Cultivation of Students' Intercultural Communication Awareness in the Teaching of "Practical English 3"

● 徐杨杨
（西安翻译学院  陕西西安  710105）

【Abstract】With the development of modern communication technology and the accelerating process of globalization, the society needs more and more applied talents who can communicate accurately and appropriately with foreign friends and conduct cross-cultural communication smoothly. At the same time, there are more and more opportunities and ways for vocational students to communicate with native English speakers. Based on this, this article focuses on exploring the ways and methods for cultivating students' cross-cultural communication awareness in the teaching of "Practical English 3" for preschool education majors in higher vocational education.

【Keywords】preschool education; practical English; cross-cultural communication; awareness

Reform the assessment mechanism and open cross-cultural communication courses

Language learning is by no means just for obtaining higher scores or credits, but more importantly, the practical application of the learned language. Therefore, higher vocational colleges should change their existing credit assessment mechanism and introduce the awareness of cross-cultural communication into the classroom teaching of "Practical English 3." At the same time, the textbook of the "Practical English 3" course should be revised to include more practical content and carry out a variety of practical courses. Starting from the students’ hobbies and actual needs, we can offer some English courses that help them understand the culture of English-speaking countries.

Strengthen the training of teachers' cross-cultural teaching ability

As the designer of classroom teaching content, the organizer of classroom activities and the imparter of knowledge, the teachers of "Practical English 3" play a vital role in cultivating students' cross-cultural awareness. Higher vocational colleges should raise the threshold for the recruitment of "Practical English 3" teachers, and give priority to those with overseas study or international exchange experience. Teachers of "Practical English 3" in higher vocational colleges should constantly update their professional knowledge and improve their professional skills, and use various teaching methods to stimulate students' interest in learning English-speaking countries' cultural knowledge and help them master cross-cultural communication. Methods and strategies.

Provide students with a platform for cross-cultural communication

Language learning has no fixed learning routines and formulas, but requires long-term knowledge accumulation and practical application. Teachers of "Practical English 3" in higher vocational colleges should guide students to actively use various extracurricular resources and information, and subtly cultivate students' cross-cultural communication awareness through self-study and entertainment. Through a series of activities, students can increase their knowledge, so that they have a better understanding and grasp of the cultural background of the languages they are learning and the differences between Chinese and Western cultures, and provide them with an opportunity to cultivate their own cross-cultural communication awareness.

Conclusion

In the teaching of "Practical English 3" in higher vocational colleges, the cultivation of students' cross-cultural communication awareness requires teachers to rely on the students' future professional needs, and to cultivate students' practical English ability as a foothold, continuously reform teaching methods and innovate Teaching measures actively cultivate students' cross-cultural communication awareness from different aspects and enhance students' English learning ability.

References: