

A Practical Study on the Cultivation of Intercultural Communicative Competence and the Shaping of College Students' Personality

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ABSTRACT. *In the new century, with the gradual deepening of China's opening to the outside world, people and things in western society have increasingly entered people's lives. Due to many reasons such as nationality, history, geography and society, differences between languages, conflicts and misreading of heterogeneous cultures and collision of national cultural psychology are most fully and obviously displayed in English cross-cultural communication. In a deep sense, the cultivation of intercultural communicative competence is actually reshaping personality. We must fully understand that the process of English communication should also be a process of cultural exchange, and we need to take appropriate measures to integrate social and cultural knowledge into the training of various skills. From the perspective of constructivism, this paper analyzes the formation of intercultural communicative competence. With the increasing frequency of cultural exchanges, people must have good personality characteristics in order to eliminate obstacles in cultural exchanges and achieve the purpose of cross-cultural communication.*

KEYWORDS: *Cross-cultural communication, Personality characteristics, Cultural exchange*

1. Introduction

As communication strategies vary from culture to culture, people from different cultural backgrounds will have difficulties and problems when communicating in the same language system. Culture is a composite whole, including knowledge, belief, art, morality, law, customs and daily living habits [1]. The citizens of the earth, that is, the international people, are a complete person. People should not only be containers of knowledge, but also have good moral and cultural cultivation, and should have a clear understanding of the general trend of the development of world civilization [2]. As a part of culture, language is rooted in the cultural soil to which it belongs and has

distinct national characteristics. The differences in the cultural forms of different nationalities inevitably appear in different levels of the language system. To discuss the communication strategy in foreign language teaching, we must first clarify the purpose of foreign language teaching and learning. Communication is a process of interpersonal communication, and interpersonal communication is essential [3]. Communication is not only an intermediary of interpersonal communication, but also a contest of wisdom, expression of mind, collision of thinking and display of charm [4]. Language teaching includes not only the cultivation of language ability, but also the cultivation of communicative ability, which has become more and more a consensus in foreign language teaching.

Because different ethnic groups are in different ecological, material, social, and religious environments, their respective language environments produce different language habits, social culture, customs, and other contextual factors [5]. Today, with the increasing frequency of international exchanges, English cultural teaching in higher vocational education has received more and more attention. English communication should pay more attention to the penetration of English culture and improve learners' communicative ability [6]. As an educational activity, the cultivation of cross-cultural awareness should undoubtedly be carried out in school education. Learning foreign languages is conducive to the development of students' intelligence, students to form a good character, noble character and strong will and world awareness [7]. Intercultural communication is the communication between native speakers and non-native speakers. It is also the communication between any people who have differences in language and cultural background [8]. Intercultural communication requires two abilities: the ability to use language and the ability to understand culture. In the past, English communication always focused on the acquisition of language structure and language ability, and cultural teaching was often overlooked [9]. English teaching is not only to impart language knowledge, but more importantly to cultivate students' communicative competence and their ability to use English for cross-cultural communication [10]. Based on the perspective of personality shaping, this paper analyzes the current status of cross-cultural communication, expounds the urgency and importance of cross-cultural teaching, and proposes strategies for the cultivation of college students' cross-cultural communication ability and personality shaping.

2. The Concept of Differences between Chinese and Western Personality and Intercultural Communicative Competence

2.1 Differences between Chinese and Western Personality

One of the most important communication sensitive areas in interpersonal communication is verbal communication at the beginning of communication. The communication strategies used at this time include greeting each other and deciding

whether to make a communication agreement. Therefore, the task of cross-cultural communication is not only to cultivate students' language ability, but also to cultivate students' communicative ability. In the cross-cultural communication between China and the West, the differences between Chinese and Western people in thinking mode, ideas, values and other aspects all contain their profound historical and cultural origins [11]. Foreign language teaching should start with language and culture, attach great importance to these factors that affect language learning and application, and reveal the connotation of language-specific cultural factors to students. Compared with Chinese cultural philosophy, western cultural philosophy pays more attention to the external material world. In western cultural philosophy, there is an insurmountable gap between man and God. Therefore, only by constantly exploring the outside world and continuously understanding and understanding the outside world can man transform from self-sufficient existence to self-sufficient existence. In today's increasingly frequent cross-cultural communication, personality differences between China and the West are one of the factors that cause cross-cultural communication barriers. The personality differences between Chinese and western people are obvious [12]. In the development of Western philosophy, nature is the human cognitive object. Although they have gone through different stages in the development process, their mainstreams all regard the natural universe as an irreconcilable relationship with humans. Culture is the general term for society's spiritual life and material life. Therefore, it is not only existing and accumulating, but also undergoing changes and flowing.

