

## **Study on the Problems and Countermeasures of Cultivating Intercultural Communication Ability of Business English Majors**

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**Keywords:** business English; intercultural communication ability; problem; countermeasure

**Abstract:** In the past teaching of business English majors in colleges and universities, in order to effectively improve the professional knowledge of students, teachers often only focus on the training and training of basic skills such as listening, speaking, reading and writing. However, it is far from enough for business English students to better adapt to the needs of social development in the future. Students must also have certain intercultural communication skills. Therefore, in the teaching of business English, teachers should also pay attention to the cultivation of students' intercultural communication ability. Based on this, this paper mainly analyzes and discusses the training problems and countermeasures of intercultural communicative competence of business majors.

### **1. Introduction**

In the 1970s, business English was already receiving attention from all walks of life, and was officially included in many teaching, especially in developed countries such as the United States and the United Kingdom. With the accelerating process of economic globalization, the demand for business English talents in the development of social economy is increasing day by day, which has also made great progress and development in business English teaching in China. At the same time, it also puts forward new requirements for the teaching of business English majors in colleges and universities. It is required that the business English majors of colleges and universities must cultivate business English talents with foreign professional activities with high professional ability and cross-cultural communication ability. Therefore, the business English major of colleges and universities must clearly understand the importance of the cultivation of students' intercultural communication skills, and innovate traditional teaching methods and methods to cultivate more high-quality and comprehensive business English talent.

### **2. The necessity of cross-cultural communication ability of business English majors**

In the context of economic globalization, the political, economic and cultural exchanges between countries are inseparable from intercultural communication. English is one of the most widely used languages in the world. Business English is a professional course that combines basic English language knowledge with international business knowledge. It is an important way to cultivate students' intercultural communication skills. Due to the large differences in the political environment, cultural background, historical background and traditional customs of each country, there are great differences in business habits, business values and consumer psychology when conducting business activities [1]. This requires business people not only need professional business knowledge, but also many business and cultural barriers in the process of cross-cultural activities. Therefore, the level of cross-cultural communication ability of business people can have a great impact on the success or failure of foreign-related business activities. It can be seen that it is very necessary to strengthen the cultivation of intercultural communication ability of business English majors.

### **3. Problems in the Cultivation of Intercultural Communication Ability of Business English Majors**

#### **3.1 Students' cross-cultural communication consciousness is blurred**

In the business English major teaching of college students, in order to effectively cultivate students' intercultural communication ability, students need to have a consistent understanding of the views, values, beliefs and attitudes of the foreign cultural groups, and also need to be consistent. The internalization of the understanding is to help students form a cross-cultural awareness. Cross-cultural awareness can be divided into the following three levels: first, the awareness of the cultural characteristics of the cultural characteristics; second, the cultural awareness of the production of different cultures after comparison; third, the ability to stand in the foreign cultural group the angle to feel the awareness of culture. However, the cross-cultural awareness of contemporary business English majors in China is at the first level. It only has a superficial understanding of the cultures of countries that use English, such as the United Kingdom and the United States, and this understanding is based on cultural stereotypes. Therefore, this There will be certain biases and misunderstandings in the understanding [2].

#### **3.2 Students' attitude towards foreign culture is too simple and extreme**

At present, many business English majors are still more open to cross-question communication. They are more likely to accept various foreign cultures, but some college students hold more extreme scheduling for foreign cultures. In intercultural communication, communicators should be open, positive, non-judgmental and non-evaluative, that is, do not use their own cultural standards to evaluate others' behaviors or opinions at will. However, because there is no systematic teaching of intercultural communication theory in the business English major, many students often use their own subjective consciousness and likes and dislikes to evaluate foreign culture. This also makes students often hold two extreme attitudes towards foreign cultures: first, ethnocentrism. I think that the culture of my country is the best, and I often use the local culture and my own values to measure other cultures. Second, worshipping foreigners. It is believed that all foreign cultures are good and advanced, and local culture is backward and feudal.

