

Research on the Cultivation of High School Students' Social Security Prevention Ability Based on Big Data Analysis

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Abstract:

Introduction: The level of English directly affects the level of technology introduction in industry and manufacturing. With the rapid development of global economy, there is an urgent need for a large number of interdisciplinary talents who are familiar with the professional knowledge of business field and have strong English communicative ability. This brings unprecedented challenges to business English teaching.

Objectives: This paper attempts to investigate and analyze the needs of English Majors for the cultivation of business English intercultural communicative competence, so as to provide a reference for the cultivation of students' intercultural communicative competence.

Methods: The theory of intercultural communicative competence has been introduced more and more, and business English teaching has begun to pay attention to the cultivation of students' intercultural communicative competence. For a long time, the neglect of students' comprehensive needs makes it difficult for teachers to choose the right method and grasp the right direction to cultivate students' cross-cultural communication ability. This paper collects and analyzes the data, and sorts out and analyzes the collected data and information one by one. By means of tables and charts, this paper analyzes the current needs of students for the cultivation of intercultural communication ability in schools.

Results: Through the analysis of the questionnaire and interview data, combined with the actual situation of colleges and universities, this paper puts forward some opinions and suggestions on cultivating students' intercultural communication ability from the perspective of students' needs.

Conclusions: The cultivation of intercultural communicative competence is an important goal of College English teaching reform. It is necessary to integrate English language, Chinese and foreign culture and multi-disciplinary knowledge into College English teaching, so as to improve the level of College English teaching. To meet the needs of China's social development and international exchanges, it is necessary to cultivate international talents with international vision, understanding of international exchanges and cross-cultural communication skills.

Keywords: Data Analysis, business English, intercultural communication, students' needs, industry.

INTRODUCTION

With the deepening of globalization and the extensive use of information technology, international exchanges are increasingly strengthened, and China is changing from a local country to an international country [1-2]. An international country not only means people's more extensive foreign exchanges, in-depth international cooperation and exchanges, business and tourism, study abroad, the implementation of foreign language services and even foreign language life, but also means that China's personnel training has entered a new stage towards the goal of internationalization [3].

In order to improve the level of internationalization of education and meet the requirements of national economic and social opening to the outside world, it is necessary to cultivate a large number of international talents with international vision, familiar with international rules and able to participate in international affairs and international competition [4-5]. International talents should not only master foreign languages, but also understand international communication. In the past 20 years, the goal of English teaching has expanded from language competence to communicative competence, and then to intercultural communicative competence. The concept of "cross culture" was introduced into China from Britain and America in the late 1980s. As far as the core connotation of intercultural communication is concerned, it refers to the communication between people who do not share the same communicative competence [6]. As some people think, intercultural communication competence includes cognitive, emotional and behavioral adaptability. Only with the adaptability can we creatively deal with the cultural differences between the two sides in intercultural communication and achieve

effective communication. For a long time, many scholars have done in-depth research on the components and connotation of intercultural communicative competence. Although there are differences in levels and order, emotion, attitude and cognition are the common core elements, that is to say. Only with the ability of cross-cultural awareness, empathy, coordination and adaptation, can we obtain the possibility of effective communication. It researched on the rating of intercultural communicative competence includes empathy, communicative competence, event competence and relational competence among the eight basic elements of intercultural communicative competence.

In addition, many scholars have studied and discussed intercultural communication. Many scholars have put forward a model of intercultural communicative competence, which includes both communicative competence and intercultural competence, including linguistic competence, pragmatic competence and strategic competence; Intercultural competence includes sensitivity, tolerance and flexibility. Scholars have discussed various problems of intercultural communicative competence and introduced the communicative competence proposed by Canale and Swain, which includes grammar, sociolinguistic, discourse and strategy [7-8]. Some scholars have discussed several important models of intercultural communicative competence training, and compared the cultural leaping and surpassing. On the basis of re examining and analyzing "Cultural Introduction", some scholars put forward the overall teaching conception and framework of intercultural communicative competence training, as well as the corresponding countermeasures and suggestions. From the beginning of the discussion and practice of "cultural guidance" in foreign language teaching to the explicit requirements of "cultural knowledge" and "cultural literacy" in College English syllabus, China has entered into the teaching practice of paying equal attention to both language and culture. However, in the past 20 years, the teaching and research of cross-cultural communication in China has many disadvantages, such as emphasizing theory over practice, emphasizing the breakthrough of single link over the thinking of the whole method.

