

Study on the Cultivation of Students' Communicative Competence in Tourism English Teaching

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Abstract: The value of language lies in output. The main function is communication. With the continuous advancement of English reform, people pay more attention to the ability of English communication. Based on tourism English teaching, this paper analyzes the goal of tourism English teaching, and analyzes the strategies of cultivating students' English communication skills in tourism English teaching from the aspects of language courses, classroom teaching, communicative practice and non-verbal communication. People on the topic provide a reference.

1. Introduction

Under the background of the Belt and Road, China's relations with the world are getting closer and closer. People from all over the world are constantly coming in, and China's tourism industry is also showing an upward trend. English is an international language, and the ability of travel English learners to communicate is becoming more and more important and valued by many companies. It is necessary to strengthen the cultivation of students' communicative competence through various channels in the process of tourism English teaching, and improve the overall quality of students' English.

2. Tourism English Teaching Objectives

Tourism English teaching is different from basic teaching, and it has a very high speciality. Students are required to have a variety of knowledge and abilities that meet the needs of professional development on the basis of certain professional competence. Tourism English talents are technical talents, and their career direction is grassroots units.

Tourism English is a highly applied subject. Therefore, it is necessary to pay attention to cultivating students' practical ability as the overall goal of teaching. Therefore, in the process of tourism English teaching, the cultivation of students' ability to provide services in English should be strengthened, for example, dialogues that may be initiated in hotels, leisure and entertainment venues. These skills help to improve student service and make it easier for them to talk to their visitors in the future.

Travel English learners need to have five aspects of knowledge, namely language, context, communication, background, function. This knowledge covers the use of English in the general tourism environment, and this knowledge is also an essential element of English communication ability. Students' ability to communicate in English is very important. Students can only express their opinions smoothly and understand the context of the language, and pass on the known information to communicate with tourists[1].

3. Training Strategies of Students' Communicative Competence in Tourism English Teaching

3.1 Add Language-Related Courses

A solid language foundation is a prerequisite for cultivating students' communicative competence in English, and language-related courses must be added. Most of China's tourist attractions are scenic spots and ancient places, which contain five thousand years of culture in China. It is not easy to express in English. If the tour guide does not have a solid language

foundation, even if it can penetrate the culture of the scenic spot, it cannot be accurately and clearly expressed and communicated smoothly. Language is a tool of communication. This tool is the fundamental guarantee for smooth communication. Language is also the carrier of culture. Language teaching is also offered to students. It is also a cultural teaching for students. Therefore, in the language teaching, cultural knowledge should be properly integrated to expand the knowledge of students and lay the foundation for the cultivation of their communicative competence.

3.2 Cultivate in Classroom Teaching

To cultivate the communicative competence of tourism English learners, we must pay attention to the training during classroom teaching. Specifically, in the process of teaching, the relevant knowledge of communication is integrated, and the teacher introduces polite language and words in accordance with the content of tourism English teaching.

Communicative situations can be designed in teaching. For example, students as guides, in the car, want to tell someone to close the window, there are several ways to express, encourage students to express, such as “Can you close the window?”, or Is “Would you mind closing the window?” Select expressions should pay attention to the analysis of context, be careful not to use imperative terms to avoid conflicts. For example, teachers can adopt a group-cooperative teaching method, allowing students to practice in groups, designing the dialogue situations that professional tour guides may encounter. After the students perform, the teachers make comments and infiltrate some terms and knowledge.

3.3 Building an English Communication Platform

The main obstacle to the communication English teaching ability of students in communication English is that students are ashamed of the pronunciation and lack of exercise platform. In this regard, teachers should strive to create, use the Internet to create a platform for intelligent communication, provide students with communicative objects, and enable students to establish correct communication ideas. Improve students' communication skills. For example, with international social software such as Skype and Ga Ga, students can create a platform for dialogue with foreigners, which helps students improve their communication skills, and in the process of communicating with foreigners, students can deepen their knowledge of culture. understanding.

Cultivating students' communicative competence is an important goal of tourism English teachers. Teachers should carry out special teaching and training on the cultivation of students' communicative competence. For example, find typical communicative stories, analyze communication skills, guide students to learn and use, and design multiple communication. Situations can integrate communicative conflicts. One allows students to deepen their use of communicative skills in practical training, and the second is to train students' resilience. Teachers then comment, summarize, and deepen students' understanding of skills[2]. Communicative ability It is the guarantee for the smooth progress of communication activities, which is very important for resolving conflicts and achieving cooperation.

3.4 Strengthen Non-Verbal Communication Training

Samovar believes that in interpersonal activities, only 35% of content is delivered in language, and 65% of content is delivered in non-verbal language, that is, through body, expression, eyes, etc. In other words, the students' communicative competence should be composed of two parts. One is the ability to express in words, that is, the ability to form and transmit sentences that fit the grammar, context, etc.; the second is to use non-verbal expressions. Competence, that is to say, when using language communication, the behavior that matches it can strengthen and dissolve the meaning of the language. Therefore, the ability of tourism English teachers to develop students' communication skills not only needs to help students to correctly use the language, but also helps students understand the meaning of non-verbal behavior symbols in different regions.

