

Promotion of Cross-Cultural and Construction Theory to Interactive English Teaching in Higher Vocational Colleges

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Abstract. Promotion of cross-cultural and construction theory to the interactive English teaching in higher vocational colleges is analyzed in the paper. To cultivate student intercultural communication skills, teachers should first have the level of the intercultural communication. They can analyze and study the cultural differences in the foreign introduced textbooks from the perspective of the intercultural communication, resolve conflicts and problems, and guide and enrich the students' cross-cultural communication with awareness. The paper gives the novel perspectives of dealing with the related issues which will promote the further development of the related subjects.

Keywords: Cross-Cultural, Construction Theory, Interactive English, Higher Vocational Colleges.

1. Introduction

The application of multimedia and network in college English teaching is an important aspect of deepening English teaching reform. It not only changed the teaching methods, environment and the concept of the college English, but also expanded the effect of the English education, which made educational resources have been developed unprecedentedly. In the traditional ideas and under the modern education development unceasing collision and the fusion, the interactive educational model arises at the historic moment. The interactive teaching emphasis teaching must take the student as a center, through the teachers and students, propagates the mutual exchange helps the student to form the good study habit, raises the student strong study interest promotes study duty completion together.

Although traditional teaching has many advantages, multimedia teaching may make students lack the ability of self-study, and they will be more accustomed to using courseware to directly obtain surface knowledge of the text, thus lacking deep thinking. However, multimedia equipment can indeed provide students with a variety of the audio materials, as completely changing the traditional teaching of a chalk and a blackboard of the single teaching model, so that English teaching is not limited by time and place, towards the direction of personalized, autonomous development. Under this scenario, we summarize the principles as the follows.

(1) Compared with the interaction between students and teachers, students prefer to work with other students to complete the task of learning. The most convenient interaction between students and students is the communication between the same table, without affecting other students.

(2) The multimedia English teaching may cause the student to participate in the study in English study process by many kinds of sense organ as many kinds of media information stimulates student's cerebral cortex corresponding function area causes the response compared to the sole media information stimulation to strive to excel a lot.

(3) Teachers attach great importance to the introduction of the background knowledge of the text, encourage students to predict and reason about the deep information contained in the article to grasp the part through the whole, and carry out the whole English teaching model.

To cultivate students' intercultural communication skills, teachers should first have the level of the intercultural communication. They can analyze and study the cultural differences in the foreign introduced textbooks from the perspective of the intercultural communication, resolve conflicts and problems, and guide and enrich the students' cross-cultural communication with awareness. To some extent, the number and level of cross-cultural teachers represent the internationalization degree of the colleges and universities. However, for the current level of colleges and universities in China, from high-level universities to general provincial universities, the internationalization degree and demand are also different. Therefore, universities can combine the ecological situation of teachers in our school, and improve the cross-cultural quality of teachers from multi-level and multi-angle from the

aspects of cross-cultural consciousness, spirit, knowledge, experience and so on. In the figure 1, we present the simulation principles for the reference.

