

# **Cultivation of Students' Cross-cultural Communication Awareness in Business English Teaching in Higher Vocational Education**

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**Key words:** Business English teaching; Higher vocational education; Cross-cultural communication awareness; Training

**Abstract:** As one of the most important skills in higher vocational business English education and teaching activities, cross-cultural communication awareness directly influences the future employment and career development of vocational college students. How to strengthen the cultivation of students' cross-cultural communication awareness and communicative competence in vocational English education and teaching activities is the key content of current vocational English education and teaching activities. In vocational English education, students need to be encouraged to actively apply non-verbal communication skills and language communication ability, fully master the cultural differences between China and foreign countries through various forms and methods, clarify the importance of intercultural communicative competence and the specific ways of intercultural communication, so as to improve students' comprehensive English level and laying a solid foundation for the development of students' business English ability. The current situation shows that, there are still many problems in the business English teaching activities of higher vocational education in China, and a serious lack of attention to cultivation of students' intercultural communication awareness. The cross-cultural communication ability training activities have a monotonous form at present, which is difficult to stimulate students' interest in learning, seriously affecting the teaching effect. Therefore, it is necessary to combine the characteristics of the current era development, constantly optimize the students' intercultural communication awareness training methods, and fully stimulate students' interest in learning and enthusiasm for learning.

## **1. Introduction**

With the continuous development of the market economy and the gradual deepening of economic globalization, the demand for business English talents in the social environment is getting higher and higher. How to grasp the characteristics of the current era and the advantages of educational and teaching activities in higher vocational colleges and how to cultivate the students' intercultural communication consciousness and improve their communicative ability are the key and difficult points in the current business English teaching activities in higher vocational education. Compared with other ordinary students, higher vocational students pay more attention to the cultivation of professional skills and practical ability. In the process of cultivating cross-cultural communication awareness, it is necessary to combine the characteristics and requirements of students' training in higher vocational education to improve business. The quality of English teaching enables the talents that are educated to truly adapt to the development of society and the needs of the profession.

## **2. Necessity of Cultivating Students' Intercultural Communication Awareness in Business English Teaching in Higher Vocational Education**

In addition to the necessary basic knowledge and skills of English, business English teaching activities in higher vocational education must also be able to understand the oral communication and written communication forms of daily communication activities, especially business activities. Under the background of the "The Belt and Road" policy and concept, higher vocational college students should be able to master intercultural communication skills more proficiently in the process of learning English, and create favorable conditions for economic globalization and cultural communication activities, satisfy needs for cross-communication capabilities in the current era

development.

Business English education and teaching activities in higher vocational education not only require students to have a good knowledge of foreign language, but also fully understand the cultural background and laws and regulations of the cooperative countries and regions. The effective implementation of cross-cultural communication activities can better promote business exchanges between different countries and regions, and accelerate the flow and integration of funds. To a certain extent, intercultural communication refers to a process in which people with different cultural backgrounds engage in transactions. Business English education and teaching activities include management skills teaching, language knowledge teaching, professional knowledge teaching, cultural background teaching and communication skills teaching. Communicative skills teaching is an important part of English teaching, which directly relates to the quality and training level of talents. From the current background of talent training and social development needs, we can not only use traditional business English teaching methods, but also teach students cross-cultural communication awareness, and cultivate students' ability to cross-cultural business communication, so that students can fully understand and master national cultural characteristics in different countries and regions, which can also enhance students' practical ability and operational ability.<sup>[1]</sup>

Furthermore, in the vocational business English teaching activities, the students' cross-cultural communication awareness can also satisfy the needs of students' personal development and employment. According to the relevant market surveys, the employer's demand for English skills in higher vocational candidates is more focused on students' practical ability and application ability. Employers do not need high-level students to fully grasp the concept of English and the deeper connotation of the discipline. Students only need to use English for basic business communication and cultural exchanges in business activities to achieve effective communication between the two parties. The cultivation of cross-cultural communication awareness can help students to master relevant communication and communication skills to satisfy the needs of employers. In addition, in the process of actual cross-cultural language communication, college students in higher vocational education are prone to language understanding problems and communication barriers due to differences in cultural backgrounds, concepts, and ideas, which affect cross-cultural language exchange activities. Strengthening students' intercultural communication skills can avoid communication problems, accelerate understanding between the two sides, and improve communication efficiency.

Many students who choose the course of Business English in higher vocational education have a lot of interest in English national culture. However, due to differences in culture, thinking and language, it is difficult to cultivate students' comprehensive ability, and satisfy the needs of student development. Strengthening the cultivation of intercultural communication awareness can promote students' deeper understanding of the culture and history of Western countries and lay a solid foundation for the follow-up students' work.

