

The Status Quo of Comprehensive Qualified Personnel Training in Chinese Intercultural Communication Ability

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Abstract: This article proposes the “three-dimensional structure” of cross-cultural communicative competence, reveals the connotation and internal relationship of the constituent elements (cognition and idea-knowledge-information-skills and flexibility), and discusses the strategies for training contemporary college students' cross-cultural communicative competence: expansion global vision, enhance cultural awareness, cultivate learners' open mind and responsibility awareness; build a curriculum system, develop curriculum resources, and strive to improve learners' cross-cultural communication literacy; adhere to practical orientation, change teaching methods, and strengthen learners' basic skills in cross-cultural communication .

1. Introduction

Intercultural communication ability of college students refers to the ability and level of communication with members from different language and cultural backgrounds. Regarding the elements of intercultural communication ability, scholars at home and abroad have different opinions at present. For example, Byram believes that cross-cultural communicative competence includes attitude, knowledge, interpretive / relevant skills, discovery / interaction skills, and critical cultural awareness. Samovar & Potter outlines intercultural communication capabilities as motivation, knowledge and skills. Domestic scholar Wen Qiufang believes that intercultural communicative competence is composed of communicative competence and cross-cultural competence. Zhang Hongling believes that cross-cultural communication skills include: sensitivity / consciousness, attitude / sentiment, knowledge and skills. Although scholars at home and abroad have different specific views on the elements of intercultural communicative competence, they basically include three aspects: awareness / motivation, knowledge and skills.

2. The “Three-Dimensional Structure” of Intercultural Communicative Competence

Cognition includes three aspects: cultural subject awareness, cultural ontology awareness, and cultural difference awareness. “Culture subject awareness” refers to self-knowledge in communication activities, that is, “I”. What cultural background is “I” and in what cultural or sub-cultural identity do you interact with others? “Cultural ontology” refers to the construction of the basic concept of “culture”. It is inevitable to seek the concept of “culture” from books, but Understanding of culture is also inseparable from practice. Correct understanding of culture originates from and guides practice; “Cultural difference awareness” refers to the recognition that there must be differences between the cultures of different nations, regions, and countries, and that there must be a culture. Another form of value that does not exist in culture. When people form their own ideas about the values of themselves, of cultures, and of different cultures, and such ideas are constantly internalized and relatively stable, people will form their own cultural views and cultural subjects. Outlook and cultural values, which dominate or restrict people's communicative attitudes and behaviors.

Knowledge and information include language knowledge information, cultural knowledge information, and social knowledge information. In the cross-cultural context, “knowledge” is the sum of different language rules, discourse methods, geography, history, religion, customs, etiquette,

and art. Information refers to everything that has been and is being disseminated. Information has knowledge properties, but is more dynamic. In cross-cultural communication, the grasp of information has important practical significance. In teaching practice, people usually only pay attention to the knowledge information of the target country, and the knowledge information in the mother tongue culture is often absent. This is a misunderstanding. Without understanding the mother tongue culture, it is impossible to deeply feel and understand different cultures, and the ability of “intercultural communication” is bound to be restricted.

Skills include language basic skills, cultural adaptation skills, and communicative practical skills: Basic language skills refer to the basic foreign language knowledge and abilities that learners must master, which are mainly reflected in the basic skills of listening, speaking, reading and writing; cultural adaptation skills are mainly communication The active willingness of the subject to communicate with others, the affinity in the interaction, and the adaptability of living habits; communicative practical skills refer to the ability of the communicative subject to use the language and cultural knowledge it has learned to deal with practical problems and carry out smooth communication. Flexibility is the basic requirement for the integration of the three basic capabilities mentioned above. The rotation of the use of basic capabilities in the communication process requires the communication subject to have good flexibility. This flexibility is mainly derived from communication practice. The above three dimensions and six elements are interconnected, infiltrated, and mutually supportive, and constitute the organic whole of “intercultural communicative competence” and “Trinity”.

3. Intercultural Communication Ability of College Students

The frequency of intercultural communication behaviors of college students is a direct manifestation of the educational effects and atmosphere of intercultural communication in schools. The survey shows that at present, only 3.9% of college students often have cross-cultural communication behaviors, and 76.4% have fewer or occasional cross-cultural communication behaviors. 19.7%. The internationalization of higher education is the trend of the times for the development of world universities in the 21st century. With the rapid development of our country's economy and the deepening of globalization, especially the development and implementation of the “Belt and Road” strategy, the cultivation and improvement of intercultural communicative competence has become an urgent task and content of talent training in universities. From the above data, we can see that the overall situation of intercultural communication behaviors of college students is far from the actual needs and goals of national social development. Motivation for college students to conduct cross-cultural communication. The reasons for cross-cultural communication among 347 college students with cross-cultural communication experience were investigated. The results found that only 9.5% of college students were for the purpose of cultivating and improving their cross-cultural communication skills; 12.1% of college students were interested in foreign friends or their country; 60.2% of college students were Passive behavior; 18.2% of college students are due to the actual needs of exchanges abroad. The results show that at present, college students' initiative awareness in cross-cultural communication is not strong enough. This should be related to factors such as the insufficient establishment of intercultural communication environment in schools. In the traditional education system of Chinese universities, intercultural communication is mostly regarded as the content of foreign language teaching. Although more than a decade ago, the Ministry of Education explicitly stipulated that foreign language teaching should pay attention to fostering intercultural communicative competence of college students. However, for various reasons, college foreign language classroom teaching is still mainly based on language teaching, which directly affects college students' cross-cultural communication. The improvement of communicative knowledge and the initiative of practice.