College English education is not only instrumental, but also humanistic. It has become a consensus in the field of foreign language education in China to take the cultivation of students' intercultural communicative competence as the ultimate goal. In this context, it is very urgent and necessary to strengthen the cultivation of intercultural communicative competence in College English teaching and build a college English training system. Based on the practice of the author's school in the cultivation of intercultural communicative competence, this paper makes a practical research on the cultivation system of College English intercultural communicative competence, aiming at promoting the deepening and development of College English teaching reform and exploring the feasibility of the implementation of the cultivation system.

OBJECTIVES

This paper attempts to investigate and analyze the needs of English Majors for the cultivation of business English intercultural communicative competence, so as to provide a reference for the cultivation of students' intercultural communicative competence.

METHODS

Cultivation System of Intercultural Communicative Competence in College English

In order to cultivate students' intercultural communicative competence, we must update teaching concepts, meet new learning demands and build a new college English curriculum system. The training system of College English intercultural communicative competence consists of four parts: training objectives, teaching ideas and teachers, training methods and means, and teaching environment [9].

2.1 ESTABLISHING THE TRAINING OBJECTIVES OF COLLEGE ENGLISH INTERCULTURAL COMMUNICATIVE COMPETENCE

The reform and development of foreign language teaching in China clearly shows that, in today's era of cultural diversity and economic globalization, foreign language is not only a language skill, but also carries the important task of improving human quality and carrying out cross-cultural communication. In the era of globalization, the cultivation of intercultural communicative competence has become the common goal and trend of foreign language education. The author believes that the cultivation of College English intercultural communicative competence can refer to the "four goals" of the latest research and practice of American school education, which

specifically refers to language ability, thinking ability, behavior ability and social development ability. The four are relatively independent and interrelated. Formal semantic model diagram is shown in Figure 1.

(1) Language ability

Language competence, pragmatic competence and language strategy competence constitute the communicative competence that many foreign scholars have proposed in intercultural communication. In English teaching, teachers should impart pragmatic knowledge to students in good time and guide teaching with pragmatic knowledge so as to improve students' communicative competence. It can avoid misunderstanding and embarrassment in cross-cultural communication; The cooperative principle of conversation can make what the speaker says understood and accepted by the hearer, so that the conversation can go on smoothly. Language strategy competence is an important ability to cope with language use [10]. It refers to the method adopted by learners to adopt some linguistic or nonverbal communication strategies to make up for the lack of vocabulary or grammar knowledge and overcome the obstacles in communication when their mastery of the second language is limited. It can enable students to deal with problems in communication actively and effectively, convey information successfully, and influence learners' overall communicative competence.

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Figure 1.Formal semantic model diagram

Thinking ability includes the ability of seeking difference and empathy. Different thinking is to learn to look at problems from each other's point of view or position in a pluralistic society. It can promote students to think about problems from different angles by pooling benefits and divergent problems, including critical reflection ability. Empathy is also called empathy. It is an important ability in intercultural communication. From the perspective of cognition, many scholars believe that learners should stand in the perspective of others, put themselves in other people's thoughts and emotional states, accept and reach resonance. Empathy is a kind of emotional experience from the standpoint of others and the cognition of others' inner state. Empathy is the cognition of others' emotional state or situation. Specifically, it recognizes the diversity and difference of the world, has cross-cultural sensitivity, is aware of and reflects on its own cultural values and behavior, and is tolerant of cultural differences and empathic with members of different cultures.

