

Exploration on the Teaching Mode of British and American Literature from the Cross-Cultural Perspective

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Abstract: In the current era, multiculturalism coexists and flowers bloom. British and American literature is no longer a closed cultural single body, but a complex of polymorphic culture. At this time, cross-cultural awareness is especially important in the teaching of English and American literature. It should be consistent throughout the English and American literature classroom teaching. A new era of cross-cultural era based on cross-cultural perspective, focusing on cross-cultural foreign language teaching and its communicative competence analysis, dig deep into the problems in the teaching model of English and American literature, and focus on the improvement strategies of English and American literature teaching models, so as to improve students' cross-cultural awareness and cross-cultural sensitivity, degree and cross-cultural skills to achieve an overall improvement in literacy.

1. Introduction

In the long history, under the catalysis of historical factors such as culture and politics, the diversified evolution of English and American literature reveals the ideology of different periods. In the classroom teaching of English and American literature, students can use the writers and their works in different historical stages as a window to appreciate the evolution of English and American language features and historical and cultural changes. This cross-cultural English and American literature teaching allows students to not only understand the cultural differences between different countries. It can also enhance the understanding of contemporary literary knowledge and enhance the practical use of language. This requires cross-cultural perspectives to analyze the cross-cultural English and American literature teaching model, grasp the problems existing in it, and then implement the improvement in a targeted manner, constantly adjust the classroom ecological environment, and then achieve the balance of the English and American literature classroom teaching model. Chemical.

2. Basic overview of cross-cultural foreign language teaching mode

2.1 Analysis of cross-cultural foreign language teaching

Cultural anthropologist Taylor said that culture is both a typical ability and a complex structure. It is based on values and encompasses knowledge, law, customs, etc. The culture integrates all kinds of complicated things and stands between people. Bridges are also the value orientation of people's behavior. Language, as a carrier of culture, is closely related to culture and carries the mission of cultural promotion and social progress. Hongling Zhang and Yudong Dai believe that cultural teaching and language teaching are like the pros and cons of the cross-cultural foreign language teaching. The status is equally important. It is necessary to unite the two so that the students' cross-cultural application skills can be improved. As shown in Figure 1 below, in the cross-cultural foreign language teaching mode, language teaching is the foundation and the foundation. Cultural teaching is a nutritional supplement, which is a dotted leaf embellishment. The two promote each other, mutual means and mutual purpose.

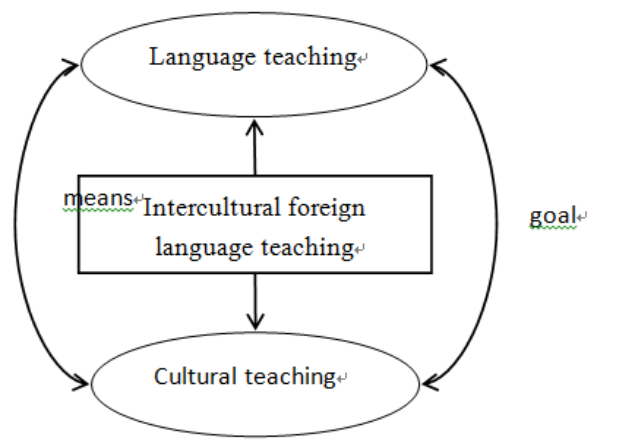


Figure 1 Intercultural Foreign Language Teaching

2.2 Analysis of intercultural communication skills

Intercultural communication ability is the ability to cross different cultural identities and achieve communicative purposes. As shown in Figure 2 below, the main content of intercultural communication competence is that there are three major parts: cross-cultural awareness, cross-cultural sensitivity and cross-cultural skills, which correspond to cognitive ability, emotional ability and behavioral ability. Among them, cross-cultural awareness is a difference between different cultures, which is related to cognition; cross-cultural sensitivity is a behavioral motive, understanding and acceptance of differences between different cultures; cross-cultural skills, reflecting behavioral ability, in cross-cultural Successful communication in the background. In cross-cultural foreign language classroom teaching, teachers should encourage students to view problems from multiple perspectives and perspectives, enhance multicultural awareness, avoid unilateral learning of language knowledge, and simplify cultural views. Of course, cross-cultural foreign language teaching is not only for students to simply learn and memorize cultural knowledge, but to cultivate independent learning based on culture. Enping Zhuang pointed out that cross-cultural foreign language teaching is an important topic in the reform of foreign language teaching. It is necessary to organically integrate language teaching and cultural teaching, and to experience the collision of cultural differences in thinking and analysis. This requires teachers and students to change their thoughts and concepts. Practically refine the implementation of cross-cultural teaching concepts. Cross-cultural teaching is a dynamic and variable process. In the classroom, students can continuously compare, discover and summarize the effective integration of different cultures, and independently learn and spontaneously learn the knowledge within the cultural field.

