

On the cultivation of cross-cultural communicative competence of college English majors in ethnic areas

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Abstract: With the deepening of reform and opening-up, the economic and cultural exchanges between our country and other countries in the world are also expanding, which requires us to have stronger cross-cultural communication capabilities. Today in the twenty-first century, the convergence of the world is becoming more and more evident, especially in the context of the continuous development of means of transport and the widespread use of the internet, as people from different countries, races and nationalities become more and more close to each other, cross-cultural communication has become an important feature of this era. How to adapt to the needs of the development of English education in the new era, improve students' international thinking, international vision and cross-cultural exchange level, is the urgent problem to be solved in college English education in an ethnic area of our country. Based on the cultivation and education of cross-cultural communicative competence, this paper makes a survey of 20 teachers and 169 students of college English major in an ethnic minority area by means of a questionnaire, this paper also analyzes the current situation of intercultural communicative competence education in universities, and probes into the intercultural communicative competence in universities.

Key words: cross-cultural communicative competence; status quo and problems; training strategies; a national region

1 Introduction

After more than 50 years of research on cross-cultural communicative competence at home and abroad, there is a consensus that cross-cultural communicative competence includes three basic elements: cross-cultural sensitivity (emotion), cross-cultural cognitive ability (knowledge) and cross-cultural capacity (skills). These three basic elements do not exist in isolation, but are interdependent and have a certain level, cross-cultural sensitivity in cross-cultural communication ability in the lowest level, cross-cultural knowledge in the middle level, cross-cultural skills are at their highest level. In other words, only when the communicator has developed a keen awareness (emotion) of various cultural differences, can he develop a tolerant cultural attitude and communicative interest (emotion), and learn cross-cultural communication knowledge (cognition), in the face of different cross-cultural situations, positive self-adjustment, cross-cultural awareness is gradually enhanced, and then take a flexible approach (behavior). Therefore, we can see that cross-cultural ability development is a gradual process from low to high. Cross-cultural communication is not simply to cater to each other's culture, nor to combine the cultural contents of both sides, but to consider the cultures and positions of both sides on the basis of national self-confidence and self-interest, establish good interpersonal relationships with people from different cultural backgrounds to make a living and develop together. The research on the concept and elements of intercultural communicative competence provides a good teaching criterion and basis for the teaching of English majors in a minority area, to train the language ability and cross-cultural communication ability of the college students in an ethnic area so as to make them have cultural sensitivity, cross-cultural awareness and the skills and flexibility to deal with cultural differences.

2 the status quo and problems of the cultivation of cross-cultural communicative competence of college English majors

2.1 there is a lack of systematic and targeted research on the syllabus

With the rapid development and progress of economy and society, the country needs more and more talents with cross-cultural communication ability, and the requirement for the quality of talents is higher and higher. Although the current syllabus clearly puts forward the teaching principles of cultivating students' cross-cultural communicative competence, however, there is no clear norm for the cultivation of cross-cultural communicative competence, teachers' cross-cultural competence and students' ability standards. Therefore, in practice, there are many problems to be clarified and solved in the selection of cross-cultural communicative teaching materials, curriculum design, content design, effect evaluation and teacher qualification evaluation. From the actual implementation of the situation, the solution of these problems is still in

the stage of fumbling solutions. In terms of the overall teaching arrangement of colleges and departments, it is mostly the requirements of principles and lacks rigid supervision; in terms of the situation of teachers who undertake teaching tasks, according to their own knowledge reserves and understanding of the design of teaching content, lack of unity and standardization. Therefore, in view of the current "Teaching outline", we should pay attention to strengthen the overall teaching arrangements and teachers' individual teaching design, especially the overall optimization design, effect evaluation and so on, and actively explore and try, strive for a breakthrough.

2.2 the curriculum is not reasonable and the teaching materials are old

Cross-cultural communication teaching is only in the initial stage in the underdeveloped areas. This situation seriously affects the students' cognitive dimension and the degree of attention to cross-cultural communication, resulting in the need for students to explore and learn from work practice after graduation, increasing the span and difficulty of connecting with work practice. At present, the content of cross-cultural communication textbooks used in colleges and universities is weak. The content of cross-cultural communication in textbooks is less, or the arrangement is not systematic; the articles of science and technology and explanation account for more, and the content of Chinese excellent traditional culture is less, it affects the establishment of students' cultural equality consciousness and the improvement of their cultural discrimination ability, and also affects the spread of Chinese excellent traditional culture to the world. Even if some colleges and universities offer cross-cultural communication courses, the textbooks used are old and need to be updated. A survey of 20 English teachers in an ethnic minority area shows that teachers attach great importance to the cultivation of students' cross-cultural competence, but it needs further improvement. About 80% of the teachers think that the cross-cultural communication course is very helpful to students' future work and life, and 75% of the teachers think that the cross-cultural communication course is very helpful to improve students' English achievement, 70% of the teachers thought that the optional courses in cross-cultural communication should be increased, and 75% of the teachers thought that the teaching materials should be updated. Most of the graduates of English majors in normal schools will be the pillars of English education and foreign exchange in primary and secondary schools, their emotional ability, cognitive ability and capacity will affect their cognitive level of cross-cultural communication and the cultivation of students' cross-cultural communication skills. In the future, English majors who are engaged in translation and working in foreign enterprises should have strong cross-cultural communicative competence.

