

**Research on Cultivating Intercultural Communication Competence of Students  
in Non-language Foreign Affairs-concerned Major**

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**Abstract:** With China's deepened foreign exchange in all sectors of society, China's education system starts to pay attention to cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major, which not only can help Chinese students to improve their comprehensive quality, but also can lay a firm foundation for China's foreign exchange and development to certain degree. Based on this, this paper carries out an analysis on the current situation of intercultural communication education for students in non-language foreign affairs-concerned major at present for the purpose of pointing out a road of guidance significance for cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major of Chinese higher vocational colleges.

**Key words:** higher vocational education; non-language foreign affairs-concerned major; intercultural communication

As for higher vocational colleges, they focus on employment-oriented goal, thus it is very important to cultivate the language applied ability and intercultural communication competence of students in non-language foreign affairs-concerned major in order to improve their vocational ability and employment competitiveness. Based on this, this paper will carry out an analysis on actual connotation of intercultural communication, current situation of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges, and how to improve the intercultural communication competence of students in non-language foreign affairs-concerned

major, and make a discussion from perspective of market demand, teacher training, teaching material development, curriculum provision, and teaching model for the purpose of exploring a feasible cultivation mode about improving the intercultural communication competence of students in non-language foreign affairs-concerned major.

## **I. Significance of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges**

### **1. To comprehensively improve students' comprehensive quality**

Through improving the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges, it is able to comprehensively improve students' comprehensive quality. At current stage, the educational goal of China's higher vocational colleges mainly focuses on students' professional courses cultivating and they only pay little attention to students' ability beyond professional courses, which makes it hard for students in higher vocational colleges to improve their comprehensive quality in classroom. However, with continuously deepening of China's foreign exchange, the multi-skilled comprehensive quality talents have become a big trend in social employment. Furthermore, through cultivating students' intercultural communication competence, it is able to let students expand their horizon and improve their occupational competition so as to lay a firm language foundation for future comprehensive development. Therefore, it is of important realistic significance to carry out cultivating intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges at current stage.

### **2. To enhance China's open-door degree**

With the development of economic globalization, Chinese society has a continuously increasing demand for foreign affairs-concerned talents, and the students cultivated from higher vocational colleges are filled at all stratum of Chinese society, thus cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in China's higher vocational colleges can enhance

China's open-door degree to certain degree. The continuously deepened openness at all stratum of Chinese society will certainly bring prosperous foreign exchange, thus it will be more and more frequent for students in non-language foreign affairs-concerned major to carry out foreign exchange after they step in society; after those students have intercultural communication competence, they can effectively carry out foreign exchange activities in front-line work and realize effective communication under intercultural background, thus they can occupy favorable initiative in the process of foreign exchange. Therefore, this cultivation can enhance China's open-door degree to certain degree.

## **II. Current situation of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in China's higher vocational colleges at present stage**

### **1. The front-line teachers' professional skills can't meet the teaching requirements of intercultural course at present stage.**

At current stage, a serious problem in cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges is that the front-line teachers' professional skills can't meet foreign language teaching requirements at present stage. In the process of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major, the most fundamental objective is to cultivate students' practical application ability of foreign language, thus the intercultural communication course requires that the teachers can carry out corresponding teaching after they have high professional skills and accumulation of professional vocabulary; however, at current stage, the front-line teachers who engage in this teaching often can't meet professional requirements, which results in a situation that the deviation from cultivation goal easily appears in the process of cultivating students' foreign exchange ability. Furthermore, currently, the insufficient professional quality of teachers who engage in foreign language education for students in non-language foreign affairs-concerned major is also an important restrained factor; due to insufficient professional quality of front-line teachers, the teachers will have arbitrary teaching

attitude in teaching process, which influences the teaching efficiency of classroom efficiency. Therefore, in order to improve the intercultural communication competence of students in non-language foreign affairs-concerned major, it is required to improve front-line teachers' professional quality and intercultural communication competence from many aspects so as to let students' occupational skill development step on a new step.

## **2. Partial colleges pay little attention to cultivating intercultural communication competence of students in non-language foreign affairs-concerned major.**

Currently, China's higher vocational colleges pay much attention to cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major, but the attention paid is still not enough. At current stage. Most of China's higher vocational colleges focus on improving students' employment rate, thus the most important thing is to improve students' professional skill quality. However, the employment trend in future society requires that the students shall have multiple comprehensive quality, and the single professional talents have been unable to meet the demand of social development; if the higher vocational colleges only limit the cultivation objective to cultivating students' skill quality, the students will certainly suffer failure in labor market with fierce competition. In the future, an important aspect on comprehensive quality requirement for students in non-language foreign affairs-concerned major is intercultural communication competence which not only can let students adapt to the industrial environment under background of multicultural communication, but also can let them improve their professional skills in the process of continuous communication. Therefore, it is of important realistic significance to improve the attention paid to cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major at present stage, and this is also one of cultivation objectives of comprehensive quality for students in higher vocational colleges.

