

How to Guide the Students to the Multi-cultural Environment in the Colleges and Universities English Teaching

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Abstract: In addition to the cultivation of the students' language skills, the colleges and universities English teaching should pay attention to the cultivation of the students' cultural ability, and the language must be closely related to the culture in the process of formation, and the different languages have different cultural background. Colleges and universities English teaching should focus on cultivating students' understanding of English cultural knowledge and language background, and applying it in English study, which is not only beneficial to the students' reading and writing ability, but also can help students to adapt to the multi-cultural environment and improve the students' English literacy, as well as promoting the concept of colleges and universities English teaching.

1. Introduction

English teaching in colleges and universities is the key content of higher education system, which is of indispensable significance in cultivating innovative talents and comprehensive quality talents in the new era. Especially in the context of international and cultural integration, colleges and universities English teaching should give full play to its due practical value and function. The concept of English education in colleges and universities should no longer be mechanical and repetitive memory. In order to meet the needs of the times, colleges and universities English education should pay attention to cultivating students' ability to adapt to the multicultural environment, so that students can correctly look at the cultural differences between China and foreign countries, and learn to respect foreign culture and consciously inherit its own culture.

2. Why should the colleges and universities students adapt to the multi-cultural environment

2.1 Students need to learn to adapt to the multi-cultural environment in cross-cultural exchange

Language is not only a carrier of human communication, but also a manifestation of one or more cultures, which is closely related to its specific culture and interacts with each other. Students have certain English cultural knowledge and competence, which will enable them to communicate more smoothly and accurately in social situations and specific contexts, instead of learning "dumb English" and "illiterate English". For example, in Chinese and Western social culture, the concept of time is different. In China, whether it is film, television, literature or literary creation, people like to look to the past, to history, to trace the origin, to talk about it, to look at development and progress with a historical perspective, and to guide the direction of real things from past experience and achievements. Western culture, on the other hand, is more inclined to think about science and technology and future technology. They are accustomed to focus on the development of science and technology and the evolution of civilization. Moreover, in the process of language communication, there are also great differences in body language, environment language and object language between China and the West^[1]. Therefore, if we only grasp the usage and skills of a language, but do not know what kind of social culture it applies to and which kind of background culture it comes from, we can not skillfully use language to communicate normally, that is, cultural aphasia. Once the phenomenon of cultural aphasia occurs, a student's English learning experience of more than ten years will be meaningless, which will be the biggest mistake in colleges and universities English

teaching.

2.2 Multicultural environment is the trend of world development

Under the background of the integration of international economy, culture and knowledge, intercultural language communication is the trend of the times. Only a person with good language literacy can have a stable foothold in his future work and personal development, and can he always have core competitiveness in the flood of the times. This is also the reason why our country has added English courses to the education content since primary school. English has become a world language, and it plays an extremely important role in cross-cultural communication. In cross-cultural communication, vocabulary, language skills, grammar and so on only appear as the most shallow and basic content. The so-called cultural communication is to use a language that can communicate with each other to communicate at all levels, including literature, entertainment, art, science and technology, life and so on. Therefore, the cultivation of cultural competence is very important and necessary in colleges and universities English teaching, because real communication requires not only language interchange, but also a certain cultural and thinking resonance on the basis of language interchange^[2].

2.3 The needs of curriculum reform requirements

Colleges and universities English should conform to the trend of the development of quality education, attach importance to the combination of theory and practice in the teaching process, change the previous teaching concept of attaching importance to knowledge teaching while neglecting ability training, develop students' comprehensive English literacy, and break the embarrassing teaching situation of "dumb English" and "cultural aphasia". In the process of colleges and universities English education, it is necessary to attach importance to the cultivation of students' cultural competence in order to meet the basic requirements of the new curriculum reform of colleges and universities English, introduce the concept of English culture, promote the development of students' innovative thinking and English social competence, improve students' comprehensive literacy and enhance the quality of students' English learning.

