

Exploration on Intercultural Communicative Competence Promotion of Vocational International Cooperative Education of Nonverbal Students

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ABSTRACT: Develop students' intercultural communicative competence has attracted widespread understanding of the education sector and it has become one of the main objectives of foreign language teaching. Intercultural competence covers emotional, three basic levels of knowledge and behavior, as a cross-cultural sensitivity emotional level is a successful cross-cultural communication necessary conditions. A variety of subjective and objective factors to enhance the status of this paper, the Joint Education and Vocational College Students 'Intercultural Communication Competence and influence, and strive to explore to enhance students' intercultural communicative competence measures for the country to train more highly skilled international compound talents.

Introduction

In recent years, Sino-foreign cooperation in running schools of higher vocational colleges of rapid development, whether it is the scale of cooperation, educational level or the number of participating institutions has been greatly improved. Research on the present cross-cultural awareness for colleges and universities, high school students rarely study for vocational students cross-cultural awareness, especially empirical investigation and research is even more lacking. Faced with this situation, I decided to cross-cultural communication skills and awareness of intercultural communication as the theoretical basis to vocational college students cross-cultural awareness and cultural test questionnaires and interviews with the main methods of this empirical study as hoped by detailed analysis of data to understand the current situation in "the basic requirements of Vocational Education Teaching English" English Vocational education courses under the guidance of vocational students in cross-cultural awareness. The main problem of cultural test includes: students' understanding of Western culture, to what extent? How their culture and cross-cultural communication attitude? They are learning how culture both inside and outside the classroom? What factors hindered the students' understanding of Western culture and master?

The Necessity and Significance of the China Cultural Import and Infiltration

With the rapid development of globalization, the world economic and cultural exchanges are getting closer, the international influence of Chinese politics, economy, culture, growing, oriental culture, values receive more attention, become the cultural influence of China to expand national strength important symbol. In this historical context, not only to learn English unilateral absorbed from Western culture and technology, but also to strengthen the excellent Chinese culture promotion and

presentation, and to spread Chinese culture and Chinese civilization, let the world know China and understand China.

Thinking in students' moral concept of being read is in a long-term, easily subject to external environmental impacts, lack of discriminating power lack necessary. Focus on introducing Chinese culture and infiltrate help students deepen understanding of Chinese culture, enhance the cultural discernment, Dialectically Western Cultural differences, avoid blindly worship and acceptance of Western culture and establish in English Teaching of Traditional Chinese Culture confidence, thereby enhancing the intercultural communication of national pride and self-confidence to achieve cultural exchange between the "win-win" results.

English teachers focus on teaching Chinese culture and import penetration, deepen students' understanding of local culture, by comparison and reference, to enable students to better understand the similarities and differences between Chinese and Western cultures, to improve its sensitivity and Foreign Cultural Communication overcome different communication barriers caused by cultural differences, to achieve the fundamental goal of English teaching.

Emphasis on teaching Chinese "native culture" can increase the effect of learning a second language, to promote knowledge and application migration, improve students' interest in learning English, they will have more opportunities to use English, thus reducing bring the "dumb deaf students English" phenomenon.

Factors Affecting Students' Intercultural Communication Ability Improvement

Students are not interested in learning English, learning attitude is not correct. The survey found that students based International Institute of Sino-foreign cooperative education program is very weak, poor students enrolled in English-based, many students of English language entry level is far from the starting point of vocabulary and grammar-based vocational teaching should have, into the school after learning English very difficult. At the same time, more learning tasks so that the original basis of poor students lose interest in learning English, they learn English seen as painful, work hard on weekdays, a general lack of correct learning attitude. In addition, some students 'families better economic conditions, the parents of the child's material needs random met, parents and students will be able to hold as long as the money to study abroad mentality, which also led to the students' lack of correct learning attitude.

A lack of understanding of teachers to students, teaching content and methods do not meet student needs. Some teachers and students through the discussion, our group learned English instructors based on student interest in learning, learning needs and so lack the necessary understanding, and indulge in over-level English and IELTS targets for the teaching, in teaching emphasis on content only English vocabulary and sentence exams required, to meet the students to master simple English syntax, the lack of cross-cultural knowledge taught. On the teaching methods, teachers to use the term "over the old - into new courses - to explain the new class - to consolidate a new lesson - Homework," the traditional model and teacher-centered teaching methods, thus reducing the opportunities for students' language output , hindering the students to use English cross-cultural development.

The curriculum is unreasonable and teaching resources supporting is imperfect. In the curriculum, the school did not increase the proportion of cross-cultural communication and related courses, so that students cross-cultural knowledge immersion less. In addition, there are no cross-cultural courses on the course before the opening of the foreign, foreign teachers so that students are not familiar with teaching methods and there has been friction with the teacher, the class teacher to keep up with the progress of the phenomenon. On equipped with teaching resources, fewer schools

offer cross-cultural books to students, the press and video materials, students have learned the basic stay at the theoretical level.

