

On the Cross-Cultural Education of College English in the Context of Internationalization

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Abstract: With the development of economic globalization and internationalization of higher education, the importance of cross-cultural education in Chinese College English is becoming more and more prominent. This paper tries to find out the strategies from the following three aspects: first, to clarify the necessity of education between different cultures; second, to clarify the problems of education between different cultures in College English in China; third, to analyze the reasons; and to guide the principles and teaching methods.

1. Introduction

As an international language, the importance and role of English in international communication is self-evident. Under the background of the internationalization of higher education [1], College English education has gained unprecedented opportunities for development, and has become an important way for the internationalization of higher education in China. Therefore, from the perspective of internationalization of higher education, it has a very strategic and practical significance for exploring the education between different college English cultures [2].

2. The Necessity of Cross-cultural Teaching in College English Under the Background of Internationalization of Higher Education

In modern society, the progress of various means of communication makes the communication between people all over the world more and more frequent. Language communication alone is not enough to solve all communication problems. Culture is an indispensable factor in international communication [3]. Therefore, in the context of the internationalization of higher education, College English education must be accompanied by the introduction of culture and the cultivation of English learners with language skills. English learners can broaden their horizons and improve their cultural level by learning foreign cultures different from their native cultures. This necessity is reflected in the following aspects [4].

2.1. The needs of improving college students' English ability

Language is a mirror of national culture and cannot exist independently of specific national culture. In modern society, direct communication of language is a direct way of communication between people of different countries and cultures. If both sides of the communication do not understand each other's language knowledge and culture, then this will indeed lead to cross-cultural communication [5]. Therefore, College English education must correctly deal with the relationship between language learning and cultural learning, and strengthen the introduction of cultural factors in the process of language learning. Through the educational concepts and methods between different advanced cultures, students can fully understand the target culture, so that they can accurately and flexibly use language in different themes, contexts and cultural backgrounds. Have comprehensive English communication skills. In the specific process of education, we should pay attention to the structure and form of language and the combination of language education and education between different cultures. Language knowledge should be taught in a specific cultural context in order to promote the cultivation of College Students' language competence [6].

2.2. The needs of strengthening cultural exchange and developing local culture

Language is a tool of communication. The main purpose of language learning is to communicate. The communicative competence of English learners is an important measure of English proficiency [7]. Therefore, the main goal of daily English education is to cultivate students' communication ability. Through English education in different cultures, we can meet the urgent need of international cultural exchanges. Through the study of foreign language textbooks, we can strengthen students' deeper understanding of mother tongue culture and national culture. The purpose is to learn and understand the target language culture [8]. So far, the proud self-confidence of the state and the state can improve the differences in the process of communication between different cultures, maintain self-sustainment, and seek common ground, cultural achievements and possible cultural personality of independent stage activities of world cultural exchanges. Therefore, in the process of College English education, professors from different cultures should understand clearly the differences between different cultures as the premise, as the unification of cultural education in the daily teaching process. This requires the development of regional culture and the promotion of national spirit [9].

2.3. To meet the needs of the internationalization development trend of higher education

In the new century, the trend of cooperation among different cultures, borders, ethnic exchanges and higher education is becoming more and more obvious. The main reason for this trend is that the global market has brought great challenges to higher education. The developed countries represented by the United States are very important for the cultivation of exchange talents between different cultures. The demand for talents in international language exchange and the internationalization of higher education have promoted the reform of higher education in the world and become the future direction of higher education [10]. The second is to promote economic globalization, coordinated development and export-oriented economy. Various international economic groups are important strategies to promote dialogue, exchanges and economic development between countries and the world in order to meet the challenges of internationalization. University is an important tool to complete this strategy and improve national competitiveness. Finally, English is an important carrier of the world's cutting-edge scientific and technological exchanges. The most sophisticated science and technology has shown innovative thinking and research results in English, accompanied by creativity in the process of internationalization of science and technology. Cross-cultural communication. According to this trend, English education can focus on the culture introduced in the process of language skills guidance. Education between different cultures can spread and integrate different cultures. But it has played a positive role in promoting international exchanges and scientific and technological exchanges. In the process of College English education, it is an inevitable choice to cultivate comprehensive talents who can guide and communicate among different cultures, regions and across borders to adapt to the international development trend of higher education and strengthen the close relationship between countries.

