

Research on the Cultivation of Cross-Cultural Communicative Competence of Business English Majors in Colleges and Universities

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Keywords: Cross-cultural communicative competence, Business English, College educations

Abstract: At present, China is increasingly participating in international communication, among which business communication activities occupy a large part. Therefore, there is an increasing demand for business English talents with excellent cross-cultural communication skills in my country. Chinese colleges and universities should pay attention to improving students' cross-cultural communication skills when cultivating relevant business English students. This article puts forward relevant solutions to the problems of intercultural communication training methods in the current teaching process.

1. Introduction

The wave of world economicization has placed China in international exchanges, and it has shown an increasingly frequent trend. In international exchanges, China's economy, culture, sports, etc. have gradually achieved integration with the international side, and the economic exchanges are particularly interesting. The rapid development of China's economy is closely related to the development strategy of Chinese enterprises to "go out". The development of Chinese enterprises has spread across many countries on all continents in the world. In order to better communicate and communicate with business people with different cultural backgrounds. For communication, we must cultivate business English talents who are proficient in cross-cultural communication, which firstly depends on the reform of teaching methods in domestic colleges and universities.

2. The Significance of the Cultivation of Cross-Cultural Communicative Competence

Under the background of economic globalization, cross-cultural communication is one of its main characteristics. The reason for this feature is that under different economic, political and cultural environments, people have obvious differences in business habits, consumer psychology, and business values. In this way, these issues need to be comprehensively considered in foreign-related activities to increase the success rate of transactions. The significance of the cultivation of cross-cultural communication ability can be detailed as follows: First, foreign exchange activities are more obviously affected by cultural communication. Since China's accession to the WTO, both its economic and political status have been greatly improved. China has participated in many international activities, such as the APEC, Olympics and World Expos held in China in recent years. The key to the success of these activities is due to external exchange activities. The entire event needs to be in contact with people from different cultural backgrounds. Many external exchange activities do not start from a cross-cultural perspective, which may cause the event to fail. Therefore, intercultural communication can play a prominent role in the realization of foreign exchange activities. Second, Chinese culture can play a "lubricant" role in the development of business activities. Take business negotiations as an example. Since the negotiating parties come from different cultural backgrounds, if they don't understand the other's culture, they will make mistakes in the smallest details. For example, under the influence of Han culture, the Chinese emphasized the negotiation method of "big first and then small", focusing on general to specific, focusing on the overall situation. Americans tend to negotiate directly on substantive content, and issues of principle do not take much time. If these cultural characteristics can be mastered in the negotiation, the success rate of the negotiation can be improved. Third, intercultural communication

ability is one of the qualities that modern society talents need to possess. Taking the current recruitment information in social enterprises as an example, applicants are usually required to have a certain level of English and ensure strong communication skills. Or from the perspective of student enrollment or part of the professional title evaluation, personnel are required to have a certain degree of communication skills. It can be seen that the cultivation of cross-cultural communication is not only to meet the important requirements of business activities, but also a concrete manifestation of personal comprehensive qualities.

3. Pragmatic Failure and Cultural Conflict in Business English Activities

As an important part of business English teaching, cross-cultural knowledge involved in business negotiation and business reception should be mastered by students proficiently. However, in most business activities at present, there are still obvious pragmatic errors and cultural conflicts in the reception and negotiation process. Taking business reception as an example, the staff must be strong in cultural sensitivity, so that they can feel at home without affecting their cultural values. However, because many people have poor cross-cultural awareness, it is easy to start from the perspective of their own mother tongue culture, and eventually cause cultural conflicts. For example, during the pick-up process, the personnel shook hands with the foreign businessmen while preaching “I can help you with the luggage, you must have a tough journey”. At this time, the foreign businessmen are likely to be disgusted with this kind of enthusiastic help. The reason is that in western society and culture, people are extremely obvious in individualism, independence, etc. If you overemphasize help or give advice in reception, it is easy to develop resistance. Another example is business negotiation. Generally, both parties to the negotiation may have certain differences in many aspects, such as values, behaviors, and negotiation methods, and it is required to pay sufficient attention to these differences. Take the expression of “humility” as an example. Westerners may usually mention “I will call you later” or “We can have a dinner sometime” during negotiations. The essence is for the end of the negotiation, not a real invitation. Similarly, the Chinese have different expressions of humility when negotiating, such as “we have to think about it”. If negotiators fail to comprehend the meaning of these words, they may misunderstand.

Affected by different cultural habits, consumers in different countries also have great differences in hobbies and tastes. This requires a good analysis of consumer demand in different cultures in trade activities. Taking product packaging design as an example, the British are extremely disgusted with the elephant pattern in the packaging, while the French are more disgusted with green, and the Germans are disgusted with the dark blue and black in the packaging of goods. At this time, if the personnel do not have a strong sense of cross-cultural communication during business activities, it is easy to cause unsalable goods.

As an important carrier of commodities, the trademark itself can be used as the embodiment of culture. General business activities involve the translation of trademark terms. If free translation or literal translation is used directly, the lack of analysis of the cultural connotation of the language may affect the success rate of business activities. Take “fangfang shampoo” and “white elephant battery” in Chinese as examples. If the translation process is directly “red star fang fang” and “white elephant”, it will not be attractive to consumers in English culture. , There are even fear and disgust. For example, “fang fang” may be understood as the fangs of a snake in English culture. “red” can easily make people imagine bloodshed and violence. In this way, even if the product has a high quality, due to unreasonable translation, it will affect the realization of business goals.

