

## **The research and methods on the intercultural communication competence of minority college students in Jiangxi**

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**Keywords:** Ethnic minorities; English education; Cross-cultural communication skills

**Abstract:** the goal of English education for minority college students is to cultivate their intercultural communication ability. However, the simplistic mastery of language cannot guarantee the mastery of intercultural communication competence. In English teaching, we should not only spread foreign cultures, but also increase the teaching of Chinese ethnic culture, especially the culture of Xinjiang and Tibet minorities in school. This paper, by analyzing the current situation of minority college students' English education in Jiangxi, puts forward the principles and corresponding methods to be followed in the cultivation of intercultural communicative competence, so as to improve the intercultural communicative competence of minority college students' English education in Jiangxi.

### **1. Preface**

The Han is the main nationality in Jiangxi province and constitutes more than 99% of the total population. Nanchang institute of science and technology takes the minority college students as the main body in Jiangxi colleges. Nearly a decade, minority college students accounted for more than half of the total proportion of recruit students. In this minority college students, people come from Xinjiang and Tibet are the majority. Of course, there are also other minority college students which come from Miao, Tujia and other ethnic groups. Just like the whole country, the students of Han nationality are quite different from minority college students on social, economic, cultural, educational and other aspects. How to improve the comprehensive practical ability of minority college students is a great challenge in Nanchang institute of science and technology. Compared with college students of Han nationality, minority college students have weaker intercultural communication ability. This mainly due to the relatively low educational level in minority areas, which further leads to the fact that the English education level there can hardly keep up with the development of our times. In contemporary world, globalization has been an inevitable trend for a long time, which requires people of different countries, ethnic groups and minorities people to contact and communicate with each other frequently. There are no country, race or minority can develop in isolation. At this time, cross-cultural communication ability has become a prominent feature of the core competitiveness in the new era.

### **2. The present situation of minority college students' English education in Jiangxi**

The English teaching situation in Nanchang institute of science and technology in Jiangxi province mainly influenced by English traditional teaching method, which merely consists of the English language pronunciation, vocabulary, and grammar. This traditional teaching method just in order to improve the language skills, which ignore the education of the intercultural communicative competence. The proportion of cross-cultural teaching content in English education is very small. Since most English teachers have never really been exposed to foreign cultures and have a vague understanding of the relationship between language and culture, coupled with the fact that English textbooks are full of simple grammatical structures and discourse analysis that are divorced from the social and cultural context, English teachers only teach the correctness of language rather than

foreign cultures. At the same time, since Jiangxi is a big agricultural province, its main effort is to improve the overall economic strength of Jiangxi province, and the importance of international exchanges in Jiangxi is not fully understood, few college and university carries out the English teaching on national culture aspect in Jiangxi.

In the process of English learning, minority college students in Jiangxi are not only influenced by Chinese, but also by their native language, which makes it more difficult for English teachers. In order to deal with all kinds of English tests, they put most of their time and energy on vocabulary and grammar, which only makes their abilities of English application stalled. In addition, a lot of minority college students only understand the traditional culture of their own, some even known a little national culture. This people are not to mention the other ethnic culture. As a result, their intercultural communication ability is low. When they communicate with other cultural backgrounds colleges students, especially with the Han college students, their understanding of the culture of English-speaking countries is simple. This is more obvious when they communicate on the aspect of the Han culture. In this way, they always seem to be out of their ability and have low comprehensive communication skills, so that they give up communicating with students of other nationalities.

### **3. Principles to be followed in the cultivation of intercultural communication competence**

The cultivation of intercultural communication competence of minority college students in the Han area should constantly strengthen the introduction of cultural knowledge. This requires college English teachers to carefully study and learn the principles in the process of cultivating intercultural communicative competence.

#### **3.1. The phased principle**

English teachers should determine the specific content of cultural teaching according to the receptivity, comprehension and language level of minority students, and then make gradual progress from external to internal. While explaining each language topic, English teachers should comprehensively analyze its culture-related knowledge and pragmatic function, and carry out corresponding exercises to consolidate the effect.

