

Intercultural Education of English Subjects and Critical Reading Teaching in College English

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Abstract: The cultivation of cross-cultural critical thinking ability is consistent with the cultivation goal of College English reading teaching. How to improve students' cross-cultural thinking ability in English reading plays an important role in the training of foreign language professionals. Culture depends on language to a great extent. English teaching is a language teaching, of course, it can not be separated from cultural education. Traditional reading teaching mainly focuses on the superficial understanding of text information and text structure, giving students less space and time to think. In addition to improving the ability of college students to read and write English texts, English reading teaching should also let students understand the ideological structure and writing intentions of the article, and acquire the social and cultural knowledge of English-speaking countries. The presentation of language knowledge and the design of language skills practice activities should pay attention to the cognitive rules. Instruct students to learn and use English through experience, practice, discussion, cooperation and inquiry.

1. Introduction

With the advancement of teaching reform and teaching research, the domestic English education circles have gradually formed a consensus on the development direction of English majors. English reading is a psychological activity in which readers use their mind and common sense to understand reading materials [1]. The primary purpose of English reading is to understand the text and grasp the reading methods, which belongs to the category of cognitive psychology. Language is an important carrier of culture, and culture restricts language. Language is the language of human society and culture, which is closely related to the culture of human society [2]. Language reflects the characteristics of a nation and contains its historical and cultural background. It also contains the nation's perceptions of life, lifestyles and ways of thinking. The enhancement of cultural awareness is the guarantee of proper use of language. In the aspect of cultivating cultural awareness, we oppose the practice of instilling the target language culture into the students, but focus on cultivating their sensitivity and tolerance to different cultures [3]. Traditional reading teaching stays in the shallow understanding of text information and text structure, giving students less space and time to think [4]. The National Language Policy level appeals to the English majors of all colleges and universities to take action, and to persist in the cultivation of speculative and intercultural competence [5].

Language and culture interact and interact. To understand language, you must understand culture, and understanding culture must understand language. In international exchanges, people of different cultural backgrounds often lack understanding of heterogeneous cultures, which may lead to misunderstandings and thus hinder normal communication [6]. In addition to improving the ability of college students to read and write English texts, English reading teaching should also let students understand the ideological structure and writing intentions of the article, and acquire the social and cultural knowledge of English-speaking countries [7]. Many former English majors read less and have poor ability to analyze and solve problems in English. Guiding students to carry out critical reading activities can effectively improve their cross-cultural thinking ability. The presentation of language knowledge and the design of language skill practice activities should follow the cognitive law. Then guide students to learn and use English through experience, practice, discussion, cooperation and inquiry [8]. Modern education emphasizes students' all-round development. It not

only pays attention to students' knowledge mastery, but also to students' experience and perception in the learning process [9].

2. Needs and Training of Intercultural English Professionals

The theoretical basis of English speculative reading teaching is that language is the carrier of culture. Learning a language is closely related to understanding the culture it carries. The ability of speculation is based on sufficient rationality and facts to carry out theoretical and objective evaluation. The cultivation of speculative ability is conducive to improving students' ability to analyze and solve problems. Teachers of English majors should cultivate their intercultural communicative competence by designing intercultural oral communication scenarios. For the choice of teaching corpus, the typical written and oral tasks in different international exchanges and workplaces should be selected. In addition to helping college students to lay a solid foundation in language, English reading classes also need to develop the ability of college students to analyze and solve problems. In the teaching process, we must not only carry out basic language teaching, but also conduct cross-cultural communication teaching and cultivate students' ability to cross-cultural communication. Language develops with the development of the nation, and language is an integral part of the social culture. Through their own experience, students combine experiences, knowledge and ideas with learning content to understand problems from different perspectives.

Oral English teaching is the focus of cross-cultural competence development. In oral English teaching, oral communication should be integrated with communicative competence and intercultural competence, and students' self-learning ability should be improved. The cultivation of speculative ability is conducive to improving students' ability to analyze and solve problems. There are many schools abroad that incorporate the cultivation of speculative skills into the curriculum. English reading class is limited, so students' autonomy in learning should be strengthened. In the aspect of cross-cultural competence training, English majors in Colleges and universities should train foreign language talents who are familiar with international rules, full of humanistic feelings and have a cross-cultural perspective through cross-cultural training. In daily oral communication, although the form of language is relatively simple, there are also many cross-cultural factors [10]. On the basis of further developing students' comprehensive language competence, this paper focuses on improving students' ability to acquire information, process information, analyze problems and solve problems in English, with special emphasis on improving students' ability to think and express in English.

As far as oral expression is concerned, it is necessary to guide students to express their ideas in a clear, accurate and justified manner, so as to improve their cross-cultural thinking ability. The relationship between the English learner corpus and the learning effect is assumed to be consistent with the observed data. The path coefficients of the path model are significant. Figure 1 is a path analysis model for the effective learning environment construction dimension and learning effect.

