

# **Cultivation of Students' Communicative Competence in English Teaching in Higher Vocational Colleges under the Background of International Exchange and Cooperation**

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**Abstract:** With the deepening of international exchanges and in the context of international cooperation, the cultivation of communicative competence in Vocational English teaching is of great importance. The purpose of English teaching is to meet the needs of the modern market. In the context of international cooperation, basic communicative competence is the basis of communication. Therefore, in the context of international exchanges and cooperation, cultivating students' communicative competence in vocational English teaching is the focus of English teaching. Under the background of international exchange and cooperation, this paper analyses the cultivation of students' communicative competence in higher vocational colleges.

## **1. Introduction**

Today, China and the world economy are fully integrated, and international exchanges and cooperation are increasingly frequent. The market puts forward higher requirements for professionals. It needs not only solid professional and technical ability, but also good comprehensive ability of English and international communication and cooperation ability, which improves the status of English as a tool. The basic requirements of English teaching in Higher Vocational Colleges show that higher vocational education is a highly applied professional in production, management, technology, service and other fields. Therefore, under the background of economic globalization and cultural diversity, English teaching in higher vocational colleges should become one of the important objectives of training English talents.

## **2. Significance and Development of International Exchange and Cooperation**

Although scholars in different fields have different definitions of international exchanges and cooperation, they generally believe that international exchanges and cooperation are exchanges between people of different cultural backgrounds. Jia Yuxin believes that from a psychological point of view, the process of encoding and decoding information by people of different cultural backgrounds is international exchange and cooperation. [1]Hu Wen believes that international exchanges and cooperation can be exchanges between countries, nationalities and individuals. Political views, values, customs, etiquette and appellations can all be used as the content of international exchanges and cooperation. At the same time, Hu also pointed out that culture can be divided into four levels in international exchanges and cooperation: mainstream culture, sub-culture, regional culture and small group culture. The study of international exchange and cooperation can be traced back to the United States in the 1940s and 1950s. [2]First of all, it is not an independent discipline system, but a training course to study specific culture. In 1959, the Taylor language published by American anthropologist Edward Hall laid the foundation for international exchange and cooperation. With the progress of society and the development of science, international exchanges and cooperation have been enriched and improved. [3]In the mid-1970s, more than 200 universities in the United States offered courses on international exchange and cooperation. In 1972, the first International Conference on International Exchange and Cooperation was held in Tokyo, Japan. [4]

In the 1980s, international exchanges and cooperation began to be introduced into China, mainly

in order to effectively promote China's development in the world. [5]Later, it gradually attracted the attention of Chinese scholars, and was widely accepted by foreign language education circles, and has made considerable progress. In 1995, the first International Symposium on International Exchange and Cooperation was held at Harbin University of Technology. [6]Some books on international exchanges and cooperation also discuss cultural differences. Today, international exchanges and cooperation have become the characteristics of the times, and international exchanges and cooperation have gradually become an independent disciplinary system.

### **3. The Concept and Importance of Communicative Competence**

Communicative competence is the ability to understand and use language well. It can be divided into linguistic competence, sociolinguistic competence, text competence, sociocultural competence, social competence and communicative strategies. In vocational English teaching, the cultivation of students' communicative competence is actually the cultivation of students' intercultural communicative competence. International exchange and cooperation refers to the exchange activities between native speakers and non-native speakers. In the context of international exchanges and cooperation, exchanges between countries have been gradually strengthened, and the demand for talent exchange skills has been constantly raised. English is the most commonly used language in the world. [7]Therefore, English practical communicative competence plays an important role and significance. To a certain extent, the ability of international exchange and cooperation plays an indispensable role and significance in the international environment. Language represents the culture of a country. Language learning is not only a study of language competence, but also a study of culture. The requirement of communicative competence is not only the skillful use of language, but also the understanding of national culture in order to better communicate and cooperate. [8]In higher vocational English teaching, we must attach importance to students' communicative competence, which is closely related to their employment situation and future development. In vocational English teaching, cultivating students' communicative competence not only enables them to have competitive advantages in economic globalization, but also enables them to understand the culture of other countries and strengthen communication. Communicative competence is the foundation of harmonious coexistence between people and an indispensable part of society.