Intercultural communication is a kind of oral communication in a specific communication situation, where communicators with different cultural backgrounds use the same language. In most western countries, the classroom atmosphere is usually warmer, and students are more inclined to actively participate in the entire teaching process or ask questions or even interject at will during the lecture. When teaching idioms, it is important to ask students to compare idioms in foreign languages with the corresponding idioms in Chinese, and then to explain and distinguish their usage [13]. Only in this way can the students' ability to use language be tempered and cultivated, and can they succeed in communication, especially in cross-cultural verbal communication. Intercultural communication ability refers to the ability to communicate between two cultures. In order to eliminate obstacles in cross-cultural communication, it is necessary for learners to understand and accept Chinese culture in depth. Foreign literature appreciation, comparison of Eastern and Western cultures, and Western cultures should be relatively important courses in foreign languages. This can not only deepen the students' understanding of the language, but also improve their aesthetic awareness, emancipate their minds, broaden their horizons, and at the same time, it is the necessary condition to enhance the comprehensive quality of college students. In cross-cultural communication, strengthening the systematic comparison, evaluation and synthesis of the personality differences between China and the west, and improving the personality through cross-cultural communication will enhance the cross-cultural communication ability of today's college students and adapt to the development of the new situation. From a cross-cultural perspective, the differences in language and culture inevitably lead to

the existence of non correspondence and incomplete correspondence between the two languages at all levels. The role of cultural background knowledge in communication activities cannot be ignored. It often determines whether the two sides can communicate and understand each other.

2.2 Cross-Cultural Communication Ability

To learn a language, especially a foreign language, without understanding its cultural connotation, it is impossible to understand it accurately, let alone to use it correctly and skillfully. Cross-cultural communicative competence is comprehensive and multi-dimensional. To examine a person's cross-cultural communicative competence, one should not only examine his cross-cultural knowledge, but also his thinking, behavior, emotion, personality, etc. The so-called cultural conflict refers to the process in which different forms of culture or cultural elements oppose and repel each other [14]. Effective intercultural communicative competence should at least consist of basic communicative competence system, emotional and relational competence system, plot competence system and communicative strategy competence system. Language has all the attributes of culture, so language is also a culture and the most important part of human culture. The process of learning foreign languages and foreign cultures will gradually develop your outstanding ability to abandon and communicate. This ability not only contributes to the development of language and communication skills, but also has a positive role in promoting the improvement of the overall personality. People master the language different from the mother tongue and finally cross the barrier of the mother tongue, they also have another metaphor construction experience, and have obtained the key to open a new world.

Communicative cultural ability is implicit in the language and reflects a series of cultural information such as user values, social customs, and ways of thinking. . Explicit cultural teaching has its limitations. It may ignore intangible cultural factors and cultural traits that are hidden in all aspects of life and closely related to personal encounters, and ignore the subjective knowledge and thinking of learners when they are actually facing these factors and traits. Process and behavioral capabilities. Higher education's own value goal is severely challenged. The essence of international competition is the competition of comprehensive national strength supported by science and technology and based on economic strength [15]. The new language will help people interpret new experiences, re-understand existing experiences, and thus adjust the structure of existing experience format towers. In this sense, mastering another language means the growth of personal potential [16]. The Chinese language contains the strong culture accumulated by the Chinese nation in the long process of development, which has the cultural connotation that foreign learners do not have or are different from, and these cultural connotations are always permeated in the pragmatic process. In order to cultivate students' consciousness and sensitivity in cross-cultural communication, teachers should combine cultural content and language

materials to let students understand the differences of different cultures in thinking mode, values, social customs, life style, time orientation, etc.

3. The Cultivation of College Students' Intercultural Communicative Competence

3.1 Respecting the Differences between Chinese and Western Personality

In a certain interpersonal communication occasion, the communication agreement may also start with non-verbal agreement. For example, in shops, post offices and other places, the customer's approach to the counter is the signal for the communication agreement to start. The differences between different cultures of different nationalities make their languages have different features in structure and expression, which are reflected in cross-cultural communication. With the increasing frequency of international exchanges, the collision, mutual influence and mutual blending of Chinese and western cultures have become an indispensable part of people's daily life [17]. On the formation and development of personality, various viewpoints and theories have been formed in the psychological circle. Under the background of economic globalization, more and more countries realize that capital resources or natural resources alone cannot occupy a favorable position in international competition. As a high-level living body in nature, human beings have no livelihood and all other livelihood activities are impossible to talk about.