### **3. Problems in the Process of Cultivating Cross-cultural Communication Awareness of Business English Teaching Students in Higher Vocational Education**

#### **3.1 Students' poor basic English learning ability**

Compared with other ordinary college students, vocational college students have poor comprehension and comprehensive learning ability. Students generally lack the enthusiasm and initiative of learning, and are difficult to pay attention to curriculum learning. Many high vocational college students have a serious lack of mastery of basic English vocabulary, grammar and related English concepts, which affects the effective play of students' ability to learn and practice. It is difficult to effectively improve the quality of students' English learning, which affects students' interest in learning and leads to a vicious circle. In the vocational English teaching activities, the teachers in higher vocational education still continue the backward education and teaching methods for business English teaching activities, which cannot stimulate students' interest in learning. The backward education and teaching methods pay too much attention to students' English theoretical knowledge, but not cultivate students'

ability to apply English knowledge, which also neglects the cultivation of students' cultural ability and cultural connotation. What's more, the curriculum design is unreasonable, the curriculum construction is boring, and the classroom learning efficiency of students is low, which seriously affects the training efficiency of students' cultural communication awareness.

### **3.2 Students' insufficient attention to the cultivation of intercultural communication awareness**

There are many differences in the cultures and linguistic forms of different countries. Foreign scholars call the mistakes in language application due to different cultures as sociopragmatic failure. In the process of English communication, students are often influenced by the immobilized Chinese thinking, and apply the Chinese cultural model to English. There is a lack of understanding of the cultural customs of the countries in the communication destination, which is prone to communication misunderstanding and communication barriers. The efficiency of communication between each other. Therefore, it is necessary to strengthen the cultivation of intercultural communication awareness, add courses related to intercultural communication awareness, understand the national cultural characteristics and cultural habits of the English exchange countries, fully respect the language customs of other countries in the process of communication, and avoid ambiguity and misunderstanding, ensure the smooth development of communication activities.

### **3.3 Teachers' poor teaching skills and professional level**

With the rapid development of science and technology and the rapid changes of the social and economy, higher demands are placed on communicative activities. Traditional English teaching methods are difficult to satisfy the needs of the current market-oriented economy, and business English teaching activities need to be changed and improved accordingly. The original business teaching content and business English teaching skills are difficult to fully play the role of communication in today's economic globalization. It can be seen from the current situation of teachers in higher vocational education in China, many teachers lack the necessary professional practice experience and experience skills, the structure of academic degree and title is not reasonable, and the faculty of higher vocational education lack professional high-level talents. Many teachers have long-term high-load work and operation, some teachers even have more than ten lessons per week, which leads to insufficient time for teachers to study the current business English teaching reform goals and development direction, and insufficient time for teachers to have effective and scientific research work, results in influence of the efficiency of intercultural communication awareness training.<sup>[2]</sup>

In addition, there are still some teachers in higher vocational education who do not have real contact with enterprises and companies, lack of necessary business practice skills training and business practice experience, and pay too much attention to the training of students' theoretical knowledge while ignoring practice courses in the process of education and teaching, which cannot satisfy the expected teaching objectives of business training courses, and it is difficult to cultivate applied business management talents in higher vocational education. In addition, the continuous deepening of the concept of quality education makes a new directions and requirements for the teaching content of business management majors in higher vocational education. From the perspective of the application process of practical quality education concepts, some higher vocational colleges have phenomenon of hypercorrection and overemphasize students' skill training, while ignoring the students' English foundation building leads to a series of problems in the process of intercultural communication awareness training, which affects the teaching effect. In order to stimulate students' interest in learning, teachers use excessive task teaching methods, communicative teaching methods and various interactive teaching methods to cultivate them. However, these teaching methods over-emphasize the form to ignore the content and affect the efficiency of teaching methods, distracting the students' attention in the classroom. At the same time, it also weakens the classroom role of teachers, which does not meet the actual characteristics of current business English majors in higher vocational education. In the long run, it will inevitably lead to student dissatisfaction.

