainly manifested in:

3.1 Single content of English teaching

At present, there are many students in college English who learn English in order to read English-related books or to get better English test scores. The negative characteristics of English teaching and learning, and the students' motivation to cope with the test, will not only affect the development of English skills such as listening, speaking, reading and writing, but will also seriously restrict and hinder their cross-cultural communication. For college English teaching, this is a very high requirement for teachers. It requires that teachers should constantly improve their professional skills and theoretical knowledge so as to promote better communication between students and their foreign friends and cultivate students' cross-cultural communication awareness. Many colleges and universities pay too much attention to the learning of English knowledge and the cultivation of cultural communication ability in English teaching, and do not make full use of various different learning resources to improve students' cultural quality and ability.

3.2 Not enough communication between teachers and students

Along with the development of the times, we still cannot ignore that there are still certain problems in the current English teaching, thus lacking initiative and enthusiasm in promoting students' learning. Therefore, teachers should effectively solve the problems encountered in English learning and guide them to consult the words so that they can develop good habits for future learning. At present, the teaching models and methods used in the process of developing students' intercommunicative competence are difficult to achieve idealized results and still have some problems. At the same time, the lack of basic training for students in phonetic imitation and intercultural communication leads to the improvement of students' English learning and communicative competence. The lack of interactive classroom teaching also affects students' intercultural communication skills and makes it difficult to improve their communication skills.

3.3 Lack of practical teaching contexts for intercultural communication

Along with the development of the times, we should still notice that there is a general lack of cross-cultural communication in English classroom teaching in China's colleges and universities, and teachers mainly adopt a comparative approach to teaching by introducing the differences and similarities between Chinese and Western cultures. Of course, there are some schools are using methods such as giving examples for students to start corresponding teaching, making it difficult to improve students' cultural quality effectively in English teaching. Since English reading newspapers and magazines, etc. create a good intercultural communication environment for students, students have little opportunity to communicate with foreign students or students across cultures in the classroom, which causes students' interest in learning English to decrease, thus reducing their communicative pleasure. At present, in English teaching, teachers tend to explain vocabulary, specific usage, complex sentence structures and other teaching phenomena in their native language, combining various cultural knowledge to create a good classroom environment for students and to enhance students' cultural background knowledge [1]. However, it is difficult to expand students' learning knowledge and achieve the goal of being relevant to the classroom content. In conclusion, it is necessary to take targeted measures in order to better promote college students' English learning and strengthen their intercultural communication skills.

4. The Value of College English Teaching Based on the Cultivation of Intercultural Communication Skills

For college English, intercultural communication skills undoubtedly play an important role and

manifest an important value, which can enrich their knowledge and skills and thus acquire more intercultural communication knowledge and skills [2]. In English teaching, strengthening students' intercultural communication plays an important role in learning and improving English. For example, teachers can create a good environment in English teaching and learning, so that they can enter into situational interchange and interaction, thus enhancing their ability to express their language and making full use of their language application. With the development of economy and society, inter-country communication has become more and more frequent. In order to improve students' competitiveness in international communication, we need to make full use of the advantages of English classroom and comprehensive quality education, so that they can become a driving force to promote students' continuous development and enhance their interest in learning. In recent years, our educational syllabus and teaching requirements have clearly defined the basic purpose of cultivating students' cross-cultural communication.

5. Strategies for Teaching College English Based on the Development of Intercultural Communication Skills

5.1 Combine multimedia technology to optimize student knowledge content

At present, the use of teaching materials is also an important part of the process of teaching college English courses. Teachers should constantly study the teaching materials and combine multimedia technology, innovate in teaching content and knowledge content, shift from traditional classroom teaching to pay attention to students' cultural factors and values, fully create an environment with a good learning atmosphere, so that students can continuously learn knowledge from culture, economy, politics and other fields in a relaxed and pleasant environment. Teachers can also make full use of the resources of "Internet+" to optimize students' knowledge structure and fully demonstrate the differences between Chinese culture and Western culture. In the teaching process, teachers can integrate cultural background knowledge, cultural connotations, and key phrases into the teaching content, and then share the teaching content so that students can better understand the differences between Chinese and Western cultures and cultural values, thus improving the quality of teaching [3]. In the classroom, the teacher can use the textbook format to introduce students to basic concepts of English, social culture and other basic concepts. Then the group discussion will help the students to learn the corresponding grammar knowledge better by constantly sharing the similarities and differences between Chinese and Western cultures so that they can better understand what they value. In this way, teachers can improve students' intercultural communication skills and promote their individual development by cultivating their potential and strengthening their cultural literacy.