### **4. Language, Culture and Communication**

In modern Chinese dictionaries, culture is defined as "the sum of material wealth and spiritual wealth created by man in the course of social and historical development, especially the spiritual wealth of literature, art, education and science". Language and culture are inseparable and inseparable. Language is not only an important form and carrier of culture, but also a part of culture. In *Selected Versions of Culture and Linguistics*, the relationship between language and culture is elaborated: "Social language is one aspect of social culture. Language and culture are the relationship between part and whole. Language, as a part of culture, has its particularity: it is the main tool of learning culture, and people get "whole culture" in the process of learning and using language. Therefore, culture can be acquired and embodied by means of language. [9]In addition, "the generation of linguistic meaning, the choice of linguistic structure, the use of rhetorical strategies and the construction of communication modes are all constrained and regulated by cultural values and cultural characteristics."

Similarly, culture and communication are mutually reinforcing and inseparable. Culture is the basis of communication. It is restricted by the cultural environment on which we live. In different cultural backgrounds, communication styles are also different. Culture not only affects the relationship and communication between the two sides, but also affects the way people transmit information, and under what conditions information can or can not be received. Language is not only a way of expression for people to communicate, but also a tool for people to communicate. Language and culture will continue to develop in the process of communication. [10]

## **5. The Present Situation of Students' Communicative Competence in English Teaching in Higher Vocational Colleges**

### **5.1 Lack of teachers' teaching consciousness**

In vocational English teaching, teachers lack the awareness of cultivating students' communicative competence. At present, the English teaching mode in higher vocational colleges is single. Most English teaching methods still use grammar translation, ignoring the cultivation of students' communicative competence. In English teaching, teachers only instill knowledge into students' thoughts, lack interaction between students, and pay no attention to the ability of language application. [11]In vocational English teaching, lack of awareness leads to the weakening of communicative competence, which seriously affects the overall development of students.

### **5.2 The purpose of students' study is to have simple examinations.**

The goal of students is to study English only through four and six examinations, while ignoring the development of English communicative competence. Most of the students in higher vocational colleges have to pass CET-4, which leads to the neglect of students' communicative competence in English. At the same time, the recruitment of talents is mainly based on the certificates of students' English proficiency 4 and 6. These factors lead students to pass CET-4 and CET-6 simply. Therefore, in learning English, students can only improve their academic performance through English tests, rather than improving their communicative competence.

### **5.3 Students lack the ability of autonomous learning**

It is very important to lay a solid foundation for English learning. Therefore, in English learning, students must be diligent and good at learning. Some students are tired of learning English and have poor self-study ability in the process of learning English, which leads to insufficient communication ability in English. At the same time, when teachers teach English, dull English knowledge also makes students tired of learning. English learning mainly depends on students' autonomous learning. Student's study time in class is not enough. Need to accumulate English learning, independent learning ability is also very high. On the other hand, the lack of students' self-study ability seriously hinders the improvement of communicative competence.

### **5.4 Ignoring cultural background**

Although the ability of international communication and cooperation has become one of the important goals of English teaching in Higher Vocational colleges, most of them still pay attention to language teaching, ignore cultural teaching, ignore industrial English teaching, and ignore English teaching and cultural background teaching. Under the limitation of teaching time and curriculum setting, English teachers can only impart certain cultural background knowledge in limited teaching time and complete the teaching of English and Industrial English, which can not effectively cultivate students' ability of international communication and cooperation.

### **5.5 Single textbook**

English textbooks in Higher Vocational Colleges lack comprehensive and systematic knowledge of international exchange and cooperation. Although the basic requirement of English teaching in higher vocational colleges is to pay more attention to the cultivation of practical ability in English teaching in Higher Vocational colleges, most of the English textbooks in Higher Vocational Colleges lack comprehensive and systematic knowledge of international exchange and cooperation. English textbooks in higher vocational colleges are mostly part of units or units. The differences between eastern and Western cultures, or between western customs and festivals, are not systematic and comprehensive, which is not conducive to the cultivation of students' international exchange and cooperation ability.

## **6. Cultivation of Students' Communicative Ability in English Teaching in Higher Vocational Colleges**

### **6.1 Follow the scientific teaching principles**

In order to cultivate communicative competence in English teaching, we must correctly treat the cultivation of communicative competence and pay attention to the cultivation of communicative competence in the process of language learning. Teachers should follow the principles of practicality, step by step, comparison, and cultivate and improve communication skills. English communication skills must be relevant to practice. The purpose of language learning is to communicate with people. Only by combining language teaching with practice can the ideal teaching effect be achieved. At the same time, in English teaching, students' acceptance should be taken into account and the principle of gradual progress should be followed so that students can better master language learning and language communicative competence. On the other hand, in the process of teaching, teachers should compare the culture embodied in language with the local culture in order to improve the communicative competence of language, and cultural understanding is indispensable.

