

Strategies to cultivate students' intercultural communicative competence in higher vocational English teaching under the "Belt and Road" perspective

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Abstract: With the depth of the "One Belt and One Road" initiative, international economic and cultural exchanges are increasingly frequent, more and more contacts between our country and other countries, the market enhances the demand for cross-cultural communication talents. Under this background, English teachers in higher vocational colleges should attach importance to the cultivation of students' intercultural communication skills, so that students can have smooth communication in a multicultural environment, tell Chinese stories well in English, improve students' service ability in the workplace, and help students' comprehensive development. Based on this, this paper analyzes the cultivation strategies of students' intercultural communicative competence in English teaching in vocational colleges under the "Belt and Road" perspective, so as to provide a reference for educators.

Key words: The Belt and Road; Vocational English; Cross-cultural communication

Introduction

In the new era, the proposal of "One Belt and One Road" promotes the continuous deepening of economic cooperation and cultural exchanges between our country and other countries, which provides rich space for career expansion for contemporary college students, but also puts forward high requirements for their intercultural communication ability. In this regard, English teachers in higher vocational colleges should impose the cultivation of students' cross-cultural communication ability, so that students can master English language knowledge, fully understand Chinese and Western cultures, achieve cross-cultural communication, and help students develop in an all-round way. In this process, teachers should adopt diversified teaching methods to promote students' intercultural communication ability and enhance their comprehensive quality, so as to better serve the economic and cultural exchanges along the Belt and Road.

1. The concept of "The Belt and Road" and intercultural communication competence

1. The Belt and Road Initiative

The Belt and Road Initiative is an important measure to promote international exchanges, focusing on the establishment of bilateral and multilateral mechanisms with relevant countries and regional cooperation through the Silk Road to promote social and economic development. The Belt and Road is an open international economic cooperation initiative. Since its implementation, China has strengthened economic and educational cooperation with countries along the routes. This initiative involves many countries, including hundreds of national languages, and there are great differences in the language and culture of each country and nation. Talents who devote themselves to the construction of this initiative not only need to master the relevant language, but also need to learn the culture in the language, avoid the communication barriers brought by cross-cultural communication, and actively publicize China's excellent culture in cultural exchanges, so as to enhance China's international influence.

2. Intercultural communication competence

Cross-cultural communication competence refers to the language communication ability shown in a specific context, which has many requirements, mainly including the following aspects: First, language competence. Language is an important basis for cross-cultural communication and an important carrier to establish cultural communication. Language competence includes not only the mastery of language knowledge, but also the application of language knowledge. On the basis of understanding the superficial meaning of the language, one can understand the cultural connotation of the target language, so as to establish a good language communication and promote intercultural communication. Second, cultural knowledge. Language contains rich cultural content, including traditional customs, values, etc., which are cultural elements formed in people's long-term life. Culture is the key to the establishment of cross-cultural communication and an important condition for people to have smooth communication in a specific context. Only when people have a full understanding of the culture of the destination country can they successfully carry out cross-cultural communication. Third, communicative competence. Communicative competence refers to the ability to use verbal and non-verbal ways to communicate. Cross-cultural communication should be carried out not only according to the common language, but also through gestures, gestures and other non-verbal ways. Only by flexibly using language strategies in combination with specific environmental needs can cross-cultural communication be effectively carried out. Fourthly, correct attitude. It is necessary to have a correct attitude in cross-cultural communication, including respecting other cultures and looking at the differences between China and the West objectively. This requires talents to correctly compare and analyze the similarities and differences between Chinese and Western cultures, correctly view different cultures, and actively understand other cultures, so as to establish friendly cultural exchanges.

3. The necessity of cultivating students' intercultural communicative competence in English teaching in higher vocational colleges under the perspective of "The Belt and Road Initiative"

Cross-cultural communication competence refers to the ability of communicators from different cultural backgrounds to use the same language in oral communication, so as to promote cultural communication. It is a necessary ability to form effective communication between subjects with cultural differences. In the context of the development of "The Belt and Road Initiative", the market is in urgent need of high-quality talents with international vision and proficient in the language and culture of the host country, so as to better promote the communication and cooperation with other countries. The "Belt and Road" initiative is an important means for China to establish friendly cooperation with countries along the Silk Road. Talents engaged in relevant construction need to be proficient in English to establish communication with other countries, and at the same time be able to eliminate communication barriers between different cultures and establish friendly exchanges with other countries, so as to enhance China's international influence. As vocational education colleges that serve the society and cultivate talents, higher vocational colleges should pay attention to conforming to the development needs of the "Belt and Road", strengthen the cultivation of students' intercultural communication ability, constantly optimize the teaching program, and enhance students' intercultural communication ability.

2. The current situation of the cultivation of students' intercultural communicative competence in English teaching in vocational colleges under the "Belt and Road" perspective

As a language subject, it is particularly important to cultivate students' intercultural communicative competence in English teaching. However, from the actual point of view, there are still many shortcomings in the cultivation of cross-cultural competence of English teachers in higher vocational colleges, which are mainly reflected in the following aspects: first, ignoring the cultural and educational value of language teaching. Under the traditional teaching mode, teachers pay too much attention to the language function of English teaching, treat English as a tool of language communication, simply explain the meaning of English words and sentences, and lack full exploration of the cultural values behind them. As a result, even if students can communicate smoothly in English, they do not have a good understanding of the meaning behind the language, and cannot establish smooth communication with people in other countries. Which is not conducive to the future development of students. Second, the teaching plan of intercultural communication competence is insufficient. The cultivation of intercultural communication competence cannot be accomplished overnight. Teachers need to make reasonable planning based on the needs of ability development and cultural characteristics, so that students can fully understand the cultural connotation behind language knowledge while learning it. However, at present, most teachers lack the overall planning of teaching, and simply combine the content of teaching materials to organize teaching, and the teaching process is relatively simple, which is not conducive to students' understanding of cultural knowledge and brings certain restrictions to the development of students' cross-cultural communication ability. Third, the lack of traditional culture mining. Cross-cultural communication should not only understand the language and culture of the destination country, but also be familiar with the local culture, so as to promote the publicity of the local culture. However, in the current English teaching process, teachers ignore the penetration of Chinese culture and lack the training of students' ability to explain Chinese stories in English. As a result, students can only compare Chinese and Western cultures on their own, which is easy to be affected by their own subjective consciousness, resulting in cultural self-confidence, which is not conducive to cross-cultural communication.

