

Difficult Problems and Countermeasures of Teaching Strategy Optimization of Intercultural Communication Course

Chunmei Tong

Henan Institute of Engineering, Zhengzhou 451191, China

ABSTRACT

This paper aims to explore the optimization problems and countermeasures of the teaching strategy of intercultural communication courses. Firstly, we analyze the characteristics of intercultural communication courses, including the diversity of curriculum design, the heterogeneity of student groups and the duality of teaching objectives. This paper deeply analyzes the main problems existing in the current teaching of cross-cultural communication courses, such as the lack of adaptability of the course content, the lack of effectiveness of the teaching methods and the weak professionalism of the teachers. In view of these problems, this paper puts forward the corresponding optimization countermeasures, including the diversification and localization of course content, the innovation and practice of teaching methods, and the promotion and training of teachers. Through the implementation of these countermeasures, it aims to improve the teaching quality of cross-cultural communication courses and students' cross-cultural communication ability, so as to cultivate more cross-cultural talents for the international communication and cooperation under the background of globalization.

KEYWORDS

Cross-cultural communication; Teaching strategy; Curriculum optimization; Teaching method

In today's increasingly significant globalization trend, cross-cultural communication has become an indispensable part of people's daily life and work. In order to cultivate talents with intercultural literacy, universities and educational institutions have opened intercultural communication courses. In the actual teaching process, the intercultural communication course is faced with many challenges and difficult problems. This paper will start from three aspects of course characteristics, existing problems and optimization countermeasures, Analyze the current situation of cross-cultural communication courses, and put forward feasible optimization strategies to provide reference and reference for relevant educators.

1 Characteristics of the cross-cultural communication course teaching

1.1 Diversity of course design

The design of cross-cultural communication course needs to take into account the complexity and diversity of different cultural backgrounds, and the diversity of course content has become one of its remarkable characteristics. To ensure that students can fully understand and grasp the core concepts of intercultural communication, the curriculum design often covers the contents of

multiple cultural backgrounds, social customs and values. Diversified teaching methods are also an important part of curriculum design. Teachers usually adopt various teaching methods, such as teaching, discussion, role playing and case analysis, to adapt to different students' learning styles and needs [1]. The diversity of the curriculum is further enriched by the integration of cross-cultural scenario simulation and practical activities, which not only help students to apply their knowledge in real situations, but also enhance their sensitivity and understanding of different cultures. The diversity of curriculum design not only reflects the richness of culture in the content, but also reflects the importance of the cultivation of students' all-round ability in the teaching methods and practice.

1.2 The heterogeneity of the student groups

Another distinctive feature of the intercultural communication courses is the heterogeneity of the student population. Since the students participating in the course often come from different cultural backgrounds, they show significant differences in cultural cognition, values and learning needs. Differences in students' cultural background directly affect the understanding and acceptance of cross-cultural communication. Some students have a deep understanding of cross-cultural communication and can easily participate in the discussion, while others feel difficult due to cultural barriers [2]. Students' cognition and attitudes towards cross-cultural communication are also different. Some students hold a positive attitude towards cross-cultural communication and are willing to accept new knowledge and new ideas, while others hold a reserved attitude and are difficult to break through the inherent thinking set of culture. Students from different cultural backgrounds also have different learning needs. Some students pay more attention to the study of theoretical knowledge, while others are more inclined to the cultivation of practical skills. When designing and implementing teaching, teachers must fully consider these heterogeneity in order to provide more targeted and effective teaching content and methods.

1.3 The duality of teaching objectives

The teaching objectives of cross-cultural communication courses have obvious duality, which should not only realize the teaching of theoretical knowledge, but also pay attention to the cultivation of practical skills. This duality is not only reflected in the arrangement of the course content, but also reflected in the design of the teaching methods and the evaluation system. Intercultural communication courses need to teach students about the theoretical knowledge of cultural differences, cultural adaptation, and cultural conflicts, and help to establish the basic framework and conceptual system of intercultural communication [3]. By learning from these theories, students are able to better understand the similarities and differences between different cultures and apply this knowledge in practical communication. The course also emphasizes the development of practical skills, such as cross-cultural communication skills, cross-cultural teamwork skills, and cross-cultural conflict resolution skills. To achieve this goal, courses usually schedule rich practical activities, such as role-playing, cross-cultural scenario simulation, as well as actual cross-cultural exchange programs. These activities can not only help students to apply theory to practice, but also enhance their confidence and adaptability in practical cross-cultural communication [4]. The teaching objectives of cross-cultural communication courses establish a close connection between theory and practice, and ensure that students can get a comprehensive development in both knowledge and ability.

