

Study of Business English Pragmatic Competence Cultivation Strategies from the Perspective of Intercultural Communication Theory

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Abstract: The cultivation of pragmatic competence is one of the main objectives of business English teaching. Good quality of pragmatic competence cultivation is also the basic condition for students' future employment and development. From the perspective of intercultural communication theory, business English has exposed some defects and problems in the cultivation of pragmatic competence, which are also the main obstacles to the development of business English teaching quality. Based on an in-depth analysis of the characteristics of business English teaching, this paper elaborates in detail the strategies for cultivating students' pragmatic competence from the perspective of intercultural communication theory.

1. Introduction

With the continuous development of the global economy, exchanges between countries have become increasingly frequent. In this process, the demand for business English talents has become higher and higher. Only business English talents with strong professional foundation can develop better under the conditions of global economic development. Due to the great differences in culture and mode of thinking in different countries, in the process of business English teaching, we should strengthen the theoretical perspective of cross-cultural communication, actively improve students' pragmatic competence, and improve the overall quality of business English education. However, from the actual situation of business English teaching, teachers are far from meeting the practical needs of cross-cultural communication in cultivating students' pragmatic competence. Only by constantly updating and upgrading business English teaching forms and improving students' English pragmatic competence can students' English synthesis be realized from the perspective of cross-cultural communication theory. Enhance the overall level.

2. The prominent problems in the cultivation of business English pragmatic competence from the perspective of intercultural communication theory

2.1 Business English teaching method is relatively single, which is not conducive to the development of pragmatic competence.

Although the cognitive ability of students in the stage of business English learning has been basically formed, according to their learning characteristics, the more interesting the knowledge is, the better the students will accept it, and the better the teaching effect will be. The same should be followed when cultivating students' pragmatic competence in business English teaching. Follow this educational principle [1]. However, from the current situation of business English teaching, teachers generally adopt a relatively traditional single teaching mode in the teaching process, which is relatively boring in teaching practice. Business English is a subject closely related to business practice. With the help of this characteristic of knowledge, teachers can strengthen the connection between business English knowledge and business practice so as to promote students' better learning

and understanding and help students develop their pragmatic competence. However, unfortunately, many business English teachers are not there at present. In teaching practice, we pay attention to the improvement of teaching methods, and still use a single and boring teaching form. Students' enthusiasm for learning is not high, so the whole business English teaching classroom seems relatively boring. At the same time, teachers do not attach importance to the cultivation of pragmatic competence, and the teaching effect is difficult to meet the desired requirements.

2.2 Lack of Attention to the Cultivation of Students' Pragmatic Ability

From the perspective of intercultural communication theory, business English teaching has exposed a lot of problems, one of which is the lack of attention to the cultivation of pragmatic competence. Under the current education system, students are facing severe pressure of study and entrance, so compared with the previous, the current higher education has gradually deviated from the intended educational track. In order to effectively improve their teaching quality and achieve good teaching evaluation results, teachers focus their main energy on the study of examinations in teaching practice. Then in the process of teaching, the choice of teaching methods is basically centered on the examination, which is based on exam-oriented education and neglects the cultivation of students' pragmatic competence.

Therefore, in the current business English teaching, inculcation education is a common form adopted by teachers. In order to further improve the overall quality of teaching, teachers' inculcation education runs through almost all the time of classroom teaching. Students have been in the position of passive acceptance of knowledge in the process of learning. There is no time for reflection and summary, and no effective time for reflection. In educational practice, teachers should not only explain basic English knowledge to students, but also pay attention to the cultivation of students' comprehensive ability. However, from the current business English teaching practice, teachers pay less attention to the cultivation of students' ability.

2.3 The cultivation of pragmatic competence is mostly formal and does not play a substantive role.

In the practice of Business English teaching from the perspective of intercultural communication theory, the cultivation of students' pragmatic competence is not achieved overnight. Teachers need to adopt scientific and reasonable teaching methods. After a relatively long period of training and understanding, students will gradually develop certain business English pragmatic habits and form good pragmatics. Ability, so as to achieve the desired training effect. However, according to the current situation of business English teaching, most of the teachers' teaching methods still fall far short of such requirements [3]. Although some teachers have realized the importance of cultivating students' pragmatic competence in business English teaching, they have also adopted certain methods and methods in the process of teaching, but some teachers are still influenced by traditional teaching concepts, and the teaching methods adopted are ineffective, so they are only trained for the sake of cultivation. As a result, the cultivation of students' pragmatic competence is superficial and does not play an actual educational role.

3. The Basic Principles of Business English Pragmatic Competence Cultivation from the Perspective of Intercultural Communication Theory

3.1 Highlighting the students' principal position and making them the principal part of Education

Under the traditional business English teaching mode, students have little independent thinking time in class, and their participation in the classroom is low. They are always in the state of accepting and memorizing knowledge. In order to truly achieve the educational purpose of highlighting students' principal position in the classroom and effectively cultivate students' pragmatic competence, it is necessary to do so. We should fundamentally change this teaching form. At present, the teaching

process of business English classroom is dominated by teachers. Students lack initiative and initiative in learning relevant knowledge. They also lack the process of independent thinking. They seem to have fully understood the knowledge explained by teachers in class, but when they use it in practice, there will be no way to do so. Hand, half-understood knowledge, this is also a prominent problem that can not be effectively avoided under the traditional education mode [4]. Therefore, teachers should pay attention to students' principal position, highlight students' principal position, enable students to think independently and solve problems in the learning process, gradually weaken the leading role of teachers, and give the classroom to students.