Table 1 International path classification of knight

Approach	Description
Activity	Categories or types of activities used to describe internationalization: such as curriculum, student/faculty exchanges, technical assistance, international students.
Competency	Development of new skills, knowledge, attitudes and values in students, faculty and staff. As the emphasis on outcomes of education grows, there is increasing interests in identifying and defining global/international competencies.
Ethos	Emphasis is on creating a culture or climate on campus, which promotes and supports international/intercultural initiatives.
Process	Integration or infusion of an international or intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

3. An Analysis of the Problems and Reasons of Cross-cultural College English Teaching in China

3.1. Problems in cross-cultural teaching of college English

From the perspective of comprehensive English application ability of Chinese University graduates, “dumb English” and “fluent fool” are common phenomena when Chinese university graduates communicate in English. In the process of cultural exchanges, cultural differences are an insurmountable gap between the two parties. The communication between different cultures needs not only the rules of language, but also the cultural rules of language communication, which is undoubtedly of great importance. However, intercultural teaching is the weakest link in English teaching in China, and there are many problems.

Table 2 A comparison of college English teaching objectives

Syllabus	Teaching objectives
1986 Outline	To cultivate students' reading ability, listening ability, writing and speaking ability. Students can use English as a tool to acquire information needed by their major and to improve their English proficiency. Have a good foundation.
1999 Outline	To cultivate students' reading ability and certain listening, speaking, reading, writing and translation abilities so that they can exchange information in English. College English teaching should help students lay a solid language foundation, master good language learning methods and improve their cultural literacy so as to meet the needs of social development and economic construction.
2007 Course Requirements	To cultivate students' comprehensive application ability of English, especially their listening and speaking ability, so that they can communicate effectively in English in their future work and social interaction, at the same time, enhance their autonomous learning ability and improve their comprehensive cultural literacy, so as to meet the needs of social development and international exchanges in China.

At present, although Chinese college students' English conversational competence has been improved, there are some obstacles in the process of reading, conversation, listening and writing. This is mainly due to the goal of College English education in China. Set low. For example, in terms of vocabulary, the basic vocabulary requirement of Chinese college graduates is 4500 vocabulary, and their English proficiency is up to CET-4. There is a big gap between this vocabulary condition and the 5900 minimum vocabulary standards of Japanese and Russian students. In addition to vocabulary, there is a big gap between Chinese college students' English ability in school and other countries. Romania, for example, does not have public English courses for University education. There is no significant difference in English proficiency between English majors and non-English majors. However, Chinese college students learn English within two years of enrollment. After CET - 4, many universities no longer offer college English courses. The overall goal setting of College English education in China is relatively low. Many College English teaching goals do not include the cultivation of students' intercultural communication ability and examinations. Many teachers do not understand the concept of intercultural communication. In the process of English education, the understanding of different cultures is still at the level of teaching foreign cultures and habits.

The current English syllabus in China puts forward the guiding requirements for improving students' cultural quality, but it can not form a complete cultural teaching system. Therefore, different college English teaching has no continuous rules in different cultural processes, and the cultural achievements of English teaching are regarded as the cultural goals of English teaching. In the process of teaching, teachers only scatter some cultural knowledge. There is no system at all. Obviously, there is no obvious effect on the improvement of students' communication ability between different cultures. It is difficult to learn from knowledge of different cultures. Understanding the importance of intercultural communication. Moreover, there are no college English textbooks that focus on improving students' intercultural communication ability. Most of the English textbooks in Chinese universities introduce western culture and social background, and

have little knowledge of other cultures. There is little knowledge of Chinese traditional culture in public English textbooks. In addition, the lack of introduction of cultural and social knowledge has a negative impact on the improvement of College Students' communication ability and the success of intercultural communication.

Nowadays, the commonly used English education models and guidance methods in College English teaching in China are not flexible. In a particular classroom, almost all the guidance methods are used. Students' main roles are not fully utilized. And that, to some extent, hinders the implementation of education between different cultures. Through the in-depth study of Chinese English education theory, many communication and cognitive methods widely recognized and understood by college English teachers have introduced many new guiding methods. However, these teaching methods have not been widely used in College English education. In the classroom. Moreover, language education is still the focus of College English education curriculum. The content of the course is mainly about the teaching of language, grammar and translation. Students are widely used in reading extracurricular materials, learning knowledge of different cultures, and cultivating communication between different cultures. Ability lacks correct leadership. In order to make students lose interest and enthusiasm in English learning, it is not uncommon to carry out cramming and flickering education in the classroom.

3.2. Reasons for problems in college english intercultural teaching

One of the most important factors for the lack of cross-cultural education in College English education in China is the teacher factor. Some English teachers lack their own cultural knowledge and awareness, which is influenced by traditional educational ideas. As a result, they lack English knowledge and teaching of language forms, as well as educational concepts among different cultures. Professor theory research between different cultures in China is still in its infancy compared with European and American countries. The depth of theoretical research and the extent of practical exploration are still insufficient, and the cross-cultural English education in China lacks clear policy guidance. In the process of explaining, the teacher only teaches the knowledge of cultural background, but does not have a thorough understanding of the complete cultural teaching system.