2 Problems existing in the teaching of intercultural communication courses

2.1 Lack of adaptability of the course content

In the teaching practice of intercultural communication course, the insufficient adaptability of course content is a problem to be solved urgently. The course content is often difficult to fully cover each cultural background, which makes students feel confused due to the lack of corresponding background knowledge in the specific cross-cultural communication situation. With the deepening development of globalization, emerging cultural phenomena and communication modes emerge in an endless stream, while the update speed of course content is relatively lagging behind, and it is difficult to keep up with the changes of The Times. The localization of teaching materials and teaching resources also deserves our attention. Different countries and regions have unique cultural backgrounds and social environment, while the existing teaching materials and teaching resources often lack targeted localization treatment, which is difficult to meet the actual needs of students in different countries and regions. This not only affects students' learning interest and enthusiasm, but also limits the effective improvement of cross-cultural communication ability.

2.2 Lack of effectiveness of teaching methods

The effectiveness of teaching methods is an important factor affecting the teaching quality of intercultural communication courses. In the current teaching practice, the effectiveness of teaching methods is still insufficient. Although the traditional teaching methods, such as teaching method and discussion method, have certain advantages, their limitations are becoming increasingly prominent under the special background of cross-cultural communication courses. These methods are often difficult to fully stimulate students' enthusiasm for participation and learning interest, and they are also difficult to meet their diverse learning needs. The development of cross-cultural communication practice activities also faces many difficulties. Because the organization and implementation of practical activities need to invest a lot of human, material and financial resources, and the existing teaching resources are often limited, it is difficult to popularize and deepen practical activities. The teaching evaluation system also has deficiencies in the measurement of cross-cultural ability, which is difficult to reflect students' cross-cultural communication ability comprehensively and objectively.

2.3 The professionalism of the teachers is not strong

The professionalism of teachers is the key factor affecting the teaching quality of intercultural communication courses. At present, the teachers in cross-cultural communication courses generally have the problem of weak professionalism. Many teachers lack practical experience in cross-cultural communication and are difficult to combine theoretical knowledge with practical situation, leading to the disconnection between teaching content and practical needs. Teachers have limited opportunities in cross-cultural training and continuing education, and it is difficult to timely understand and master the latest theories and methods of intercultural communication [5]. Teachers' coping ability in cross-cultural conflicts is also not strong, and it is difficult to effectively guide students to deal with the complex problems in cross-cultural communication. These problems not only affect teachers' professional quality and teaching level, but also limit the effective improvement of students' cross-cultural communication ability.

3 Optimization countermeasure of cross-cultural communication course teaching

3.1 Diversification and localization of the course content

In order to significantly improve the teaching effectiveness of cross-cultural communication courses, the diversification and localization strategy of course content is particularly critical. The course content should be widely covered, covering not only the essence of mainstream culture, but also deeply exploring the unique charm of minority culture and the emerging cultural phenomena that keep up with the pace of The Times, so as to build a comprehensive and diversified cultural vision for students. This design aims to enable students to immerse themselves in a diverse cultural atmosphere, enhance their cultural sensitivity and tolerance, and lay a solid foundation for effective communication in different cultural environments in the future. The localization of course content is the key bridge connecting theory and practice. Teachers should flexibly adjust the teaching materials, and closely combine the local cultural characteristics and the actual situation of the student groups, so as to make the course content closer to the students' daily life and cultural background. This closeness can not only greatly stimulate students' interest and participation in learning, but also encourage them to more actively apply the knowledge they have learned to the actual cross-cultural communication scene, so as to realize the effective transformation and application of knowledge. With a wealth of cross-cultural cases and practical applications, through in-depth analysis and heated discussion, students can more intuitively feel the complex and changeable of cross-cultural communication and improve their ability to deal with challenges.

