

Paths to Improve the Language Communicative Competence and Accomplishment for Foreign Language Professional Students

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Abstract: The foreign language major cultivates high-level professionals who have solid foreign language foundation and good cultural accomplishment and are able to engage in international connection. Language communication ability and accomplishment are crucial to achieving the goal of foreign language majors. This paper analyzes the connotation of language communicative competence and the accomplishment composition of foreign language major. It points out the teaching methods of improving the communicative competence and accomplishment of foreign language major, and proposes the path to improve the communicative competence and accomplishment of foreign language major. Among them, teaching methods include: task-based teaching method, situational teaching method and communicative teaching method. The path includes: correctly handling the relationship between language knowledge and communicative competence, the relationship between Chinese and western cultures and communicative competence, actively paying attention to students' own emotional experiences, and integrating teaching resources into core accomplishment education.

1. Introduction

Language is a tool for information transmission, thoughts exchange and emotional expression in human society. Although it is not the only form of daily communication, it is also the most important form. The entire social structure is adjusted by language. Language communicative competence refers to the ability of a speaker to use language in various environments of social interaction, that is, the ability to use the language to perform "listening, speaking, reading, and writing" in a specific language situation. As an important life ability, language communicative competence needs to understand the content of people's talk in a certain language situation, clearly express their own thinking content, and be able to correctly write their own thoughts and words. The cultivation of language communication ability is an important research direction in the field of foreign language teaching. Good verbal communication needs to continuously improve one's own cultural accomplishment, psychological quality, ideological accomplishment, expression accomplishment, listening ability, running-in ability and adaptability, so as to continuously improve the language communication ability, promote the harmony of interpersonal relationship and the progress of work. The goal of foreign language majors is to train a group of foreign language professionals who are proficient in the use of foreign languages in education, economics, and foreign-related enterprises, and engage in teaching, translation and research. Language communication ability and accomplishment are crucial to achieving the goal of foreign language major. University foreign language teachers must get rid of the constraints of the language itself and seek effective teaching methods and paths.

2. Connotation of Language Communicative Competence

The ability of verbal communication not only refers to the ability to express words, but also refers to the level of language and knowledge, the relationship between language and society,

language and psychology, and the strategy of using language. Specifically, it includes the following five aspects:

(1) Language competence. Language proficiency includes correct grammar, accurate pronunciation, ability to express meaning using accents, rhythm and intonation, a certain word base, mastering spelling rules, syntax and inflection. Language competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammar, syntax, and semantics, including not only oral knowledge, but also written knowledge. If foreign language teaching unilaterally interprets language communication competence as oral communication ability, then students who have truly competence of language communication cannot be trained because language communication competence should be able to correctly convey information.

(2) Pragmatic competence. Pragmatic competence means that language users understand the relationship between grammatical forms and functions, can express emotions and attitudes using accents and intonation, understand the use of genre and pragmatic rules, and can select appropriate language for different topics and listeners. form. Pragmatic competence is an important part of the communicative competence of language. In foreign language teaching, if teachers only pay attention to the input of language knowledge and neglect the cultivation of students' pragmatic competence, students may not be able to communicate even if they have a large number of correct words and sentences. At the same time, students' non-verbal abilities are cultivated, that is, how to express their meanings in words.

(3) Discourse competence. Discourse is a series of linguistic ensembles composed of grammar and lexical means. The discourse must have the cohesive components such as grammar and vocabulary. It must conform to the principles of semantics, pragmatics and cognition. It must be related to the concept between sentences, and logically in the arrangement of sentences. Discourse competence is also an important part of language communication ability, which not only helps students to correctly speak English, but also helps students to read and write effectively. In foreign language teaching, if the teacher pays attention to the discourse relationship, the students' ability to communicate in language, whether written or spoken, can be improved.

(4) Strategic competence. Strategic competence refers to the language or non-verbal strategy adopted by the learner in order to communicate with others in the case of limited second language, make up for the lack of vocabulary and grammar, and overcome obstacles in communication. Communicative strategy is an important language adaptivity, including avoidance strategy, second language strategy, cooperation strategy and procrastination strategy. In order to improve the communicative effect, the teaching process should focus on the training of language forms and language content. Teachers should not only provide appropriate communication activities for students, but also provide methodological guidance such as communication strategies to cultivate students' awareness of using communication strategies.

