

Innovative Foreign Language Education in Universities from the Perspective of Cross Cultural Communication

Shilei Song

City Institute, Dalian University of Technology, Dalian, 116600, China

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Abstract: In recent years, with the development of economic globalization, different cultures and languages from different countries have come into contact and collide with each other. In order to occupy a dominant position in the fierce competition in the talent market, China should optimize and improve the existing higher foreign language education system to meet the actual needs in the context of cross-cultural communication. Specifically, in the process of foreign language teaching in universities, one should have a high level of cross-cultural awareness, understand the internal and external factors that affect foreign language teaching in the context of cross-cultural communication, and cultivate English talents who meet the needs of internationalization.

1. Introduction

In the current situation, due to the lack of balance and balance in the English language structure, incomplete and incomplete curriculum, and the lack of scientific and reasonable student ratio allocation, coupled with the existing teaching and evaluation system being incomplete and incomplete, and the shortage of excellent teacher talent, the level and quality of higher foreign language teaching in China are relatively low. Universities should cultivate cross-cultural awareness among students and teachers in the process of foreign language teaching innovation, understand the internal and external factors that affect foreign language teaching, and optimize, improve, and reform the existing higher foreign language teaching system to maximize the positive role of cross-cultural communication.

2. Problems in the process of foreign language education in universities

2.1. The concept of foreign language education is relatively backward

Due to traditional cultural constraints, most foreign language teachers in higher education only cultivate students' basic theoretical knowledge, oral skills, and exam skills, without realizing the importance of cultivating creative thinking and innovative abilities. In recent years, relevant departments in China have begun to recognize the importance of foreign language teaching reform, and have introduced many policies and regulations related to foreign language education reform.[1] They require universities to adhere to student-centered approach in the process of cultivating English

talents, ensure students' scientific development, cultivate students' comprehensive and professional qualities, and guide students to establish correct personalities and values, And it is also necessary to comprehensively cultivate the improvement of students' cross-cultural communication abilities. However, in the current situation, due to the differences in economic development among different regions in China, the relevant systems for foreign language education reform cannot be implemented. In addition, the existing supervision and management system is incomplete and incomplete, resulting in many problems in the process of higher foreign language teaching in China. Overall, due to the fact that most universities place more emphasis on knowledge learning and language skill development in the process of foreign language teaching, and do not explain and study the humanities and history of foreign language countries, the level of foreign language education in universities under the current cross-cultural communication background cannot meet the actual needs of society.[2]

2.2. The content of the foreign language teaching syllabus does not meet the basic needs of cross-cultural communication

Although some universities have recognized the importance of cultivating students' cross-cultural communication skills in the process of foreign language teaching, due to one-sided cognition, specific methods have not been implemented in the actual foreign language teaching process, and more scientific and reasonable implementation methods and assessment standards have not been developed to assess and evaluate students' cross-cultural communication abilities. In this process, in order to improve students' intercultural communication ability and level, colleges and universities should specify a detailed intercultural communication ability training program in the foreign language teaching syllabus. By improving students' cross-cultural understanding and agility, they can comprehensively cultivate the emotional factors, cognitive factors and behavioral factors contained in students' intercultural communication ability in the process of English teaching. Specifically, regarding emotional factors, it mainly refers to students being able to actively participate in cultural communication activities in the current cross-cultural communication context, and possessing full enthusiasm, enthusiasm, and initiative in learning; Regarding cognitive factors, it refers to students being able to understand their own culture and the culture of others, thus forming a new world cognitive perspective and cultivating their cross-cultural awareness; Regarding behavioral factors, it mainly refers to requiring students to engage in effective cross-cultural communication activities.[3]

2.3. The existing foreign language teaching curriculum system is incomplete and incomplete

As a compulsory course, college foreign language courses can enable students to understand world culture and the excellent history of major countries, with relevant characteristics of instrumental and humanistic nature. Therefore, in the process of designing university foreign language curriculum systems, universities should aim to cultivate students' cultural and professional literacy, impart international cultural knowledge to students, ensure that the constructed foreign language curriculum teaching system meets the needs of cross-cultural communication, and comprehensively improve students' professional and comprehensive literacy. However, in the current situation, most universities only use foreign language education as a language tool in the process of setting up their college English curriculum system. They only cultivate students' listening, speaking, reading, writing, and translation abilities, and assess their mastery of foreign language knowledge through exam scores. They do not recognize the cultural characteristics of foreign language culture, nor do they integrate students' actual cross-cultural communication abilities, Implement higher foreign language education. In this process, it is necessary to develop more detailed and reasonable plans for imparting humanistic knowledge in foreign language education classrooms, in order to lay the foundation for the continuous improvement, optimization, and upgrading of the subsequent foreign language curriculum system.