2.3 teachers' capacity is limited and needs to be improved

At present, although the overall educational level of college English teachers in some ethnic areas has been improved, there are still some shortcomings in the cross-cultural communicative teaching ability. First of all, English teachers' cross-cultural communicative competence needs to be improved. The survey shows that 30% of the teachers in a university in an ethnic area have no relevant learning experience in intercultural communication, and some teachers have little research on the theory of intercultural communication and seldom participate in relevant training, in teaching, we should pay more attention to the explanation of text knowledge and neglect to cultivate students' cross-cultural communicative competence. Secondly, the academic qualifications of teachers become a limiting factor in the development of cross-cultural teaching. Among the 20 teachers in colleges and universities in an ethnic area, 2 have doctor's degree, 11 have master's degree, 7 have bachelor's degree, 4 professors and 9 associate professors, 7 lecturers. Therefore, colleges and universities need to further expand the ranks of teachers, improve the level of teacher education to promote teaching reform. Finally, there are few opportunities for teachers to go abroad for training, and they do not pay enough attention to intercultural communicative competence. According to the questionnaire, 35% of the teachers have studied or trained abroad, and the remaining 65% have no experience in improving intercultural communication skills in a cross-cultural environment, this will inevitably affect their awareness of cross-cultural communication and the importance of cross-cultural communication ability in teaching.

3 the research on the strategies of cultivating cross-cultural communicative competence of college English majors

3.1 promoting teaching reform, optimizing curriculum and standardizing teaching contents

Colleges and universities should base themselves on themselves and actively promote teaching reform. We should make full use of the popular teaching methods, such as reversal classroom, task-based language and project-oriented teaching, to improve the teaching effect. The teaching method is mainly that teachers ask students to preview before class, to understand the main content of the course, to complete the exercises assigned by teachers in class, and to realize the discussion and communication between teachers and students, as well as between students and students. This kind of teaching method is a kind of subversion to the traditional classroom, will "Teach in class, after class students complete the homework" into "Before class to watch teaching video, in class to complete the homework". Task-based language teaching (TBLT), an important and far-reaching teaching theory put forward by Noonan in 1989, has been applied to language teaching much earlier than the flipped classroom approach. It is based on the three major theories of second language acquisition, psycholinguistics and social construction. It focuses on students and designs real life, study and work tasks with clear goals, to encourage students to use language actively, to cooperate in learning and to complete tasks actively, so as to show the construction of meaning and to improve students' ability of using language. This kind of interesting and real task can be used to improve students' cross-cultural communicative competence in the cross-cultural communication course. Project-oriented teaching method is a teaching activity that teachers and students carry out a complete "Project" together. Compared with the reversed classroom and task-based teaching method, the project-oriented teaching method is more close to the actual life, scientific research and work, and the "Products" developed by the project have certain practical value and economic value, is a more advanced teaching method. Project-oriented teaching is a typical teaching method in the field of vocational education education, which has a great influence on German vocational education.

3.2 to strengthen targeted training and strive to enhance teachers' teaching level and scientific research ability

Colleges and universities should pay attention to strengthen targeted training, take teachers' teaching level and scientific research ability as the lead and grasp, and constantly improve cross-cultural teaching ability. First, we must strengthen theoretical training. With the theoretical support for teaching, teachers in teaching to better grasp the level of knowledge and order. We should actively promote the self-cultivation of university teachers by insisting on the goal-leading, strengthening the system thinking, strengthening self-precipitation and so on, we should renew the teaching concept, strengthen the fusion consciousness and improve the teaching methods. Second, the organization of teaching seminars. It is

necessary to strengthen the consciousness of effect in teaching and research, to take the forms of model teaching and field observation, to improve the participation of teachers, to give play to teachers' autonomy and creativity, and to improve teachers' ability and quality. Third, to encourage the promotion of academic qualifications. With a view to the future needs of the school development, to take policy incentives and other ways to encourage teachers to upgrade their educational level, and constantly contact and exchange with people from different cultural backgrounds at home and abroad, improve their cross-cultural communication skills. Fourth, we should strengthen our contacts with the outside world. We should actively establish friendly relations with foreign universities, exchange information and teachers, and strengthen the cultivation of teachers' cross-cultural communicative competence.

3.3 build a communication platform to improve students' cross-cultural communicative competence in practice

Colleges and universities should provide more opportunities for students to develop their autonomy and improve cross-cultural communicative competence in practice. First, set up cross-cultural communication English corner, improve students' oral English level. To grasp the key problem of students' poor listening and speaking ability, the college can set up cross-cultural communication English corner to provide a platform for improving students' oral communication ability. We can also invite English teachers or foreign students to participate in the exchange and provide cross-cultural communication opportunities. Second, the theme of cultural week activities. To organize English majors' collective reading, cultural lectures, cultural activities and introduce the history, culture, customs, customs and customs of the and the United States, etc., can organize English Song Contest, English Drama Contest, English film exhibition, etc., to create a cross-cultural atmosphere for students. Third, make use of friendship, exchange students, or organize summer camp activities, broaden students' horizons, in order to improve students' cross-cultural communication ability.

Conclusion

At present, cross-cultural communicative competence has become an important index to judge the comprehensive quality of English majors, and improving the cross-cultural communicative competence of college students will become an important grasp of cultivating high-quality talents. Based on many years of teaching and learning experience, the author has made an investigation into the present situation of intercultural communication teaching in a university in an ethnic area by means of on-the-spot interviews, questionnaires and reference materials, aiming at the problems that need to be solved urgently, propose appropriate strategies. Limited to their own cognition and practice, the suggestions and suggestions have many deficiencies, and expect in the future teaching practice, and continue to improve.

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Inner Mongolia Hongdewen College of Science research project 《On the cultivation of cross-cultural communicative competence of college English majors in ethnic areas》

Source: Research on cultivating the intercultural communication ability of English majors—— Take application-oriented undergraduate universities in Inner Mongolia as an example