#### **3.3 Students' knowledge of intercultural communication is limited**

In the business English major, the cultivation of students' cross-cultural awareness needs to go through a long-term process. Intercultural communication knowledge mainly includes language knowledge, cultural knowledge, business domain knowledge and communication knowledge. These contents require students to learn, and students cannot fully accept and digest in a short time. However, in order to pass the exam smoothly, many business English majors will put a lot of energy into the study of basic English knowledge such as grammar, sentence patterns, words and language, and often ignore the learning and accumulation of cross-cultural knowledge. As a result, their cross-cultural communication knowledge is very limited, which is not conducive to the promotion and development of business English students' intercultural communication ability.

### **4. Strategies for the Cultivation of Intercultural Communication Ability of Business English Majors**

#### **4.1 Update the teaching concept and strengthen the construction of the teaching staff**

In order to effectively solve the traditional business English professional teaching, teachers pay too much attention to the cultivation of students' learning knowledge, but neglect the cultivation of students' intercultural communication ability, which leads to the separation of teaching and social practice. First of all, the teachers of business English majors in colleges and universities must establish the teaching concept of training applied talents with strong business practice ability and English communication ability [3]. Second, college business English majors also need to optimize the curriculum. There is a lot of knowledge involved in the business English subject, which requires

students to have certain language, business and comprehensive skills in business English. Therefore, in the course setting of business English majors in colleges and universities, the professional characteristics of “Business + English” should be fully highlighted. For example, the business English major can add courses such as business etiquette, language and culture, foreign trade and culture, and other Chinese and Western cultures on the basis of the original curriculum. This can effectively expand the cultural vision of students and enhance students' ability. The sensitivity of different cultures enhances students' awareness of intercultural communication. Finally, colleges and universities should also strengthen the construction of the faculty of business English, requiring teachers to constantly improve their cross-cultural cultivation, complete the intercultural communication knowledge structure, and do a good job of "passing", "helping" and "taking". The role. At the same time, colleges and universities should also provide opportunities for teachers to participate in high-level training and study abroad, in order to enhance their professional level and business ability, so as to ensure the smooth development of business English professional teaching.

#### **4.2 Strengthen cultural introduction and enhance students' awareness of intercultural communication**

In the business English professional teaching to effectively enhance students' cross-cultural communication awareness, teachers must infiltrate cross-cultural communication awareness into all aspects of business English classroom teaching, in order to enhance students' social and cultural abilities. In the actual teaching process, teachers can appropriately explain the cultural factors such as banquets, visits, greetings, salutations, gatherings and farewells, and guide students to compare Chinese and Western cultures. Cultural awareness can also enable students to form correct ways of speaking from the perspective of thinking and enhance students' sensitivity to social culture. For example, in the process of vocabulary teaching, in addition to explaining the usage of words for teachers, teachers can also extend words to the level of social significance. In the process of painting and painting, teachers can explain the etiquette, customs and diplomacy of Western countries. Knowledge of etiquette, business habits, taboos, and negotiation skills can help students better understand the differences in cultures in different countries. For example, the word “thank you” is rarely used among family members in our country, otherwise it will be very unfamiliar, but in the United States and other countries, the word “thank you” can be applied to any occasion, for families. The same is true for members.

#### **4.3 Conducting communicative task teaching**

In the teaching of business English, teachers should change the traditional teaching mode and actively introduce various new teaching modes and methods to enrich the form of classroom teaching and stimulate students' interest and motivation. The task-based teaching method mainly refers to the teacher assigning the corresponding tasks to the students in the classroom teaching, and then letting the students complete the tasks autonomously. Applying the communicative task teaching method to business English classroom teaching can effectively improve students' intercultural communication ability [4]. This requires that in the actual teaching process, teachers should take the training of students' communicative competence as the main goal of teaching, create a specific communication environment for students, and guide students to express and communicate in correct and appropriate language to help students The knowledge learned is transformed into practice to exercise and enhance students' communicative competence. This will not only effectively mobilize the students' enthusiasm for learning, but also effectively change the passive learning style of students.

### **5. Conclusion**

In summary, in the context of economic globalization, it is necessary to strengthen the cultivation of students' intercultural communication skills. The way to cultivate cross-cultural communication skills of business English students is diversified, and this is a process that requires long-term persistence. Therefore, in the teaching of business English in colleges, teachers should infiltrate

cross-cultural awareness into all aspects of teaching, and innovate traditional business English teaching methods, and strengthen the cultivation of students' intercultural communication skills. China's social and economic construction has cultivated more business English professionals with foreign-related activities with cross-cultural communication skills.

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