Behavioral competence includes the ability to understand behavioral norms, deal with behavioral conflicts and solve problems in cross-cultural environment. Intercultural communicative competence is the ultimate embodiment of intercultural communicative competence. The understanding ability of behavior norms refers to the understanding of the other party's behavior norms, especially the taboos in the other party's culture, so as to adopt the attitude of acceptance and adjustment, and narrow the differences. The ability to deal with behavior conflict is the ability to respond flexibly when the two sides have different behavior norms, so as to solve various situations in cross-cultural communication and successfully complete the task.

Social development ability includes interpersonal communication, relationship building ability and cultural adaptability. Interpersonal communication ability refers to the ability to deal with different interpersonal relationships, social backgrounds and scenes. People's speech, behavior and communication rules can meet the needs of mutual communication and form resonance; Cultural adaptability refers to the ability to temporarily shelve or modify one's own original cultural habits, learn and adapt to different cultural habits, and creatively deal

with the cultural differences between the two sides in cross-cultural communication. In 2006, Dr. Sarah Myers of Stanford University published a paper in the Journal of child development, pointing out that students' reading skills are closely related to social development. Problems on one hand will bring problems on the other. The above describes and defines effective intercultural communication competence from four aspects: language ability, thinking ability, behavior ability and social development ability. It involves all aspects of intercultural communication and is a cross and coordinated whole. The cultivation of College English intercultural communication competence should aim at these four aspects, so that students can apply what they have learned and carry out intercultural communication smoothly.

ESTABLISHING A TEAM OF TEACHERS WITH HIGH COMPREHENSIVE QUALITY

To train international talents with intercultural communication ability, we should optimize the teaching staff and provide the main conditions for intercultural communication training. Teachers must increase their cultural literacy. Improve the cognitive level and open up the vision. Enhance the scientific research ability. The basic teaching steps of intercultural communication are shown in Figure 2.

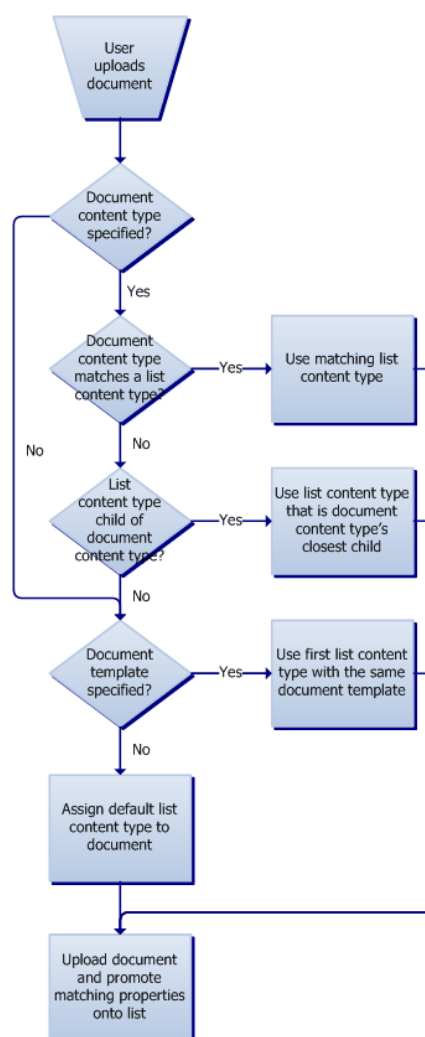


Figure 2. The basic teaching steps of intercultural communication

COLLEGE ENGLISH TEACHERS MUST CONSTRUCT THE TEACHING CONCEPT OF INTERCULTURAL COMMUNICATION TRAINING

The cultivation of intercultural communication ability is a long-term and practical education task. It can help learners to acquire and deal with cultural knowledge in depth. And it has more flexibility and creativity in cross-cultural communication. In order to help teachers update their teaching ideas, the author sends College English teachers to American universities for intensive study in three batches, so that teachers can receive targeted and

intensive and effective English teaching training. The study of American higher education, experience American culture, study teaching strategies, promote reflective teaching, expand teaching skills, expand teachers' 1-day vision, greatly improve the teaching innovation ability.

