CULTIVATION OF COLLEGE STUDENTS' CROSS-CULTURAL COMMUNICATION ABILITY BASED ON CROSS-SCHOOL CREDIT PLATFORM
RESEARCH ON TEACHING MODE

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ABSTRACT

With the deepening of global economic integration and social informationization, how to improve intercultural communicative competence has become the core issue of higher education. Facing the intermittent recurrence of novel coronavirus pneumonia epidemic at home and abroad, online communication has become an important way of communication, so cross-cultural cooperation ability has become one of the essential key abilities of contemporary college students. At present, there have been a lot of researches on intercultural communicative competence training, but there are few researches on intercultural communicative competence training and teaching models in online environment. Therefore, based on the cross-school credit platform, this paper explores the specific path of cultivating college students' cross-cultural communication ability, and studies the specific application and practical innovation of the mixed teaching mode combining online and offline in cultivating college students' cross-cultural communication ability.

Key words: *Cross-school credits, Cross-cultural communication, Ability training*

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1. INTRODUCTION

With the arrival of economic globalization and the soaring of domestic economy, the whirlpool of globalization makes various national cultures meet, and the development of science and technology makes the world a veritable "global village". People from different countries, races and languages can easily cross Qian Shan and have face-to-face communication. They can also exchange information anytime and anywhere through the Internet to realize the dream of "and heaven remains our

neighbourhood". People of different countries and races need to deal with the problem of cross-cultural communication. With the increasing frequency of cultural communication, the necessity of understanding multiculturalism and the urgency of improving intercultural communicative competence are increasingly highlighted.

As an international market, China has more and more frequent mobility of talents in the world. With the massive entry of foreign capital and the internationalization of talent flow, high-level talents and popular professionals will become more popular, especially in international trade, marketing, business negotiation, information technology, international tourism, finance, human resources, administration, foreign languages and foreign trade, translation, business administration, international law and other occupations. Party and government organs and all walks of life also need a large number of international talents due to the needs of international exchanges. First-class business schools in the United States and Europe pay special attention to training their students to master cross-cultural ability through various means. Because cross-cultural communication and communication ability, cross-cultural management ability, cross-cultural professional ability and cross-cultural leadership are one of the most important abilities of international talents, with the continuous development of the internationalization process of Chinese enterprises, Chinese universities and enterprises pay more and more attention to the cultivation awareness of cross-cultural talents.

In international human resource management, cross-cultural communication has become an important factor. At present, professionals with intercultural communicative competence are increasingly welcomed by multinational companies, and whether they have intercultural communicative competence has become an important criterion for international enterprises to select talents.

2. STRATEGIES FOR CULTIVATING CROSS-CULTURAL COMMUNICATION ABILITY IN FOREIGN LANGUAGE TEACHING

Foreign language teaching is the foundation of cultivating cross-cultural communication ability. Colleges and universities should do a good job in foreign language teaching in all directions, so that the training goal of cross-cultural communication ability can be truly and effectively implemented, and constantly explore and strengthen the system design to create a good cross-cultural teaching environment. In today's foreign language teaching, the cultivation of intercultural communication awareness and competence has been paid more and more attention by college English teachers, and at the same time, it has become a scientific research topic that college English teachers have been exploring. No matter in the usual classroom teaching of teachers, In extracurricular learning, college English teachers should not only impart basic language knowledge and skills, but also cultivate students' awareness of cross-cultural communication, consciously penetrate cultural teaching, and unify language learning with cultural learning, so as to help students apply what they have learned and finally achieve successful cross-cultural foreign language communication.

The most important thing in English teaching is to integrate language and culture, infiltrate social and cultural knowledge into English teaching, overcome cultural factors that interfere with communication, and strive for a thorough understanding of English. We can say that the cultivation of cross-cultural awareness is an important part of English teaching. The enrichment of vocabulary cultural information and the accurate understanding of English word meaning require a profound understanding of foreign cultures. In today's increasingly developed network environment, While teaching language, vocabulary, grammar and other language knowledge, we should introduce the western cultural background in the network and multimedia teaching environment, so as to make the language more vivid and vivid, and combine various social and cultural factors to teach the communicative principles of language, so as to

cultivate students' appropriateness and communicative competence in using language.