In a sense, language is a part of culture and plays an important role in culture. Language is the foundation of culture. Without language, there is no culture. On the other hand, language is influenced by culture and reflects culture. The awareness of cross-cultural communication can help students actively acquire and deeply deal with cultural knowledge, and have flexibility and creativity in cross-cultural behavior. It pays attention to attitude, emotion and cognition, especially critical thinking ability. From the perspective of modern education, foreign language teaching is incomplete or incomplete if it is not combined with the culture of the language country being studied [18]. At the end of language communication, people of different systems often adopt different communication strategies. It is because of cultural differences that language forms different patterns. From the perspective of intercultural communication, the cultivation of College Students' intercultural communication ability is to cultivate their intercultural communication skills. It enables them to recognize the linguistic and non-verbal behaviors unique to the culture they are learning and explain its functions. It is undeniable that although the surface language barriers can be overcome by learning, the deep barriers caused by the cultural differences in the way of thinking are difficult to solve in cross-cultural communication.

Globalization is not a static culture, but a process in which cultural commonalities are constantly expanding and enriching. It is also a process of cultural individuation,

which constitutes the driving force and main line of cultural progress. For college students from different social and family backgrounds, who have different learning ability and cognitive style, teachers should respect their individual differences and cultivate their intercultural communication ability in a timely and appropriate manner at different stages [19]. In College English teaching, we should not only cultivate students' sensitivity to the cultural differences between China and the west, but also be good at grasping the common points of different cultures, so as to enhance the understanding of different nationalities, so as to smoothly and effectively carry out cross-cultural communication. Teachers can consciously summarize some words and idioms with cultural background in language teaching. In cross-cultural communication, only by consciously comparing the words that embody the cultural meaning can we make the communication easier and more successful.

3.2 Respecting Individual Differences of Students

The correct use of language is restricted by culture, and the vocabulary of language is loaded with culture all the time. Communicative cultural knowledge runs through all aspects of social life. Just as the content of teaching in cross-cultural communication should be the common core part of language, the introduction of culture should also be the common mainstream part of British and American culture. Language embodies the characteristics of a nation. It not only reflects its historical and cultural background, but also reflects its way of life and way of thinking. Cross-cultural teaching involves many levels and is rich in content. The focus of cross-cultural teaching should be the cultivation of daily communicative competence, so that students can correctly understand the culture of the English nation and master the principles of dialogue and behavior in various common situations [20]. Language consists of pronunciation, vocabulary and grammar, the most active of which is vocabulary, and the task of loading culture is mainly accomplished by vocabulary. The differences in lexical meaning reflect the differences expressed by various languages. The absence of a certain cultural background of the target language will also have a negative impact on language learning, including the understanding of discourse and conversational implicature. Looking at the world's higher education, the state's management of higher education and the independent running of colleges and universities are indispensable for running higher education well. However, in order to handle the relationship between the government and universities well, it is necessary to establish some kind of intermediary between the government and universities. There is a basic motive in the personality system, that is, to keep realizing and strengthening all aspects of human beings [21]. This realization motive is born in man and is the driving force of existence and everyone's life. English teachers should pay attention not only to impart the necessary language knowledge and skills, but also to cultivate students' sociolinguistic ability, that is, to improve the sensitivity of students to culture and the appropriateness of using words, so as to reduce communication failures and achieve effective communication activities. purpose. If the invitation cannot be accepted for some reason, appropriate strategies should be

adopted so as not to cause misunderstandings due to rejection. Therefore, refusing invitations is a more sensitive area in cross-cultural communication than accepting invitations.

We should train language learners to be sensitive to the language culture they are learning, be good at discovering the characteristics of the culture, and gradually form rational curiosity, and be willing to understand and learn the culture. Intercultural communication is influenced by specific communication occasions and intermediary intermediaries, so it puts forward unique requirements for intercultural communication ability. It is necessary to integrate cultural content and language materials into one body, and to teach students the cultural characteristics of Britain, the United States and other countries that affect cross-cultural communication in a targeted manner, continuously broaden students' cultural background knowledge, and systematically impart cultural background knowledge to students [22]. Language knowledge is the basis of cross-cultural communication, including phonetics, vocabulary, semantics, syntax, pragmatics and discourse knowledge. Lack of solid language knowledge will bring considerable obstacles to cross-cultural communication in the context of cross-border e-commerce. Only when language knowledge, language skills and related culture are organically combined and synchronized, can good teaching effect be achieved. Personality is a unified structure, which is an organism composed of many factors and levels, and the development of sound personality. It lies in the comprehensive and coordinated development of personality structure, not only the one-sided development and improvement of one aspect. The basic entity of character is not a single character, but the whole character structure. A single character is formed from this. The adjustment of higher education structure must be accompanied by the reform of higher education management system in order to coordinate the healthy development.