COLLEGE ENGLISH TEACHERS MUST INCREASE THEIR CULTURAL LITERACY AND STRIVE TO "LEARN FROM THE WEST AND THE WEST"

As the main body of teaching implementation, teachers play a leading role in setting teaching objectives, choosing teaching contents, organizing and designing classroom teaching. Teachers' cultural literacy and teaching ability directly affect teaching effect. Intercultural communication involves many subjects such as cultural anthropology, social psychology, linguistics, communication, sociology, etc., and also involves religion, philosophy, literature, art and other aspects in cross-cultural communication. Therefore, teachers must have good cultural literacy and broad cultural vision. Teachers can study doctor through interdisciplinary courses and optimize the knowledge structure. At the same time, the school can also establish special cultural training and learning mechanism for foreign language teachers, such as using various channels such as national, provincial fund for studying abroad and professional research projects, to send teachers to the UK and the United States for cultural investigation, experience western culture, expand cultural vision, and improve cultural literacy and intercultural communication ability.

COLLEGE ENGLISH TEACHERS MUST BE INVOLVED IN THE CULTIVATION OF INTERCULTURAL COMMUNICATION ABILITY

Teachers should promote teaching by scientific research and apply theory to practice. Teachers should be the source of teaching preachers and creativity with high cultural understanding ability, evaluation ability and integration ability. Only in this way can we fundamentally improve the validity of College English curriculum and the function of cultural education. We should implement team teaching, share resources and experience, build up teaching research innovation team, discuss research together, and seek development in exploration. We can also adopt the horizontal exchange and development mode of "please come in and go out", participate in the College English teaching competition, learn the advanced experience of foreign schools, invite experts in College English teaching to come to the guidance in person, understand the latest trends and broaden the vision.

METHODS AND MEANS TO OPTIMIZE THE CULTIVATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE

The cultivation of College English communicative competence can refer to the American "fixed culture method", which focuses on cultivating students' deep grasp of English culture, fully understanding the performance of English culture in a specific period, and cultivating students' intercultural communicative competence through various means of English teaching, so as to truly achieve the goal of "communicating effectively in English".

Curriculum design is very important in the cultivation of intercultural communicative competence. Because it is a key link between teaching idea and teaching practice, it guides the development direction of teaching and determines the key point of teaching. At the same time, a platform is set up for teachers to give full play to their ability, potential and creativity. In order to carry out the systematic project of cultivating intercultural communicative competence and truly realize the student-centered, we must start from the curriculum design. In recent years, taking the opportunity of College English teaching reform, colleges and universities across the country have designed a variety of College English courses, including language skills, culture, practical English and so on. Taking the author's school as an example, the full credit system has been actively promoted in recent years. According to the actual situation of the school, a complete teaching reform plan has been formulated, a personalized syllabus has been designed, and a new college English curriculum system with the characteristics of the school, under the full credit system environment and based on computer and network technology has been constructed, so as to meet the goal of cultivating cross-cultural communication ability. The courses include advanced audio-visual English, advanced oral English, English translation and writing for language development, cross-cultural communication for social development, thinking development and behavior development, selected reading of English newspapers and magazines, appreciation of English movies and TV programs, English reading guide for Chinese local culture, and English speech and debate. Overall goal of the teaching model is shown in Table 1.

