

# *Research on College English Cross-Cultural Teaching Model from the Perspective of Dynamic System Theory*

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**Keywords:** Dynamic system theory, College english, Cross cultural teaching

**Abstract:** there is a certain degree of irregularity and unpredictability in College English cross-cultural teaching. If we use the dynamic system theory as the basic observation perspective, we can strengthen the constructive integration of the overall teaching model. Educators should pay attention to the control and supervision of the overall teaching process, integrate diversified development models and educational ideas, create a benign system of dynamic cycle in English teaching, improve the effectiveness of teaching, carry out diversified symbiosis, and maintain the basic teaching balance. On this basis, we should strengthen the cultivation and shaping of students' cross-cultural ability.

## 1. Introduction

at present, under the diversified development pattern of the world, the exchanges in various fields such as economy and culture are becoming closer and closer. College students must acquire cross-cultural communicative competence in English learning, so as to become the pillar of national and social development and adapt to the actual requirements of the society for talents in the new era. Therefore, College English teaching must take cultivating students' cross-cultural ability as the educational goal and purpose. The cultivation of this ability has attracted the attention of scholars and experts at home and abroad, and has also aroused the discussion in the field of education. In the field of teaching research, various types of teaching ideas and teaching models also enrich the teaching achievements and enrich the content of College English cross-cultural teaching. This paper focuses on the cross-cultural teaching model of College English from the perspective of dynamic system theory, hoping to provide some help for English teaching.

## 2. Analysis on the Research Status of English Cross-Cultural Teaching At Home and Abroad

Domestic research results can be summarized into two types: theory construction and method construction. The construction of the theoretical framework mainly includes determining the concept of cross-cultural communication, explaining the basic characteristics of cross-cultural teaching and how to cultivate the construction of cross-cultural teaching model, focusing on the investigation of the value system of cross-cultural communication, building a cross-cultural language dialogue model, and considering cross-cultural language teaching in the overall teaching idea, Strengthen the macro integration of cross-cultural and language teaching models and ideas, and build a competency model of cross-cultural communication skills. These are the summary and

elaboration of domestic research on cross-cultural teaching. Compared with foreign countries, these teaching research have some similarities, but also have China's unique aspects. However, cross-cultural research rarely involves the dynamic evaluation of language teaching process. Through the observation of the current situation of cross-cultural teaching research, it is not difficult to find that in addition to the research on cross-cultural communicative competence and theory, the research on teaching methods is bound to become the development trend in the future. Relevant researchers should strengthen the dynamic evaluation of teaching models and adopt comprehensive English courses to carry out process cross-cultural guidance, We can also build cross-cultural foreign language teaching into an output language teaching environment and learn from foreign excellent research results. For example, the cross-cultural curriculum construction of the international Mu class platform is a typical successful case.

Of course, on this basis, we must also recognize that the cultivation of cross-cultural communicative competence in English language must go through a long process of exploration and practice, which reflects obvious dynamic characteristics. If we stick to the old ways for a long time, we will be in a single independent form for a long time, which hinders the information transmission and communication between different information bodies, It is also not conducive to the self-renewal of the ideological system of English teaching. Especially since human society has entered the Internet multimedia era, the teaching process and overall teaching steps are under the dynamic perspective of continuous evolution. Therefore, it is necessary to use the theory of dynamic system and adopt a dynamic perspective to observe the College English teaching model with nonlinear development characteristics in the context of multimedia and information. From here, the dynamic system theory is more conducive to the development of cross-cultural teaching in modern universities [1].The framework of College English cross-cultural teaching from the perspective of dynamic system theory