In the process of English education, students are the main body of the educational process. Students' learning attitudes, motivations and methods are important factors affecting the intercultural education of College English. Nowadays, Chinese college students do not understand the significance of culture in the study of different cultural knowledge. The understanding of cultural knowledge is limited to the surface, while the understanding of cultural meaning is more superficial. Without initiative and enthusiasm in the process of learning, the relationship between language learning and cultural learning cannot be correctly handled. There is obvious utilitarianism in the process of English learning. English learning is regarded as a means of examinations, postgraduate hunting and coping with studying abroad. Therefore, in learning English knowledge, little attention is paid to strengthening the study of foreign culture. For a long time, Chinese college students have been educating and editing in accordance with the ideas of Chinese traditional culture. They form a way of thinking about thinking and value methods. As a result, they learned a lot of Western culture and ideas and set up their own culture during their university years. That tendency is bound to have a great impact. In this case, due to the lack of a deep understanding of the cultural differences between China and English, this kind of opposition may affect the development of English education in different cultures and students' intercultural communication ability.

3.3. Strategies for cross-cultural college English teaching in china under the background of internationalization of higher education

College English education among different cultures focuses on cultivating students' rich language knowledge, strong communication ability and communication ability of different cultures. Language education includes vocabulary knowledge and grammar knowledge, while cultural education includes learning cultural knowledge, cultivating communication knowledge between different cultures and communication ability between different cultures. In the process of English

learning and cultural learning, students can not only learn solid English knowledge, but also communicate and use English knowledge effectively. At the same time, through English education, students can reflect their mother tongue, fully understand the common laws of mother tongue and English, as well as the cultural composition of the two languages. Experience the culture of English-speaking countries in the process of actual communication, reflect it into the national culture, improve the sensitivity to cultural differences, and cultivate the emotion to the culture of English-speaking countries. Under the guidance of teachers, we should coordinate and solve the cultural disputes that arise in the process of students'intercultural communication.

In order to understand the different cultures of universities, it is necessary to carry out English education in order to understand the different cultures of universities. That is, according to the different characteristics of students, according to their expertise to educate students, in order to cultivate students'ability to communicate different cultures between different educational methods and appropriate guidance. We should strengthen the interaction between students and teachers between Chinese and Western cultures and develop the education between different cultures of English in the process of interaction. In addition, the balance of cultural education and the combination of language education and cultural education are important principles for understanding different university cultures.

With regard to teaching methods, the teaching methods between different cultures of College English are not limited to specific methods or teaching methods, and specific teaching methods should be designed according to different teaching contents. The comprehensive use of various methods has broken the fixed pattern of English education in China for a long time and has the advantage of learning from each other. If different teaching methods are applied to the actual classroom teaching process, then teaching methods and methods will combine students'knowledge structure and life experience to achieve the best teaching results. Besides the proper application of traditional cognitive schools such as grammar translation, consciousness contrast and cognitive method, teaching methods can also start from the following two aspects.

Use direct communication and communication. Communication mode emphasizes the social communication function of language, and cultivates students'communication ability in the front line of practical teaching. When this method is applied to English education among different cultures, teachers will combine various teaching methods based on regular English textbooks and transform them into practical communication processes. In order to determine the guiding objectives between different cultures, it is necessary to set up different cultural English education practice activities according to students'actual communication needs, and to create different cultural English education practice activities to meet the actual needs. In addition, in the actual classroom teaching, we combine language education and cultural education in order to compare the differences between Chinese and Western cultures, so that students can have a deeper understanding of the cultural connotation of language forms. The so-called direct teaching method refers to direct learning, direct understanding and direct application of the target language in the teaching process. In the process of practical education, learners must equate their mother tongue with the target language. In order to understand the language textbooks directly, they must apply the thinking mode of English. Teachers can use detailed explanations of grammar knowledge to teach various visual movements such as physical displays, games and sports. Instead, oral communication and textbooks focus on cultivating students'English thinking.

Adopt research-based learning methods. The research-based learning model pays more attention to changing the traditional education mode between teachers and students in order to provide more channels for students to acquire knowledge and practical opportunities. Moreover, it will create a more open learning environment for students. When applying this method, teachers should provide students with ideas, supplementary knowledge and introduction methods to guide them to question the original knowledge and continue to explore and innovate. In this way, while deepening their language and cultural advantages, students can understand the charm of English and culture, deepen their understanding of English and culture, compare and criticize from many aspects, and gradually form critical thinking.

4. Conclusion

Under the background of internationalization of higher education, College English education in China will continue to expand its thinking, define clear teaching objectives, reform and teaching methods. In learning English professional knowledge at the same time, improve the ability of communication between different cultures. The International College English intercultural education system has contributed to the internationalization of higher education in China.

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