Table 1. Overall goal of the teaching model

Comprehensive application ability	cognitive ability	Emotional ability	Ability to act
Listening comprehension	Cultural awareness	Empathy ability	Speech act
Oral expression	Communicative cognition	Self-mental adjustment	Nonverbal behavior
Reading understanding	Written expression		Cross-cultural competence

These college English applied culture courses aim at developing students' cultural vision, cultivating cultural literacy and comprehensive ability, and cultivating interdisciplinary talents in multiple levels and ways, which fully embodies J. Harmer's educational philosophy of foreign language balance, that is, to achieve the balance between teaching objectives and teaching environment, the balance between teaching content and learners' needs, and the balance between behavior and practice. The balance between cognitive psychology and humanistic psychology, the balance between the development of listening, speaking, reading and writing skills, and the balance between input and output, is systematic, holistic and broad. In highlighting their characteristics, each course complements each other, and jointly undertakes the tasks of getting familiar with and understanding foreign culture, understanding cultural values, correctly evaluating cultural differences between China and foreign countries, and flexibly using language and cultural knowledge for cross-cultural communication.

The renewal and reform of teaching content is mainly reflected in teaching materials, because teaching materials are the core of teaching, the crystallization of teachers' teaching practice and exploration, and the concrete embodiment of teaching objectives and methods. Whether the cultural content contained in the textbook is rich or not, and whether it is beneficial to improve students' cultural literacy, is one of the main criteria to measure and evaluate the textbook. Based on the four goals of language development, social development, thinking development and behavior development of cross-cultural communication ability training, the school where the author works has explored, reflected and summarized the principles of culture teaching textbook compilation in many years of teaching practice, and has compiled and published "cross cultural communication and the global villager", "oral English communication" and "cross cultural communication and the global villager" English film appreciation, English Guide to Chinese civilization and Suzhou culture, College English writing and Translation: generation and transformation, etc. Textbook compilation follows the principles of scientificity, systematization, hierarchy and timeliness. According to different courses, it reflects its suitability, inspiration, interest, authenticity and practicability. It combines knowledge learning with speculative ability training, fully considers students' psychology, cognitive ability and language level, gives consideration to both content and form, and pays attention to the systematization of knowledge, language, cognitive ability. The diversity of style and genre. It is rich in content and wide in subject matter. It takes into account different levels and levels of culture, as well as the balance between input and output, listening, speaking, reading, writing and translation. It highlights the comprehensive and practical characteristics of the cultivation of intercultural communicative competence.

The textbook is full of the flavor of the times and interesting, which is conducive to stimulating students' thirst for knowledge and internal drive, and is equipped with corresponding electronic texts to meet the learning needs of different objects at different stages. For example, the textbook "oral English communication" reflects the pluralistic characteristics of English language and culture in the era of globalization, and highlights the concept of task-based and cooperative teaching methods. It has made innovations and breakthroughs in content, practice topics and evaluation methods. In cross cultural communication and the global villager, we discuss the culture of English speaking countries by topic, focusing on the typicality. We should not strengthen the cultural stereotype, introduce western cultural knowledge to students with an open vision, and cultivate the sensitivity, reflective consciousness and overall cultural quality of cross-cultural communication. In the textbook "English film and Television Appreciation", we should make full use of the carrier and media of real communication activities of films to realize the synchronous learning of language and culture and the function of context teaching. In the textbook of Chinese civilization and Suzhou culture, we should promote national culture, enhance the awareness

of cultural equality, and strengthen the expression of Chinese culture. To overcome the "aphasia of Chinese culture" in the cultural exchange between China and the West.

INNOVATING CLASSROOM TEACHING DESIGN AND STRENGTHEN THE PROCESS OF CULTIVATING INTERCULTURAL COMMUNICATIVE COMPETENCE

The new model of cultivating intercultural communicative competence should focus on the cultivation of cultural awareness. This kind of cultural awareness refers to the awareness of cultural diversity, tolerance of cultural differences, empathy for members of different cultures, and awareness and Reflection on their own cultural values and behavior. It can help learners acquire and deal with cultural knowledge actively, and have more flexibility and creativity in cross-cultural communication. At the same time, this training mode focuses on attitude and emotion, including cognitive level and critical reflection ability. The curriculum design of applied culture series is not only closely linked, but also in-depth. It achieves the goal through knowledge learning, scene implantation, cultural comparison and other ways and means. Teaching content in the model is shown in Table 2.

