Research on the Cultivation of Students' Pragmatic Communicative Competence in English Teaching from the Perspective of Profession

Wang Fan

Anyang Secondary Vocational and Technical School, Henan, Anyang, 455000, China

Abstract: the Correctness of Language Expression Cannot Guarantee the Appropriateness of Communication. Therefore, Language Teaching Should Not Only Be a Process of Imparting Language Knowledge, But Also a Process of Cultivating Pragmatic Competence. in the Process of College English Teaching, There Has Been a Great Change in Both Teaching Methods and Teaching Purposes Compared with Secondary Schools, and the Focus of This Change is to Emphasize the Cultivation of English Language Use and Communicative Competence. Pragmatic Competence is an Important Component of Communicative Competence. College English Teaching Must Attach Importance to the Cultivation of Students' Pragmatic Competence. Based on the Professional Perspective, This Paper Analyzes the Importance of Cultivating Students' Pragmatic Competence in College English Teaching from the Perspectives of the Relationship between Pragmatic Competence and Communicative Competence, Pragmatic Competence and College English Teaching, and How to Cultivate Students' Pragmatic Competence.

1. Introduction

Language is a Tool for People to Transmit Information, Exchange Ideas and Express Emotions in Social Life. Although It is Not the Only Form of Daily Communication, It is Undeniable That It is the Most Important Form [1]. in Vocational English Education, Quite a Number of Teachers Still Do Not Get Rid of the Traditional English Education Concept, and Even Simply Believe That Mastering Social Vocabulary and Workplace English Language Can Effectively Use English for Communication and Communication in Certain Social Environment and Professional Scenes. the Talents Trained by Colleges and Universities Must Have Corresponding Professional Abilities, So as to Realize the Established Goal of Setting Up Higher Vocational Education by the State and to Adapt to the Continuous Development and Progress of Society, Economy, Etc. [2]. in Order to Meet the Needs of the Society for Foreign Languages, Especially Oral English, the Direct Method Emerged At the End of the 19th Century, Which Regards Language Learning as a Learner-Centered Cognitive Process and Replaces the Human Structural Stimulus Response Process. Appropriateness of Language Expression Not Only Refers to That the Speaker's Words Conform to Grammatical Rules and Have Grammatical Acceptability, But Also Refers to That the Speaker's Words Are Appropriate and Appropriate in a Specific Context. Therefore, Foreign Language Teaching is Not and Should Not Be Simple Grammar Teaching and Vocabulary Teaching [3]. It is an Important Living Ability, Which Requires Understanding What People Say in Certain Language Situations, Being Able to Clearly Express Their Thinking Content, and Being Able to Write Down Their Thinking and Speech Fluently. the Cultivation of Pragmatic Communicative Competence is an Important Topic in the Field of English Teaching and Research.

2. Communicative Competence, Linguistic Competence and Pragmatic Competence

Language knowledge and pragmatic competence are both components of language competence, and they are mutually influencing and promoting. However, the relationship among language competence, pragmatic competence and communicative competence is different due to different interpretations by different scholars. Figure 1 below shows the composition of communicative competence constructed in this paper.
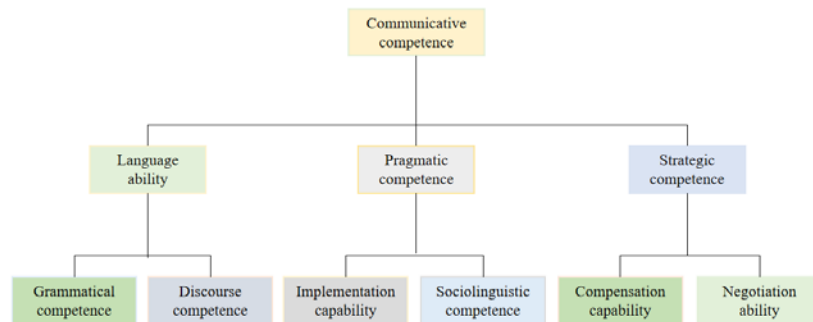
Fig.1 Composition of Communicative Competence

Philosopher Westgenstein thinks: "Language is a game. Only when language communicators abide by the established rules of language communication can they play the game well" [4]. In the process of cultivating English pragmatic competence, English pragmatic knowledge should be explained consciously so that students can understand it. Of course, expressing students in English is the best teaching activity. Language competence refers to a set of specific knowledge used in the process of language communication, including language organization and pragmatic competence. Communicative competence includes language competence and pragmatic competence. Pragmatic competence refers to all kinds of knowledge used by communicators to implement and understand socially appropriate behaviors according to context. The ability of language users to communicate correctly in English under specific language environment is also the ability to use the language properly. Pragmatic competence and language environment are mutually influenced [5]. Once the language environment changes, the pragmatic competence will also change. The purpose of language teaching is to cultivate students' communicative competence, and the cultivation of communicative competence cannot be separated from the cultivation of pragmatic competence, which is finally manifested through communicative competence. In other words, the ability to effectively use language in verbal communication activities, to achieve discourse efficiency and to achieve communicative purposes, including language expression, language understanding and context control, is mainly reflected in the appropriateness of language use in specific situations. There are many types of students' pragmatic competence in oral English expression. It includes speech, social language, psychological language and language communication methods.