(5) Fluency. Fluency is related to talking. It is natural and possible to connect language units without undue delay or hesitation. It is the speaker's competence to make full use of the linguistic and pragmatic abilities of the master, including semantic, syntax, voice fluency. In order to improve fluency, learners should learn some language that fits a specific occasion as a "language block." Such "language blocks" include not only phrases, but also clauses and sentences. Mastering these "language blocks" can enable learners to quickly extract useful language from memory storage and improve the fluency of talking.

3. Composition on Accomplishment of Foreign Language Professional Students

The core literacy of students' development mainly refers to the essential characters and key abilities that students should have to meet the needs of lifelong development and social development. Based on the core literacy of students, the literacy of foreign language students should include the following four aspects:

(1) Professionalism. Professional literacy is the inherent norm and requirement of the profession. It is the comprehensive quality expressed in the professional process. It includes professional ethics, vocational skills, professional behavior, professional style and professional awareness. Professional

literacy is a key factor in the success or failure of a person's career. Foreign language proficiency is the most important vocational skill for foreign language majors. Foreign language education has the characteristics of both cultural knowledge and language skills, and has a disciplinary advantage in cultivating professional literacy. Foreign language majors need to develop students' ability to master foreign language language tools, fundamentally improve the level of language communication, and promote the development of students' professional ethics, professional thoughts and professional behaviors.

(2) Humanistic literacy. Humanity literacy refers to the humanistic knowledge of human beings and its internalized humanistic spirit. It is embodied in the rich spiritual world of human cultural taste, aesthetic taste, psychological quality, life attitude and moral cultivation. Humanity literacy is a comprehensive manifestation of a person's external spiritual outlook and inner spiritual temperament, and is also a comprehensive manifestation of the modern human civilization. Under the background of multicultural development and integration, foreign language teaching and humanities education are fully connected to enhance students' foreign language knowledge, enrich students' aesthetic thinking, humanistic emotions and values, and deeply understand the true connotation and significance of foreign language learning, and comprehensively enhance students. Humanistic qualities.

(3) Information literacy. Information literacy is the extension and expansion of traditional cultural literacy. It is mainly composed of information consciousness and information ethics, information knowledge and information ability. Information capabilities are at the heart of information literacy, including information acquisition, information analysis, and information processing. Many foreign language majors have low information literacy, which is reflected in low information ethics, weak information search ability and lack of information processing capabilities. Students can only discover new knowledge and learn new knowledge if they have good information literacy. Only by having good information technology and mastering access to information can we use the most cost-effective means to obtain the most valuable information and improve lifelong learning ability.

(4) Media literacy. Media literacy refers to the knowledge, skills, and skills needed to use and deconstruct media information. In the Internet age, media literacy includes not only the ability to judge information, but also the ability to effectively create and disseminate information. Foreign language majors need to leverage media literacy education to develop students' ability to select, question and interpret media information, promote positive interaction between students and the media, enhance their ability to think, and improve their overall quality. The media literacy education of foreign language majors should be infiltrated into relevant courses and systematically carry out media literacy education. It not only guarantees the universal content of media literacy education, but also pays attention to the development of language ability.

4. Teaching Methods to Improve the Language Communicative Competence and Accomplishment for Foreign Language Professional Students

To improve the language communication competence and accomplishment of foreign language major, it is necessary to combine the following teaching methods:

(1) Task-based teaching method. In foreign language teaching activities, teachers design specific tasks around specific communication and language projects. Students complete tasks through various forms of language activities such as expression, communication, negotiation, interpretation and inquiry to achieve learning and mastering language. Completing a variety of task activities can help motivate students to learn. In the process of completing the task, combining language knowledge with language competence helps to develop students' comprehensive language competence. Promote students to actively participate in language exchange activities, inspire imagination and creative thinking, and help to play the main role of students.

(2) Situational teaching method. During the teaching process, the teacher intentionally introduces or creates a vivid and specific scene with a certain emotional color and image as the subject, which causes the students to have a certain attitude experience, helps the students understand the teaching

materials, and enables the students to develop the psychological function. The core of the situational teaching method is to stimulate the students' emotions. Situations are very important factors in foreign language teaching and directly affect the effectiveness of foreign language teaching. "Situations require language, and language should be taught from context." The fundamental starting point of foreign language teaching is to grasp the meaning of language through various situations, so as to achieve the purpose of using language in communication.

