

Research on the Cultivation of Intercultural Communication Ability in College Foreign Language Teaching under the "Belt and Road"

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Abstract

With the continuous deepening of the "Belt and Road" initiative, frequent international economic and cultural exchanges have also placed new demands on the language and cross-cultural communication capabilities of Chinese university students. In this way, the meaning of intercultural communication is summarized, and the dilemma of cross-cultural teaching in foreign languages is discussed from the aspects of students' learning motivation. Finally, combined with the current situation of cross-cultural teaching, from the enthusiasm of mobilizing students' language communication, this paper puts forward the strategy of cultivating foreign language classroom intercultural communication ability under the new situation, which provides reference and theoretical basis for improving university foreign language cross-cultural teaching.

Keywords: Belt and Road; Foreign Language Teaching; Intercultural Communication Ability

1. INTRODUCTION

With the continuous deepening of the "Belt and Road" initiative, economic cooperation and cultural exchanges between China and the rest of the world are constantly advancing, and Chinese companies have spread all over the world [1-2]. At the same time, however, improving the proportion of international talents in China has become the key to advancing and implementing the "Belt and Road Initiative" [3]. It fosters high-level and internationalization with an international vision, knowledge of business, proficiency in the language of the country, and familiarity with the culture of the host country. Compound talents should be regarded as the focus of talent training programs in major universities [4]. However, it is worth noting that language is only the basis of communication. To achieve effective and equal exchanges with different nationalities in the world, it is necessary to have a deep understanding of the etiquette, culture and traditions of these countries in order to adapt them to the current economic fast. The need for development and continuous international exchange. Therefore, as a compulsory course for almost every Chinese university student, university foreign language, due to the extensiveness of its audience, should continue to spread cultural knowledge and cultivate intercultural communication skills to students while teaching language [5].

2. STATE OF THE ART

Intercultural communication, that is, cross-cultural communication, refers to the communication between people in different cultural backgrounds, and also between the state and the country, between groups and groups and individuals [6]. The concept of Intercultural Communication is itself the difference and transformation between Chinese and English. Because the concept of "cross-culture" is rich in Chinese, there are too many choices if it is converted into a foreign language [7]. Need a speaker to clearly define what kind of "culture" is "cross-cultural"? The meaning of each word is different, and even directly affects the positioning of the speaker's context and scientific background [8]. It can be said that the definition of the concept of "intercultural communication" itself is the embodiment of the vividness of language and cultural differences. Intercultural communication research is a cosmopolitan manifestation in the 21st century [9]. Many universities in Europe and the United States use it as a general education course to increase the cross-cultural exchanges and learning experiences of young people and enhance their cross-cultural literacy [10]. In addition to mastering general linguistic and cultural knowledge, communicators need to learn specific cultural knowledge such as the system, history, and religious practices of the country and the countries they exchange, learn the differences between cultures, and establish global awareness.

3. THE DILEMMA OF CURRENT FOREIGN LANGUAGE CROSS-CULTURAL TEACHING

3.1 Learning motivation and learning mode aspects

At present, China's evaluation methods for foreign language proficiency of college students are still very limited. Taking English as an example, it mainly focuses on the fourth and sixth grade examinations. This is also an important criterion for many companies to measure the quality of graduates' English. This has caused many students to put a lot of energy into the preparation of the fourth and sixth grades, while ignoring the English. Mastery of language and related culture. At the same time, due to the influence of English learning habits since the beginning of junior high school and high school, many students have limitations on the methods of learning English. Most people only rely on the hope of improving their English level to consolidate grammar and improve the amount of words. For reading traditional English literature, word books and test preparation workbooks have become the first choice for most students to improve their English. The measure of good or bad English learning has become a question of how many words can be remembered and how many exercises can be done.

3.2 Foreign language teaching materials

Taking a college English teaching as an example, the college English course is mainly composed of two courses: "Comprehensive Foreign Language" and "Foreign Language Listening and Speaking". The textbooks used are the "New Edition of College English Comprehensive Course" series and the new edition of Shanghai Foreign Language Education Press. The College English Listening and Speaking Course. From the perspective of content selection, although the content of the comprehensive course text is wide, but whether it is text or after-school exercises, it mainly focuses on consolidating students' mastery of vocabulary and grammar knowledge, and involves less introduction to the background culture of the text. Very few, leading many students to start from the text of the text, it is difficult to broaden the knowledge of culture. In addition, in terms of material selection, the "Comprehensive English" course is also relatively old in the selection of text content, lacking the times, and it is difficult to stimulate students' interest in learning. On the contrary, it is currently edited around international English exams (such as IELTS and TOEFL). The textbooks are mostly based on modern information and contemporary humanities and geography in various countries, so that students can broaden their horizons while learning foreign languages.

