

An Analysis of Strategies for Improving Intercultural Communicative Competence in English Teaching in Secondary Vocational Schools

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Abstract: English in secondary vocational schools emphasizes the cultivation of students' core qualities such as language ability, cultural awareness, thinking quality and learning ability. The development of cross-cultural communication skills not only provides students with more opportunities for personal development, but also helps them establish a sense of community with a shared future for mankind and a sense of multiculturalism, form an open and inclusive attitude, deepen their understanding of the culture of the motherland, enhance their patriotism, and strengthen their cultural confidence. Therefore, teachers should actively explore the countermeasures of cultivating students' intercultural communication ability in vocational English teaching.

Keywords: Vocational English; Cross-cultural communication; Teaching strategy

Introduction:

Intercultural communication teaching is a new teaching concept in senior high school, which can not only effectively improve teachers' teaching efficiency, but also expand students' international cultural vision to the greatest extent, and realize students' perfect application of international cultural knowledge and English expression ability in communication activities.

1. Realize cultural integration with the help of traditional culture

Under the double new background, education reform is imperative. Every teacher should constantly enrich themselves, help students improve their core literacy, and guide students not only to play their own characteristics, but also to grow into capable and responsible talents of the new era in the context of globalization, so as to inject youthful energy into the realization of the Chinese Dream. Teachers can effectively explore strategies to integrate Chinese and western traditional culture into English teaching in secondary vocational schools, effectively cultivate students' language ability, cultural character, thinking quality and learning ability, achieve the integration of traditional culture and English subject literacy, promote students' all-round development and achieve cross-cultural communication. For example, when teaching "Theatre", the teacher first warms up before class in a novel way. Meanwhile, with the help of action performances, the students get to know each other and initially experience the dramatic expression techniques combining language and action. Then, the teacher simulated group balloon throwing, heavy lifting, role playing and other methods to make everyone realize that when any one of the four elements of character, relationship, Object and WHERE changes, it will bring different changes in mood, attitude and dialogue. Also let the participating teachers further experience the charm of drama^[1].

2. Create classroom atmosphere cross-cultural communication

Teachers should develop teaching forms, text analysis from different angles, combined with blackboard writing, video, grasp the main line, clear, interlocking, progressive transformation, natural cohesion, and always take the student as the center, guiding, sufficient attention to each student and appropriate feedback, through creating a relaxed classroom atmosphere, to cultivate students a variety of thinking quality, Fully demonstrate the core literacy under the efficient classroom. For example, teachers follow a main line in intercultural Communication: No problem? ---Problem---No problem! Throughout the class, echo from beginning to end, logical coherence. Class in the form of Socratic dialogue, through the layers of the set of 12 issues of echo, inspire the student from the text structure combing to the article information extracting lead to cultural value, both articles on the details of the surface layer information, give attention to two or more things and more enlightening students critical thinking, ultimately highly concise to induce WISE principle in intercultural communication. On the research method instruction, teachers with students as the main body of the classroom, encouraging the students through group discussion cooperation to complete learning tasks, guide the students use the graphic organizer clear structure, inductive extract text key phrases, the language knowledge teaching into practice, when the students have different interpretation, teachers listen with open equal attitude, Perfect embodiment of the profound teaching skills. The design of the blackboard is even more ingenious. The traffic lights at the cultural crossroads vividly express DOS and DON 'ts and follow the WISE principle in cross-cultural communication. The output of the class is combined with the actual situation of the students, and

the real situation of the foreign students studying in China is created. The students can guide them how to avoid misunderstanding^[2].

3. Cultivate students' ability to discover cultural differences with the help of information technology

Teachers should carefully design learning activities, improve students' learning and application ability, implement curriculum objectives with the help of information technology, promote the effective formation of students' core literacy, and cultivate students' cultural concepts. For example, teaching Space Exploration-- Reading and Thinking. In the leading-in part, teachers use micro-lessons to share the space experiment information of Shenzhou 13 to keep pace with The Times and stimulate students' interest in learning. At the same time, teachers play relevant information about the recent Space activities of the United States, "Galactic Lighthouse" program, and guide students to think in comparison. Then, the teacher main body significance as the lead, which is based on discourse, creating a series of learning understanding, application practice, migration of innovation activities, guide students to learn from integrated based on discourse, sense of language knowledge, the in-depth discourse of inquiry-based learning, internalize language knowledge and skills, to transcend the discourse context learning, solve the new problems in life, To realize the improvement of students' ability and accomplishment from the learning of subject knowledge. In the teaching process, teachers pay attention to students' grasp of reading strategies, guide students not only to give correct answers, but also to give clues to solve problems, and cultivate students' ability to observe, analyze and judge the logical relationship between discourse structure and context^[3]. In the teaching process is very smooth, interlocking teaching links, pay attention to guide students to focus on the function of cohesion in discourse cohesion word, logical relationship between sentences and paragraphs, realized by the sublimation of shallow language learning to language output process, improve the students' ability to use effective reading strategies to grasp the text, is a section the excellent reading classes based on the concept of English learning activities.

4. Diversified activities expand students' thinking of cross-cultural communication

When teaching students intercultural communication, teachers should open their teaching ideas, extend the teaching site from classroom to daily life, carry out intercultural communication practice activities, strengthen students' communicative ability, expand students' intercultural communication thinking, and make students have international language quality. For example, teachers carried out the cultural exchange activity "Food and Culture". As renowned chef and author Giada de Laurentiis says, "Food brings people together on many different levels, it's food for the mind and body, it's real love. The so-called different levels, refers to the food can not only make people resist hunger, happy mood, but also reflect a place, a human, a city culture. There are "eight major cuisines" in Chinese folk cooking. It refers to Shandong Cuisine, Sichuan Cuisine, Hunan Cuisine, Jiangsu Cuisine and Zhejiang Cuisine At the same time, teachers guide students to western cuisine, French cuisine, Italian cuisine and English cuisine, each of which has its own set of cooking skills and flavor characteristics. The main theme of the event is to present the food culture of various cuisines with posters. In the activity, each group had a clear division of labor, carefully selected materials that could expand the knowledge of food culture, drew posters, and the places where people would feel happy after reading or drooling after appreciating. Under the guidance of the teacher, the students were enthusiastic about learning English by themselves. They used touch, sight, hearing, taste and smell to learn English knowledge related to food culture, and to grasp the relationship between food and regional culture, historical tradition and local characteristics. Students make their own food grinding tools and analyze the characteristics of fresh food ingredients.

Conclusion: Teachers should make students fully feel the significance of intercultural education reform. As far as students are concerned, they are no longer limited to book knowledge. By showing themselves, they can improve their English language ability and cross-cultural thinking ability. As far as teachers are concerned, teachers are not only the knowledge imparting, but also the guidance of students' development, as well as the developers and researchers of the curriculum, so as to constantly improve themselves and learn from teaching.

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