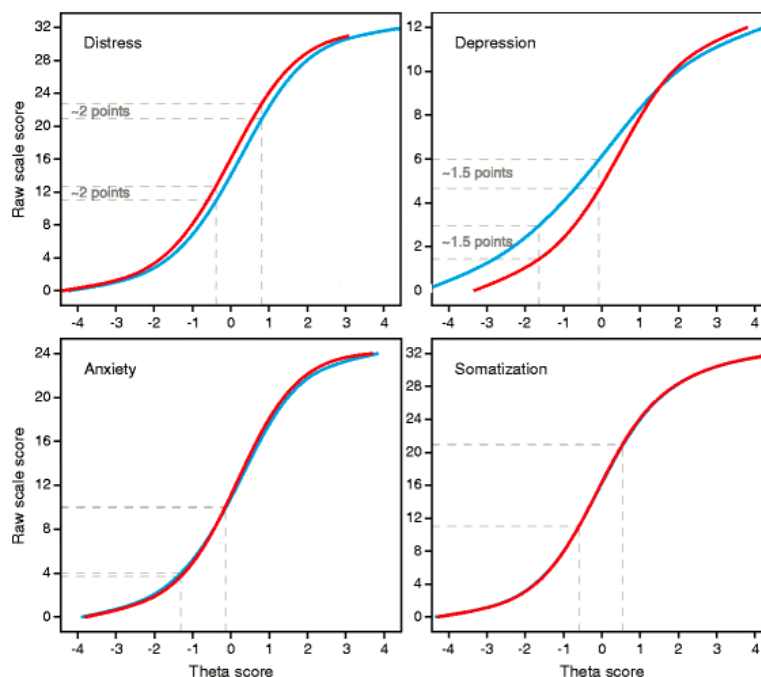


Fig. 1 The Cross-Cultural and Construction Theory to Interactive English Simulation Principle

Under this basis, in this paper, we conduct research on the promotion of the cross-cultural and the construction theory to the interactive English teaching in the higher vocational colleges. In the later sections, we will propose the novel ideas with in-depth analysis and review.

2. The Proposed Methodology

2.1 Construction Theory Principles.

The theory of expanding construction believes that positive emotions will broaden the individual's cognitive behaviors, make individuals innovative and exploratory, and encourage individuals to turn to find new information and explore new stimuli, thus broadening people's attention. The theory also argues that positive emotions tend to focus on the overall attributes of things and expand the attention span of individuals, as compared to negative emotions that focus on the local details of things.

Studies for the purpose of application is the study primary purpose. In order to strengthen student's specialized knowledge application ability and raises student's scientific research innovation ability, it must open up the practice teaching channel, the enhancement experiment practices the teaching, the innovation experiment practices the teaching, the reform course content and the teaching method, establishes practice scientific research teaching system which by the foundation experiment, the comprehensive experiment, the innovative experiment, the investigative experiment and so on many kinds of the experiments constitutes. First, the theory holds that people not only manage their emotions for negative emotions, but also for some positive emotions. People manage or suppress or enhance emotions. Secondly, although emotional management is generally considered to be a process that requires the participation of the consciousness, the emotional management model believes that individuals will also conduct the emotional management unconsciously. However, how to accurately evaluate and measure the process of unconscious emotional management is still a problem. Consider the mentioned scenarios, we propose the following ideas.

(1) The environment education pattern emphasis must take the environment as the carrier take the social norm as the main method take the self-education as the basic starting point to take the moral

progress as the goal, thus it enables the moral education the most important status to obtain the true display, the moral education effect obtains manifests practically.

(2) Under the guidance of the concept of dialogue, mode of dialogue moral education includes the cultivation of dialogue consciousness, creation of dialogue situation, the construction of dialogue process, the setting of dialogue conditions and other operational factors. The form and structure of moral education activities and corresponding implementation strategies are unified and combined.

(3) We should adhere to the combination of the external education and the self-education. It is necessary to infiltrate and inculcate with various methods.

2.2 Cross-Cultural Interactive English Mode.

International exchanges are first and foremost cultural exchanges. Cultural differences and similarities must be faced in the international political affairs diplomacy, international operation of multinational corporations, exchanges and cooperation of science and technology, and international running schools. The university trans-culture teacher has the function in this discipline teaching domain which cannot be substituted, on the one hand they instruction knowledge skill, on the other hand is concise the trans-culture knowledge from own overseas study and the life to supplement to the classroom instruction resources in But very many teachers do not certainly have the overseas study and the life experience that involves the trans-culture factor to its discipline domain in that lacks the essential acuity, therefore, this needs the university to carry on the raise and the support to it.