2.4. The faculty needs to be strengthened

Only by ensuring that the teaching team has a high level of professional and comprehensive literacy can it lay the foundation for the subsequent cultivation of innovative foreign language talents. However, in the current situation, most foreign language teachers in universities have not kept up with the times, and have optimized and improved their professional and comprehensive qualities in accordance with the current cross-cultural communication needs of foreign language education. Therefore, colleges and universities should strengthen the professional skills training of foreign language teachers, so that teachers can go out of the school and participate in the actual process of foreign teaching research. Through vertical and horizontal ways, foreign education and the education of our school should be compared and matched, so as to eliminate the dregs, extract the essence, and innovate foreign language education in colleges and universities. In general, in the process of building a team of foreign language teachers, long-term considerations should be taken into account, with a high degree of internationalization and cross-cultural communication, in order to actively introduce advanced foreign language education innovation concepts, innovative thinking, and innovative abilities, and combine diversified and multi-level foreign language teaching methods to cultivate high-level foreign language talents suitable for cross-cultural communication backgrounds.

3. Analysis of Obstructive Factors in Innovative Foreign Language Teaching in Universities from the Perspective of Cross cultural Communication

3.1. Differences in cultural values between China and the West

Due to significant differences in historical and social development between China and the West, it can lead to different values between the two sides. Generally speaking, Chinese culture places more emphasis on respecting the ancients and ancestors, and emphasizes the interests of collective teams; Western culture is mainly based on freedom, innovation, and independence, with a focus on cultivating strong individual consciousness. Due to certain differences in values between China and the West, there are differences in the understanding of synonyms or things. For example, regarding the word Individualism individualism, it has a certain derogatory meaning in traditional Chinese cultural values, while in Western cultural values, it emphasizes individual values and the positive role of individuals in the entire society and the country. Cross cultural communication mainly refers to the dissemination and communication of cultures from different countries and languages. Therefore, in the process of foreign language teaching activities, universities should pay attention to the following points: first, ensure that all information transmission has authenticity, reliability, and rationality. Secondly, in the process of foreign language teaching, it is necessary to fully respect the authors and target audience of the original language. In addition, foreign language teachers cannot criticize or speculate on others' foreign language culture. Overall, foreign language teachers in universities should ensure fairness, justice, and equal treatment in the process of conducting foreign language teaching in order to promote cross-cultural communication and cultivate students' communicative abilities. In recent years, with the development of economic globalization, China's existing foreign language education has also made certain achievements. However, with the deepening of China's reform and opening up, there will also be many problems in the subsequent teaching process, such as significant differences in cultural cognition between domestic and foreign countries, and communication is still on the surface.

3.2. The impact of cultural background differences

Different ethnic characteristics and regional features can lead to different cultural backgrounds, and to some extent, they can affect innovative foreign language education achievements from the

perspective of cross-cultural communication. For example, in the process of teaching certain traditional proverbs in foreign languages, if only the foreign language is directly translated into Chinese, it cannot reflect the profound meaning contained in foreign language culture, making it difficult for students to understand. Specifically, since foreign language teaching is actually a communication between two different languages and cultures, cultural differences can affect the effectiveness and quality of subsequent efficient foreign language teaching activities. In the process of conducting foreign language teaching in universities, the following aspects should be followed: firstly, there are differences in the ways of thinking and expression between China and the West. Chinese culture places more emphasis on understanding and artistic conception, and is more accustomed to using a broad to micro, large to small approach, while the West places more emphasis on form, with a more rational way of thinking and logic. Secondly, Chinese culture respects older ancestors and is more nostalgic, while Western culture values freedom, innovation, and change. Once again, there are significant differences in beliefs between Chinese and Western cultures. In China, Confucianism is mainly used as the basic norms and guidelines for social life, self-cultivation, and family unity, while Western culture is mainly based on religious beliefs. Overall, due to significant cultural differences, foreign language teaching personnel in universities should clarify the root causes of these differences in order to ensure that the information conveyed through language is more accurate and reliable.

