

The Cultivation of Intercultural Communicative Competence in College English Teaching

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Keywords: College English, Teaching, Intercultural communicative competence

Abstract: With the deepening of economic globalization, the communication between countries is becoming more and more in-depth, and English is the most popular language, so college English teaching must pay more attention to and improve the cultivation of cross-cultural communicative competence in College English teaching. English in cross-cultural communication ability in colleges and universities did not attach enough importance to the cultivation of the students, can also lead to college English teaching and practice all kinds of problems, so from the innovation of the present college English teaching, to colleges and universities teachers and students attention to the cultivation of intercultural communicative competence of college English teaching, the importance of improving English communication ability.

As the communication between China and other countries is more and more, there are more and more multinational companies in China, so it is particularly important to master their language, language is more important, but also to master the ability to communicate with their culture. Therefore, College English teaching should follow the development of the times, increase students' understanding of the culture of English speaking countries in the process of College English teaching, and understand the cultural differences between Chinese and foreign languages. Through cultural understanding, when communicating with foreigners, the use of language logic and behavior choices in line with them can make cross-cultural communication smoother.

1. The present situation of the cultivation of intercultural communicative competence in College English teaching

1.1 Lack of English culture education in Colleges and Universities

According to know there are many single teaching mode of English teaching in colleges and universities, also tend to only the content of the English words, grammar, sentence writing skills, such as for behind the English culture tend to be ignored, the teacher let students in learning English only by rote, not from the deep understanding of foreign culture, which further learning, this way of learning on students' English learning is a kind of blow, It will also make students gradually lose

interest in English learning. The specific cultural knowledge about English teaching mainly includes some language, national politics, culture, economy, religion and other cultural knowledge. Cultural knowledge includes all aspects of English speaking countries, and the teaching of these knowledge can not only improve students' cross-cultural communication ability, but also enable students to deeply understand the cultural customs of English speaking countries. At present, many English teachers in colleges and universities do not have enough understanding of cross-cultural communication ability, and their own ability is not up to the level. In the process of telling stories, their explanatory power is not enough cultural knowledge, and the scope of teaching is not broad enough, which will seriously affect the cultivation of students' intercultural communication ability.

1.2 Lack of cultivation of College Students' cultural ability

Many colleges and universities are deficient in the cultivation of cultural ability, because the cultivation of cultural ability can improve the quality of English teaching and students' English cultural ability, and the English class in colleges and universities is the focus of cultivating students' cross-cultural ability. However, at present, many college teachers do not make good use of this classroom. Many teachers teach in English after the whole class. The emergence of English in the classroom is very difficult, which leads to students' inability to train and cultivate their English and communicative ability in English. This also leads to the loss of such an important training place as the classroom for the cultivation of students' English cross-cultural communicative ability in Colleges and universities. Teachers teach In Chinese in English class, which directly affects the cultivation of students' English cultural ability in colleges and universities. The main reason is that teachers do not have a clear understanding of English teaching, especially of cross-cultural communication.

1.3 The goal of College English teaching is not clear

As in many of the college English teaching Cross-cultural communication ability and have not lack training, this is mainly because for the ultimate goal of English teaching in colleges and universities is not clear, the teacher don't know what to teach, students don't know for what to learn more, leads to the unequal education, teachers and to cultivate students' English ability to cross-cultural communication. Therefore, at present, most colleges and universities still use traditional teaching methods in English teaching. Teachers speak and students remember. Students will forget all the English words, sentences and grammar they master by rote after a long time. This kind of mechanical memory is difficult to be applied to practical communication. The goal of College English Teaching is not clear, It will lead to the confusion of teaching methods and contents, which is also the reason for the lack of cultivation of cross-cultural communicative competence in College English teaching.

2. Methods of cultivating intercultural communicative competence in College English Teaching

2.1 Optimizing English teaching resources

In college English teaching, English teaching resources is given priority to with English

teaching materials, English teaching materials in college English teaching resources occupied a very important part of, but because of the flaws of English teaching materials will hinder the quality of English teaching, to learn English in college and can't meet the need for training students' cross-cultural communication. In English teaching, teachers do not return the classroom to students and take students as the main body. At present, teachers still take teachers as the main body to let students learn English knowledge through teachers' continuous teaching. However, this teaching method has certain restrictions on students' language expression ability and their own learning creativity. Therefore, we should constantly optimize English teaching resources to meet the needs of modern English teaching to cultivate cross-cultural communication ability. In terms of English resource optimization, we should pay attention to gradually reduce the dominant position of English teaching materials in English teaching. In the process of teaching, teachers should also break the traditional model dominated by teachers in the classroom, constantly improve the status of students in the classroom, let students dominate the classroom and let teachers provide guidance, so as to give full play to students' creativity and make students dare to express in the English classroom. Teachers to optimize the teaching resources, to increase the addition of other teaching resources, for example, can be in the middle of the classroom to join the English national history and culture of music and video, let students learn more about western culture, also want to keep foreign teachers in English class of current news to join to the English teaching, let students to understand the change of times and international events, Through the specific analysis of these events to understand the knowledge of Western culture.

2.2 Deepen situational simulation teaching

Any teaching method is inseparable from situational simulation teaching, so we should also integrate situational simulation teaching into the training of students' English intercultural communication skills, and constantly innovate English teaching methods to make students interested in learning. The method of situational teaching is to let students feel the ways and skills of English language in real practical communication. However, at present, many colleges and universities can not provide real cross-cultural communication scenarios for college students, so situational simulation training method is applied to teaching methods. Teachers constantly set up training stages for students to practice situational simulation. Before teaching situational simulation, teachers can watch the classic communicative situation methods in western movies and then let students conduct simulation and training after class to feel western communicative art from real practice. However, in order to achieve the cultivation of cross-cultural communicative competence, scenario simulation also needs many ways, such as interview, speech, debate and so on. Let college students carry out English cross-cultural communicative scenario simulation exercises in Colleges and universities, and show the communication methods under different scenarios through real communication, which will continuously improve students' cross-cultural communicative competence.

2.3 Extensive application of comparative teaching strategy

There are many differences between English and Chinese in various aspects. To learn English well, we must overcome the different aspects of language writing and expression in Chinese. In the

process of English expression, we should forget the way of Chinese expression. There are great language and cultural differences between English and Chinese, then we can use comparative teaching strategies to cultivate students' English cross-cultural ability. In learning English, for example, teachers can use the English language and culture and the culture of the Chinese language comparison, by comparing to let the students know more about the two different, also can let students know about how to use English more thorough, more type strategy has an advantage is the ability to let students in English learning to forget Chinese grammar and English grammar expression of active thinking, In this way, it is easier to cultivate students' ability of cross-cultural communication through the communication mode of English culture so as to make English communication barrier-free. Comparing the language and cultural differences between Chinese and Western cultures can help students improve their cross-cultural communicative competence, but the same other methods can also help students better cultivate their cross-cultural communicative competence, such as the concept of time, eating habits, language communication and so on in English-speaking countries, Through these differences, college students can better carry out cross-cultural communication in communication.

3. Conclusion

English subject and Chinese subject have the same characteristics, both of them are subjects with strong practical application, but they have different application systems in practical application. Therefore, English time application should be improved, and the way to improve is to continuously cultivate college students' intercultural communication ability. The cultivation of English cultural communicative competence will integrate English knowledge and Western culture. Communicating with foreigners under the condition of understanding western culture will make the communication smoother and there will be no understanding difficulties caused by different cultures. Therefore, we should improve the cultivation of English cross-cultural communicative competence in Colleges and universities.

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