## **4. Countermeasures for the Cultivation of Students' Intercultural Communication Awareness in Business English Teaching in Higher Vocational Education**

### **4.1 Change the concept of students' intercultural communication awareness**

From the current high-level business English teaching activities, there is a general lack of understanding of students' cross-cultural communication awareness training, and cross-cultural communication training activities are difficult to be effectively implemented, which affects the improvement of students' comprehensive business English skills. Therefore, business English teachers in higher vocational education must constantly update and optimize the concept of education and teaching, change the traditional guiding ideology of education, clarify the tasks and purposes of business English teaching in higher vocational schools, and the role of English culture in business activities, develop an effective training program and curriculum design program, so as to be able to cultivate foreign-related business talents in different cultures and living environments for the society, and give full play to the role of students in business management activities.

Teachers need to constantly improve their cultural literacy and professional level. Due to the rapid development of society, teachers must keep up with the pace of development of the times, clarify the current changes in education and teaching concepts, and fully understand the current market environment and social needs, so as to effectively adjust the training programs and educational methods. Teachers must have professional business culture knowledge, and have a comprehensive and systematic grasp of the legal system, political environment, business characteristics, management methods and management concepts of different English language use countries, so that education and teaching activities are more in line with the actual situation, and finally reach the ideal teaching effect. At the same time, teachers of business English also need to have intercultural communication skills and English proficiency, clarify the basic processes and operation methods of foreign trade companies and enterprises, and clarify foreign trade, foreign labor contracting, business contracts, investment promotion, foreign insurance, international finance, international transportation, foreign trade correspondence, marketing and other related Chinese and English terminology, and fully applied to daily educational activities.

Then, teachers need to constantly strengthen their own practical ability, actively participate in the training of foreign trade companies, clarify the specific business processes of foreign trade companies and have professional practical experience, which can effectively avoid the problem of teaching activities deviating from the actual situation, and can be more reasonably guide students to develop intercultural communication awareness skills and improve students' comprehensive business English application level. In addition, teachers also need to create a good learning environment for the cultivation of students' cross-cultural awareness, fully combine cultural teaching with language teaching activities, improve the correctness of students' language use, avoid ambiguity problems, and truly improve students' intercultural communication level, so that students can eventually become a compound foreign language talent. <sup>[3]</sup>

### **4.2 Methods for enriching the awareness of intercultural communication**

At present, the cross-cultural communication awareness training of students in higher vocational business English teaching activities is relatively boring, dampening students' interest in learning, and students' enthusiasm and initiative are poor. Therefore, we can adopt a variety of methods to cultivate students' intercultural communication awareness, and compare different English teaching methods with development prospects and application value, including contrast method, grammar prompt method, word background traceability method, and practice method. The contrast method is a very important means for business English students to learn their communicative competence. By comparing the similarities and differences between English culture and Chinese culture, students gain a sensitivity and perception of intercultural communication. It can more accurately use foreign language vocabulary and sentence expression. The word background tracing method has important value in oral vocabulary teaching. It can avoid the explanation of mechanical boring language materials in the past, and understand the culture behind it through the semantics and composition of words, so as to enhance students' enthusiasm for learning and enhance students and students' ability

to accept foreign cultures, enrich students' vocabulary knowledge. In addition, grammar, as an indispensable learning content for learning a language, plays a vital role in business English teaching activities. Grammar teaching through grammar prompting method can feedback English culture to a certain extent, so that students can analyze grammatical phenomena from the perspective of English culture, avoid grammatical errors and word errors in English application process, and improve students' English proficiency.

### **4.3 Building a network education platform**

With the full arrival of the information age, education and teaching activities have undergone earth-shaking changes, and traditional English teaching has been upgraded and improved under the impact of the Internet. The construction of the network education teaching platform can further strengthen the quality of students' intercultural communicative competence training, and get rid of the misunderstanding in the traditional English teaching paying too much attention to language knowledge inspection and vocabulary mastery, and improve students' overall business English level and cross-cultural communication ability. Use the online learning platform to establish a cultural resource learning library, strengthen interaction and communication between teachers and students, and improve students' ability of independent learning and communication. At the same time, the construction of the online teaching platform can also provide students with richer audio-visual materials and cultural knowledge. Students can learn about the language characteristics of different cultures through their own learning activities, improve their cognitive ability in English, and improve students' comprehensive business English quality.

## **5. Conclusion**

In summary, this article has carried out a comprehensive analysis, hoping to provide some inspiration. The cultivation of students' cross-cultural communication awareness in business English teaching in higher vocational education can make students more responsive to the development trend of economic globalization, improve the application level of students' foreign language proficiency, and accelerate the communication between different countries. This paper mainly probes into the necessity of cultivating students' cross-cultural communication awareness in business English teaching in vocational education, points out the problems existing in current educational activities, and puts forward specific solutions, hoping to provide some advice for the cultivation of students' intercultural communication consciousness.

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