## **2.1 English Teaching and Teaching Evaluation Are Integrated**

Dynamic system theory is called Da theory for short. It mainly emphasizes the integration of teaching practice dynamics and evaluation effect in the process of English teaching. The two are a concomitant and inseparable whole. From this theoretical perspective, students' comprehensive ability needs to grow through learning, and the specific growth effect needs dynamic investigation and quantitative evaluation, Only in this way can the timeliness of teaching be summarized and brought into play in stages. Therefore, it is necessary to build a dynamic college English teaching system and observation perspective, take students' teaching situation and learning feedback as the central data, carry out phased evaluation of students' personal comprehensive quality, formulate English teaching evaluation mechanism and innovate the teaching system from the unified theoretical perspective of argumentation, At the same time, we should also develop students' English reading ability, writing ability and translation ability according to the perspective of dynamic system theory and the task requirements of English syllabus, so as to make the steps of cross-cultural education in English teaching more reasonable from the perspective of integrity and macro [2].

## **2.2 Develop Interaction Design Step by Step**

From the perspective of dynamic system theory, cross-cultural College English teaching should form a step-by-step system design. On the one hand, it can realize the creation of College English classroom, on the other hand, it can also enable English majors and non-English majors to better show the function of English value and reflect social value in their work in social posts. In this process, dynamic system theory can also be combined with foreign advanced cross-cultural

education ideas, such as intrusive dynamic theory and interactive dynamic theory. The intrusive dynamic theory emphasizes the implementation of the teaching plan according to the preset steps, while the interactive dynamic theory refers to the open educational classroom for the learning objects, which focuses on the communication between the learning objects. The above forms are observed based on the framework of the dynamic teaching system. Therefore, from the perspective of dynamic system theory, we can build a procedural system reference and learn from the advantages of interactive thought to effectively observe the dynamics of English teaching. College English cross-cultural teaching model and strategy from the perspective of dynamic system theory. The teaching of dynamic system theory is to achieve teaching objectives and teaching tasks and ensure the smooth implementation of normal teaching operation steps. Under different theoretical perspectives, the teaching model will also produce various types of branches, which shows that the dynamic system theory is not invariable, it is probably in a floating process. At the same time, cross-cultural English teaching must adapt to this informal and changing teaching theory system and carry out a comprehensive exploration of the teaching model in order to meet the needs of modern teaching.

### **3. Modern Teaching**

#### **3.1 Strengthen the Overall Control over the Educational Process and Educational Model**

From the perspective of dynamic system theory, the development process of anything is not linear, which is different from the traditional causality theory, but it is very suitable for the development of modern English cross-cultural teaching. Language learning is also a typical nonlinear development framework. It is not straight-line. There may be variation in language effect. In short, the learning object is that after mastering a certain knowledge point, students may not be able to smoothly turn to other knowledge points to start learning. At the same time, they may not be able to smoothly apply the previously learned knowledge to practical teaching. There may be stopping, changing and uncertain factors between the two transitions. Dynamic system theory can effectively interpret the philosophy of development and change, and reflect the complexity and complexity of language development and language learning itself, which also provides a new teaching idea and observation perspective for College English cross-cultural teaching [3]. Therefore, educators should control the whole process of educational process and educational model from an overall and macro perspective, establish an open mind and acceptance, constantly change teaching strategies, adapt to teaching contents and basic teaching tasks, cultivate the awareness of diversified cultural regeneration, and improve students' cultural consciousness. At the same time, cross-cultural teaching must also solve students' cognitive conflicts, that is, the conflict between new knowledge and old knowledge, the conflict between traditional cultural cognitive system and new learning tasks. If this difficulty can be overcome, the tension and adaptability of the whole classroom will be continuously enhanced, and an organic and dynamic teaching system and framework can be formed from an overall perspective to ensure the smooth realization of English teaching tasks in a dialectical and unified environment [4].

