

A Study on Cultivating Students' Intercultural Communicative Competence in College English Teaching

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Abstract: With the development of economic globalization, communication between countries has become closer, and English has become one of the tools for communication and exchange among countries. Therefore, in the process of college English teaching, teachers should make full use of rich teaching resources to strengthen students' ability to use English and cultivate their intercultural communicative competence, so that students are equipped with linguistic competence that communicate with people from different cultural backgrounds without barriers. This paper mainly aims to discuss strategies to cultivate students' intercultural communicative competence in college English teaching.

Keywords: College English; Cross Culture; Communicative Competence

1. Introduction

In the process of college English teaching, it is vital to cultivate students' intercultural communicative competence. And it requires teachers to strengthen students' mastery of basic English knowledge in practical teaching, including enhancing their understanding of Western cultural knowledge, and guiding them to have a correct understanding of traditional Chinese culture. And teachers should place their emphasis on cultivating students' intercultural communicative competence, so that they can communicate and interact with friends from other countries without barriers, and their English linguistic competence can be enhanced, laying the foundation for China to cultivate excellent international talents.

2. The Importance of Cultivating Intercultural Communicative Competence

With the rapid development of curriculum

reform, college English teaching has also faced new challenges and requirements. In the actual teaching, teachers are required not only to impart English knowledge to students, but also to pay attention to cultivating their intercultural communicative competence. In the current era, the demand for talents with strong comprehensive abilities in China is gradually increasing. To cultivate students' intercultural communicative competence is aimed at enhancing their social and international communication abilities, which helps to promote their future development. It can effectively improve their employment rate and promote the development of their comprehensive abilities. In addition, to cultivate students' intercultural communicative competence can further optimize the teaching atmosphere of schools, stimulate students' interest in English learning, and effectively enhance their learning enthusiasm and initiative. And the cultivation of students' intercultural communicative competence can to some extent promote the development of China's economy and politics. To cultivate students' intercultural communicative competence can cultivate excellent talents with strong comprehensive abilities, which has a positive significance for exporting and introducing talents for China. Having good intercultural communicative competence can enhance students' competitiveness in the international community. By exporting talents, students can enhance their understanding of the economy and culture of other countries, providing support and motivation for the sustainable development of China. Introducing talents enables them to understand Chinese traditional culture in a good language environment and have no communication barriers, and provide strength for China's economic development

[1]. In addition, the cultivation of intercultural communicative competence is actually a reform of the education system that can transform China's long-standing rigid education methods. To cultivate students' intercultural communicative competence in the process of English teaching is undoubtedly an innovation in the education system, and this innovation has a huge impact on the reform of China's education system. It can provide ideas for the reform of China's education system and lay a foundation for the smooth implementation of the reform. Throughout the years, issues such as rigidity and dogma have revolved around China's education system. Under this education system, the talents cultivated are bookworms, and students only know how to talk on paper, lacking certain practical abilities, which is not conducive to the future development of students and does not meet the current objectives of English teaching. Therefore, cultivating students' intercultural communicative competence in college English teaching aims not only at imparting English knowledge to students, but more importantly, at imparting their English abilities, so that they can apply what they have learned, fully accept foreign cultures, and confidently speak up in front of international friends.

3. Strategies for Cultivating Students' Intercultural Communicative Competence

3.1 To Improve Cross-Cultural Materials based on Textbooks

In college English teaching, most of the content is related to Western culture and involves less Chinese traditional culture. Therefore, in the actual teaching, teachers not only need to provide students with detailed explanations of Western cultural knowledge, but also actively guide them to deeply understand traditional cultural knowledge, in order to enhance students' understanding of Chinese excellent traditional culture. Therefore, under the impact of the two cultures, students can have a clearer understanding of foreign cultures, which is conducive to improving students' intercultural communicative competence. It requires teachers to start from the reality, fit the content of textbooks, and further improve the teaching

