

The Cultivation of Cross-Cultural Communicative Competence in College English Education

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Abstract: The cultivation of the students' cross-cultural communicative competence in the college English education has become the main content of the teacher's attention. On the basis of studying the present situation of the college English teaching in detail, this paper analyzes the existing problems in the current education work and the connotation of the students' cross-cultural communication ability. And how to train the students' cross-cultural communicative competence in the college English education is analyzed in detail.

1. Introduction

communicative competence is mainly composed of intercultural competence and communicative competence. It pays attention to students' sensitivity to cultural differences and flexibility in dealing with cultural differences. As far as teachers are concerned, during the period of cultivating students' cross-cultural communication ability, it is necessary to continuously improve students' language communication ability and display cross-cultural consciousness and mode of thinking in the classroom, so as to continuously train students' language communication and communication ability, which is also the purpose of this paper.

2. The Study of College English Teaching

Language, as the carrier of communication culture, has an important impact on cultural communication. Since the reform and opening up, China's communication ability with the outside world has been enhanced, and English has become one of the necessary language skills for every college student. Therefore, most colleges and universities have set up special English courses and English interest groups, which has an important impact on the cultivation of students' English communication ability [1]. However, it can be found that in English teaching, China mainly emphasizes the teaching of language skills to students and neglects the interpretation of English culture for a long time, which will lead to some shortcomings in the current English teaching in colleges and universities, especially in the training of students. There is a lack of cultural communicative competence.

2.1 Lack of Systematic Cultural Teaching Concepts

From the point of view of cross-cultural communication, culture is the core of interpersonal communication, which can make the two sides form a common language. However, college English in China pays attention to vocabulary and grammar teaching, and the purpose of students learning English is to pass CET-4 and CET-6 smoothly. Therefore, in college English teaching, teachers are still affected by the examination-oriented education model and are used to transmitting all kinds of knowledge points to students. In this case, teachers lack the concept of cultural teaching in English teaching, are unwilling to take the initiative to explore the cultural knowledge and social knowledge contained behind the English curriculum, and ignore the rational use of culture and language in life. This situation will lead to universities for a long time. English teaching is not conducive to the improvement of the students' communicative ability because of the cultural differences.

2.2 The Teaching Content is Dull, Lacks the Exploration to the Cultural Communication

At present, there has always been a problem of single content in the content setting of college English textbooks in China, and the communicative competence of English culture has been ignored in the books. Under the influence of this situation, the design of English curriculum is very monotonous at present. Under the unified teaching materials, teachers and students can infiltrate the knowledge points into students completely, and do not pay attention to the differences of students in the choice of homework and training content. In this case, students' imagination and creativity of English culture are constrained, and the cultivation of intercultural communicative competence has been in its infancy.

3. A Study on the Cultivation of Students' Intercultural Communicative Competence

Intercultural communicative competence is considered to be an important part of intercultural communications. With the deepening of the study of intercultural communicative competence in modern academic circles, a consensus has been formed: the so-called intercultural communicative competence refers to the knowledge, motivation and skills needed to communicate properly and effectively with people from different cultural backgrounds [2]. At present, the cultivation of students' intercultural communicative competence has become the focus of teachers' attention in contemporary college students' English teaching. It is not only necessary for students to understand the basis of English communication, but also to fully understand the characteristics of cultural communication, and cultural communication should be taken as the key content of classroom teaching. At the same time, it should also be noted that cultural teaching has been separated from language teaching for a long time. Although many students can master the methods of English communication and communication, they may not be able to understand the cultural value of language transmission, which determines that we must pay attention to the cultural characteristics in the process of language communication in the future teaching, and promote the all-round development of students' English learning ability.

4. Strategies for the Cultivation of College Students' Intercultural Communicative Competence

4.1 Based on the Communicative Activities of English, the Cross-Cultural Communication Ability of the Students is Continuously Exercised

At present, the college English education mechanism has been continuously improved, and the cultivation of the cross-cultural communication ability has become the key content of the social attention, and the universities are actively exploring the new methods of the culture of cross-cultural communication. Therefore, in the future work, it is necessary to grasp this opportunity to explore the new teaching mode and to further improve the students' cross-cultural communication ability.