#### **3.2 Embed Teaching Objectives in the Developing Teaching Process**

From the perspective of dynamic system theory, even in a relatively stable state, the internal structure of the system is changing all the time. The two associated variables can be relatively stable or change at any time. Its stability is only relatively static, and the motion is absolute. From the perspective of language learning, the variability of language learning reflects the dynamics and changes of language and culture itself, as well as the cultivation of College English cross-cultural

ability. Its changes have a certain regularity rather than random and disorderly. It is in a relatively stable interaction, showing the phased changes of the language teaching system, Drive the improvement of the whole through the change of the system. At present, driven by the international situation and the development of international culture, the cross-cultural teaching system and cultural communication system are also in dynamic balance and contradiction, so as to realize continuous development and reconstruct cultural identity. Through the continuous game between Chinese traditional language and culture and English culture, a new teaching approach recognized by both sides has been found. It can be seen that the cultivation of College English cross-cultural communicative competence permeates the essence and basic functions of language teaching. The shaping and cultivation of English practical application ability emphasizes the need to strengthen the building of students' speculative ability and improve their language ability, Let language and practical knowledge integrate with each other to form a systematic and comprehensive open education classroom.

### **3.3 Create an Open Teaching Attitude and Constantly Update Teaching Strategies**

Under the background of the development of the times, science and technology, represented by information technology, has begun continuous reform and renewal, which has promoted the continuous adjustment of teaching means. With the continuous penetration of the Internet era into the field of education, online and offline hybrid teaching mode has sprung up in the field of English cross-cultural teaching, and is rapidly moving towards a more mature direction. At present, the mode of combining multimedia and English teaching is called Internet teaching mode. This dynamic teaching process is more in line with the perspective of dynamic system theory, and can also encourage educators to constantly spur students' learning enthusiasm and subjective initiative. With the encouragement and encouragement of teachers, the new teaching system has gradually taken shape and become more and more mature. Cross cultural college English teaching needs to take the dynamic system theory as the guiding ideology, constantly adjust the educational ideas and methods, flexibly screen the teaching steps, open the language space, and build a cross-cultural communication material library with the help of information means, To form a perfect education and training system, it is more important to open the class platform, flip class or micro class teaching according to the available educational resources and actual situation of the University and in combination with the basis of students' language ability. At present, the use of micro class and flipped classroom has been relatively mature. The use of the two can strengthen the integration of the advantages of online teaching and offline teaching, and absorb high-quality educational cases and educational resources in the form of teaching resource library. Through the creation and development of mixed teaching model, educators can find various types of education models loved by students, Enhance the interaction frequency between the two sides, make up for the limitations of time and space in offline teaching classroom through online discussion, enable students to continuously obtain the nutrient supply of cross-cultural knowledge, and improve their speculative ability to distinguish right from wrong in the process of learning [5].

### **3.4 Teaching Evaluation from the Perspective of Dynamic System**

From the perspective of dynamic system theory, teaching evaluation needs to match and connect with the current teaching mode, and its construction method is not limited to small sections or one style. However, we should never adopt a one size fits all evaluation template, and we should not only focus on the unilateral content of process evaluation or result evaluation, but combine the two, Expand the pragmatic space of cross-cultural English teaching and make its educational effect accepted fairly and openly. At present, under the background of the information and multimedia era,

online live teaching and other network platform teaching can record students' learning data through trace browsing, help education evaluation make correct feedback and decision-making, and deepen the dynamic system theory into the teaching evaluation system [6]. In addition to the common formative evaluation and outcome evaluation, under the background of multimedia environment, it can better run a variety of real-time evaluation contents such as student mutual evaluation, teacher-student mutual evaluation and online reflection, comprehensively measure students' cross-cultural communicative pragmatic competence from a diversified perspective, and also enable educators to get more objective teaching feedback and accumulate experience.

#### 4. Conclusion

To sum up, from the perspective of dynamic system theory, the construction of College English cross-cultural teaching model has many meanings and values. Educators need to keep pace with the times and make the setting of teaching objectives practical. At the same time, they should adopt a step-by-step attitude to develop classroom interaction design and control the overall education process, Create an open learning attitude with a constantly developing dynamic vision, update educational strategies, and improve the effectiveness of College English cross-cultural teaching.

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