#### **3.2. Principle of difference**

The difference of minority college students is reflected on the basis of different nationalities. In contrast, students from ethnic minority areas such as the Miao and Tujia ethnic groups, who are close to the Han ethnic group, have better intercultural communication skills than students from ethnic minorities in Xinjiang and Tibet. This requires English teachers to grasp the differences of students in different ethnic groups. We should never require all the students to perform at the same level. According to different customs in different places, the imported cultural content should be comprehensive, so that few students can have a sense of difference in psychology.

#### **3.3. Linking theory with practice**

The English teaching of minority college students should emphasize the close combination with the students' life world. It is necessary to change the current situation that English teachers pay too much attention to book knowledge. They should strengthen the connection between English courses and students' life and related professional knowledge. If English teachers pay attention to the interest and experience of minority college students and enhance the awareness of "improving life quality", minority college students can learn to live, and actively create a healthy and progressive life.

### **4. Countermeasures to cultivate and improve cross-cultural communication ability**

#### **4.1. Establish a correct cultural outlook**

When trained with the cross-cultural ability, the minority college students must contact with

other cultures on the basis of their original culture. The cultural collision will naturally form the cultural comparison. In the process of English education, teachers certainly spread the cultural knowledge of English, which is based on Chinese media. The minority college students incline to take their own native culture system as the backing in the process of English learning. In this process, there will be a collision through the national culture and English culture which affects the formation of the correct cultural attitudes. The national culture of China is the crystallization of the wisdom and experience of ethnic minorities for a long time, which plays a vital role in the continuation and development of the nation. However, ethnic culture is basically produced in the relatively tough and closed environment of minority areas, so it is mostly the life knowledge and life experience of minority people in the tough environment. With the developed economy and more democratic social environment, the western countries naturally have higher levels of modernity and technicality. The two cultures focus on different aspects, which together enrich the world culture. However, in the modern social environment, the modernity and technology of English culture are more closely related to the development of the world trend, and also have more practical value. Therefore, in the process of English teaching, it is easy for most minority college students to form the psychology of belittling their own national culture and elevating the worship of English culture. Tibet and other ethnic minorities who have a strong sense of national self-consciousness and highly praise their own national culture reject English culture. Neither of the two attitudes can make minority college students form a rational learning attitude.

Based on the above analysis, the first step to cultivate the intercultural communication ability of minority college students is to correct the formation of their correct cultural views, and on the basis of adhering to their own cultural attitudes, objectively and rationally look at the differences between the cultures of their own nation and English-speaking countries. Therefore, the English education of minority college students needs a correct cultural comparison between ethnic culture and English culture, and analyzes their respective values and historical origins. For example, in English, "East wind" and "West wind" are much different because of the different geographical and cultural backgrounds from the eastern countries. "East wind" brings spring warmth to Britain. "West wind" brings winter cold. For example, Shelley wrote "O Wind, If Winter comes, can Spring be far behind" in Ode to the West Wind. An English proverb also says, "When the wind is in the East, It's good neither for man nor beast." In China, the situation is opposite. "East wind" is the spring wind, which represents the warmth. While "west wind" is the autumn wind, but to bring people a chill in the air. In the process of educating minority college students, it is necessary to increase students to briefly read some related materials about cultural works, so as to understand the real western culture and gradually establish a correct view of English culture.