Table 2. Teaching content in the model

Language-based teaching content	Embedding and Cultural Teaching Content
Grammar Structure Project (3)	Cultural Behavior Project (12)
Functional ideas (10)	Cultural Psychology Project (5)
Language Skills Project (6)	Cross-cultural communication factors (8)
Speaking skills (7)	Writing skills (7)
Reading skills (10)	Translation skills (6)

(1) Through advanced English teaching, improve students' language ability. Through the courses of advanced audio-visual English, advanced oral English and English translation and writing, we should strengthen pragmatic comparative analysis, reduce pragmatic failure, enable learners to overcome pragmatic negative transfer in cross-cultural communication, and cultivate cross-cultural communication ability to communicate accurately, fluently, appropriately and effectively in English. Teachers should guide students to understand the differences between Chinese and western rhetorical styles, including the way of argument, the way of quotation and the strategy of using idioms and proverbs. For example, the West tends to use empirical method, using data and details to demonstrate, and quoting proverbs and idioms is not always applied, often cutting the head and tail and adding to the details. However, Chinese people often accumulate by repeating their arguments, and are good at quoting allusions and authorities, or directly applying idioms and proverbs.

(2) Through comparative teaching, we can cultivate the thinking ability of cross-cultural communication. The combination of cross-cultural communication research and English teaching is to let learners understand the different systems of Chinese and Western culture, explore their ideological basis and basic concepts, and through comparative analysis, understand the cultural and ideological differences at a deeper level, which is of great significance to the cultivation of high-quality English talents.

RESULTS

There are not only similarities but also unique characteristics between different cultures. In teaching, we should pay attention to the combination of cross-cultural comparison and the cultivation of critical thinking ability. Therefore, in the teaching of cross-cultural communication, English film and television appreciation, advanced audio-visual English, advanced oral English and English translation and writing, we should understand the cultural background, differences and characteristics of China and the west through comparison. Have the ability of cultural identification. Based on the teaching materials, we should be good at digging out the cultural connotation from the details, comparing the native culture with the target culture at all levels, improving the sensitivity of students to the differences between Chinese and foreign cultures, helping students understand the surface culture such as customs and customs, behavior, etc., and guiding students to understand the values, ways of thinking and

psychological structure of different nationalities through the surface culture, So that students have an overall grasp of British and American culture. In the aspect of teaching design, we should pay attention to stimulating students' thinking of seeking differences. Teachers can promote students' thinking development by brainstorming and designing divergent questions. The more divergent the questions designed by teachers, the more students can think from different angles.

THROUGH SCENE SIMULATION, WE CAN CULTIVATE THE ABILITY OF INTERCULTURAL COMMUNICATION.

Classroom is an important place for cross-cultural communication. It is an effective means to create a real communication situation in the classroom to complete the cultural cognition, cross-cultural communication and personal cross-cultural communication attitude and behavior adjustment. In oral class, we should make full use of the miniature cross-cultural communication environment. Combined with task-based teaching, the situation is set up and simulated. In the process of simulating cross-cultural communication, linguistic and nonverbal knowledge are used to carry out cross-cultural communication. Improve the ability of behavior. For example, it can simulate ordering in restaurants, buying electronic products in best buy, or taking foreign friends to visit the campus. More importantly, it can improve the understanding of behavior norms in simulation practice. Adopt the attitude of acceptance and adjustment, exercise the ability to deal with conflicts flexibly, learn to solve various problems in the cross-cultural environment and communicate effectively.

