

Cultivation of Students' Intercultural Communication Ability in College German Teaching

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Abstract: with the Current Rapid Economic and Social Development, Increasingly Frequent Intercultural International and Interpersonal Communication Requires Strong Intercultural Communication Skills. from a Social Point of View, Sino-Germany Trade, Culture, and Science and Technology Exchanges Are Getting Closer and Closer. German Majors Should Cultivate a Group of Talents Who Can Both Communicate Proficiently and Understand Their Cultural Background and Customs. from a Business Perspective, Universities Should Cultivate Application-Oriented Talents That Can Adapt to Certain Positions, Such as Oral Communication and Written Communication. as Far as the Courses Currently Set in Colleges and Universities Are Concerned, the Traditional Curriculum Construction and Talent Training Model Can No Longer Meet the Needs of Talents. Paying Attention to students' Basic Language Knowledge, Lack of Cultural Introduction, and Disjointed Language Learning and Cultural Background Are Not Acceptable. in Cross-Cultural Communication, If the Two Parties Do Not Understand Each other's Cultural Background, It is Easy to Cause Misunderstanding and Cause Cultural Conflicts, Resulting in Communication Failure. in the Teaching of German in Universities, Students of German Majors Should Pay Attention to Improving Cross-Cultural Communication Consciousness and Cultivate Cross-Cultural Communication Ability While Mastering Knowledge and Skills. Based on the Concept of Cross-Cultural Communication, the Author Analyzes the Necessity of Undergraduate German Teaching Combined with the Cultivation of Intercultural Communicative Competence, and Puts Forward Suggestions and Suggestions on the Cross-Cultural Training of German Undergraduates from the Perspective of Vocabulary Learning in Combination with Actual Teaching Situations.

1. Introduction

With the Rapid Development of China's Economy and Society and the Continuous Advancement of the "Belt and Road" Construction, Many Countries Have Deepened Cooperation with China in Cultural Exchanges and Trade Exchanges. China Has Ushered in New Development Opportunities, and Opportunities Mean Challenges. with the Deepening of Foreign Economic Cooperation, More Comprehensive Foreign Language Professionals Are Needed to Meet the Challenges Together. in the "Belt and Road" and Language Interoperability, Wei Hui Expounded the Importance of Language Interconnection to the "Belt and Road". he Believes That Effective Measures Should Be Taken to Improve the individual's Language Ability, So as to Cultivate the Required Foreign Language Talents for the "Belt and Road" Construction. the Importance of Foreign Language Talent is Beyond Doubt [1].

The One Belt One Road policy requires a lot of contact with local people and projects, so it requires talents who are familiar with the local market environment, as well as professionals with certain language and diplomatic skills, or compound foreign language talents with professional capabilities. Most professionals with professional literacy cannot use foreign languages to communicate proficiently, while those who can communicate with foreign languages lack professional knowledge. Compound foreign language talents are the talents required by the Belt and Road Initiative [2]. At the current stage, when universities are training foreign language talents, they often pay more attention to the study of theoretical knowledge, grammar and reading, and the

curriculum is more oriented towards language and literature courses. Students' abilities of listening, speaking, reading, writing, and practical operations have not been fully developed, which has led some students to find themselves unable to devote themselves to work when they enter the work place after graduation [3]. The current foreign language talent training model adopted by colleges and universities is relatively backward and cannot meet the training needs of composite foreign language talents. In the context of the development of the "Belt and Road" initiative, in order to meet the needs of the times, many domestic universities have changed their thinking and readjusted the training model of foreign language talents. They have made considerable progress and made progress in promoting the "Belt and Road" construction [4]. Special contribution. In the context of such a large era, many colleges and universities' German majors have also adapted to the trend of the times, made reforms, actively pursued the pace of colleges and universities that have made progress in foreign language education reform, and cultivated more complex German talents for the country. Provide talent support and intellectual security for the Belt and Road Initiative [5].

Intercultural communicative competence refers to communicative competence in a cross-cultural communicative environment, that is, when people from different cultural backgrounds communicate, they have a strong cross-cultural awareness, and are good at identifying cultural differences and eliminating cultural interference and successfully communicating. In brief, intercultural communication ability includes intercultural interpersonal communication ability and ability to adapt to different cultural environments. In cross-cultural communication, due to the existence of cultural differences, people from different cultural backgrounds always understand the information transmitted from another culture according to their own cultural background [6], resulting in inaccurate understanding of the other party's information, and then do Make wrong judgments and decisions. This is an important cause of many problems in cross-cultural communication, it will also lead to communication failure, and even cause contradictions and conflicts.

