Optimization Strategies for the Stereoscopic Intersection Teaching Mode of Language in the Context of Business Management

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Abstract: In the context of the era of globalization and digitalization, the demand for talent in the field of business management is no longer limited to single skills. In addition to mastering master solid business management knowledge, it is also necessary to possess excellent cross-cultural communication skills to integrate into the international market environment. This paper elaborately analyzes how to apply the optimized stereoscopic intersection teaching mode of language in the context of business management education to improve students' language application skills more efficiently and enable students to cope with ease in the complex and changeable environment of international business.

1. Introduction

The increasing frequency of cross-border trade activities and the tendency of global economic integration have made the skills of company management even more important. Business management talent in this diverse environment is no longer limited to understanding fundamental business theories and practical skills.To be successful in international cooperation and feel comfortable on the global stage, they must also possess the ability to communicate across cultural boundaries.However, unfortunately, there are obvious deficiencies in traditional business management education when cultivating this capability. Especially in terms of language teaching, various educational institutions overly emphasize grammar rules and vocabulary accumulation while often neglecting the training and practice of students'

practical language application abilities. When traditional teaching methods are used, students can proficiently operate language structure exercises, but in actual working scenarios, it is difficult for them to flexibly apply the learned language to achieve effective communication. Meanwhile, traditional teaching methods hardly participate in the cultivation of cross-cultural communication competence. Cross-cultural communication not only involves the exchange of language but also includes many different aspects such as cultural background, social customs, and thinking patterns. If there is a lack of such training, it will be highly likely for business management talents to cause misunderstandings and trigger disputes due to cultural differences during the global cooperation process. Therefore, improving the existing language teaching methods and integrating the cultivation of cross-cultural communication competences into business management education is the top priority nowadays. Schools need to adjust teaching plans and enhance practical courses and cross-cultural communication training content. Moreover, teachers are required to possess cross-cultural teaching skills and rich teaching experience. Only in this way can business management talents who are thoroughly adapted to the global economic growth trend and can fully demonstrate their talents on the international business stagebe shaped.

2. Construction of the Stereoscopic Intersection Teaching Mode

2.1 Combination of Language Foundation and Business Knowledge

In the context of business management, language teaching should not be merely confined to the scope of traditional grammar

and vocabulary teaching. Instead, it should organically combine basic language knowledge with business knowledge. This combination is extremely important for shaping business management talents with practical abilities. Teachers can apply real business examples in language teaching. For instance, students can participate in the analysis of an international trade contract so that they cannot only master the professional terms and expressions involved in the contract but also understand the legal rules and processes of international trade[1]. Such teaching strategies help students understand and master the business language through practical activities and enhance their language application abilities. Additionally, teachers can also use business documents for language teaching. For example, they can guide students to read and analyze a company's annual report so that students' ability to interpret information can be enhanced. Besides, students can also experience the real business environment and understand business knowledge such as business activities and financial situations. In addition to reading comprehension, teachers can also arrange many activities such as simulated business negotiations and business presentations, enabling students to apply the learned language during the learning process and enhance communication skills and cross-cultural communication competences. Such activities not only help improve students' practical language application abilities but also contribute to shaping their teamwork awareness and problem-solving skills. With the aid of practical materials such as examples and business documents, language teaching is closer to business management practice, allowing students to deeply understand language expression and communication strategies in business practice while learning the language. These teaching methods play a key role in cultivating business management talents with practical operation abilities.

2.2 Cultivation of Cross-Cultural Communication Competence

Cross-cultural communication competence is an important ability for business management talents. In the context of the globalization wave and the convergence of multiple cultures, business activities are no longer constrained to a single country or region but have crossed national borders, involving interactive exchanges and cooperation in multiple cultural backgrounds. Therefore, for business management talents, having cross-cultural communication competence is extremely crucial. In language teaching, cultivating students' cultural awareness level is the core to enhancing their own cross-cultural communication competence. Teachers are required to not only focus on students' language skill training but also guide students to deeply understand language expressions and communication methods in different cultural backgrounds. For example, in Eastern culture, people often use implicit and euphemistic language to avoid direct conflicts; but in the culture of Western society, people prefer a straightforward communication style to clearly convey personal opinions and needs. To assist students in comprehensively understanding and integrating into the multicultural environment, teachers can adopt the comparative analysis method to let students carefully observe and experience the language differences among various cultures.For example, by comparing the writing methods of business letters in a multicultural environment, students can clearly recognize the difference between the emphasis on politeness and modesty in Chinese letters and the simplicity and clarity of Western business letters[2]. Moreover, teachers can also organize students to conduct various exercises such as role-playing and simulating business negotiation scenarios, allowing students to personally experience and deal with the challenges brought about by cultural differences through practical operation training. For instance, in a fictional business communication scenario, participants can play negotiators from different cultural backgrounds and experience the role of cultural differences in the process of business negotiations through on-site practice, respectively. These activities can also improve students' practical language application ability and deepen their understanding of cross-cultural communication. Therefore, they will be more composed and calm when engaging in business interactions and be able to handle interactions in various cultural environmentsin the future.