### **6.2 To adopt appropriate teaching methods**

Teachers in traditional teaching methods are only responsible for the translation of original sentences, phrases, grammar and interpretation of new words. Teachers are the main body of the classroom. Traditional teaching methods neglect the communication between students and students, and pay little attention to students' communication skills. Therefore, English teachers must adopt appropriate teaching methods. Interactive communication teaching method is a suitable teaching method. The communicative interaction teaching method focuses on the interaction between students and students, students and teachers. It creates communicative scene for students in class, enables students to participate in teaching interaction and improves teaching quality. At the same time, teachers should pay attention to teaching and get rid of the teaching method of sentence integration, that is, translation only considers the meaning of sentences. Therefore, it is easy to get rid of the context of the original text, but it must be related to the full text of the translation.

Due to the constraints of cross-cultural learning environment, vocational college students have less and less opportunities and ways to contact cross-cultural knowledge. Therefore, teachers can use a variety of teaching modes and methods to strengthen vocational students' learning of Chinese and Western cultures, and guide students to compare the differences between Chinese and Western cultures. For example, we should pay attention to students' personal thoughts and experiences, encourage them to think in English instead of memorizing language teaching; discuss with students the dynamic development process and differences of Western culture, guide students to compare and reflect on their own culture and Western culture, rather than simply convey information to students and create teaching environment. Role-playing, using intuitive experiential teaching form, using multimedia and network teaching platform and resources, cultivates students' international communication and cooperation ability in limited classroom teaching time. In addition, teachers should give full play to the role of the second classroom on campus according to the learning characteristics of students in Higher Vocational colleges, and organize cross-cultural knowledge lectures, English film dubbing competitions, English drama competitions and Chinese and Western Festival theme parties on campus. In order to guide students to understand the knowledge of international exchange and cooperation, so that students like and at the same time improve their knowledge level and students' interest and initiative in learning.

### **6.3 Strengthen communication between teachers and students**

After class, teachers should communicate with students in time, understand their acceptance and understanding skills, and make appropriate arrangements for their learning. At the same time, teachers should help students overcome psychological barriers and help students solve the difficulties encountered in the learning process. Strengthen communication between teachers and

students, timely communication, and promote the development of communication skills. Teachers should keep abreast of students' learning situation, encourage students to communicate in English, and improve their English communication ability.

#### **6.4 Strengthen teacher training and enhance teachers' awareness of international communication and cooperation**

Most of the existing English teachers in higher vocational colleges have linguistic and literary origins. In the process of learning linguistic and literary knowledge, they have come into contact with some knowledge of international exchange and cooperation, but the educational theory of international exchange and cooperation has not been systematically studied. Therefore, in order to cultivate and improve students' ability of international communication and cooperation, the first thing is to improve teachers' knowledge structure in international communication and cooperation. This requires higher vocational English teachers to systematically and comprehensively learn the theoretical knowledge of international exchange and cooperation, and enhance their awareness of international exchange and cooperation. Secondly, the education department and schools should increase the training content of international exchanges and cooperation to enhance teachers' awareness of conscious learning when training teachers. At the same time, schools can organize excellent teachers to go out to communicate, enhance their practical ability of international communication and cooperation, lay the foundation for more effective English teaching, and improve students' international communication and cooperation ability.

#### **6.5 Reasonable selection of teaching contents and materials**

Textbooks are the core of teaching. In order to cultivate applied talents, most of the textbooks selected by higher vocational colleges are based on situational and functional communication textbooks or industry English textbooks. Although cultural teaching objectives are clearly defined in English teaching objectives, they cannot be achieved in the actual English teaching process due to the limitations of textbook content. Therefore, when choosing textbooks, the proportion of cultural teaching should be ensured, and the organic combination of language teaching and cultural teaching should be ensured. For example, the selected textbooks can be based on systematic cultural teaching themes and supported by language teaching content to achieve a perfect combination. In classroom teaching, if there is no satisfactory and appropriate textbook, teachers should select and supplement some relevant cultural knowledge according to the content of the textbook, and guide students to pay attention to cultural content. In addition, teachers should give full play to the advantages of the network, continue to develop curriculum resources, and extend classroom teaching to extracurricular. For example, some classical English movies, poems, essays and works are uploaded on the network teaching platform to encourage students to study independently in their spare time.

### **7. Conclusion**

Under the background of international communication and cooperation, English learning is becoming more and more important. English communicative competence is also an important part of English teaching. For the students of Higher Vocational colleges, the purpose of English teaching is to communicate, which is of great significance to the cultivation of students' communicative competence. In the process of teaching, teachers should adopt appropriate teaching methods according to the principles of scientific teaching to strengthen the cultivation of students' communicative competence.

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