3. The Current Situation of Cultivating Pragmatic Communicative Competence in English Teaching

3.1 The Examination-Oriented Nature of English Teaching

At present, in most English classroom teaching, students' examination results are still paid too much attention, a large number of exercises to deal with written tests are increased, and the cultivation of students' pragmatic communicative competence is "0". Nowadays, more and more employers begin to pay attention to the practical ability of graduates to use English, instead of just a certificate or diploma. Although most of our students have mastered a large number of vocabulary and have passed CET-4 and CET-6 after more than ten years of English learning from middle school to college, problems arise when communicating in English. Students are regarded as containers for receiving knowledge, and they are only taught knowledge blindly. Obviously, the shortcoming of this teaching method is that it ignores the subjective initiative of students themselves. From the perspective of skills, pragmatic competence is embodied in nonverbal competence [6]. The language ability embodied by pronunciation, vocabulary and grammar is basically a "closed ability", because theoretically speaking, the vocabulary of a language is limited. However, influenced by exam-oriented education, many students still stay in the "silent English" stage, that is, they can calmly deal with various language tests and have relatively perfect theoretical knowledge of English, but they cannot communicate with foreigners well. Language competence is the basis of communicative competence, without which it is impossible to develop

communicative competence. Pragmatic competence is a necessary means to realize communicative competence, without which successful communication is impossible.

3.2 The Discreteness of Communicative Competence and Language Competence

Language ability is the system of internalization of language rules, i.e. the system of language rules such as pronunciation, vocabulary, grammar, etc. Communicative competence includes language competence, that is, the system and structure of language, which requires language to be expressed in regular form [7]. In recent years, people have begun to pay attention to pragmatic. It is virtually impossible and not conducive to teaching to completely prohibit students from making mistakes in language and pragmatics. On the contrary, if students' mistakes are tolerated in teaching and the degree of students' mistakes is fuzzy controlled, it will be beneficial to students' learning. In the final analysis, the communication between Chinese and English is the collision and mutual understanding between two different cultures and ideologies. However, if the two sides of the conversation do not have a good understanding of each other's cultural background and characteristics, misunderstanding and embarrassment will often occur. Teachers in some counseling agencies only focus on the cultivation of communicative skills, only emphasize oral practice, and in a large number, pursue "fluency" in sentence expression, etc., while opposing communicative ability and language ability. In cross-cultural communication, if pragmatic competence is lacking, there may be dislocation between context and choice of language structure. Pragmatic language errors (and social pragmatic errors) will occur at all levels of pragmatics, such as pronunciation, morphology, syntax, vocabulary, semantics, etc. The specific lexical meaning can only be precise and specific in context. Due to different contexts, a sentence may have different or even completely opposite meanings.

3.3 The Negativity of Students' Own Emotions

The lack of knowledge input leads to the narrow range of knowledge and the lack of cultural background knowledge, which greatly affects students' oral output. The students' own basic knowledge is weak, they are afraid to express themselves and dare not open their mouth to speak. Especially in groups with many people, they are even more reluctant to communicate with their classmates, which greatly affects the enthusiasm of English expression. Grammar is the rule of language and an independent system, which is the basis for the expression of consciousness and social communication. For English learners, no matter what problems they have in pronunciation, intonation, vocabulary and grammar, they cannot achieve normal communication. Pragmatic failure is likely to cause more serious consequences than violation of grammatical rules, because grammatical, phonetic, lexical and other levels of language knowledge errors can generally be tolerated, while pragmatic failure is more destructive to cross-culture than language errors and is likely to produce negative communication effects. In traditional oral English teaching, teachers pay more attention to the accuracy of language use than pragmatic communicative competence. In order to make students express their language accurately, they always correct it, which makes students afraid of expressing mistakes and dare not speak. Generally speaking, pragmatic failure is generally caused by the lack of pragmatic knowledge and the social and cultural differences between the two parties.