3. Strategies for cultivating students' intercultural communicative competence in English teaching in higher vocational colleges under the "Belt and Road" perspective

1. Improve the teaching ideology and understanding, and do a good job in the top-level training design

In the work of teaching reform, teachers should enhance their own ideological understanding, correctly recognize the important value of cultivating students' cross-cultural communication ability, and do a good job in the top-level design of various training work, so as to better implement the teaching reform work. First of all, strengthen ideological education. Schools should carry out ideological publicity and education for teachers. For example, teaching research should be organized to guide teachers to carry out topics such as the importance of college students developing cross-cultural communication ability and the in-depth implementation of the requirements of the "Belt and Road" Initiative, and teachers should be encouraged to provide feasible suggestions for teaching work. Secondly, do a good job in top-level design. The overall process of intercultural communication competence teaching is complicated, so teachers should make corresponding top-level design, start with language ability and communication ability, and reasonably plan the teaching plan, including integrating course content and adjusting teaching methods, so as to effectively improve the teaching effect. In this process, schools should show a positive attitude and provide technical guidance and resource support for teaching activities, so as to enhance the effectiveness of communicative competence training.

2. Integrate curriculum teaching content and develop network teaching resources

Course content is an important carrier of teaching activities. Integration and adjustment of teaching content can provide effective support for teaching reform, promote teaching to focus on cross-cultural communication ability, and provide support for the development of students' ability. First of all, focus on the introduction of intercultural communication related content. Traditional textbooks mainly focus on listening, speaking, reading and writing skills to help students pass English A, B or CET-4 and CET-6, and provide support for language communication, but lack the reflection of cross-cultural content. In this regard, teachers should pay attention to the introduction of cross-

cultural communication related content, including Western political history, traditional culture, etc., to help students better understand the basic situation of the destination country, better follow the etiquette of other countries in cross-cultural communication, promote cross-cultural friendly communication, and promote the improvement of students' language ability. Secondly, network teaching resources should be integrated. The introduction of cultural knowledge can not only rely on offline classroom teaching, but also integrate more teaching resources through online channels to help students develop cross-cultural communication skills. In this regard, teachers can use network channels to integrate resources, explore excellent network resources for students, and guide students to collect resources through the network on their own.

3. Set up specific teaching situations to stimulate students' interest in communication

In order to improve students' intercultural communication ability and enrich students' learning experience, teachers can set up specific language teaching situations to enable students to carry out cultural exchanges in cultural background and living atmosphere, effectively improve students' language application ability and enhance teaching effect. As for college students, living in the Chinese cultural environment for a long time, they apply native thinking to their English learning habits and express English on the basis of Chinese traditional culture, which makes them prone to language expression errors and insufficient information understanding, which is not conducive to the effective conduct of cross-cultural communication. In this regard, teachers should help students break through the previous Chinese environment, create a good English learning atmosphere, so that students can better take on the role and have a more comprehensive understanding of other cultures. For example, in the teaching process, teachers can use multimedia to play English songs or English short plays from countries along the "Belt and Road" for students, so that students can immerse themselves in the English environment and feel the cultural characteristics of other countries. Communicate in English throughout the whole process, encourage students to use application communication in daily life, and help students get familiar with English communication feelings.

4. Promote school-enterprise cooperation and enrich the opportunities for language communication

It is far from enough to rely solely on teachers' teaching to cultivate cross-cultural competence. Schools should pay attention to providing students with abundant language practice opportunities, establish cooperation with countries or enterprises along the Belt and Road Initiative, and exercise students' language communication competence through school-enterprise cooperation, so as to help students' comprehensive development. Establish school-school cooperation. Schools should establish exchanges and cooperation with schools in countries along the belt and Road, and promote resource exchange through online means. The university may set up a special campus website and upload its own resources and resources from countries along the Belt and Road to the online platform to provide resource convenience and exchange opportunities for students from different schools, promote the interaction among students from different countries, and enable students to effectively develop their cross-cultural communication skills in the exchange culture. In this process, the University can also cooperate with other schools to organize exchange students, visit and study activities, so as to provide students with more opportunities for language practice, deepen students' understanding of cross-cultural communication, and help students improve their ability.

Concluding Remarks

To sum up, with the deepening of the "Belt and Road" Initiative, China has increasingly frequent exchanges with countries along the routes in economic and cultural aspects. In this process, the country urgently needs talents with cross-cultural communication skills to promote cultural exchanges and enhance China's international influence. As an important channel for talent training, higher vocational colleges should attach importance to the cultivation of students' intercultural communication ability in English teaching, so as to meet the needs of market development and help students improve their ability. In the teaching process, teachers should pay attention to integrating cultural communication content, enriching teaching methods, providing students with more opportunities for cultural and linguistic communication, helping students objectively view the cultural differences between China and the West, and effectively improving students' intercultural communication ability.

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