For example, American society is more inclusive of non-verbal behavior than Chinese society. Embracing, veneering, etc. can express greetings on various occasions. In Chinese society,

behaviors such as hugs and veneers will be interpreted as frivolous. For example, Chinese performers often applaud after the end of the performance, passing on the gratitude to the audience. However, the United Kingdom believes that this behavior is not self-effacing. Therefore, teachers should also strengthen the training of students' non-verbal behaviors when they develop their communicative competence, help students flexibly control non-verbal behaviors, minimize communication conflicts, avoid misunderstandings, and enable students to communicate more smoothly.

3.5 Promoting English Communication with Tea Culture

In the context of the Belt and Road, Chinese and Western exchanges are becoming more frequent, and Chinese and Western cultures are constantly merging, and tour guides play an important role in bridges. Of course, in order to assume the responsibility of connecting China and foreign countries, English language communication ability is indispensable, and tourism English teachers can adopt the teaching mode of micro-courses. For example, the tea culture is the theme of micro-teaching, designing four teaching links, including video introduction, basic understanding, in-depth analysis and emotional improvement, in order to achieve the teaching objectives of strengthening the communicative competence, improve the overall quality of students, the specific teaching methods are as follows :

First of all, do a good job in teaching preparation and stimulate students' enthusiasm for communication. With the help of Kung Fu tea video to introduce teaching themes, focus on students' attention, cause students to explore their desires, and encourage students to actively learn tea culture and lay the foundation for their subsequent communication. The teacher plays the prepared Kung Fu tea video and presents it to the students in conjunction with the “mountain flowing water” music. The students were attracted by the Kung Fu tea show video, concentrating on watching the video, and the video ended with the introduction of the tea culture teaching theme and the learning objectives for the topic.

Secondly, the tea culture teaching content is intuitively presented. The teacher adopts a question-based teaching method, such as “Do you like tea?” introduces tea culture history, tea types, tea sets, etc. At the same time, students are allowed to study different ways of expressing tea, for example, black. The correct translation of tea and dark tea. In this teaching session, the teacher plays the PPT courseware and combines the music “Caiyun Chasing the Moon.” The tea is systematically introduced to the students through the combination of graphic and text, and the teacher can combine the picture content to explain the tea culture. Ask questions and inspire students to think.

Thirdly, guide students to understand the collision and integration of different cultures at home and abroad, and emphasize the importance of communication in cultural exchanges. Video of traditional Chinese teahouses and videos of teahouses in Western countries will be broadcast to students, allowing students to understand Chinese and Western tea culture. Then explain to students the expressions that can be used to communicate around tea in different environments, such as “all the tea in china”. The tea originated in ancient China and was introduced to the UK in the 18th century. At that time, tea was a luxury in the UK, only Only the upper class can drink tea. The meaning of this phrase is to have a huge fortune, not all Chinese tea. Through this kind of teaching method, students' ability to use phrases correctly in the process of communication is cultivated to prevent communication from being blocked due to cultural differences. After the English teaching of tourism is carried out, teachers can also inspire students to think, analyze and compare the similarities and differences between Chinese and foreign teas and their respective humanities during the video viewing, so as to encourage students to explore and learn independently. Through the explanation of the meaning of the phrase “all the tea in china”, the students are guided to think about whether there are similar phrases, to develop students' divergent thinking, and to communicate with students in time[3].

Finally, with the improvement of emotions, tea is not only a favorite drink, but also tea and tea have a great influence on people's quality of life and attitude towards life. From the perspective of English communication, Chinese tea enjoys a high reputation abroad and is a very valuable topic of

communication. Tea grows in a hostile environment. Teachers can show pictures to students, encourage students to describe the environment in which they grow up and inspire themselves, enlighten students to learn the perseverance of tea trees, and sublimate them in terms of emotions.

The tea culture itself has a high social value. With the tea culture and systematic English communication teaching, it is easier for students to understand that the communicative ability is not only to use English to speak sentences, but also to involve culture, language foundation and many other knowledge. In practice, it constantly cultivates and exercises to improve the quality of tourism English teaching, and at the same time, it arouses the enthusiasm of students to use English communication, prompting them to apply English consciously and continuously improve their communication skills.

4. Conclusion

China's tourism market is gradually expanding, requiring more English talents, and the scope and field of English learners' English communication are constantly growing. Tourism English teachers should adopt a variety of teaching methods to strengthen the cultivation of students' communicative competence, provide more English communication platforms for students, optimize the knowledge structure of tourism English, and transport composite English talents for all walks of life in China, for the development of tourism in China. Contribution to social and economic development.

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