During the course of the teaching, the teacher can set up the practice of multi-cultural communication in the class, and encourage the students to participate actively and make up the shortcomings of the traditional teaching methods through the methods of cultural activities. For example, after a full understanding of the student's English base, the teacher organized a student in the classroom to participate in the Shakespeare's play, and a good English-based student could encourage the elected "protagonist", while the English-based non-ideal student was the "angle of distribution". Through this method, it is possible to make the students feel the cultural communication characteristics in the English culture as much as possible, and to understand the English language communication characteristics of the English. In the light of the effect, the student is in this job As a result, the ability of the cross-cultural language is enhanced; and the activity also has good adaptability, so that the students with different English can get the exercise. Finally, this way of participating in English plays is open, and the teacher can encourage the students to display flexibly according to the characteristics of the play, or invite foreign students to participate in the play, so that more effective English cultural exchange can be carried out [3].

4.2 Reasonably Set Up Teaching Materials to Make Up for the Shortage of Traditional Teaching

For teachers, in order to fully exercise students' intercultural communicative competence, we should recognize the shortcomings of the current college English teaching, and flexibly use various teaching methods to make up for the shortcomings, so that the goal of intercultural communicative competence training can be realized smoothly. Therefore, in the implementation stage, this paper puts forward the following methods: (1) during the teaching period, teachers can make full use of modern network technology to improve the classroom teaching mode, for example, to show the content related to western culture in the form of pictures and videos, so that students can make full use of western culture, so that students can understand the relevant content of intercultural communication through video, and change their own mistakes. During the period of English classroom teaching, teachers can introduce foreign books appropriately during the teaching period, and randomly divide the students into several groups, requiring each group to choose a book so that students can deepen their understanding of cultural works through communication and discussion. This teaching method can make classroom applied teaching more stereoscopic, make students better master the essence of English culture, cultivate students' sensitivity, and finally improve their intercultural communicative competence.

4.3 Strengthen Cultural Infiltration and Imperceptibly Improve Students' Intercultural Communicative Competence

In the college English teaching, many knowledge points about the cross-cultural communication ability are fragmented, and even many students do not know the knowledge points are related to the cross-cultural communication ability in the study, so the long-term learning of the middle school students is easy to lose interest, and the teaching effect is influenced. Therefore, in the future teaching, the teacher should be fully aware of the problems existing in the current teaching, can make the students feel the difference between different cultures, and further reduce the Chinese female The potential impression left in the student's heart and finally the ability of cross-cultural communication.

In the teaching, for example, the English teacher can set up the corresponding scene according to the content of the course, and ask the students to play different roles, and can reflect the contents of the text from different angles, and play their own subjective initiative. Encourage students to use the knowledge of their own study to solve problems, such as the "AA" of the western countries in the time of eating, but the Chinese people struggle to pay the bills when they eat, and through the method of this kind of culture contrast, this kind of cultural difference is reflected in the classroom teaching. It is helpful to train the students' cross-cultural communication. Force.

In addition, teachers can improve the content of classroom teaching according to the topics of interest to students, and connect this scattered classroom knowledge points together to make students interested in western culture and promote the realization of teaching objectives. For example, college students are very concerned about their own work after entering the society, teachers can in similar courses teaching, the novelty of Western countries into the classroom, such as the Dutch people like bicycles daily travel, so set up a bicycle salvage occupation, the main job of the occupation is to salvage bicycles, according to the number of salvage bicycles to calculate the salary. In this lesson, the teacher can let the students go deeper. To understand the cultural phenomena in western society and guide students to form scientific cross-cultural values is helpful to improve cross-cultural communicative competence.

4.4 Rational Use of Reading Input Culture

College English teaching must fully understand the shortcomings of the current classroom teaching, and through the continuous adjustment of teaching objectives, take the cultivation of students' intercultural communicative competence as the focus, strive to change the traditional teaching mode, make rational use of language education, reading teaching, writing exercise and other teaching means, according to students' learning ability, guide students to use their spare time

to read foreign publications, such as common travel manuals. Or illustrated knowledge books, this method can not only exercise students' language communication skills, but also let students understand the differences between different cultures.

At the same time, during the period of English teaching, teachers can also make full use of English songs to and from students to deeply understand western culture, and encourage students to deeply understand western culture through English lyrics. Only after students have an in-depth and comprehensive understanding of western culture, can students' interest in learning English knowledge be aroused and then put into English classroom learning. Students themselves will try to write English, and finally improve students' cross-cultural ability.

5. Conclusion

In the current college English teaching, the cultivation of students' intercultural communicative competence has become the focus of teachers' attention. From the results of this study, it can be seen that in the current teaching, teachers must fully understand the shortcomings of the existing teaching mode, and promote the realization of teaching objectives on the basis of perfecting the teaching methods. At the same time, teachers also need to further innovate the means of English teaching, so that students can understand the content of English culture in a more varied way, realize multicultural infiltration, and achieve the purpose of improving students' intercultural communicative competence.

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