3.3 Foreign language classroom teaching methods

The prerequisite for cultivating students' intercultural communication ability is whether students have good self-learning ability and can apply the language they have learned to the exploration of foreign cultures, thus improving their cross-cultural communication ability. However, according to the survey, it is found that about 80% of college foreign language teaching models still adopt a teacher-based indoctrinating teaching mode. Students passively accept the knowledge taught by teachers, but lack dialectical knowledge of what they have learned. Rethinking and applying.

True cross-cultural teaching should be two-way communication, not unilaterally learning Western culture. However, from the current situation of foreign language classroom teaching and curriculum setting, the cultural teaching of foreign languages mainly focuses on the introduction of geography and cultural knowledge of European and American countries. It is rare to use foreign languages to introduce and explain Chinese local cultural knowledge. On the Internet, it is often filled with mistranslations of traditional Chinese culture and things. For example, many college students are unable to express their traditional festivals (such as the Spring Festival, Mid-Autumn Festival, Dragon Boat Festival, etc.) in the correct foreign language. When communicating with foreigners, they cannot introduce their cultures in depth. Obviously, it is inconsistent with the two-way communication emphasized in cross-cultural communication.

3.4 Foreign language teaching philosophy

The teaching concept runs through the foreign language classroom teaching of the university, which provides guidance for the teacher's teaching design and implementation, and is influenced by the traditional teaching methods and teaching effectiveness evaluation methods. Taking English teaching as an example, teachers generally use grammar and vocabulary as the focus of classroom teaching, spending a lot of time and energy to teach students how to use words to make sentences and to understand complex grammatical structures, although this traditional teaching method can help students in The domestic large-scale foreign language examinations (such as the fourth and sixth grades) have achieved relatively satisfactory results, but in the international foreign language examinations, the results of Chinese students are often unsatisfactory. For example, according to the IELTS scores published in 2015, the total scores of Chinese students are almost bottomed out in 40 countries (33), and the performance of written and spoken individual tests involves dialectical thinking and practical language communication and application. Failure (less than 5.5 points) means that traditional teaching methods are difficult to train students to apply language to intercultural communication. In addition, the survey also shows that many teachers reflect that their own teaching skills in intercultural communication skills are not mature enough, lack self-confidence, lack of reasonable guidance and effective programs in cultivating students' intercultural communication, and they are eager to get relevant majors. Training and support.

4. STRATEGIES FOR CULTIVATING INTERCULTURAL COMMUNICATION ABILITY

Compared with the Western countries' emphasis on cultivating students' intercultural communicative competence in the process of language learning, although China started late, with the continuous advancement of globalization, the exchange of national cultures with countries has become more frequent, and the improvement of Chinese students' foreign language learning. Cross-cultural awareness and communication skills have become an indispensable part of the classroom teaching process. In the integration of the above-mentioned cross-cultural teaching problems, combined with the current situation of college foreign language teaching, improve the intercultural communication ability of college students can start from the following aspects, as shown in Figure 1.

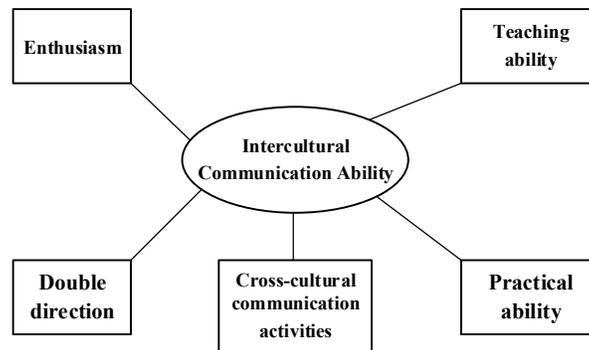


FIG. 1 STRATEGIES FOR INTERCULTURAL COMMUNICATION ABILITY

4.1 Mobilize the enthusiasm of students' language communication

Intercultural communication requires students to have a variety of communicative skills, and is highly sensitive to language communication and cultural differences. The “Belt and Road” strategy requires students with cross-cultural communication to have strong national self-confidence and pride and good cross-cultural communication skills. Different countries have different language systems and cultural symbols, and the modes of communication are different. The “One Belt, One Road” strategy involves many countries and cultural differences, and students are inevitably difficult and passive in the learning process. This requires the development of students' initiative and enthusiasm in the teaching process. Cross-cultural communication requires an active and lively communication atmosphere. Western countries have a high level of multicultural communication and a strong atmosphere of communication during the communication process. Schools should strive to give students the enthusiasm and initiative to communicate, overcoming language variations and communication barriers due to language differences.

