

Research on the Cultivation of Students' Intercultural Communication Competence in English Education

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ABSTRACT

With the development of globalization, it is more and more important to cultivate students' intercultural communication competence in English education, which can not only help students deepen their understanding and application of English, but also greatly expand their international vision and cultivate their global thinking. This paper makes an in-depth analysis of the importance of intercultural communication competence, examines the challenges faced by current English education in cultivating this competence, and puts forward a series of training strategies, aiming at providing useful reference and guidance for improving the quality of English education and cultivating high-quality talents with intercultural communication competence.

KEYWORDS

English education; intercultural communication competence; cultivation strategy

In the context of globalization, exchanges and cooperation between different countries and nations have become increasingly frequent. As an international language, English plays a vital role in cross-cultural communication. Therefore, cultivating students' intercultural communication competence in English education has become an urgent task. The intercultural communication competence includes not only language competence, but also the ability to understand, respect and adapt to different cultures. Only with good intercultural communication competence can students effectively communicate and cooperate in international exchanges and promote the mutual understanding and integration between different cultures.

1 The Importance of Cultivating Students' Intercultural Communication Competence

1.1 Promote International Exchanges and Cooperation

With the development of globalization, international exchanges and cooperation are becoming more and more frequent. In this context, students with intercultural communication competence can adapt to the complex and changing international environment quickly with a more open mind and keen cultural perception. Specifically, when communicating with people from different countries and regions, students with intercultural communication competence can rely on their understanding of diverse cultures and use appropriate communication strategies to effectively communicate and cooperate, play an active role in academic exchanges, business negotiations and

cultural interactions, and thus contribute to promoting international exchanges and cooperation.

1.2 Improve English Learning Effect

The cultivation of intercultural communication competence is of great significance to students. First of all, students can understand English and English culture more thoroughly. Through an in-depth understanding of the cultural roots, values and social etiquette of English-speaking countries, students can fundamentally grasp the essence and the application of language. It not only greatly enriches students' knowledge bases, but also significantly stimulates their interest and motivation in learning English. Secondly, the direct communication and interaction with English-speaking people can put students in a real language environment and make them experience the practical application of language^[1]. In this process, students' language skills and social ability are constantly improved, thus significantly improving the effectiveness of English learning.

1.3 Enhance Cultural Confidence

Cultivating students' intercultural communication competence is helpful to enhance their cultural confidence. First, cultivating students' intercultural communication competence requires students to deeply understand and respect other people's cultures. For example, when communicating with people from different countries, students should understand their etiquette, customs, values and artistic expressions to avoid misunderstandings and conflicts due to cultural differences. Second, cultivating students' intercultural communication ability can help students to show the profound heritage of Chinese culture to the world in a more appropriate way, such as sharing Chinese traditional festivals, folk art and philosophical wisdom, which can not only promote the spread of Chinese culture, but also deepen students' understanding of their own culture and enhance their identification and pride in Chinese culture.

1.4 Cultivate Global Vision and International Competitiveness

Students with intercultural communication competence often have broader global vision and stronger international competitiveness. In the academic exploration, they can carry out research projects with fellow students from different countries, and absorb knowledge and thinking modes from diverse cultural backgrounds. In career, they can communicate and collaborate smoothly with colleagues from all over the world in multinational enterprises. In cultural exchange activities, they can also freely shuttle among different cultures and promote mutual understanding and respect of cultures. This kind of students can grasp the opportunities and challenges brought by globalization, and better adapt to the development trend of globalization.

2 Problems in Cultivating Students' Intercultural Communicative Competence in Current English Education

2.1 Teaching content emphasizes language knowledge, and light cultural knowledge

In the current practical English teaching, the teaching content often focuses too much on the teaching of language knowledge. For example, teachers spend a lot of time explaining the meaning and spelling of words, the rules of grammar and the structure of sentence patterns^[2]. However, they don't pay enough attention to the teaching of cultural knowledge. As a result, in the process of learning English, students only focus on the form and usage of the language, mechanically

memorize words and apply grammatical rules, but completely ignore the rich cultural connotation carried by the language. Therefore, in the process of cross-cultural communication, students are prone to misunderstandings and conflicts caused by cultural differences.

2.2 The teaching method is simple and lacks practical links

At present, English teaching methods are mainly based on the traditional lecture method, and the teaching process lacks interactive and practical links. This single teaching method is difficult to stimulate students' learning interest and enthusiasm, and results in students often in a state of passive learning, which seriously hinders the cultivation and development of students' intercultural communication competence and fails to adapt to the growing global communication need. In addition, the lack of practical links leads to the lack of actual cross-cultural communication experience in the learning process, and makes it difficult for students to truly apply what they have learned to the actual situation^[3].