3.3. There are differences in the way of thinking

Since Chinese characters are hieroglyph, more attention is paid to the correct expression of pronunciation and semantics, while foreign language English pays more attention to the logical expression of voice and tense. Therefore, foreign language teachers in universities should not blindly copy and misunderstand the original meanings of some foreign languages during the teaching process.

3.4. Interpersonal relationships between teachers and students

Firstly, whether teachers respect students' choices in the teaching process, understand their problems in the learning process, and maintain a tolerant, fair, and just attitude. Only by gradually and patiently tutoring students can they create a good and harmonious teacher-student relationship, and thus stimulate students' learning enthusiasm and initiative in the foreign language teaching process, comprehensively improving the level and quality of foreign language teaching. Secondly, can teachers discuss with students in the classroom, guide them to understand the difficulties and key points in the teaching process, and maintain the teaching order, so that students can actively cooperate with the teacher's teaching work in the classroom, thereby cultivating students' innovation awareness and cross-cultural communication ability.

4. The Social Significance of Cross cultural Non-verbal Communication

4.1. Recognizing the differences in cross-cultural nonverbal communication

Cross cultural nonverbal communication mainly refers to the common communication signals and related behaviors of cultural groups generated by students in the learning process. It mainly includes nonverbal communication behaviors and communication methods between different countries and language groups, which can better reflect the cultural differences between different cultures and languages. Through nonverbal communication behavior, it can truly reflect the true psychological activities and values of both parties in cross-cultural communication. By scientifically and reasonably applying non cultural communication methods, cultural conflicts and misunderstandings that exist in cross-cultural language communication can be effectively resolved.

4.2. The Learning Methods of Cross cultural Non-verbal Communication Behavior

In the process of carrying out foreign language teaching in universities, it is necessary to cultivate students' cross-cultural nonverbal communication abilities, and in this process, higher professional needs are put forward for teaching teachers. Firstly, foreign language teachers should have a high level of cross-cultural awareness and be proficient in using foreign languages for communication. At the same time, they also need to understand the language communication behavioral norms between different countries and cultures. In the subsequent process of foreign language teaching, by integrating the two, the level and quality of foreign language teaching in universities from the perspective of cross-cultural communication can be comprehensively improved. Secondly, advanced multimedia technology should be actively introduced, and through the scientific and reasonable application of internet and communication technologies, non-verbal communication materials related to teaching classrooms should be presented to students through videos, pictures, and animations. Through vivid, interesting teaching methods, students can understand the culture and non-verbal communication behaviors of different foreign languages. Finally, through the presentation of classic literary works, students can understand the nonverbal communication behaviors contained in current culture based on actual plot changes and case studies.

4.3. Improving students' cross-cultural nonverbal communication skills

Improving students' cross-cultural nonverbal communication skills can comprehensively improve the level and quality of foreign language teaching in universities. Firstly, regulating one's own emotional reactions. From the current perspective of cross-cultural communication, different cultural groups may have different reactions to different behaviors and social distancing. Therefore, it is necessary for students to actively engage in relevant theoretical knowledge in the process of foreign language teaching, and to constrain and regulate their own behavior. By controlling their own emotional reactions, they can comprehensively improve their cross-cultural nonverbal communication skills. Secondly, due to the differences in nonverbal cultural communication behaviors among different countries, cultures, and religious backgrounds, in order to comprehensively understand the behavioral habits of different cultural groups, it is necessary to understand the behavior, sign language, gaze, and contact behavior of different groups through videos, movies, and real life, in order to improve one's cross-cultural nonverbal communication skills and maintain good and harmonious social relationships.

5. Conclusion

In summary, in the current context of cross-cultural communication, in order to comprehensively improve the level and quality of foreign language teaching, cultivate foreign language professionals who meet social development and job requirements, universities should cultivate students and teachers' cross-cultural awareness in the process of foreign language teaching innovation, understand the internal and external factors that affect foreign language teaching, and optimize, improve, and reform the existing higher foreign language teaching system, Maximize the positive impact of cross-cultural communication.

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