

Analysis of College English Classroom Teaching Based on Optimization of Cross Cultural Communication Ability

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Abstract: With the continuous deepening of globalization, cross-cultural communication skills have become an important goal in cultivating English talents. As the main battlefield for cultivating cross-cultural communication talents, college English classrooms should adapt to the needs of the times, optimize teaching concepts and methods, and enhance students' cross-cultural communication abilities. This article analyzes the advantages of English classroom teaching in universities under the optimization of cross-cultural communication skills, points out the existing problems in current teaching, and proposes corresponding optimization strategies, in order to provide reference for the reform of English teaching in universities.

Keywords: Cross-cultural communication ability; College English; Classroom teaching; Optimization strategy

Introduction

Cross cultural communication ability refers to the ability of individuals from different cultural backgrounds to engage in effective communication and interaction. Due to differences in nationality, cultural background, thinking patterns, communication habits, and other aspects, cross-cultural communication often encounters some problems, and even leads to misunderstandings of the true meaning of language expression between both parties. With the deepening of economic globalization, global exchanges and cultural collisions have become increasingly frequent, making cross-cultural communication skills a basic requirement for talents in the new era society. College English, as the main battlefield for cultivating cross-cultural communication talents, plays an irreplaceable role in the employment and comprehensive development of English talents by optimizing English classrooms in line with new talent development goals.

1. The advantages of English classroom teaching in universities under the optimization of cross-cultural communication skills

1.1 Helps to enhance students' cultural awareness and sensitivity

Cultural awareness and sensitivity are important components of cross-cultural communication skills. Under the optimization of cross-cultural communication skills, English classroom teaching in universities can help students enhance their cultural awareness and sensitivity by delving into the cultural background, values, and ways of thinking of English speaking countries. Teachers can guide students to compare the similarities and differences between Chinese and Western cultures, analyze the reasons for cultural differences, and cultivate students' inclusive and open cultural attitudes.

1.2 Helps to build a harmonious and good working environment

Building a harmonious and good work environment requires cross-cultural communication skills as support. College English classroom teaching should focus on cultivating students' skills in harmonious coexistence and effective communication with others in a multicultural environment. By studying the values and behavioral norms of different cultures, students can learn to respect cultural differences and tolerate different perspectives. For example, teachers can design cross-cultural dialogue exercises that allow students to play roles from different cultural backgrounds and learn how to seek consensus and reach consensus in communication. Through situational simulation, students can master the skills of creating a friendly and trusting atmosphere in their work.

2. The problems in English classroom teaching in universities under the optimization of cross-cultural communication skills

2.1 The curriculum system lacks rationality and the English textbooks are outdated

At present, the English curriculum system in universities is not yet reasonable enough, and there is a certain gap between it and the

requirements for cultivating cross-cultural communication skills. The English curriculum in some universities places too much emphasis on training language knowledge and skills, while neglecting the teaching of cultural content. There are also problems with the selection of English textbooks, with some texts being outdated and lacking content that reflects contemporary social culture.

2.2 Insufficient organization and implementation of themed activities, resulting in low student participation enthusiasm

English learning should not be limited to the classroom, but also requires strengthening cross-cultural communication skills through practical activities. However, there are still shortcomings in organizing thematic activities related to cross-cultural communication in current universities. The English activities held by some universities have a single form and lack distinct cultural themes, making it difficult to mobilize the enthusiasm of students to participate. Although some activities have cross-cultural elements, they are too superficial and fail to deeply explore cultural connotations. The low level of student participation makes it difficult for them to gain genuine cultural experiences and communication practices in activities.

2.3 The construction of English teaching staff needs to be improved, and the ability of teachers urgently needs to be improved

Teachers are the key force in promoting the reform of English teaching in universities and improving teaching quality. But currently, the construction of English teaching staff in universities is not yet perfect, and some teachers need to improve their cross-cultural communication abilities. Some teachers lack practical experience in cross-cultural communication, and their understanding of foreign cultures is not deep enough, making it difficult to provide effective cultural guidance for students in classroom teaching. The teaching philosophy and methods of teachers also need to be updated, and some teachers still use traditional "cramming" teaching, neglecting the cultivation of students' subject status and practical abilities.