4.2 Enhance cross-cultural teaching ability of teachers

Advocating student-centered classroom teaching has become a teaching model actively promoted by major universities. However, it is undeniable that most of the university's foreign language classrooms are still inherited due to students' own knowledge reserves and language use ability. The traditional teaching mode based on teachers. Therefore, the level of teachers has a great influence on the cross-cultural communication teaching in foreign languages. To improve students' cross-cultural communication level, we must first start from the current classroom leaders. Let teachers master advanced cross-cultural teaching concepts. The survey found that the lack of scientific cross-cultural teaching methods has become a shortcoming for teachers to teach in this area. Therefore, regular training for foreign language teachers and encourage them to actively participate in relevant academic forums should be used as teachers. An important approach to cross-cultural teaching skills. By participating in the corresponding training, not only can teachers better understand the concept of cross-cultural teaching, but also master the cutting-edge teaching methods, and also take the opportunity to exchange teaching experience with the counterparts of major universities, learn from each other's strengths, and provide students with a higher quality cross-cultural communication teaching. In addition, with the continuous advancement of China's Belt and Road strategy and the increasing cultural exchanges between countries around the world, foreign universities have also provided many scholarship programs for Chinese scholars. Teachers can also take this opportunity to go abroad and go to Western countries. In-depth field trips and accumulation of their own cross-cultural communication experience.

4.3 Focus on the double direction of cross-cultural teaching

The process of university foreign language teaching is not a one-way Western cultural output course, but a two-way inquiry course that compares Chinese and Western cultures and teaches each other to promote cross-cultural communication. However, most of the current textbooks are mainly based on Western culture, which leads teachers to focus on the Western culture during the lectures, while ignoring the teaching students how to use Chinese to correctly express Chinese culture. With the continuous expansion of China's influence in the world, the spread of Chinese culture has become one of the important ways to enhance China's soft power. Therefore, the majority of college students who are Chinese cultural inheritors should enhance their ability to express their own culture. Promote the essence of Chinese culture and enhance the awareness of cultural equality. At the same time, faced with the constant impact of Western culture and various ideologies, teachers should play their role as cultural “advocates” and “promoters” and selectively and critically spread Western culture to students.

4.4 Increase cross-cultural communication activities and improve students' practical ability

The teaching of cross-cultural knowledge is a process of wide coverage and the need to introduce a large number of related materials as a support. Teachers should not be limited by the contents of the book during the course of teaching. They should use the Internet and other channels to continuously expand the content of the class. Stimulate students' interest in the study of foreign cultures, so that students can gradually and consciously explore various cultures related to foreign language learning while learning the language. In addition, teachers should also give students more “speaking” space in the classroom, for example, taking the theme classroom form, encouraging students to learn independently or collect relevant cultural materials through the network or “Mu class” under the class. Learning knowledge is shared through group discussions in the classroom or in the form of classroom presentations, thereby improving their self-learning skills. In order to develop students' communication skills in intercultural

communication, schools should provide students with better learning resources and a suitable learning environment. Set up a foreign language course in the context of class, let students integrate into the real classroom learning situation, feel the real learning atmosphere, effectively apply what they have learned, and play the economic and social functions of intercultural communication. In the context of the social development of the “Belt and Road” countries, students will be able to understand the development of countries along the “Belt and Road” in exchanges and deepen students' understanding of cultural differences.

5. CONCLUSION

Cross-cultural teaching is one of the important links in language teaching. Although in the process of teaching implementation, it will inevitably encounter various difficulties and restrictions. However, as China's influence continues to expand, international exchanges become more frequent, and international communication skills are cultivated. College students with international competitiveness are an important goal and direction for talent training in universities. Therefore, in the foreign language teaching of colleges, teachers should not only focus on mobilizing the enthusiasm of students' language communication, but also continually learn to enhance teachers' own cross-cultural teaching ability, and use scientific teaching methods and increase more cross-cultural communication. Activities, let students change the traditional concept of foreign language learning, combine cross-cultural learning with language knowledge learning and practice, improve their intercultural communication skills, and become a new century talent with an international perspective.

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