4. Analysis of Problems Existing in Business English Teaching

In the current business English teaching activities, most teachers still focus on the basic theoretical knowledge and business English skills. On the other hand, cultural knowledge accounts for a relatively small proportion. For example, values, politics, religion, and language in British and American cultures are all important parts of foreign-related business English activities. If students fail to fully grasp this part of the content, they will be Problems such as communication styles,

thinking styles and customs have affected the development of commercial activities. Although some colleges and universities have gradually opened more supplementary courses or introduced corresponding teaching supplementary materials in order to achieve the goal of training business English talents, because these contents are not used as assessment content, students pay insufficient attention to them, and even learn other knowledge in these courses, which makes the content of cross-cultural knowledge unable to be mastered by students. In addition, in business English teaching activities, the cultural knowledge content introduced by teachers is mostly simple and scattered knowledge. Only when cultural content is involved in the teaching text or vocabulary, the appropriate explanation is given. And these knowledge content is completely used for the supplement of teaching knowledge, it is difficult to meet the requirements of cross-cultural communication ability training.

The cultivation of cultural competence is an important part of the current educational work in colleges and universities, especially for English majors. The key to the cultivation of cultural ability lies in a good learning environment and effective teaching methods. However, judging from the current development of business English teaching activities, taking the learning environment as an example, most colleges and universities have not created a good learning atmosphere in English activities. Even for English majors, Chinese is still the main language in daily communication activities. Even though some colleges and universities emphasize on the timely development of English communication activities, they do not involve specific business exchanges or cross-cultural activities, and tend to focus on daily communication content. Such a cultural atmosphere can hardly guarantee the improvement of students' cross-cultural communication skills. From the perspective of business English teaching methods, most of the teaching methods used are based on a single lecture by the teacher. In the teaching process, in addition to emphasizing the mastery of business English related skills, students are required to focus on the content related to the examination, such as: Coping with learning activities such as BEC Business English or English TEM8. In this way, the knowledge content learned by students is difficult to use in practice, let alone to deal with it calmly in cross-cultural communication activities. In addition, in the current development of business English teaching activities, the use of network technology is also in a state of lack, which directly makes it difficult for students to grasp the current most time-sensitive content in real time, which is not conducive to the cultivation of cultural ability.

5. The Specific Path to Cultivate Cross-Cultural Communicative Competence

In view of the current situation of business English teaching, we should first consider optimizing the curriculum and teaching materials. Among them, in terms of course optimization, consider introducing cross-cultural content into business English teaching in stages, including primary, intermediate and advanced stages. Among them, the elementary stage part mainly emphasizes that in the process of teaching the basic knowledge of business English, students should have a preliminary understanding of cultural differences and pay attention to the cultivation of basic listening and speaking skills. For listening and speaking courses and oral courses, foreign teachers can teach. In other writing or grammar teaching, the teaching content should be avoided at the basic level of grammatical right and wrong, and it should be used in different contexts. For example, the use of grammar and vocabulary in foreign trade correspondence requires students to ensure that the grammar is correct, so that the choice of language vocabulary conforms to the customer's background culture. Take "at your convenience" in writing as an example. For Americans, it can be understood as "at your convenience", while Australians or British people directly understand it as the concept of "toilet". Therefore, these contents can be penetrated in the teaching. In the middle-level teaching, students' cultural sensitivity is required to be strengthened. The courses involved can choose film and television appreciation, British and American literature, and British and American profiles. Teachers will guide the comparison of Chinese and Western religious beliefs, values, and customs. Improve students' understanding of Chinese and Western cultures. In the advanced stage of teaching, students are required to have strong cross-cultural communication skills and can directly apply the acquired cultural knowledge in business English activities. At this time, the

courses should be cross-cultural communication, national linguistics and pragmatics, etc. . In addition, in the improvement of teaching materials, the main emphasis is on improving the current lack of cultural content in business English teaching. At present, there are many types of business English teaching materials in China, but most of them have the characteristics of homogeneity, the language is aging, the form is outdated, and the content is separated from the current rapid development of international business activities, and it is difficult to meet the requirements of business English teaching. Therefore, the introduction of foreign original textbooks can be considered in teaching, so that students can fully understand the local English culture while acquiring basic business English knowledge.

In order to cultivate students' intercultural communicative competence in business English teaching, it is required to innovate teaching methods in the development of teaching activities, avoid the traditional "one-word teaching method" as the main teaching method, and ensure that the communicative characteristics of business English are highlighted. For example, the situational teaching method can simulate specific farewells, banquets, visits and receptions in business English teaching, so that students can also consolidate the basic knowledge of business English in these activities and improve their cross-cultural communication skills. In addition, the teaching methods also need to be strengthened in the teaching process, such as the introduction of multimedia networks, which can provide virtual business activity scenes to students. Teachers can also directly use the "micro-class" form in teaching, which can not only show specific cultural knowledge or simulated scenes to students, but also attract students' attention.

6. Conclusion

Global integration has promoted the development of the entire world, and has also put forward higher-level requirements for my country's business English teaching, and its curriculum reform is imperative. In the course of teaching business English, we must build a harmonious and equal learning atmosphere, strengthen the cultivation of students' awareness of cross-cultural communication, and improve students' social and cultural abilities and cultural sensitivity. Therefore, in the teaching of business English, we must change The traditional teaching mode highlights the cultivation of cross-cultural competence and helps students find problems in time. This is the ultimate goal and fundamental direction of the development of business English teaching.

Acknowledgment

Proj. 2021 Research and practice on the reform of practical teaching of business English major in local universities under the background of new Liberal Arts(ND214011).

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