

Blended Teaching Reform and Practice of Intercultural Communicative in the Context of New Media

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Abstract: in the new media environment, international cooperation and exchanges are increasingly frequent, especially the “The Belt and Road” interconnection project expands the scope of soft power to the outside world, and the demand for cross-cultural communication talents is increasing. As an important place for cultivating students’ language skills and disseminating language knowledge, colleges and universities should pay attention to meeting the needs of cross-cultural communication in the market and actively adjust the teaching mode. Blended teaching mode is a new teaching mode based on modern science and technology. Its application in College English teaching can effectively improve the teaching effect, expand students’ academic vision and develop students’ intercultural communicative competence. This paper analyzes the practical strategies of cross-cultural communicative blended teaching reform in the context of new media, and provides reference for front-line educators.

Key words: new media; intercultural communication; blended teaching; reform practice

I. Introduction

In wake of deepening globalization, cultivating students’ intercultural communicative competence through English courses in Colleges and universities has become the focus of education reform. In the face of the new market demand, College English teaching should focus on the cultivation of cross-cultural communicative competence, with the help of innovative teaching methods, apply hybrid teaching methods, infiltrate cultural knowledge into teaching activities and teaching contents, deepen students’ understanding of foreign culture, and consolidate students’ national cultural foundation, so as to effectively improve students’ cross-cultural communicative competence, So that students can tell Chinese stories well in English and promote the development of students’ English knowledge and skills.

1. The significance of intercultural communicative blended teaching reform in the context of new media

1.1 Moral education is the fundamental goal of education in the new era, cultivating talents with international vision

The outline of the national medium and long term education reform and development plan (2010-2020) clearly proposes to meet the requirements of the national economic opening up and cultivate more talents with international vision, familiar with international rules, and able to participate in international affairs and international competition. The opinions of the Ministry of education and other eight departments on accelerating and expanding the opening up of education in the new era proposed to cultivate talents with global competitiveness and enhance the international competitiveness of higher education talents. The implementation of cross-cultural blended teaching in Colleges and universities is an important measure to meet the requirements of national education.

1.2 Meet the needs of social and professional development

In the new era, the market is in urgent need of talents with intercultural communicative competence. Universities are limited by their own educational resources and geographical location, and the level of internationalization construction is relatively insufficient. Through the cross-cultural communication teaching reform and Transnational Cooperative Education, we can effectively improve the internationalization level of teachers and education, obtain more advanced educational ideas, focus on the training objectives of cross-cultural communication, constantly introduce diversified educational resources and educational ideas, and carry out teaching reform in a planned way, To help the school better adapt to the needs of social development and career development.

1.3 Promote the development of multicultural understanding and multicultural thinking through the support of new media technology

The hybrid teaching method based on new media technology can not only enrich students’ learning experience, expand English teaching materials, but also drive the interaction between teachers and students, promote students’ understanding of cultural knowledge, improve their intercultural communication ability, and promote the development of students’ multicultural thinking.

II. Blended Teaching Reform and practice of intercultural communicative in the context of new media

In the era of network information technology, students can not only obtain rich online platform learning resources, but also participate in offline learning discussions and knowledge sharing, forming a learning community of teacher-student interaction, student student interaction and sharing. Broaden students’ learning channels through online and offline mode, stimulate students to understand the cultural differences of different countries, and improve their intercultural communication ability.

2.1 Arrange online preview activities and offline classroom teaching to consolidate students’ cross-cultural language knowledge base

Blended teaching provides an effective platform for students’ Preview activities and learning activities, and can effectively consolidate

students' cross-cultural language foundation. First of all, preview activities are carried out with the help of online platforms. Pre class links should focus on guiding students to conduct independent preview through online platforms to prepare for subsequent classroom knowledge learning. Teachers can upload MOOC links, micro lecture videos and learning task lists to the online platform, so that students can refer to the task list for autonomous learning and evaluation, and interact with others online when they encounter problems they don't understand, and the teachers can answer them, so as to help students initially build a knowledge system. Secondly, offline classroom teaching is set according to the preview. Teachers will summarize the difficult problems and preview of students, and use this as a guide to set up classroom teaching, so as to promote the effective connection between pre class and in class. Offline classroom is an important link to promote the internalization, transfer and application of students' knowledge. Teachers should pay attention to creating specific teaching situations in combination with learning needs, setting up high-level and innovative teaching activities, helping students acquire knowledge, consolidating knowledge in practice and cultivating intercultural communicative competence.