3. Shortcomings in the teaching of language and cultural background in colleges and universities English teaching

3.1 Neglecting the Importance of Cultural Teaching

At present, colleges and universities English teaching pays less attention to the importance of students' cultural education, or only pays attention to the cultivation of students' English listening, speaking, reading and writing ability. Language is the manifestation of culture. They complement each other and are closely related. However, in colleges and universities English teaching, teachers separate the language from the cultural background making students feel that the language is only stiff and dry when facing it^[3]. For example, just greeting is quite different between China and the West. Chinese people like to ask, "Have you eaten yet?" "Did you eat well?" "What did you eat?" As a way of greeting acquaintances, it is closely related to China's long-standing food culture from ancient times to today. Chinese people are very particular about "eating", which originates from the culture that has been passed down for centuries. This culture goes deep into their bones and blood, and makes Chinese people feel that asking each other what they have eaten and whether they have eaten is a very cordial way of greeting, and in a large cultural background and living habits, all people tacitly accept and inherit this way. However, in the West, there is no such culture as background and foreshadowing. Westerners do not have much feelings and emotions about "eating", and let alone "eating it" as a way of greeting a person. On the contrary, they will think it is an invitation to dine together. If we do not pay attention to this kind of habit and cultural difference in communication, we will have a great misunderstanding and divergence, and even give a bad impression of "not keeping promises". For example, "a Greek gift" means "a gift of harm", not "a gift of Greece", "Spanish-athlete" means "a nonsense person" instead of "Spanish athlete". Such

cultural phrases can make people laugh if they don't understand them. In colleges and universities English teaching, besides letting students know and understand, it is also necessary to make a deep study of this reason and its origination. Through understanding, students can re-interpret some English words and phrases from the perspective of cultural background, and they can also use and deal with them skillfully when they appear in special contexts.

3.2 Lack of cross-cultural awareness and concepts

Although colleges and universities English have a relatively open teaching environment in higher education, it has also been influenced by examination-oriented education for a long time. Educators seldom try to improve students' all-round qualities, and lack cross-cultural awareness and concepts in English teaching. Teachers' teaching design of colleges and universities English is still old-fashioned and stereotyped. Through the design of these teaching contents, colleges and universities English are still old-fashioned. Teaching still regards English as a course rather than a language, and regards the application of English as an expansion activity rather than a prerequisite. Colleges and universities English teaching regards English communication as "cross-linguistic" rather than "cross-cultural" communication. In fact, in the process of real English communication, not many people will care about spelling and grammatical errors somewhere. What we pay more attention to is the height of one's language vision, the depth of one's thinking accomplishment and the interpretation of one's cultural background.

4. Ways to help students adapt to multicultural environment in colleges and universities English teaching

4.1 Developing contrastive teaching of Chinese and Western cultures

The cultivation of students' cultural competence in colleges and universities English teaching can begin with the contrastive teaching of Chinese and Western cultures, because Chinese culture is relatively familiar and acceptable to students. Starting from the Chinese cultural background, we can understand the western culture through the contrastive way, and feel the obvious differences and similarities between them, which will help stimulate students' interest in learning and exploration, as well as making the students' understanding of Western culture more profound and clear^[4]. For example, "to eat one's own words". For example, "to eat one's own words", it is very different to understand this phrase between China and the West. In China, it means that one person does not keep the promise, in the West "to eat one's own words" refers to a person takes back what he has said. For example, he told everyone he was absolutely certain that his article would be published by the Times, but when the letter of rejection came, he had to eat his own words. (He said that everyone in the Times will publish his article. After the rejection, he had to take back his own words.). Colleges and universities English teaching can also carry out exploration activities for different religious beliefs of Chinese and Western people. It is known that in Western society, religious beliefs are crucial to everyone. Westerners will exclusively use Christmas to commemorate Jesus Christ. Students can conduct comparative studies through Buddhism and Taoism in Chinese beliefs and feel the cultural differences of China and the West, and deepen understanding of Western cultural backgrounds and religious beliefs

4.2 Cultivating students' cross-cultural awareness in daily English teaching

The infiltration of cross-cultural awareness should exist in all aspects of colleges and universities English teaching. The origin and background meaning of every word and phrase can be used as fertile soil for cultivating students' cross-cultural awareness^[5]. For example, the word "quixotic" comes from Don Quixote, a famous Western novel, because Don Quixote, the protagonist of the novel, fantasizes that he is still in the era of knighthood, and experiences various adventures as a knight. As a result, he is struck by reality, eventually exhausted and compromises with reality and life. The word "quixotic" has become an unrealistic fantasy, pursuing an over-idealized meaning. Such cultural infiltration can not only enable students to deeply understand the Western cultural

background, but also deepen the impression and understanding of words. For example, in the process of colleges and universities English teaching, if there is something about American politics, teachers can popularize the background knowledge about American politics to students. This part of the content often appears in many English proficiency tests, which shows its importance. For example, American politics is characterized by checks and balances, and neither of the three powers represented by the government, congress or the courts is in the absolute dominant position.

5. Conclusion:

To sum up, the cultivation of students' ability to adapt to the multicultural environment in colleges and universities English teaching can help students understand English language more profoundly. It can also help students establish a thinking structure, expand their thinking space, cultivate their insight and judgment, form excellent logical ability of English language, excavate the cultural background of English language and experience it. In today's era of international cultural integration, the improvement of cultural competence will make students more competitive internationally.

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