Cross-cultural philosophy is a concrete form of comparative philosophy research. Its purpose is not only to compare two or more theories of thinkers from different philosophical traditions, but to create opportunities for dialogue in different philosophical traditions in order to understand concrete philosophical problems more quickly. The presuppositions behind this core philosophical questioning are deeply rooted in that culture, and philosophical questioning stemming from this particular culture produces two different meanings. These presuppositions are also rooted in the assumptions of the overall culture and are also in a more specific philosophical culture. Therefore, although internal criticism can be seen as tension and contradiction arising from these assumptions, internal criticism can only bring us here. Therefore, in order to fully question the assumptions in a philosophical tradition from the vantage point of a different philosophical tradition, we need to go beyond internal criticism. We need to understand new method, in which construction of philosophical narrative is conducted from the standpoint of another philosophical narrative that can question it.

The purpose of the teaching is to enable the educates to master certain knowledge and skills, understand themselves and the society, and become talents needed by the society. The society is progressing, the times are changing, and our textbooks and teaching materials are keeping pace with the times. Although classroom teaching time is limited, classroom teaching is difficult to take into account the needs of all students. However, as education workers in colleges and universities, we must pay attention to the existing problems, change the traditional teaching concepts, and reform and develop new teaching models. For this, we should consider the listed aspects.

(1) For knowledge outside the textbook, students should have a high degree of concentration, strengthen the training of basic knowledge to do a good job of preparation and review, promote the absorption of knowledge, use more brains, and strengthen the training of divergent thinking.

(2) One class is oriented towards language practice and aims to stimulate students' interest in language learning, to activate the classroom atmosphere, to create an atmosphere of English learning, and to a certain extent to exercise the language skills of students in listening, speaking, reading and writing. The other category is based on teaching content. Orientation, aiming to provide background information closely related to the content of the teaching, causing students to think, arouse students' interest in the teaching content, activate their background schema, and prepare for formal teaching.

(3) The teaching object is in the basic stage, the language foundation is more general students. Teaching conditions mainly include the campus network, language laboratory and other hardware conditions and students' own computers. Before class, the teacher will refer to the content related to the text as the learning task to the students. The students will refer to the relevant information through the network and get ready for the questions raised by the teacher.

2.3 The Final Suggestions and Proposals for English Teaching in Higher Vocational Colleges

The traditional teaching form is mainly based on the teachers' teaching and students' listening to lectures. Therefore, teachers should reform the traditional teaching form and to improve the teaching effect. The quality colleges and universities school goal are raising the student's application and the specialized skill, therefore English teacher needs to change traditional the teaching method, in the teaching through many and varied study form, the impetus classroom atmosphere and liveness, taps student's study potential, trains the student to English study interest that raises student's independent learning capability and English exchange ability. Therefore, we suggest the following ideas. (1) We must defer to certain cognition order in the quality English teaching process, the level clear has the step to do the work. First enables the student to grasp the English elementary knowledge, including vocabulary grasping and some phrase service condition, then elementary knowledge and specialized knowledge link, finally with work place human relations way overlapping, layer upon layer thorough that proceeds in an orderly way has the step to advance the educational work. (2) In the allocation of teaching resources, according to the different levels and levels of students' own English, reasonable class assignments are carried out, and students of the same level are divided into one class. Teachers can carry out targeted teaching according to their own characteristics, and can also strengthen the characteristic teaching forms. For example, special classrooms are set up for the listening, speaking, reading and writing, so that students with relevant needs can be satisfied, so as to better improve the students' interest in learning and let students complete their studies independently. (3) In order to change the current situation that scores are used as the only criterion, comprehensive evaluation of students should be carried out. In terms of evaluation methods, both written and oral examinations should be adopted, and 'comprehensive scores should be taken as their academic achievements.

3. Conclusion

Promotion of cross-cultural and construction theory to the interactive English teaching in higher vocational colleges is analyzed in this paper. Along with economic development and society's progress, English regardless of is all has in the daily life and the specialized knowledge aspect the pivotal status, all these accelerations are impelling the quality English teaching reform that causes the quality teaching even more to adapt the time development and the social vicissitude. Higher vocational English teaching should meet the needs of the career education and fully understand the modules of higher vocational English teaching from the perspective of employment orientation.

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