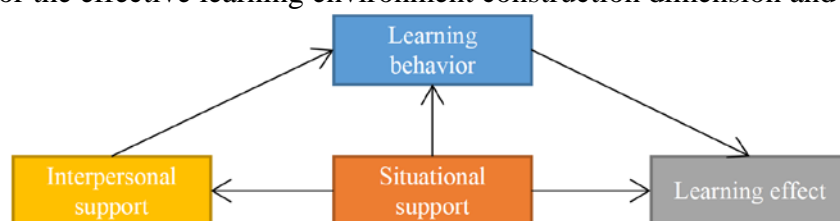


Fig.1. Path analysis model

In the actual teaching, the teacher should combine the simulation scenarios, and introduce the cultural factors involved in it in a targeted way, and put the language into the specific pragmatic context for teaching. Language is inseparable from culture, culture depends on language, and English teaching is language teaching. Of course, cultural education is inseparable. When teachers explain words in combination with texts, they should not only guide students to accurately grasp the meaning of words, but also encourage students to think about such problems. Listening teaching content should specifically design cross-cultural reflection modules to cultivate students'

cross-cultural communication skills and enhance cultural self-confidence. Teachers should make students develop the habit of thinking in English, and train their oral and written expressions. Teachers should make students develop the habit of thinking in English, and train their oral and written expressions. Using background knowledge to teach is not only beneficial for students to grasp the outline of reading articles, but also to deepen students' understanding of materials. To some extent, communicative competence has become a measure of English proficiency. Therefore, in daily teaching activities, we should pay enough attention to the cultivation of students' communicative competence.

3. The Theoretical Basis of Experiential Reading Teaching in English

Teachers should encourage students to innovate texts according to their personal life experience so as to improve their thinking ability. The new listening teaching model can bring new vitality to the teaching of listening by incorporating multiple objectives and cultivating English majors' intercultural competence. Teachers should encourage students to innovate texts according to their personal life experience so as to improve their thinking ability. If we neglect cultural background knowledge, we spend a lot of time teaching language knowledge in isolation. Not only is it time-consuming, laborious and ineffective, but it will also increase the burden on students and make them lose interest in learning. Reading ability mainly depends on the amount of reading. The larger the amount of reading, the richer the background knowledge accumulated by students, and the easier it is to understand the text. For the development of language skills, language skills should be trained in both listening skills and strategies. Teachers should include the total amount and quality of learning at all stages of the student, the learning effect inside and outside the class, and the degree of participation in reading classroom activities, all of which are included in the course evaluation system. It is not only important but also necessary to carry out cultural education in vocational English teaching and to cultivate students' intercultural communication skills.

Language users can properly understand and express words according to various factors such as topic, speaker's identity, and communication purpose. There are also significant positive correlations between learning behavior, interpersonal support, and situational support. It shows that the three dimensions are related to the learning effect, which further reflects the high internal consistency of the overall scale. As shown in Table 1.

Table 1 Effective learning environment construction corpus correlation analysis results

	Learning behavior	Interpersonal support	Scenario support	Learning result
Learning behavior	1	0.648	0.713	0.645
Interpersonal support	0.692	1	0.579	0.582
Scenario support	0.736	0.625	1	0.694
Learning result	0.723	0.596	0.643	1

In the foreign language teaching in our country, there are inadequacies in the combination of speculative ability and teaching. English major intensive courses should bridge the gap between language skills and discernment. In intensive reading, teachers should pay attention to cultivating students' speaking ability. Intensive courses teachers should use the first ten minutes of each intensive course to lead students to give lectures. There are a wealth of reading materials in English textbooks, including many cross-cultural factors, which create conditions for cross-cultural education. Nowadays, English textbooks are paying more and more attention to cultural factors, and they are equipped with synchronous teaching materials, which combines the rich cultural content of English-speaking countries. Teachers must seize the opportunity in English teaching and input corresponding cultural knowledge purposefully. Then broaden students' knowledge, reduce mistakes and improve their cross-cultural thinking ability. Students practice impromptu speeches.

Through the training of the content and skills of speeches, students' ability to speak in English in public and their speculative ability have been improved. Teachers should specify reading materials in a planned way in conjunction with classroom learning. And regularly check and evaluate the results, so that extracurricular reading has real practical significance.

4. Conclusion

The teaching of English majors in Colleges and universities should pay attention to the combination of English language skills with profound cross-cultural ability and good speculative ability, so as to construct a reasonable and scientific teaching model. Students can explore, analyze, reason, summarize, judge and evaluate effectively by themselves. Reading ability mainly depends on the amount of reading. The larger the amount of reading, the richer the background knowledge accumulated by students, and the easier it is to understand the text. Teachers should include the total amount and quality of students' learning at all stages, the learning effect in and out of class, and the degree of participation in reading activities in the curriculum evaluation system. Learning process assessment is not only conducive to improving college students' language skills, but also to improving their overall quality. Teachers combine classroom learning to plan extra-curricular reading materials in a planned manner and check them regularly. It can comprehensively test the ability of college students to actually use language and respect the subjectivity and creativity of college students. Speculative English reading teaching not only enables students to experience the pleasure of reading, learns language knowledge, practice language skills, but also cultivates the teamwork spirit of students through interactive activities. In turn, the ability to analyze and solve problems has been improved, and the ability to think has been cultivated.

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