3.2 Innovation and practice of teaching methods

The innovation and practice of teaching methods play an important role in the optimization of cross-cultural communication courses. In order to fully mobilize students' learning enthusiasm and initiative, teachers should have the courage to try and adopt a series of highly interactive and participatory teaching activities. These activities not only provide students with opportunities to put their theoretical knowledge into practice, but also greatly promote their cross-cultural communication skills and teamwork spirit. The introduction of cross-cultural exchange platform and resources opens up a new path for the innovation of teaching methods. Using online forums, international exchange programs, and colorful cultural experiences, students are able to have direct conversations with friends from around the world to experience the charm and differences of different cultures. Strengthening the cross-cultural scenario simulation and case analysis is also an indispensable part of improving the teaching effect. Through well-designed simulation scenarios and real cases, students can deeply analyze the challenges and opportunities in cross-cultural communication, and learn to use the theories and skills learned to deal with various complex situations. This process not only exercises the students' strain ability and problem-solving ability, but also lays a solid foundation for the work in the global environment in the future.

3.3 The promotion and training of teachers

As an important guarantee of the teaching quality of cross-cultural communication courses, its importance is self-evident. Schools and educational institutions should take active actions to increase investment in cross-cultural training for teachers and lay a path for teachers to make continuous learning and progress. Through carefully planning and organizing diversified learning activities such as special lectures, special workshops and international exchange projects, teachers can broaden their horizons, deepen their understanding of cross-cultural knowledge, and update

and optimize their own teaching concepts and methods to ensure that the teaching content keeps pace with The Times and conforms to the pulse of The Times. Strengthening teachers' cross-cultural research and practical ability is a key link to promote the promotion of teachers. Encouraging and supporting teachers to participate in cross-cultural research projects can not only help to keep up with the latest trends and development trends in the field, but also transform the research results into valuable wealth in teaching practice, and improve the quality and effect of teaching. Teachers should also take the initiative to participate in cross-cultural communication practice activities, accumulate valuable experience through personal experience, improve their cross-cultural sensitivity and coping ability, so as to better guide students to face complex cross-cultural challenges. In order to promote the experience exchange and resource sharing among teachers, it is particularly important to establish a cross-cultural teaching teacher exchange mechanism. Through regular teaching seminars, experience sharing meetings and other activities, teachers can gather together to discuss the difficulties and hot spots in teaching, share successful teaching cases and experiences, and form a good atmosphere of mutual help and common progress.

4 Conclusion

This paper comprehensively analyzes the characteristics, existing problems and optimization countermeasures of cross-cultural communication course teaching. By exploring the diversity of curriculum design, the heterogeneity of student groups and the duality of teaching objectives, we reveal the uniqueness and complexity of the intercultural communication curriculum. This paper points out the problems of insufficient adaptability, effectiveness of teaching methods and professionalism in the current intercultural communication course teaching, and puts forward the corresponding optimization countermeasures. These countermeasures include enriching and localizing course content, innovating and practicing teaching methods, and improving and training teachers, aiming to improve the teaching quality of intercultural communication courses and students' intercultural communication ability. Through the research of this paper, we hope to provide new ideas and directions for the teaching reform of cross-cultural communication courses, and contribute to the cultivation of international talents with cross-cultural literacy.

References

- [1] Liang Xiaolu. Research on the teaching strategies of intercultural communication courses in higher vocational colleges under the initiative of "Belt and Road" [J]. *Progress in Education*, 2024,14(4): 4.
- [2] Lina Chen. "Cultural Integration" strategy of Chinese International Education Teaching in the View of Intercultural Communication—Research on the Practice of Chinese International Education Teaching in the Vision of Intercultural Communication[J]. *China Journal of Education*, 2022 (9): 10046-10046.
- [3] Zhu Yu. Research on online and offline mixed teaching practice of "Intercultural Communication" course [J]. *Journal of Hubei Second Normal University*, 2024, 41(1): 100-103.
- [4] Chen Ning. Research on the teaching mode of "Intercultural Communication" [J]. *Progress: Teaching and Scientific Research*, 2022(2): 157-158.
- [5] Gu Wei, Hou Yinghua, Tang Yuying. Research on the training strategies of students' intercultural communication ability based on cultural confidence[J]. *Campus English*, 2022(36): 61-63.