#### **4.2. Create a cross-cultural context**

It is very important to create intercultural context under the cultivation of intercultural communicative competence. Since the language learning is not only an accumulation of phonetics, vocabulary and grammar. The most important thing is to be able to grasp the meaning of the communicator, and the semantic understanding must be based on the context of the relevant culture. Language is the carrier and embodiment of culture. Therefore, English learning cannot be separated from understanding culture in a specific context. Only in this context can learners have a deeper and more three-dimensional understanding and truly master the language. When it comes to the English education of minority college students, minority college students have acquired their native culture for 18 years. Therefore, they will rely on the original culture to understand English culture. Due to the limited environment, English teaching in China can be improved by modifying the corresponding English teaching materials and appropriately adding the representative textbooks with rich cultural connotations of English-speaking countries as the auxiliary learning materials for students. The dialogue and theme in the textbook should be the communicative language in the real context and restore the real life. According to the requirements, various methods should be adopted to carry out cross-cultural education for students, so that students can fully understand the cultural differences in vocabulary, pragmatics, discourse, style and other aspects. Meanwhile, cultural

learning in language teaching should be integrated into the social and cultural background and values of English.

In the specific teaching process, we can first guide from the language. The English education of minority college students is a foreign language teaching in the context of ethnic culture. For example, in terms of the content of tourism, students can be guided to open their hearts by asking them which places are worth visiting. In the process of communicating with students, the differences and precautions of tourism in western countries will be gradually introduced. Secondly, we can work hard from the atmosphere of classroom. English teachers can form the cultural atmosphere of classroom education through PPT presentation of English pictures, English songs and video broadcasting. Finally, the English teachers can guide the students really participate in the after-school life, make them to get the English culture-related content through intuitive practice. For example, in recent years, many foreign festivals have entered China and have been accepted by more Chinese people. Therefore, the English education of minority college students can be combined with relevant English festival customs to organize activities, so that minority college students can personally practice English cultural customs and spontaneously create English cultural context.

#### **4.3. Develop cross-cultural skills**

For minority college students, the essence of English education is the transformation of language and cultural information and makes the cultural understanding error-free, so as to achieve the purpose of intercultural communication. Therefore, English learning should not only master the corresponding language knowledge and cultural knowledge, but also cultivate the information transmission and practical skills between cultures. Only in this way can cross-cultural information transmission be better realized. According to Bloom's concept of intercultural communicative competence, the cultivation of this skill mainly includes two meanings. The first is to understand the knowledge on purpose related to the cultural information, then can analyze them clearly. The second is to discover new information on the basis of existing information and apply it to cross-cultural communication. For minority college students, they must master and understand English knowledge and culture and be able to apply them in cross-cultural communication. English teachers should be familiar with the similarities and differences between Chinese culture and the culture of English-speaking western countries. At the same time, teachers should also realize that English is no longer simply dominated by British and American cultures, but the synthesis of world cultures. As the leader of teaching activities, English teachers should fully realize the importance of cultivating the intercultural communication ability of minority college students. Because this is the purpose of English teaching, which must be paid great attention. Since most of the English teachers are not truly experience foreign culture, it's so difficult to cultivate these teachers to train their students. If we want to improve English teachers' intercultural communication ability, the first step is to improve the knowledge level of cross-cultural communication on basic theory and the sensitivity of the cross-cultural communication. This needs colleges create more opportunities for English teachers on training about cultural exchanges between China and foreign countries, and encourages teachers a chance to study abroad. At the same time, as the minority teachers, they must be familiar with their students' ethnic characteristics, so as to be more professional and more efficient on English teaching.

#### **5. Conclusion**

The fundamental purpose of English education is to cultivate students' intercultural communication ability, especially for minority college students who are lack of external communication. It is the practical need of English higher education to comprehensively improve the intercultural communication ability of minority college students in Jiangxi and greatly improve the efficiency and quality of English education. In order to achieve this goal, we should fully realize the English learning existing problems of minority college students in Jiangxi and take the English education as an important part of the cross-cultural education. We also regard the language as a

cultural, social inseparable part and set up the correct cultural viewpoint, then build cross-cultural context and cultivate intercultural skills. After learning the culture of English-speaking countries, minority college students of Jiangxi can greatly improve their intercultural communication ability, which lays a solid foundation for the harmonious coexistence and common progress between different ethnic cultures.

### **Acknowledgement**

Jiangxi province educational science planning project: "Study on the intercultural communication ability of minority college students under the CDIO concept -- a case study of Nanchang institute of science and technology" (18YB294,)

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