2.3 The teacher's own intercultural communication competence is insufficient

As the organizer and implementers of English teaching, teachers play a key role in the cultivation of students' intercultural communication competence, and their own level of intercultural communication competence directly determines the effectiveness of students' competence cultivation. However, it is a pity that many English teachers still have obvious shortcomings and deficiencies in their intercultural communication competence, which undoubtedly brings no small challenges and obstacles to the all-round development of students. For example, when explaining western festivals, it is difficult for teachers to deeply explain the cultural connotation and social customs of these festivals, and to effectively guide students to carry out cross-cultural communication in teaching, thus affecting the overall development of students.

2.4 The evaluation system is not perfect

The current English assessment system relies too much on test scores as a yardstick to measure students' English ability, and has few assessment contents aimed at students' understanding of different cultures and effective communication in cross-cultural situations, so there are certain limitations. In the long run, in the process of learning, students will only focus on rote memorization of language knowledge to pursue high scores, but ignore the development of intercultural communication competence. This bias not only limits the comprehensive development of students, but also weakens their ability to effectively communicate and cooperate in the international environment in the future, which has a negative impact on their long-term development.

3 Strategies for Cultivating Students' Intercultural Communication Competence in English Education

3.1 Enrich Teaching Content and Strengthen Cultural Knowledge Education

As the core resource of teaching, the content of English teaching materials should be more comprehensive and in-depth. It should not only integrate rich cultural knowledge, but also widely cover the historical contexts, geographical features, political systems, economic development, cultural characteristics and religious beliefs of English-speaking countries. It should also deeply analyze and discuss the similarities and differences among different cultures. In the selection of

language materials, those materials rich in cultural significance should be carefully selected, so that students can deeply understand and perceive the unique charm of different cultures while improving their language skills. In addition, special cultural courses can be added, such as “Overview of British and American Culture” and “Intercultural Communication Skills”, etc., in order to systematically teach the theoretical and practical knowledge of the culture and intercultural communication of English-speaking countries, and help students to fully grasp and understand the multi-culture^[4].

3.2 Innovate Teaching Methods and Strengthen the Practical Application

In English teaching, teachers should flexibly use a variety of teaching strategies, such as situational simulation, task-driven, cooperative learning, etc., in order to stimulate students' learning interest and improve the teaching effect. Situational simulation enables students to learn language and culture, and enhances cross-cultural communication awareness under the specific cultural background. The task-driven method allows students to practice their language and cultural communication skills in the process of completing tasks. Cooperative learning encourages students to form a learning community and jointly explore the mysteries of language and culture through mutual cooperation and discussion, which not only improves learning efficiency, but also cultivates teamwork spirit and intercultural communication competence. At the same time, practical links, such as English speeches, debates, drama performances, etc. can be added, so that students can improve their language and communication skills in practice. In addition, the organization of international exchange, volunteer service and other activities can make students experience and learn in the real cross-cultural communication environment, thus helping to further strengthen their intercultural communication competence.

3.3 Improve Teachers' Intercultural Communication Competence

Schools should strengthen the training of English teachers to improve their intercultural communication competence. The training content should be comprehensive and in-depth, including the rich cultural knowledge of English-speaking countries, the theory and practice of cross-cultural communication, and the sharing of international exchange experience. Through such training, teachers can have a deeper understanding and perception of the essence of different cultures and master various skills of intercultural communication, so as to guide students in intercultural communication more effectively in teaching practice and cultivate their global vision and cultural sensitivity. At the same time, teachers are encouraged to participate in international exchange activities, such as overseas study, international academic conferences, etc., to broaden their international vision^[5].

3.4 Improve the Evaluation System and Attach Importance to the Evaluation of Intercultural Communication Competence

In English teaching, a diversified evaluation system should be established to evaluate not only students' language knowledge and skills, but also students' intercultural communication competence. The evaluation content can include students' understanding of and respect for different cultures, students' performance and ability in cross-cultural communication, etc. The evaluation method can be a combination of examination, homework, classroom performance and practical activities. In addition, formative assessment should be introduced into English assessment, which focuses on the evaluation of students' learning process. Formative assessment can

understand students' learning situation and existing problems in time, and provide basis for teachers to adjust teaching strategies. At the same time, formative assessment also can motivate students to actively participate in learning and improve their learning interest and enthusiasm.

In the era of globalization, cultivating students' intercultural communication competence has become a key and important task of English education. And the strategies of optimizing teaching content and enriching cultural knowledge, improving teaching methods and increasing interactive and practical links, improving teachers' intercultural communication competence and setting an example for students, as well as improving the evaluation system and attaching importance to the assessment of intercultural communication competence can effectively improve students' intercultural communication competence and lay a solid foundation for their future development. At the same time, these strategies will help promote the mutual understanding and integration among different cultures, reduce cultural conflicts, and contribute to the building of a community with a shared future for mankind.

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