2.1 Creating a cultural atmosphere

In classroom teaching, students are introduced to western history, customs, social conditions and lifestyles through slides, video clips and short and interesting articles on the Internet, so as to supplement students with as much cultural knowledge as possible. However, the classroom time is limited after all, so we should create a cultural atmosphere in many ways and aspects. We should make better use of network media, such as newspapers, magazines, radio, television, movies, etc., to build a bridge between cultures. On the one hand, they can provide the latest and most vivid language and cultural information; On the other hand, movies and TV can help students understand the non-verbal communication methods such as gestures, expressions and body language of British and American people, which can make students understand western culture vividly and intuitively.

2.2 Creating English Language Environment

Teachers can create various language environments through network teaching equipment in class, for example, through man-machine dialogue, network virtual communication and other means, let students play different roles in them, make them feel immersive, and thus guide students to use what kind of expressions in different occasions. Let students understand that when using language, they should consider the identity and status of speech participants, and use appropriate and appropriate language according to different interlocutors. Teachers should point out that if the language form is correct and does not conform to the role identity or occasion, so that students can actively organize their language with English thinking in practical exercises, make full use of all kinds of language knowledge and skills they have mastered, and improve their communicative competence.

2.3 Appropriate transformation of thinking mode

In the process of cross-cultural communication, the information transmitted by both parties is influenced not only by linguistic factors (such as syntax and semantics), but also by non-linguistic factors (such as social, cultural, physiological and psychological factors). This requires us to change from the verbal angle of Chinese to the verbal angle of English in communication, and communicate according to the characteristics and thinking habits of the two languages. Through video clips and real chat records with foreign teachers or foreign friends on the Internet, students can be more intuitively and profoundly introduced to the differences between Eastern and Western ways of thinking. Through examples, self-awareness and summing up the different characteristics of the Eastern and Western ways of thinking, so as to further deepen students' understanding of the transformation of language thinking mode. Let students understand the differences between the Eastern and Western ways of thinking, change their thinking modes in English learning, and avoid the interference of mother tongue.

2.4 Targeted training for different majors

The cultural content involved in communication varies from major to major. The cultural content involved in diplomacy is very political, while foreign trade majors need to draw cultural nutrition from the history of commercial development, while literature majors value national psychology and folk customs; Art majors capture cultural heritage from the change of aesthetic concepts. Culture should be broad, so we should focus on culture teaching according to different majors.

3. CROSS-CULTURAL COMMUNICATION TEACHING MODE BASED ON CROSS-SCHOOL CREDIT PLATFORM

3.1 Advantages of cross-school credit teaching mode

Online learning for cross-school credits is a new online and offline hybrid cross-school joint teaching mode of "based on and beyond the network". Relying on high-quality teaching resources and modern

information technology, this model promotes the co-construction and sharing of teaching resources and the reform of teaching mode, teaching method and assessment method.

3.1.1 Promote the sharing and balance of teaching resources among universities

In recent years, colleges and universities have continuously expanded their enrollment scale, The most direct problem that comes with it is that all kinds of educational resources in colleges and universities are facing tremendous pressure, As a new teaching mode, cross-school study and credit mutual recognition can not only improve the utilization rate of teaching resources in colleges and universities, avoid the waste of educational resources, but also break down the barriers between different colleges and universities, balance the teaching gap between different levels of colleges and universities in different regions, and promote the sharing of educational resources.

3.1.2 Improve students' learning autonomy and improve the quality of personnel training

As a new thing, Breaking the traditional teaching mode of chalk + blackboard in colleges and universities, Innovating the personnel training mechanism, It broadens students' horizons and provides students with more and better online learning resources. Students can arrange their own learning time and place according to their own needs. Students' autonomy and flexibility in learning are greatly enhanced, students' interest in learning is improved, students' learning effect is improved, and the quality of personnel training in colleges and universities is continuously improved.

3.1.3 Promote communication among teachers in different universities, which is conducive to teachers' professional growth

Choosing the course-building and course-using sides of cross-school credit courses, the universities of both sides generally converge in teaching mode, educational administration and textbook selection. At the beginning of taking each other's courses, the teachers' teams of both sides communicate and exchange on the implementation methods and assessment methods of the courses. During the use of the course, the teachers' team members of both sides can see each other's operation on the Superstar platform, and can communicate at any time if they have any questions. These practices have realized team cooperation, cross-school teaching and research, and collaborative education among universities, and promoted the transformation of teachers' teaching ideas and teaching methods.