In this regard, teachers should redesign the teaching content before formal lectures, regard students as the center of classroom teaching, and design all teaching activities to highlight the dominant position of students, so as to reduce the degree of teachers' participation in students' learning [5]. As far as possible, the whole teaching class should be handed over to the students to arouse their initiative and enthusiasm in learning. Teachers only play an inspiring and guiding role in this process. Because, after all, students lack basic knowledge of business English, and there are inevitably some problems that can not be solved in the process of learning. On this basis, cultivating students' pragmatic competence will achieve twice the result with half the effort.

3.2 Enlightening Business English Education and Guiding Students to Improve Their Pragmatic Ability

In teaching practice, the traditional teaching mode pays too much attention to students' knowledge indoctrination, but does not attach importance to the cultivation of students' various abilities. In such a form of education, the teacher's teaching process is self-centered, the teaching time in the classroom is basically occupied by the teacher, the students have almost no process of reflection and summary of the new learning knowledge. If the teacher no longer pays attention to the inspiration and guidance in the teaching process, the teaching effect is conceivable. 。 Therefore, in the process of cultivating business English pragmatic competence from the perspective of intercultural communication theory, teachers should pay full attention to the Enlightenment of teaching mode. Through teachers' active guidance and inspiration, they should help students establish a good knowledge system of business English, establish a corresponding knowledge framework, and at the same time, take the cultivation of pragmatic competence as the core. Expansion and divergence of knowledge can broaden students' knowledge horizons, enable students to have an English perspective of cross-cultural communication, break through existing disciplinary boundaries, and improve students' comprehensive practical ability in English.

4. Effective Strategies for Business English Pragmatic Competence Development from the Perspective of Intercultural Communication Theory

4.1 To improve teachers'teaching quality and lay a good foundation for the cultivation of pragmatic competence

From the perspective of intercultural communication theory, the cultivation of pragmatic competence is one of the main contents of business English teaching practice, which differs from the traditional teaching objectives [7]. Therefore, in the actual application process, teachers should not copy the original way, but should adopt the most effective way to improve the overall quality of students' pragmatic competence. In order to achieve such teaching objectives, teachers need to have a deeper understanding of students' pragmatic competence before training them, which puts forward higher requirements for teachers' teaching quality. In order to promote the improvement of teachers' teaching level, schools should actively take various measures to improve teachers' teaching ability. For example, schools can actively organize teachers to carry out learning and communication activities, build a platform for teachers to communicate and exchange learning, so that teachers can gradually improve the practical ability of cultivating English pragmatic competence by communicating and communicating the problems existing in the teaching process, and lay a good

foundation for improving the quality of business English teaching. Pieces.

4.2 To cultivate pragmatic competence throughout the whole process of business English Teaching

From the perspective of intercultural communication theory, one of the main reasons that affect the quality of students' pragmatic competence cultivation is that teachers' traditional teaching methods can not fully mobilize students' initiative and enthusiasm in learning. Meanwhile, teachers do not pay enough attention to the improvement of teaching methods and have been in a self-proclaimed state. Therefore, in order to solve this problem fundamentally, we should actively establish teachers' awareness of educational reform, actively accept and apply all kinds of new teaching modes to improve teaching effect, and achieve the overall improvement of teaching level [8]. For teachers, we should abandon the negative influence of traditional educational concepts and break the shackles of old teaching methods and ideas in a timely manner. Teachers should adhere to the correct orientation of subject education. Before cultivating students' pragmatic competence in teaching practice, we should have a comprehensive and systematic grasp of it and grasp the essence of cultivating students' pragmatic competence. Then, it effectively integrates with Business English teaching, re-optimizes the teaching, regards the cultivation of pragmatic competence as the main goal of Business English teaching, stimulates students' interest in learning, and cultivates good business English learning habits.

4.3 Improving the Effectiveness of Business English Pragmatic Competence Training

In order to effectively cultivate students' pragmatic competence in business English teaching, it needs a relatively long process. In this process, teachers should actively guide and educate, strengthen communication and communication with students. Only in this way can students gradually develop good pragmatic competence and promote students' better development. 。 Therefore, in the actual teaching process, teachers should actively change the traditional knowledge imparting mode, reduce their dominant role in the process of students' learning, adopt various effective education modes, improve students' initiative and enthusiasm to participate in business English knowledge learning, and guide students to actively participate in the teaching process. In this way, students will have a higher enthusiasm for learning [9]. On this basis, we should actively set up the goal of cultivating good pragmatic competence, create teaching situations skillfully, stimulate students' curiosity and thirst for knowledge, guide students to exercise their pragmatic competence actively, and improve the effectiveness of pragmatic competence cultivation.

5. Conclusion

To sum up, from the perspective of intercultural communication theory, pragmatic competence training should be the main goal of business English teaching. Therefore, in educational practice, teachers should actively innovate and improve the ways and methods of pragmatic competence training, stimulate students' interest in learning, and integrate pragmatic competence training into business English teaching. The process promotes the continuous improvement of students' pragmatic competence.

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