Due to the different living, social and religious environments of different nations, their respective language environments have caused many different contextual factors, such as different social cultures, customs and language habits, leading to different language models. In cross-cultural communication, if the two parties do not understand each other's cultural background, it is easy to cause misunderstanding and cause cultural conflicts, resulting in communication failure [7]. The purpose of cultivating students' intercultural communicative competence is to enable people to communicate better in language and to avoid unnecessary misunderstandings in the communication process. Without the knowledge of the cultural background of the language being learned, learners cannot rule out obstacles caused by these cultural differences. Therefore, to cultivate students' ability to use German, it includes the need to understand the cultural background of the language-speaking countries; pay full attention to the cultural differences between nationalities and countries; understand, tolerate and respect the cultures and customs of the language-speaking countries habit. The study of cultural knowledge can not only broaden students' horizons, stimulate students' interest in language learning, increase students' sensitivity to cultural differences, but also deepen students' understanding of national culture. And the neglect of cultural differences will lead to social pragmatic failures that hinder communication and create barriers, obstacles and misunderstandings.

2. Intercultural Communicative Competence and German Vocabulary Learning

2.1 The Intercultural Approach to Language Teaching

Dealing with different mediation methods in relation to an effective teaching of the foreign language is undoubtedly very important and of great importance in foreign language teaching. The search for a corresponding mediation method in foreign language teaching never stops. The intercultural approach as a mediation concept for foreign language German lessons develops on the basis of the communicative approach.

Compared to the communicative approach, the intercultural approach places higher demands on the learner. Learners should not only be able to behave well and communicate without

misunderstandings. The learning content is also not limited to everyday situations and communication. In interculturally oriented foreign language classes, learners are encouraged to compare their own world with the target language world and to think and talk about it. The intercultural approach as a method of mediation is used accordingly in foreign language teaching and there are also considerations in the Common European Framework of Reference (GER). In the classroom that the learners are to be trained in are:

- The ability to relate the original culture and the foreign culture
- Cultural sensitivity and the ability to identify and use a number of different strategies for contacting members of other cultures
- The ability to act as a cultural mediator between one's own and the foreign culture and to deal effectively with intercultural misunderstandings and conflict situations
- The ability to overcome stereotypical relationships

The interaction of own and foreign culture is emphasized. The focus is on the foreign understanding of the other culture and the rendering of one's own culture. In communication, the perspective of the foreign culture is taken up by the learners and their own culture is included. In this way, strategies can be developed to deal with people from other cultures, to avoid conflicts and to reduce prejudices.

2.2 Intercultural Learning in Foreign Language Teaching and in Dealing with Vocabulary Teaching

In foreign language teaching, communicative and cultural competencies, i.e. that learners understand each other and people from the target language culture well and can communicate with them, are challenged and encouraged. The focus is on promoting intercultural communication skills. It is assumed that intercultural learning develops in foreign language teaching. Now the question of what intercultural learning is will be discussed further. Intercultural learning refers to the concept of the intercultural approach, the teaching method in foreign language teaching. For intercultural learning, knowledge about the culture-specific peculiarities of the other culture should be imparted. Learners should learn about the behaviors, ways of thinking and the story behind an apparition. They should change perspectives in order to understand others, to break down stereotypes and to avoid or solve conflicts. They should also think about what they can teach strangers in communication.

Intercultural learning is an integrative and content-oriented language learning concept. It should be mentioned that intercultural learning is an inherent part of foreign language teaching. It is not separated from the other parts of learning, but can always be linked. This means that intercultural learning is always present in the classroom and is represented both in vocabulary and grammar teaching. In foreign language classes, knowledge of various topics is conveyed in the textbooks, in which the intercultural information is offered and culture-specific phenomena are presented. This creates the possibility of intercultural learning. The relevant language materials are the basis, namely the words, both in the presentation of the intercultural information and in the presentation of the culture-specific phenomena, or in the description of normal everyday communication situations.

The question then has to be asked: how is vocabulary teaching to be combined with intercultural learning in interculturally oriented foreign language teaching? Learning vocabulary is not the goal, but the necessary means of communication. Foreign language learning is not simply a matter of learning a language, but rather of acquiring the competence to understand people from the foreign culture and to communicate with them. In interculturally oriented foreign language teaching, the intercultural approach is the concept, the intercultural learning is the method or the way, the intercultural competence is the goal and all this should contribute to intercultural communication. It can therefore be said that vocabulary learning and intercultural learning interact. Vocabulary learning is a prerequisite on the way of intercultural learning to intercultural communication. Intercultural learning is a reflection of vocabulary learning. Vocabulary teaching can thus be closely linked to intercultural learning.

2.3 Interculturally Oriented Teaching Materials

Due to the inseparable relationship between intercultural learning and vocabulary learning and the possible effects of intercultural learning on vocabulary teaching, it is therefore necessary to consider whether the interculturally oriented teaching materials that offer the learners the learning content for intercultural learning are also relevant for vocabulary teaching. How can the intercultural teaching materials affect vocabulary teaching? Before this question is discussed, general considerations regarding the intercultural teaching materials should be made.