## **3. The teaching method and concept are out-dated.**

In the process of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges,

another important restricted factor is that the teachers' teaching method is excessively dull, most of teachers adopt instruction, and the teaching concept is old-dated. The existence of those restricted factors let China's higher vocational colleges get into trouble in terms of educational development at this aspect. Therefore, at next stage, the higher vocational colleges shall improve the teaching efficiency at front-line teaching classroom, enrich the teaching methods, and update front-line teachers' teaching concept so as to continuously improve the cultivation on the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges. From another aspect, the reason why Chinese front-line teachers' teaching concept is old-fashioned is that the campus is excessively closed and has little communication with outside world, which influences the updating of teaching concept. Therefore, in next stage, the higher vocational colleges shall enhance the connection between schools and employment units, and update front-line teachers' teaching concept so that the students cultivated from higher vocational colleges can meet social demand, thus improving students' comprehensive quality and promoting students' integrated development.

### **III. Measures about improving the cultivation on intercultural communication competence of students in non-language foreign affairs-concerned major**

#### **1. To improve teachers' professional skills and intercultural communication skill**

The intercultural education can improve the comprehensive quality of students in non-language foreign affairs-concerned major to a great degree, and also cultivate their language communicative ability; based on those students' future post demand, we must pay attention to cultivate their intercultural communication competence. This paper thinks that the efforts shall be made from following aspects in order to better carry out cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major. Firstly, the most important part of education is front-line teachers' teaching level, thus it is required to improve front-line teachers' intercultural communication ability and foreign language quality in order to better carry out intercultural education. The higher vocational colleges shall enhance the cultivation on foreign language teachers' intercultural communication competence,

actively provide the chance of studying abroad or visit abroad for those teachers, and carry out regular school training to improve teachers' professional skills and intercultural communication skills, or invite foreign teachers to undertake intercultural communication course so as to meet students' demand in occupational foreign language teaching to a great degree.

**2. To enhance cooperation and exchange with export-oriented enterprises, and combine with enterprises' actual demand to establish intercultural communication course**

In order to improve the efficiency of cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in China's higher vocational colleges, an important improvement measure is to increase the attention paid by higher vocational colleges to the intercultural communication competence of students in non-language foreign affairs-concerned major, and the teaching efficiency can be improved in true sense only after this aspect of problem is solved. According to the survey on employment situation of students in non-language foreign affairs-concerned major, their employment units are mainly export-oriented enterprises; therefore, the schools shall pay high attention to exchange between schools and export-oriented enterprises, and pay attention to deep cooperation and exchange with them. Firstly, the leaders, teachers, and teaching administrators of schools shall often go deep into the internal part of those enterprises, strengthen the bond, practically carry out survey and research, make clear overall development trend of enterprise employment, know employment units' latest demand for graduates' intercultural communication competence, and revise relevant curriculum provision in a targeted way so as to formulate the curriculum system which conforms to students' future development, establish intercultural communication course based on true work scenes, and ensure that the students cultivated can meet enterprise demand. Secondly, the higher vocational colleges shall be aware of future development direction of social employment trend and then formulate targeted talent cultivation scheme; in the near future, the foreign exchange ability of students in non-language foreign affairs-concerned major will be a very important investigation direction, thus the

schools shall pay enough attention in teaching.

### **3. To pay attention to development of teaching materials suitable for cultivating the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges**

Currently, the teaching materials of intercultural communication course are mainly formulated for students in foreign language major; those teaching materials have high difficulties and strong specialization, thus they are not suitable for students in non-language foreign affairs-concerned major. Therefore, through combining with the features and actual situation of students in non-language foreign affairs-concerned major, it is required to insist on “practical and sufficient” principle and combine with the actual demand of export-oriented enterprises to develop teaching materials of university-enterprise cooperation intercultural communication for students in non-language foreign affairs-concerned major.

### **4. To update teaching concept and create language learning environment**

The final purpose of any language education is practical application rather than pure assessment based on quantized scores. Therefore, in order to improve the level of the intercultural communication competence of students in non-language foreign affairs-concerned major, we shall start from paying more attention to students’ oral communication practice to realize the purpose of continuously improving students’ language communication ability. In order to realize this goal, it is required to firstly improve students’ comprehensive oral communication level and create a language environment for students to practice foreign language. In the author’s opinion, the creation of language environment can be divided into following two aspects: one is in-campus language environment, and the other is off-campus language environment. As for creation of in-campus language environment, the schools can help students to establish some places similar to English corner to let students have a special place to practice English, thus they can make up their defect existing in English learning via communicating with students in foreign language major and foreign teachers. The schools can also provide students with enough participation chance via developing rich and diversified English extracurricular activities so that the students can truly

participate in English oral practice and then their intercultural communication competence can be improved. Secondly, as for creation of off-campus language environment, the teachers can establish English practice team for those students with close contact to help them improve their English level in the process of learning and living together. Through continuous practice in daily life, it is able to let foreign language education truly blend in the daily study and life of students in non-language foreign affairs-concerned major and then provide continuous edification for students.

### **III. Conclusion**

The cultivation of the intercultural communication competence of students in non-language foreign affairs-concerned major in higher vocational colleges has become a very important development direction in current higher vocational education; through continuously improving higher vocational college students' intercultural communication competence, it is able to improve the teaching efficiency of China's higher vocational education as soon as possible and then satisfy the requirement of occupational competence-based education and let China's higher vocational education make a due contribution to Chinese social development. In order to realize this goal, the higher vocational colleges shall enhance cultivating teachers with intercultural quality, develop intercultural communication teaching materials suitable for students in non-language foreign affairs-concerned major, continuously update teaching concept, and create language learning environment to further improve the intercultural communication competence of students in non-language foreign affairs-concerned major. Besides, the higher vocational colleges shall also continuously enhance the link with employment units to further follow the trend of future development.

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