2.3 Three-Dimensional and Intersectional Teaching Mode

The three-dimensional and intersectional

teaching mode, known as a comprehensive teaching method, integrates multiple teaching methods such as multimedia teaching, situational teaching, and case teaching, aiming to enhance and strengthen students' learning outcomes and practical application abilities through different methods. Multimedia teaching adopts a diverse display method of multimedia elements such as audio, video, and images, making language learning more dynamic and enjoyable. For example, in the field of business English teaching, teachers show business conversation videos to enable students to master English expressions and behavioral norms in business scenarios more clearly. The concept of situational teaching guides students to learn language in the simulated environmentbased on reproducing real business scenarios. For example, teachers can create a simulated business negotiation environment and let students play the two negotiating parties to improve their oral expression ability and coping skills through simulated dialogues. Case teaching enables students to understand and master the application of business language in real working environmentby analyzing actual business cases. Teachers can guide students to discuss and analyzeseveral typical business cases, such as market research reports, business proposal documents, etc, thus helpingto enhance students' language understanding and application skills. The three-dimensional and intersectional teaching mode also prompts students to actively engage in various interactive forms such as team discussions and scene recreations. Meanwhile, these activities can also enhance students' language skills and promote their teamwork spirit and communication capability. Moreover, it adopts the integration of different teaching methods and practical experiences to comprehensively improve students' practical language application ability and comprehensive quality, laying a solid foundation for students' career growth in the field of business management in the future.

3. Optimization Strategy

3.1 Update the Content of Teaching Materials to Keep Up with the Development of the Times

The content of teaching materials is the core of

educational practice and plays a vital role in cultivating students' knowledge and skills. In business management education, the content of teaching materials needs to be constantly updated to keep pace with the development of business and timely reflect the latest dynamics and future development trends of business management. For example, with technological changes and progress in Artificial Intelligence, many innovative concepts and tools have emerged in business management, including big data analysis and artificial intelligence decision support systems. Therefore, teaching materials should promptly integrate many newly emerging knowledge points into the education system to enable students to understand and master the most cutting-edge academic knowledge, laying a solid and comprehensive foundation for their upcoming careers. In the meantime, to improve students'cross-cultural communicationcompetence, the teaching materials need to incorporate content related to cross-cultural communication, covering various fields such as business etiquette, communication strategies, and negotiation skills in different cultural backgrounds. For example, the communication habits of business people from various countries can be described in the teaching materials, such as the etiquette and modesty of Japanese businessmen and the openness and candor of American businessmen, to help students master and understand diverse cultural backgrounds[3]. Additionally, teaching materials can also use cases to show the difficulties and solutions in the cross-cultural communicationprocess. For example, the teaching material can analyze communication difficulties and cultural differences encountered by a certain enterprisewhen conducting business activities in different regions and discuss how to optimize communication methods to overcome these challenges. By continuously optimizing the content of teaching materials and integrating case analysis to implement the cultivation of cross-cultural communication competence, students' sensitivity and adaptability to multicultural cognition are gradually cultivated in the learning process, laying a solid foundation for success in global business occasions in the future.

3.2 Strengthen the Construction of the

Teaching Staff and Improve the Quality of Teachers

In the field of business management education, teachers'professional quality and teaching abilityare extremely crucial for shaping outstanding business management talents. To enhance teaching effectiveness, teachers need to have profound knowledge about business management and rich experience in cross-cultural communication. Meanwhile, they also need to have a solid theoretical foundation in business, including theoretical foundations related to marketing, strategic management, and human resource management. Only in this way can teachers accurately convey the basic theoretical and practical skills of business management during the teaching process. For example, when carrying out marketing teaching activities, teachers need to master core knowledge points such as market segmentation, target market positioning, and product pricing strategies to ensure that they can guide students to analyze the actual market situation and formulate appropriate marketing plans. Given the continuous internationalization of business activities, the criticality of cross-cultural communication competence has gradually emerged. Teachers need to have practical experience in achieving efficient communication in different cultural backgrounds, covering the understanding of different cultural values, customs and traditions, and etiquette and taboos during business communication. For example, when organizing students to carry out the simulated practice of business interaction, teachers should adjust negotiation methods according to different cultural backgrounds and guide students on how to reach favorable business agreements while respecting the other party's culture. To enhance teachers'professional quality and teaching ability, educational institutions can regularly organize teachers for further education and communication and cooperation, organize teachers to participate in seminars, workshops, and online courses in business management so that teachers can constantly update their knowledge system and master the latest business theories and practices. In this process, the teaching quality is continuously improvedthrough communicating with other teachers, sharing teaching experiences, and exploring innovations in teaching methods.

3.3 Improve the Teaching Evaluation System and Motivate Students' All-Round Development

It is of great significance to construct a diversified teaching evaluation systemin business management education. This teaching method focuses on students' language abilities while emphasizing the evaluation of business knowledge and cross-cultural communication skills and comprehensively assessing students'various capabilities. Language ability is one of the criteria for assessing students. For instance, oral tests, writing practices, and text analysis can be used to evaluate students' language proficiency. Such evaluations are beneficial for students to enhance the accuracy and fluency of language expression. Meanwhile, the assessment process of business knowledge is also of great significance and can be carried out through methods such as final exams, case studies or business plans. Teachers can use multiple evaluation methods tomaster students' cognitive level of business concepts and understand their capability of applying theoretical knowledge in practical problems. Evaluating cross-cultural communication skills is an important component within this system, where teachers can design simulated scenarios such as simulated business negotiations and multicultural integration backgrounds to not only assess students' language application ability but also examine their adaptability and communication skills under a multicultural background. Educational institutions can provide various support programs such as financial assistance and practical opportunitiesto stimulate the all-round improvement of students' abilities. For example, the "Outstanding Business Language Learning Award" or "Outstanding Cross-Cultural Communication Ability Award" can be set up to inspire students who perform well in language ability and cross-cultural communication. Moreover, they can also collaborate with leading enterprises in the industry to provide internship opportunities for outstanding students, enabling them to gradually enhance their all-round abilities in workplace practice.

4. Conclusion

The three-dimensional and intersectional teaching optimization method of language in the context of business management has

significant educational value for enhancing students' communication ability and cross-cultural communication competence. By implementing the three-dimensional and intersectional teaching mode, updating teaching material content, strengthening the construction of the teaching staff, and improving the teaching evaluation system, more high-level business management talents who adapt to the global business environment can be cultivated.

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