Initiative in cross-cultural communication. Of the 347 college students with cross-cultural communication experience, only 4.9% of college students were basically able to control the subject of the conversation in the process of cross-cultural communication; 61.7% of college students were basically only passively responding or listening; 24.7 % Of college students are often silent and

embarrassed during intercultural communication because they do not understand each other's language, because they do not know how to respond, or because they cannot find the topic of the conversation. This shows that most college students are not active enough in the process of intercultural communication.

Psychology in cross-cultural communication. The survey shows that 39.5% of college students with cross-cultural communication experience are nervous because they do not know how to communicate with foreign friends; almost all students (99.7%) are worried that their foreign language level is insufficient. Affects communication; 41.8% of students feel embarrassed because of their limited knowledge of foreign languages or intercultural communication, and only 4.6% of students can achieve smooth and enjoyable communication. This status quo reflects the rather unconfident psychology of college students in the process of cross-cultural communication. This explains to a certain extent: the reason that college students are too passive in cross-cultural communication is that they are not confident enough, and the lack of self-confidence is mainly due to the limited level of knowledge of foreign languages and cross-cultural communication.

4. Discussion on Strategies for Developing Intercultural Communicative Competence

The motivation for the cultivation of university students' cross-cultural communicative ability is firstly the urgent need for international talents for national economic and social development, which can be called external motivation; secondly, college students actively adapt to this demand and strive to make themselves high-quality international talents to achieve Self-development can be called internal motivation. One of the strategies for college students' intercultural communicative competence development is to transform external motivation into internal motivation, and guide and motivate learners to form a "global vision, sense of responsibility, and cultural awareness." In the process of talent training, colleges and universities must guide students in a timely manner to understand the international situation and the requirements of the times, and actively pay attention to and explore international issues through various methods and channels; encourage students to build a global awareness; cultivate students' open mind, critical spirit, and citizens of large countries. Through the imperceptible education and influence, students can fully understand both the history and culture of the Chinese nation and the broader understanding of the world's multiple cultures, forming a "sensitivity of cultural differences, learning of cultural differences. Willingness and respect for cultural differences. "

In higher education, the curriculum structure determines the knowledge structure of students. The training of college students' cross-cultural communication ability should take the construction of the curriculum system and curriculum as important topics. This topic contains at least the following issues that require in-depth research: First, how should the cross-cultural communication curriculum system be constructed? In terms of curriculum, how should courses for students of different majors and different grades be offered? Second, it is required Are the courses in the form of elective courses (public elective, professional elective), or both? What standards should be set in terms of curriculum goals, teaching requirements, teaching content, academic assessment, etc.? Third, how to The actual demand for international talents in China, based on the original textbooks, is used to develop localized cross-cultural communication textbooks. Fourth, who is going to offer such courses? Is it a full-time teacher, or a combination of both? Foreign language teachers or professional teachers? How to build a structured, highly academic intercultural communication team? The author believes that these issues can only be studied in depth and the results can be transformed into Teaching practice can change the overall situation of colleges and universities' lagging in talent cultivation for a long time, and the overall weak intercultural communication ability of college students Situation. If the construction of the curriculum system is a systematic project to be further studied, then fully exploring the cultural connotation of college English courses is an important way to effectively improve learners' cross-cultural communication quality under the existing curriculum setting conditions. College English is a cross-professional course that is included in the national teaching plan, is the most popular and has the most social influence, and is undoubtedly the most important foundation platform for cultivating college students' cross-cultural

communication skills. The linguist Brown believes that: “Language is part of culture, and culture is also part of language. The relationship between the two is so close.” In today's English teaching materials, there are specific etiquette, religion, History and folk culture and other aspects of cultural characteristics and content, college English education should change the traditional teaching philosophy, organically integrate language and culture, change the emphasis on language and culture, language and culture of the bias.

5. Conclusion

The overall situation of intercultural communication among college students is not optimistic. Colleges and universities should take various measures to cultivate intercultural communication skills of college students, including the elective courses for languages and cultures in countries along the “Belt and Road”, incorporating the “Belt and Road” related cross-cultural communication knowledge and skills in language teaching, strengthening and Cooperation and development of talents in countries along the route, making full use of the conditions of people coming from China along the “Belt and Road” to carry out various forms of communication and interaction. Create a good atmosphere for intercultural communication in colleges and universities, and increase the awareness and ability of intercultural communication among college students, so as to better provide strong talent support for the national “Belt and Road” strategy.

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