3.3 Deepening College English Teaching Reform

The society's demand for foreign language talents is no longer that they can only know many words and read several articles, but also that they should be practical talents who can communicate and spread culture in real time. Therefore, the task of English teaching is not only to cultivate students' language ability, but also to cultivate students' communicative ability. Language cannot be separated from culture. Culture depends on language. English teaching is a language teaching and, of course, cannot be separated from cultural education. Teachers should not only guide students to accurately grasp the meaning of words, but also encourage students to think about such problems when explaining words in combination with texts. From the perspective of foreign language teaching, culture can be divided into knowledge culture and communication culture [23]. The so-called knowledge culture refers to the linguistic and non-linguistic cultural factors that do not directly affect the accurate transmission, while the communicative culture refers to the cultural factors implied in the learned language. As a language phenomenon, language is closely related to human society. It is a communication tool and thinking tool for all people, and it is

also a repository of knowledge. College English is a teaching system with English language knowledge and application skills, learning strategies and cross-cultural communication as its main contents, foreign language teaching theory as its guidance, and a combination of various teaching modes and teaching methods. The humanistic personality theory points out that human beings have a power of natural growth [24]. Basically, people are developing towards mature, socialized and self actualized personality. The combination of professional and disciplinary content aims to enable today's students to get a full understanding of various concepts that can meet the needs of tomorrow. The core of vocational education is to impart vocational knowledge, cultivate vocational skills and provide vocational guidance. Self realization is the full exploitation and utilization of human's talent and potential. It is the completion of the mission and the fuller grasp and recognition of the inner value of the individual.

Students' lack of cross-cultural awareness will lead to pragmatic failure in daily language application. Culture is unique to human society and is the main symbol to distinguish human beings from animals. It has the characteristics of universality and difference, stability and flexibility. Teachers should encourage students to innovate the text according to their own life experience, so as to improve their thinking ability. Language develops with the development of the nation, and language is an integral part of social ethnic culture. Students combine experience, knowledge, and thinking with learning content through their own experiences, and understand problems from different perspectives. Teachers must seize the opportunity in English teaching and purposely input corresponding cultural knowledge. This will broaden students' knowledge, reduce mistakes, and improve their ability to think across cultures.

In a sense, language is a part of culture and plays an important role in culture. Language is the foundation of culture. Without language, there is no such thing as culture. Globalization has the characteristics of process and integration. In this process, there is absorption, integration, and even assimilation. Therefore, globalization is not a static culture, but a process, a process of continuous expansion and enrichment of cultural commonality. Language is composed of three major elements: phonetics, vocabulary, and grammar. The most active is vocabulary. The task of carrying culture is also mainly completed by vocabulary. The different meanings of vocabulary reflect the differences expressed in various languages [25]. Teachers must have a strong sense of cross-cultural communication and cross-cultural communication ability. Only when teachers have a strong ability of intercultural communication, can they carry out effective intercultural communication teaching in the classroom. In the actual teaching, teachers should introduce the cultural factors contained in the simulation situation and put the language into the specific pragmatic context. Any national language is an important part and carrier of the national culture. We should train students to be sensitive to the target culture, be good at discovering the characteristics of the culture, and gradually form a rational curiosity, and be willing to understand and learn the culture.

4. Conclusions

Cross-cultural communication is not only the English language itself, but also the understanding of language and cultural background knowledge. Due to the acceleration of globalization, more and more people communicate across borders, and in the process of communication, there are often some conflicts or misunderstandings. These conflicts or misunderstandings are often not due to language barriers, but cultural conflicts. For Chinese culture under the background of globalization, cross-cultural awareness, cross-cultural knowledge and cross-cultural skills help us to understand the world from different perspectives. If a culture lacks its own cohesion and cannot make a new interpretation of its own culture when it contacts with a stronger culture, then it is likely to be completely externalized and eventually lead to the interruption of its own culture. Teachers should change their teaching ideas and follow certain teaching principles. Take appropriate methods to integrate social and cultural knowledge into the training of various skills. Due to the reasons of nationality, geography, history and society, the differences of language system, the conflicts and Misreading of different cultures and the conflicts of cultural psychology are the most obvious and sufficient in English intercultural communication. Good foreign language environment and high-quality cross-cultural teaching will undoubtedly improve the quality of the people and help to shape a new personality in line with the requirements of the times.

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