5.2 Enhance interaction between teachers and students to develop students' communicative awareness

When facing students, as teachers, they should not blindly instill knowledge into students, but should strengthen the interaction with students to make it an effective way of communication. First of all, in the process of cross-cultural communication, teachers can use various cross-cultural teaching methods such as event analysis method and translation comparison method to enhance the motivation of learning and to enliven the atmosphere of English learning through group discussion, cooperative learning and role play. For example, when implementing case study teaching, intercultural related knowledge can be combined with cases so that students can improve their analytical and critical thinking skills through group discussions and role plays, while strengthening their interpersonal and business communication skills while communicating and interacting with each other [4]. When teaching contrast, teachers can adopt various strategies to bring into play students' autonomy and initiative in their learning, which in turn can strengthen their cultural concepts and communicative skills to a certain extent. For example, in the case of being praised by others, Chinese people will express themselves in a humble gesture or express their different cultural ideas in a self-deprecating or inferior way. Americans, on the other hand, will be pleased by

the praise they receive, which translates into an outward expression, a significant difference between Eastern and Western cultures and thought patterns. In strengthening the interaction between East and West, as a teacher, you should give full play to the role of a guide, actively organize students to join the study and explore different cultural backgrounds through reference materials, so as to improve students' communication skills. In order to accommodate different learning requirements, teachers also need to set different learning tasks according to students' individual characteristics, so that they can experience their value in English language teaching and thus better understand their language ability and thus better facilitate their learning.

5.3 Build a practical context to strengthen students' communicative skills

Facing the continuous development of education reform, teachers should give full play to the role of practical activities in intercultural communication. For this purpose, teachers can make students enter a good intercultural communication environment through various forms such as objects and pictures, and through a combination of language, actions and expressions, students can have a better understanding of the content of the textbook, so as to deepen their physical and emotional cognition. At the same time, the actual teaching can also promote students' understanding of different cultures to achieve their desired goals. For example, in the construction of the actual teaching environment, teachers can use British and American related movies, pictures, and objects to analyze the history and customs of Britain and the United States to increase students' motivation to learn. Teachers can also show English films and videos to give students a different feeling and experience of learning. In such an environment and atmosphere, teachers can learn how to better use intercultural communication skills to teach accordingly. Therefore, it is imperative to build a practical teaching environment. By constructing a corresponding teaching environment, teachers make PPTs for the students from the practical point of view by combining the teaching contents and fully exploring their unique meanings and cultural connotations. To a certain extent, they should help students to realize cross-cultural communication and exchange in practical situations, and to improve the ability to learn and imitate with the help of body language.

5.4 Use English words to compare and learn

In English, the accumulation of words is an important way and an effective way to conduct cross-cultural communication. Therefore, in English practice, we can start from English vocabulary to explore the production and meaning of the word and explain its connotation.

For example, the meaning of the word "Friday" is associated with Christianity and Jesus, and "O-riginalsin" is also associated with the story of Adam and Eve in the Bible. In college English classes, we should not only let students understand the meaning of the vocabulary, but also use the vocabulary as a lead-in to explain the English story. By doing so, we can enrich English knowledge and stimulate students' interest in learning at the same time. In addition, English teachers can also change the traditional classroom teaching mode by using some short stories in English in the form of sitcoms, thus being able to deepen the students' understanding and knowledge of the relevant knowledge.

At the same time, you should also focus on learning by comparison. Comparison is an important method of learning, through which one can see the differences more clearly and thus understand better. In English teaching, especially in the process of developing intercultural communication skills, contrast enables students to understand the differences between Chinese and Western cultures so that they can respect the differences and reduce misunderstandings in their communication. This requires teachers to play an active guiding role in the teaching process, and to transfer English knowledge while guiding students to reflect on different cultures so that they can understand the differences between Chinese and Western living habits and daily interactions. For example, in the differences in food, Westerners are good at using knives and forks and have high requirements for the placement of tableware. Different positions represent different meanings, so English teachers have to make comparisons and introduce both Western food culture and Chinese food culture into China so that they can discover the differences between Chinese and Western food and be careful to respect these differences to avoid misunderstandings and conflicts in communication.

English teachers need to guide students to move from passive memorization to keen problem identification, knowledge acquisition, and problem solving. English teachers need to use inquiry-based learning in the classroom to develop students' cross-cultural skills. They should also consciously organize the exchange of background knowledge of British and American cultures, guide them to collect information and make extended presentations, and compare and analyze them with relevant cultural contents in Chinese. The discovery, investigation, exploration and study of English-related topics help students understand and appreciate the cultures of English-speaking countries, eliminate discrimination against different cultures, develop respect for other peoples, and thus understand the similarities and differences, uniqueness and values among different cultures. It also helps develop their curiosity and cultural enlightenment and enhance their cultural sensitivity.

6. Conclusion

To sum up, in order to achieve sustainable development of college English and promote better application of intercultural communication skills in college English, it is necessary to prepare for interculturalism according to the basic teaching reality of English. It also needs to be optimized in terms of teaching methods and contents. Educational contents related to foreign language and culture should be added to basic teaching and integrated into the classroom in order to improve the quality of English teaching.

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