4. The Cultivation of Pragmatic Communicative Competence from the Perspective of Profession

4.1 Pay Attention to Context Teaching and Cultivate Students' Ability of Context Judgment

Context is the environment in which language is used or called speech environment. It is composed of a series of subjective and objective factors closely related to speech communication. These factors are dependent on the meaning of language expression features [8]. It is a real and natural way to feel the language by integrating the language naturally into the learning background, creating conditions for students to have more direct contact with English and understand the

expressions and behaviors of people in English-speaking countries, and placing students in an English environment. Selection of materials should focus on reflecting foreign cultural background and workplace communication habits, and annotating cultural differences between China and foreign countries, so as to cultivate students' sensitivity to cultural differences. Some parts of authentic teaching materials also provide good background knowledge. People can't communicate with each other without context. To cultivate students' pragmatic ability, students must first understand the importance of English context. Because context restricts the choice of language units, semantic expression and understanding; In reading and speaking training, students can master oral communication skills through reading aloud, reciting, monologues, dialogues, debates and other forms of training. The students' language sense of spoken English has been trained in reading articles repeatedly. Visible, "in foreign language teaching, the appropriateness of pragmatic expression is more significant than accuracy, because if you don't know the rules of language application, grammar rules will become meaningless.

4.2 Cultivate Students' Awareness of Cross-Cultural Communication

Language is the carrier of culture and an important manifestation of culture. Different nationalities have different cultures, histories, customs and customs, etc. The cultures and social customs of different nationalities are also expressed in the languages of the nationalities. In the classroom, English teachers should mobilize the students' sensory system to the greatest extent, so that they can listen and see more, contact with the life style of people in English-speaking countries, and enrich the students' vision as much as possible. Teachers should be good at creating an atmosphere so that students can learn English in a better atmosphere. With "teaching interaction" as the fulcrum, give full play to the enthusiasm and initiative of adult teachers and students, so that the leading role of adult teachers and the main role of adult students can be best combined. Teachers' professional quality and ability is also one of the problems that universities must solve. Especially with the rapid development of the current information network era, English teachers in higher vocational colleges must be able to master a large number of advanced teaching methods and tools. While learning English, students will come into contact with cultural phenomena embodying English cultural characteristics anytime and anywhere. However, the students realized the differences between Chinese and English speech acts and understood speech acts regarding the language forms of specific customs and cultures. Then in English teaching, teachers should also realize that our teaching should also include cultural teaching, so that students can understand and master the language and cultural background knowledge of English-speaking countries, thus improving students' sensitivity to culture and cultivating students' cultural awareness. Teachers can make students understand English language and culture by broadcasting English movie clips and English news programs to students, so that students can use the language more accurately and properly in oral English expression, thus improving students' pragmatic ability to a higher level.

4.3 Provide and Create a Good after-School Language Environment for Students

Pay attention to the authenticity of social environment and professional scene, select materials from actual communication activities (oral or written), so that students can feel the real communication environment, and realize the influence of social factors such as identity, role and mutual relations on communication, and avoid fabricating materials that are divorced from the real context. Pay attention to the cultivation of students' ability to "listen" and "speak", change the teaching concept of teaching to serve the examination, "adopt a new teaching mode supported by modern information technology, especially network technology", so that English teaching is not limited by time and place, and develops towards personalized learning and autonomous learning. Therefore, we can enable students to acquire English learning environment at any time according to their own time through the second class, strive to create practice places for students to communicate in English, and cultivate students' awareness and ability to deeply participate in English activities. With a good learning environment, students can be integrated into the atmosphere of learning English to the greatest extent. In addition, they are lively and active and full of curiosity about things. At this time, learning English is extremely effective and cultivating their pragmatic

communicative ability is also the most effective. The creation of dynamic meta-pragmatic context can make up for the deficiency of natural pragmatic context, make students feel as if they were there, have perceptual knowledge of specific sentence patterns and conversational strategies, and help students accumulate the target language culture. To stimulate their enthusiasm in learning English, and to provide them with enough input information in English language and a variety of English communication opportunities, thus greatly improving their English communication ability.

5. Conclusions

From the perspective of career orientation, the reform of English teaching in colleges and universities can effectively improve the professional English knowledge level of high school students and to some extent improve the existing problems in the teaching process in colleges and universities. English teaching aims at cultivating students' pragmatic communicative competence. Teachers need to change their teaching concepts in the teaching process, create classroom situations close to the actual life, pay attention to the cultivation of cross-cultural awareness and pay attention to students' own emotions. Learning a language requires not only knowing the correct pronunciation, mastering vocabulary and familiar with sentence structure, but also paying attention to a complete understanding of the meaning of words and being able to use the language flexibly for communication. As an English teacher, we should constantly improve our thinking and quality, concentrate on studying our own business, and constantly apply and improve new theories and new teaching methods. In the selection of topics, the proportion of students' knowledge and ability in language application should be increased, so as to encourage students to strengthen their abilities in translation, composition, listening and so on in their usual study, and finally achieve the goal of improving their language application ability.

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