Improvement Measures for Student's Intercultural Communication Ability

Taking into account the practical problems the Joint Education of Students in Vocational Colleges in cross-cultural aspects of existence, in order to reduce cross-cultural barriers to their future study and life experience, this paper summarizes the Joint Education in the following vocational enhance students' intercultural communicative competence countermeasures:

According to Ministry of Education statistics, Sino-foreign cooperation in running schools offer professional vast majority are non-professional language, its culture is targeting an international vision and cross-cultural communication skills of professionals, which is consistent with the purpose of Sino-foreign cooperative education projects. Foreign Cooperative Education Project Higher Colleges has its own characteristics, the training objectives is "practical, good enough for the degree" students should develop into senior skilled personnel. The enrollment of students based vocational institutions are relatively weak, thin English foundation, low interest in learning English, which requires locating the school at the time of training objectives should fully take this into account, so that students learn cross-cultural knowledge, learn about different cultures contradictions and difficulties caused by the differences, realizing that the underlying causes of conflict and to master basic skills and strategies to solve these difficulties need, so that it gradually adapt to different cultures, learn communication strategies to enhance communication ability.

Teachers in English teaching, make full use of materials, the linguistic and cultural integration into one. On the one hand, the meaning of culture in teaching the language itself carried outside to strengthen the Western countries history, climate, geography, political system, laws and regulations, economic systems, social status as well as local people's lifestyles, ways of thinking, customs, teaching religion and other cultural knowledge; on the other hand, continue to correct non-conformity of the Anglo-American language and cultural practices, cross-cultural communication supplement at the time of the knowledge should help students correctly understand and master the language in the form of decent learned to avoid in the future AC in an obstacle, thereby enhancing its cross-cultural communication.

In teaching should follow the principle of "student-centered, teacher-led", establishing the dominant position of students to student-centered, emphasizing the students' knowledge of active exploration, active discovery and active construction, but cannot ignore the teaching of teachers leading role. Specifically, teachers who want to be inspired, to understand where the students' interest and a positive attitude to help students learning motivation, the creation of real cross-cultural situations allow students to learn and practice the culture; teachers should become organizers to do before class prepare the organization, division and group discussions as well as after-school classes in a variety of teaching activities; teachers to become participants, teachers are no longer commanding the authority is no longer a monologue ready to teach textbook knowledge, but with the students equal dialogue, especially in the language of simulation training activities, and students must put itself in a position of equality and active participation of both sides not only the speaker, but also the hearer, which will not only help to improve classroom learning atmosphere , but also for the development of students' comprehensive ability to use language to provide a real context; teachers to become assessors to monitor students in the learning process.

Based on the training objectives SFCRS, matching the course should be in the traditional English listening, speaking, diversification reading and writing course basis. Schools may be provided in the first to fourth semester students of English society and culture, learning English and skills,

cross-cultural communication, film appreciation English, English-Chinese translation theory and practice, and practice speaking skills, English essay writing and other related courses . At the same time, in the form of second class can also invite foreign experts set up Anglo-American culture lectures, please foreign teachers to participate English corner, so that students not only exercise spoken, but also the practice of cross-cultural knowledge learned and know how decent success with others cross-cultural exchanges.

Sino-foreign cooperative education program introduced the original intention of introducing foreign outstanding educational resources, improvement of vocational education system and mode. Therefore, in cooperative education should learn foreign advanced educational philosophy, management and teaching methods to maximize the use of teacher resources. On the one hand allows the teacher to the student's participation in the first and second classroom to help them learn and practice a variety of cross-cultural knowledge; on the other hand to strengthen the exchange of learning and foreign teachers to join forces for the students to enhance cross-cultural communicative competence to provide the most excellent teachers.

To enhance the students' intercultural communicative competence, the best way is to let them immersed in the target language and cultural atmosphere, complete the alien culture of rational knowledge and emotional Acquisition. English film comes from life, the movie complete input vivid story and culture of the target language to provide students with a rich language learning environment, so that they feel the purpose of infiltration-speaking countries in the context of real humanistic customs. In addition, the English film offers a range of classroom activities, students learn to maximize the cross-cultural knowledge into practice, which greatly improves their intercultural communicative competence.

Conclusion

Joint Education and Vocational College Students' Intercultural Communication Competence project will directly affect their ability to continue to go abroad to study, to complete their studies during the study as well as the effect of future employment at home and abroad and even determine the success of the cooperative education program. Therefore, the implementation of cooperative education programs to schools and teachers should capitalize on the trend, and constantly improve the educational concept, update teaching methods, to improve students' intercultural communicative competence, for the country to train more highly skilled international talents.

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