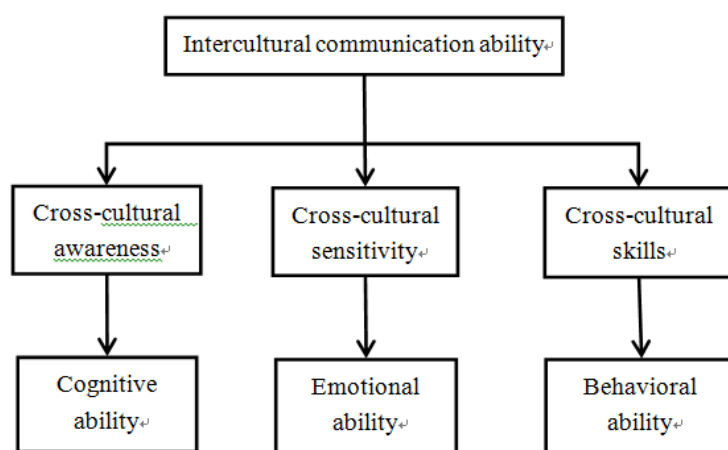


Figure 2 The main content of intercultural communication ability

3. Problems in the teaching mode of English and American literature in the cross-cultural perspective

3.1 Low attention to cross-border culture

As far as cross-border culture is concerned, the problem of low attention to students is widespread in colleges and universities. Although colleges and universities gradually establish an exchange mechanism and communicate with foreign university teachers, returning English teachers also have a positive attitude towards the teaching of English and American literature. In order to broaden the horizons of students, and to understand the English and American literary schools in depth, open English and American literature, but However, it is limited to a limited space. The problems such as the lag of English and American literature courses and the occupation of class hours are outstanding. It is difficult for students to explore and understand in depth. Naturally, they will not pay too much attention and the subjective learning attitude will gradually fade. In addition, the evaluation mechanism is lack of rationality, and the assessment is mostly in the form of closed-volume. Among them, objective questions are mainly used, subjective questions are less, and students' analysis of practical problems and ability to solve problems are neglected. In the long run, students are accustomed to and rely on such evaluation mechanism. It is wrong to believe that English and American literature only needs to be memorized, no need to understand in depth, and it is inevitable to deal with British and American literature negatively.

3.2 Intercultural Communication Ability Analysis

Teachers, as the core of teaching activities, are crucial to the teaching of British and American literature. Although some English teachers have returned from overseas study, they only account for a small part of the overall English teachers. In terms of the overall level, teachers' understanding of British and American literature teaching is relatively biased, which has the following manifestations, as shown in table 1 below, mainly reflected in consciousness, knowledge and ability. On the level of consciousness, some teachers are not sensitive enough to cross-cultural teaching, and their understanding of cross-cultural teaching is not thorough enough, which leads to deviation in the teaching direction of British and American literature. In the aspect of knowledge, the understanding and grasp of cultural background knowledge of British and American countries are not comprehensive enough. At the level of ability, some teachers still have deficiencies in intercultural foreign language teaching concepts, methods and skills, which need to be improved.

Table 1 Teachers' misunderstanding of English and American literature teaching

Relevant level	Existing problem
Awareness level	Insufficient cross-cultural sensitivity and incomplete understanding of cross-cultural teaching
Knowledge level	Cultural background knowledge is limited, and the mastery is not comprehensive.
Capability level	Cross-cultural foreign language teaching concepts, methods and skills need to be improved

3.3 Classroom teaching concepts are stuck in traditional routines

In the actual teaching of British and American literature, the traditional conventional teaching mode is still used. In the traditional teaching mode, the teacher is the main body, instilling and filling the ducks, teaching the students' knowledge, and the atmosphere in the classroom is not active enough. In the whole teacher teaching process, according to the life and style of the British and American literary writers, the students' participation is low. This model is fixed, limited, regular, and time-limited. It is difficult and difficult for teachers and students to actively discuss, doubt, and deepen understanding on the doubts and difficulties in English and American literature. The concept of classroom teaching has long been stuck in traditional routines, and it is difficult for teachers and students to communicate effectively and to form a true academic exchange.

3.4 The lack of teaching facilities is difficult to diversify

The classroom teaching environment, as a key element, also affects the quality and level of English and American literature teaching. However, the lack of relevant educational facilities has made it difficult to diversify English and American literature teaching. At present, the teaching mode is influenced by the development of information science and technology. In the actual classroom teaching, PPT assisted teaching is more common, but it is limited to words. Because of the lack of professional computer knowledge, it is impossible to skillfully use audio and video editing software. This is not conducive to the display of audiovisual materials in English and American literature. If the video materials are used to assist teaching, students can be visually stimulated and supplemented with theoretical knowledge to deepen their impression and understanding of book knowledge.