(3) Communicative teaching method. Communicative teaching method is a teaching thought generally recognized by the world language teaching community. Theories mainly come from sociolinguistics, psycholinguistics and conversion generation. The core is to teach language to teach students how to use language and use language to achieve communicative purposes, rather than to teach students grammar rules and fragmented word usage as the ultimate goal of language teaching. Communicative teaching method emphasizes the practicality of language, learns language through practice, learns communication through language, and improves language level in communication; emphasizes the purpose of language learning; emphasizes the atmosphere and environment of communication, pays attention to communication with students, establishes and form a new concept of teaching.

5. Paths to Improve the Language Communicative Competence and Accomplishment for Foreign Language Professional Students

According to the current situation and existing problems of foreign language professional teaching, according to the connotation of language communication competence and the professional accomplishment of foreign language major, combined with the author's foreign language teaching and scientific research experience for many years, the path proposed by this paper to improve the language communication competence and accomplishment of foreign language major is as follows:

(1) Correctly handle the relationship between language knowledge and communicative competence. The acquisition of language knowledge and the improvement of language communication competence are complementary entities. Language communication competence is the application of language knowledge in practice. Language knowledge is the basis of language communication competence. Lack of linguistic knowledge, language competence is impossible to talk about, language communication is difficult to achieve. Therefore, language application competence is based on the accuracy of the language form. However, mastering linguistic knowledge is not the purpose of foreign language teaching, but the necessary means for successful communication. Language knowledge can't replace language communication competence. Mastering certain language knowledge does not mean that it has strong language communication competence. Knowledge is transformed into competence only in the purpose of targeted practice.

(2) Correctly handle the relationship between Chinese and western cultures and communicative competence. The language comes from culture, reflects culture, and inherits culture. It has a distinct national character and reflects the values and ways of thinking of the nation. Differences between the languages and cultures may cause misunderstandings or conflicts, create communication barriers, and cause communication difficulties. Understanding cultural differences can avoid misunderstandings and conflicts and promote cross-cultural communication. Therefore, the cultivation of cultural awareness can make cross-cultural communication more effective and appropriate. To truly master foreign languages, we must have a deep understanding of Chinese and western cultures. While teaching students language knowledge, teachers strengthen the transfer of Chinese and western cultural knowledge, and compare and analyze the two to cultivate students' cultural sensitivity, adaptability and inclusiveness. Guide students to read or watch books, newspapers, movies and television related to Chinese and western cultures, and combine cultural knowledge to foreign language teaching, to experience different customs and verbal behavior, and improve language communication competence.

(3) Actively pay attention to the students' own emotional experience. Emotional teaching means that in teaching activities, teachers focus on cognitive factors, through appropriate teaching methods and through language, attitudes and behaviors, stimulate, mobilize and satisfy students' emotional

needs and cognitive needs, and promote teaching process optimization and teaching objectives. achieve. Emotional teaching is a bilateral activity between teaching and learning between teachers and students. It is not only the process of emotional communication between teachers and students, but also the process of information exchange. In foreign language teaching, teachers should actively pay attention to students' emotions. Some students may have psychological factors such as anxiety and fear when speaking foreign languages or using foreign languages to express themselves. Therefore, in the teaching activities, teachers can adopt some corresponding emotional education methods to help students overcome anxiety and help students to correctly treat foreign language teaching and foreign languages. Teachers should help students establish correct learning concepts, let students dare to speak foreign languages, and boldly express their own ideas and achieve the teaching objectives of foreign language communication.

(4) Integrate teaching resources into core accomplishment education. Teaching resources are all material conditions, natural conditions, social conditions and media conditions that can be used in teaching. They are the source of teaching materials and information. Commonly used teaching resources include textbooks, cases, movies, pictures and courseware. First, create the real language environment. Multimedia integrates sound, graphics, video and text, creating vivid and realistic situations to meet the needs of students' interests, transforming boring learning content into intuitively perceived dynamic content, and motivating students to communicate and express themselves. Second, build foreign language multimedia learning center. Provide teachers with better electronic lesson plans and courseware, and provide students with online micro-curricular resources for online browsing, so that students can make good use of extracurricular time and develop self-learning ability. Third, establish rich and diverse language activities. Create a variety of language activities, exercise students' ability in organizational communication, collaborative response and psychological endurance, and provide students with more "listening, speaking, reading, writing and translating" training opportunities through foreign language speeches, foreign language corners and foreign language song contests to lay the foundation for future development.

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