materials of Chinese traditional culture and Western culture, which helps to cultivate students' intercultural communicative competence, lay the foundation for the combination of theoretical knowledge and practice, and effectively promote the development of the English subject [2]. For example, when explaining the chapter "Christmas", after the lesson is over, the teacher can use multimedia devices to play content related to the program, compare Chinese Spring Festival with Western Christmas to guide students to identify the origin and celebration methods of these two festivals, so that students can more intuitively feel the differences between Chinese and Western cultures. Subsequently, the teacher can introduce English expressions about the Spring Festival to students, and then assign homework after class to allow students to introduce China's Spring Festival to foreign friends in English. It not only exercises students' language expression skills, but also effectively spreads Chinese excellent culture. In addition, teachers can also introduce other Chinese traditional festivals to students in English, such as the Dragon Boat Festival and Mid-Autumn Festival. It can effectively improve students' ability to draw inferences from one instance, and enables students to understand the differences between Chinese and Western festivals. It can not only deepen their understanding of Western cultural knowledge in learning English, but also strengthen their understanding of Chinese traditional culture and customs, which is beneficial for cultivating students' intercultural communicative competence.

3.2 To Innovate Teaching Methods based on Listening, Reading, and Writing

In college English teaching, listening, reading, and writing are essential skills for students, which have a direct impact on their linguistic competence. Therefore, teachers should actively train students' listening, reading, and writing abilities, and fully integrate Western cultural knowledge into it, so that students have a certain level of cross-cultural awareness. From an ideological perspective, students should be aware that English learning is not only about learning cultural knowledge, but also about learning abilities, laying a foundation for their future learning and life. At the same time, cultivating students' intercultural

communicative competence should be regarded as an important part of practical teaching, in order to help students fully recognize the importance of English learning, promote the effective combination of teaching knowledge and culture, enable students to fully master English language ability, and truly achieve the goal of applying what they have learned. For example, when explaining the word "dragon", students know that it means dragon, but in fact, in the United States, the word also symbolizes darkness and evil. It requires teachers to introduce to students the practical significance of the word "dragon" in the United States after the explanation. Under this learning approach, students can quickly grasp the meaning of knowledge from different language backgrounds, which promotes the improvement of their cross-cultural abilities.

3.3 To Create a Good Learning Atmosphere

Language learning cannot be separated from language environment and language implementation. In actual teaching, teachers should actively create a good learning atmosphere, so that students can change their previous thinking patterns, open up their thinking awareness, and further enhance their acceptance of foreign cultures within a cross-cultural corresponding atmosphere. The creation of language environment is not static, and teachers can choose multiple ways to do it. Firstly, through practical scenarios, teachers can create scientific and reasonable language scenarios for students in teaching activities, guide them to engage in situational communication, and enables them to enhance their intercultural communicative competence during the communication process. Secondly, foreign teachers can be provided to deepen students' understanding of foreign cultures through practical communication, enhance their communication skills, and promote their interest in foreign language learning^[3]. Finally, English movies can be watched, and teachers can use multimedia devices to play English movies and broadcasts during the teaching process, so that students can have a clearer understanding of foreign cultures in a real linguistic environment, and their intercultural communicative competence can be improved. At the same time, in order to enable students to have a deeper understanding of the charm of English knowledge, teachers can arrange for

students to participate in English competitions, such as English debate competitions and English speeches, in order to stimulate students' interest in learning, encourage them to actively participate in English teaching activities, which helps to lay the foundation for cultivating students' intercultural communicative competence.

3.4 To Actively Innovate Teaching Methods

In actual teaching, teachers should actively innovate teaching methods and guide students to distinguish the differences in thinking and language expression between English and Chinese. English and Chinese are influenced by external factors such as living environment and social values, resulting in significant differences in their thinking. Therefore, teachers should pay attention to guiding students to deeply understand these cultural differences and help them cultivate good intercultural communicative competence. At the same time, cross-cultural communication can involve linguistic and behavioral communication, and behavioral communication is the key to cultivate students' intercultural communicative competence. For example, in the UK, people usually make the gesture of extending the thumb while waiting for a car on the roadside, which means to take a ride. This phenomenon is very common in the UK, where the British people often use a gesture. In China, the gesture of extending the thumb is usually used to express the person's great, which is enough to illustrate that different gestures have different meanings in different countries. Therefore, teachers can incorporate such phenomena into teaching activities, so that students can have a clearer understanding of foreign cultures and their intercultural communicative competence can be enhanced.

4. Conclusion

From the above, it can be seen that to cultivate students' intercultural communicative competence is closely related to the development of personal abilities. Therefore, teachers should continuously explore and analyze students' intercultural communicative competence in teaching, effectively combine Chinese culture with Western culture, and

further enhance students' intercultural communicative competence through listening, reading, and writing, laying the foundation for the long-term development of students in the future.

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