3. Strategies for optimizing cross-cultural communication skills in English classroom teaching in universities

3.1 Comprehensively promote English teaching reform and actively innovate English teaching methods

Comprehensively promoting English teaching reform is an important measure to optimize English classroom teaching in universities. Universities should actively respond to the national call for English education reform, make the cultivation of cross-cultural communication skills an important goal of English teaching, and take action. In terms of teaching philosophy, it is necessary to establish a new teaching concept that focuses on abilities and culture, highlighting the subject position of students in cross-cultural communication. In terms of teaching methods, we should boldly innovate and explore new teaching modes such as experiential, interactive, and situational. For example, teachers can use the cultural comparison method to guide students to compare Chinese and Western cultures and inspire cultural thinking; Using role-playing methods, have students simulate cross-cultural communication scenarios and strengthen the application of strategies; Using multimedia technology to create realistic cultural contexts and provide immersive experiences. Teaching reform requires full participation and multi-dimensional promotion, creating a good atmosphere of mutual learning and comparison, and continuously improving teaching quality and effectiveness.

3.2 Optimize the English curriculum system and scientifically standardize the content of English education

Optimizing the English curriculum system and scientifically regulating the content of English education are important foundations for cultivating cross-cultural communication skills among college students. In terms of curriculum design, universities should add cultural courses with the goal of cultivating cross-cultural communication skills, and reasonably balance the proportion of language skills courses and cultural courses. The course content should cover all aspects of Chinese and foreign cultures, including representative content in the fields of geography, history, literature, art, music, architecture, and other humanities in China and major English speaking countries, to broaden students' cultural perspectives.

At the same time, college English education should also attach importance to cultivating students' ability to express excellent traditional Chinese culture in English. Teachers should guide students to explain the unique connotations of Chinese civilization and its common values with world civilization in a way that is easy for Westerners to understand and accept, help students find a fit in the comparison of Chinese and Western cultures, and establish cultural confidence. In teaching, it is necessary to strengthen the comparative analysis of cultural differences between China and foreign countries, reveal the underlying reasons behind cultural phenomena, guide students to objectively understand cultural differences, respect and tolerate different cultures, and overcome ethnocentrism and cultural biases.

3.3 Actively building an English communication platform and strengthening practical abilities through practice

Language and cultural learning cannot be separated from practice. Universities should make full use of both internal and external re-

sources, actively build various English communication platforms, and provide students with rich opportunities for cross-cultural communication practice. On campus, student clubs such as English clubs and English salons can be established to regularly organize cultural activities such as English song appreciation, English movie appreciation, and English speech competitions. Create an online English communication platform and offer online English courses to facilitate students to use fragmented time for independent learning. Outside of school, it is necessary to establish cooperation with enterprises and social organizations to jointly develop English internship practice projects. For example, collaborating with foreign companies to provide students with overseas internship opportunities, allowing them to develop their skills in a real cross-cultural work environment; Collaborate with the community, organize students to participate in foreign exchange activities, and strengthen language application in serving the community. Schools should develop management measures for English practical teaching, organically integrating practical teaching with classroom teaching, promoting the transformation of knowledge into ability, and comprehensively improving students' cross-cultural communication level.

4. Conclusion

Cross cultural communication skills have become a core element in cultivating English talents. College English teaching should actively adapt to the needs of the times, adhere to student-centered development, and aim to improve cross-cultural communication skills. It is necessary to deepen teaching reform, innovate educational models, and lay a solid foundation for the growth and success of students. Optimizing English classroom teaching in universities requires joint efforts from multiple dimensions such as teaching, practice, and environment to form a synergistic effect.

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