3.2 Online and offline mixed cross-cultural communication ability training teaching mode

3.2.1 Concrete realization of "offline" learning

Here, "offline" refers to classroom teaching, in which teachers teach in groups or even give individual counseling through pre-class learning tasks arranged in advance. First of all, before class, the teaching content should be re-integrated, and "online" learning tasks should be arranged. According to the syllabus, the knowledge points are re-classified. In the design of teaching courseware, the knowledge points are combined with the contents of IWrite published by Foreign Language Teaching and Research Press in the online open class. Finally, "online" learning tasks are arranged according to the teaching process. Secondly, the expansion design of teaching methods in class. Teachers focus on answering students' questions and commenting on practice answers, further understand students' mastery of knowledge through classroom questions or quizzes, explain the key points, difficulties and error-prone points of this unit, and deepen students' online learning knowledge points in the form of quizzes and competitions. For chapters with simple and easy-to-understand contents, students go to the podium to explain knowledge points, and then teachers give comments and guidance to train students' autonomous learning ability and enthusiasm.

3.2.2 Concrete implementation of "online" courses

In the new era of Internet, students should make full use of network resources to improve their ability

of cross-cultural communication. Now there have been a lot of language network self-learning software popular with college students on the network platform, so students can learn independently after class through the network. These online learning software can fully simulate the real listening and dialogue scenes in daily life, so that students can create sufficient listening and dialogue conditions for themselves. In the learning process, students should pay attention to the imitation of pronunciation and tone, which can not only train students' expression ability, but also improve students' language communication ability imperceptibly. In addition, these network audio-visual and speaking software generally focus on students' self-study in curriculum setting, which can fully mobilize students' learning autonomy, generate interest in English listening learning, and then improve students' listening learning efficiency. It is worth noting that when students choose online listening learning content, they must choose courses of corresponding grades according to their own learning ability. If they are confused in the learning process, they can seek answers by means of the Internet or directly establish contact with teachers to seek answers.

First of all, we can adopt the teaching method of "Internet plus topic-related texts". Teachers use the latest articles and send them to students before class, so that students can learn independently and preview relevant knowledge; In class, the teacher sums up the relevant sentences and vocabulary, so that students can learn, discuss and translate the relevant contents under the guidance of the teacher, and report the learning results orally, so as to be able to understand and translate. Give timely feedback to students after class to promote students to improve their learning strategies and consolidate relevant knowledge. Furthermore, according to the students' learning reaction, teachers should improve the content of relevant texts for re-teaching, so that the pre-arranged texts can promote teaching, students can better absorb the teaching content, and achieve a win-win situation for both teachers and students.

Secondly, the teaching method of "Internet plus WeChat English" is adopted. In the process of foreign language teaching, Teaching closely combined with vocabulary of various specialties, Because WeChat has the advantages of mini-nature, easy operability and multi-dimensional interactivity, In the answer after class, add prefixes and other words of common words to learn, build a learning platform, break the teacher-centered one-way knowledge transfer mode, and change the multi-interactive teaching from "want me to learn" to "I want to learn", so as to promote students to make full use of their spare time to realize language fragmented learning and meet individual learning needs.

Finally, foreign language online courses are characterized by language and complexity, With its powerful Internet gene, focusing on students' autonomous learning, paying attention to openness and interactivity, it can fully integrate the achievements of English teaching reform and continuous innovation, break through the limitation of time and space, and improve students' freedom. It greatly makes up for the lack of traditional English classroom and realizes the leap-forward development of English education. Single means such as paper and pencil test widely used in teaching. Therefore, it is of great practical significance and research value to form a relatively perfect evaluation system, guide and improve the efficient implementation of online courses in China, help students choose their own courses in online courses, and make the study of courses more conducive to students' development.

4. CONCLUSIONS

In the information age, blended learning fully integrates the advantages of traditional classroom teaching and online learning, which not only pays attention to the leading role of teachers in teaching, but also pays attention to the embodiment of students' initiative and creativity as learning subjects. Through various empirical studies, it shows that the mixed teaching mode has great potential, which enriches the teaching mode of efficient courses, promotes the teaching reform of related courses, and

plays a great role in improving the teaching effect. In the era of "Internet plus Education", it is of great significance to explore the strategies of cultivating college students' cross-cultural communication ability and implementing mixed teaching mode based on cross-school credit platform for students' learning evaluation.

5.ACKNOWLEDGEMENTS

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