4. Analysis of the Improvement Strategies of English and American Literature Teaching Models from the Perspective of Intercultural Communication

4.1 Students should raise awareness of cross-cultural differences

Cultural differences mainly refer to the differences in values, thinking and customs between different nationalities or countries in cultural customs and habits. In the global trend of across different culture, civilization, students should respect the differences between different cultures, enhance cross-cultural awareness, with the eye of open inclusive, to study, acceptance, to further understand the works in different periods, different countries, profound grasp of the aesthetic value, literary significance, at the same time, to be will be familiar with the application of skills, flexibly applied to real life. For example, “dong feng” is well known in China. “everything is ready, but only the east wind” and “the east wind is not easily known, and the blooming flowers are always spring” have obvious connotations and importance in Chinese culture. The west loves the west, and because of its geography, in *the west wind*, Shelley praised the west wind in ode to the west wind so as to praise the revolutionary storm of the human society and endue it with profound cultural connotation. At the same time, in the teaching of British and American literature, students should also realize that the study of literature can be transferred, showing compatibility, and cannot be closed and isolated to study. Chinese literature and British and American literature, to a certain extent, continue to carry out historical dialogue and exchange. For example, during the May Fourth Movement period, *Moruo Guo*, inspired by *Whitman's collection of grass leaves*, created *goddess*, forming a free poem style.

4.2 Teachers should improve intercultural teaching skills

Based on cultural differences, teachers should constantly improve the basic skills of intercultural teaching and gradually and comprehensively improve their humanistic qualities. Solid language teaching ability is a necessary condition for teachers to carry out intercultural teaching. In this case, language ability, learning ability and cross-cultural ability are the prerequisite for the implementation of high-level teaching. Meanwhile, language and non-verbal communication ability is also the basic guarantee for the implementation of cross-cultural teaching. In order to meet the needs of students, teachers should be based on local culture, establish identity, and constantly improve cross-cultural teaching ability. In addition, it is necessary to have certain knowledge of educational psychology and develop empathy ability, which is helpful to stimulate students' interest in learning and control the pace of class, so as to make British and American literature teaching interesting and high-quality. In addition, colleges and universities for intercultural philosophy, cognition, skills, training of teachers carried out, learning, or for international cooperation, cross-cultural teaching and academic research cooperation, or summer sent teachers to participate in the international academic seminar, in order to improve foreign language literature, professional teachers, and the practice ability, to better serve teaching.

4.3 Classes need to be flipped into cross-cultural concepts

From the cross-cultural perspective, the classroom should be flipped with the help of micro-classes. Cross-cultural concepts should be integrated into the flipped classroom to innovate the traditional teaching mode and transform from “teaching-oriented” to “learning-oriented”. Micro class, based on constructing methodology, its teaching content, mainly in order to realize mobile or online learning, as a kind of new course of unit, the main carrier is a short video, other forms of media, such as text, audio, animation, etc., as a complement form, auxiliary teaching, through the course, the static text to dynamic resource. This should not make the following changes: first, the main core content should be listed; second, relevant cultural background should be provided; third, insight teaching video should be made; fourth, independent study and inquiry design should be made. The flipped classroom teaching model of “students ask questions and teachers answer questions” takes students as the main body before, during and after class, truly realizing effective learning. Self-study before class, training learning ability and hole friction force; Internalize and guide in the course, seek the solution of difficult diseases; After class sublimation, improve students' rational analysis and comprehensive evaluation, so that students can better think and debate.

4.4 Ways to update with multimedia technology

Multimedia, with the characteristics of intuition and image, can materialize and visualize abstract cultural knowledge. Under the cross-cultural perspective, to strengthen teachers' construction of facilities, with the aid of multimedia technology, update the British and American literature teaching mode, the teaching media everything, film and television teaching, such as the famous novel *Lord of the flies*, “*article 22 catch*” and so on, on the basis of the faithful to the original, director, actors, such as personal insights about art, made into a film. Films, can be a useful supplement, British and American literature teaching, learning, in the form of viewing in the rich interesting story, feel the differences between Chinese and western history and culture, in the film excavate the meaning and connotation of literary works in the visual sense level, better overall understanding of literary works, can effectively make up for the inadequacy of British and American literature teaching. The film not only organically combines teachers and students with classroom contents, but also stimulates students' thirst for knowledge and independent learning ability from the perspective of cognition and meta-cognition. Moreover, it highlights the integration of culture and literature, and makes literature close to reality to better broadcast culture.

5. Conclusion

British and American literature, from a cultural perspective, interprets the cultural framework and psychological thinking of different nationalities. The process of students' appreciation of literary works is the process of literary literacy improvement and self-mind purification. In the teaching of English and American literature, with cross-culture as the starting point, students should think and analyze with an open and inclusive attitude and dynamic development, and match cultural works with the theme of the times, in order to profoundly understand the cultural connotation in the evolution of strength significance.

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