Through the teaching of cultural knowledge, we can cultivate students' social development ability. The ability of interpersonal communication and relationship building in social development can be cultivated through English advanced audio-visual, English film and television appreciation, English newspaper reading, etc. in these input courses, students can understand British and American culture, experience culture, and guide them to systematically master all aspects of cultural knowledge, including the history, culture, social customs, culture of the target language countries Religion and values, especially the values that affect people's life and behavior. In order to better understand different cultures, understand the rules of interpersonal communication, cultural communication and cross-cultural communication, improve the ability of cultural adaptation, and creatively deal with the cultural differences between the two sides in the future practice of cross-cultural communication. The cultivation of cultural adaptability in social development requires teachers to pay more attention to the unity of knowledge and practice in the teaching process. Through the participation of learners, we can make effective adjustments in behavior and attitude, and combine knowledge-based learning with behavior and attitude, so as to improve the cultural adaptability of college students in cross-cultural communication ability. The mode of cultural learning and understanding is a non-linear relationship and a circular process. Only when the correct cognition of language and culture is formed, can we enter the deeper level of culture and make cultural comparison. Learners of a specific culture are always at the core of each level or process, and each process and step is related to each other. It is a cyclic dynamic process that each other is conditional and cross carried out through individual learners.

INNOVATING AND REFORM THE EVALUATION SYSTEM.

In the cultivation of intercultural communicative competence, the evaluation methods and means also play an important guiding and stimulating role. In practice, the school where the author works fully highlights the dominant position of students, excavates their potential, implements humanistic evaluation, actively uses multi-channel and all-round evaluation methods to reflect on learning content, methods and process, takes formative evaluation as an important way of evaluation, introduces peer evaluation mechanism, changes evaluation means, and realizes the diversity of evaluation value, method and process.

(1) Objective evaluation of students' language ability. Focusing on improving students' output ability, aiming at the problems that students often encounter in English writing, such as no content to write, improper expression, etc., the "publishing mechanism" is implemented. Through the publishing mechanism of the combination of inside and outside the classroom, such as writing club, student's Exercise Journal, network exercise column, etc., students' enthusiasm for writing is stimulated. In the course of "advanced oral English", we should adopt "man-machine test", establish a scientific and reasonable evaluation system, and evaluate students' actual level objectively and fairly.

(2) Examine the students' thinking ability. In each course, teachers attach importance to guide and inspire students to think and reflect, cultivate students' critical thinking ability, and strengthen the inspection and evaluation of this ability. In the course of "selected readings of newspapers and periodicals", the independent thinking ability of students about news events, hot current events, social focus and controversial topics is investigated. Look at the same event from multiple perspectives and make independent judgments. In the course of "English film and Television Appreciation", students are allowed to discuss and debate the relevant content of the film, and explore the problems belonging to the whole mankind from different perspectives. And the comparison of various aspects of Chinese and Western culture, improve students' empathy thinking ability and different thinking ability.

(3) Investigate and evaluate students' behavior ability. The investigation and evaluation of students' behavior ability pay special attention to their behavior norms in scene simulation, their ability to deal with conflicts, and their flexibility and adaptability in solving cross-cultural communication problems.

(4) To investigate students' social development ability. In the practice of intercultural communication, peer evaluation is adopted to facilitate mutual learning. In the process of cooperative learning, learners will pay more attention to differences and diversity, enhance communicative competence, learn to adapt, enhance adaptability, and creatively deal with the differences between the two sides of communication. In the course of advanced oral English. Fully integrate task-based teaching method and cooperative learning method, carry out simulation interview and classroom debate, stimulate students to participate in real communication, not only to evaluate peers, but also to investigate students' interpersonal communication ability and scene communication ability. In the course of writing, students' works are evaluated and recommended to be published on the College English learning website.

DISCUSSION

The cultivation of intercultural communicative competence is an important goal of College English teaching reform. It is necessary to integrate English language, Chinese and foreign culture and multi-disciplinary knowledge into College English teaching, so as to improve the level of College English teaching. To meet the needs of China's social development and international exchanges, it is necessary to cultivate international talents with international vision, understanding of international exchanges and cross-cultural communication skills. The cultivation of College English cross-cultural communicative competence must be integrated, systematic and broad. Combined with the teaching practice of my school, this paper puts forward some tentative ideas in order to arouse the discussion of peers. However, how to overcome the deep barriers in intercultural communication of college students, make them have a macro grasp of western culture, and strengthen the connotation construction of College English culture course need to be further explored.

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