What are the special features of the interculturally oriented teaching materials, i.e. both the literary texts and the exercises and tasks that can lead to intercultural learning? what special features do they have? Are there characteristics that could strongly influence the intercultural orientation of teaching materials?

Rösler emphasized three areas, which represent the important aspects and the prerequisites for an intercultural orientation of teaching material. He believes that the intercultural focus should deal with the perceptions of other nations in a complex manner. When it comes to intercultural orientation, it is also important to ensure that the learning group has enough adaptation options and offers available so that learners can promise their own needs, environment, etc. He also assumes that all teaching material should be intercultural.

The interculturally oriented teaching materials serve to promote intercultural communication, which is also an important learning goal for learners in foreign language teaching. In order to achieve the goal of acquiring intercultural competence, exercises and tasks for intercultural communication should be made available. The exercises and tasks can either serve to promote affective learning goals: the learners should be enabled to change perspectives in intercultural communication. You can also pursue cognitive learning goals, that is, to acquire culture-specific knowledge so that the knowledge about the cultural dependence of human thought and action is consolidated. Last but not least, they can be used in relation to action-oriented learning goals, so that the interpretation and relationship strategies that learners need in order to successfully act in intercultural communication situations can be practiced.

2.4 Teaching Vocabulary in an Intercultural Context

In this section, an example is presented to show how vocabulary teaching works in the Chinese intercultural context, so that it can get an overview of the importance of the intercultural context for vocabulary work. When learning vocabulary in German classes, Chinese learners usually don't have as much knowledge about German festivals and holidays because Germany and China have very different cultures. But for them it is clear that Christmas is the most important festival in Germany, because even in China the festival is celebrated by some people, just not as typical. What Chinese learners lack is the perception of foreign events. In this situation, the question is: What is the most important festival in China? How do you celebrate the festival? Are there similarities and differences between the two festivals? In a comparative way, the mediation of the new words in an intercultural context will now be dealt with.

When learning foreign words, an experience often means that the correspondences from the words that also exist in the Chinese context can be kept particularly well in mind. At Christmas the Christmas tree is decorated with fairy lights, candles, angels or other small things. To compare, is it worth considering whether there is similar activity in the Spring Festival, the most important Chinese festival? There is certainly no "spring festival tree". But for decorating or decorating, there are the New Year's two lines, which are attached to the doors as banners for the Chinese New Year. Here it becomes clear that in the intercultural context not only the information about the foreign culture is conveyed, but also the possibility to use one's own culture.

Intercultural learning is encouraged to compare one's own culture and that of others, as this strengthens the learners' skills. They should not only be empowered to understand information about the foreign culture in a foreign language and to recognize which aspects of the target language culture are interesting and differ from their own culture. No, they should also be able to tell what is different or similar in their own culture using the necessary linguistic formulation tools.

2.5 Promotion of Culture-Related Mediation of Meaning

There are many words that, besides denotative meanings, also have culture-specific meanings. The culture-specific differences in meaning play an important role in imparting vocabulary, since the culture-related explanations of meaning are necessary for understanding and using many words.

For example, the different animals in Chinese and German culture have different connotations. The color adjectives are also associated with various connotations such as love, death, hope, etc. linked, but they are culturally different. In order to recognize the cultural differences behind the word meanings and to avoid possible misinterpretations and misunderstandings when using words in communication, foreign language teaching requires the intercultural approach to vocabulary teaching. In addition to the formation of forms and the corresponding grammatical use of words, the learners should also get to know the specific meanings in the target language context. Therefore, the complexity and context of use when learning new words play a major role in intercultural learning. Here, the learners should also be made familiar with the culture-specific character of the concept formation and the cultural marking of lexical units. It is assumed that access to the culture-related transfer of meaning is created in intercultural learning. In addition, learners must recognize the cultural differences in order to increase intercultural competence and improve the skills of intercultural communication. learners need to recognize the cultural differences. Intercultural learning therefore contributes a lot to conveying the culture-specific meanings in vocabulary teaching.

3. Conclusion

Cultivate students' keen cross-cultural awareness in college German teaching so that they can correctly understand cultural differences, communicate effectively and appropriately with people of different cultural backgrounds, and calmly cope with misunderstandings and conflicts in cross-cultural communication. To improve students' communication and communication skills, learners are required to participate in dialogue, provide and obtain information, express emotions and exchange ideas; be able to understand and understand written and spoken languages on various topics, and be different from the audience and readers. Extensive topics exchange information and ideas.

It is also necessary to improve the student's ability to adapt to the culture. Learners are required to acquire and understand the cultural background of the target language, understand the relationship between the reality of the culture and the ideas reflected, and understand the relationship between the expression of the culture and the ideas expressed Relationship. Establish open, tolerant, respectful cultural attitudes, and develop learners' methods and strategies for intercultural communication.

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