2.2 Innovating English classroom teaching mode, exploring case teaching and situational teaching

According to different teaching objectives and teaching objects, teachers innovate English classroom teaching mode, and carry out case teaching method, situational teaching method and new media assisted classroom teaching activities.

First, case teaching activities. For example, in the teaching of unit theme "invention and creation", most of the course knowledge involved in the textbook is western inventions. Teachers can introduce the case content of Chinese inventions, guide students to think and explore China's great inventions, and let students try to introduce China's outstanding inventors and inventions in English, so as to promote students to apply their knowledge to practice. It helps to cultivate students' patriotism and develop students' ability to spread Chinese culture internationally. The selection of case content should not only reflect China's inventions and achievements and China's significant progress in the field of space exploration, but also have the inventor's exploration and innovation spirit, so as to enhance students' cultural self-confidence and promote students' ability to pay attention to the promotion of traditional culture in cross-cultural communication places.

The second is situational teaching activities. Teachers should pay attention to the creation of cross-cultural communication situations, display foreign language and cultural information for students, and create a relaxed teaching atmosphere so that students can actively participate in it. Teachers first provide students with information about cultural differences between China and foreign countries online, so that students can understand different languages and cultures from the perspective of Chinese culture, and improve students' cultural acceptance ability. Then, they guide students to put forward their own views and opinions, display the results of course theme exploration in the classroom, and guide the whole class to discuss, so as to promote the dissemination and sharing of different ways of thinking, further cultivate students' observation ability and innovative thinking.

Third, new media assisted teaching activities. Teachers can integrate the audio and vocabulary related to English knowledge that students are interested in on the Internet platform to make new media courseware to help students acquire English knowledge. For example, in the let down phrase knowledge teaching, in order to help students distinguish words such as disappoint, teachers can show students the video of American LEGO company apologizing to the public, in which words are frequently used. Teachers can explain the grammar application in combination with the video, so that students can learn the application of let down vocabulary in the video, master American idiomatic pronunciation, so as to promote the development of students' comprehensive ability.

2.3 Build an online platform for cross-cultural communication and a virtual simulation cross-cultural learning platform to improve students' cross-cultural communication ability

English course is a basic course for college students to consolidate the foundation of English and improve their listening, speaking, reading and writing skills. The online platform and virtual simulation learning platform based on the needs of cross-cultural communication can provide students with more opportunities for cross-cultural communication and enable students to develop their own cross-cultural communication skills in specific practical applications. Therefore, colleges and universities should pay attention to the construction of relevant platforms, mainly from the following two aspects: first, the establishment of English online learning platform. Teachers should integrate online teaching resources with the help of Internet technology, expand the knowledge resources of cross-cultural communication, strengthen the application of audio, video, graphics and other forms, and build an online resource library according to students' learning needs and interests, so as to provide effective basis for students' autonomous learning. For example, junior students need to consolidate the foundation of English. In the selection of teaching resources, we should focus on the construction of English vocabulary and key sentence patterns, teach students' reading and writing ability and conversation skills, and consolidate the foundation of students' cross-cultural communication. The second is to introduce the virtual simulation intercultural communication system. Schools should pay attention to the introduction of big data technology and virtual simulation technology, provide students with intercultural communication scenes, analyze students' learning situation and knowledge structure differences, promote virtual dialogue scenes and teaching resources, guide students to carry out corresponding exercises, and make up for the inadequacy of offline teaching. For example, considering the differences in students' language habits, the virtual platform can provide relevant virtual dialogue scenes such as subjunctive mood and inversion sentences, guide students to carry out special exercises, and cultivate students' correct English language habits.

2.4 Building a learning community to cultivate students' intercultural literacy and practical ability

The cultivation of intercultural communicative competence is not achieved overnight. It needs to be continuously trained in the context of intercultural communication. Colleges and universities should pay attention to building a learning community for students, build an educational pattern of "online teaching - offline classroom teaching - multinational enterprise school enterprise cooperation", effectively

integrate multi-party educational resources, and provide students with more opportunities for cross-cultural communication. First, provide cross international practical opportunities. Colleges and universities should strengthen cooperation with multinational enterprises and foreign-related enterprises, strive for more foreign-related practice opportunities for students, organize excellent graduates or excellent staff of enterprises to enter the school to give speeches, and share learning and work experience for students, so as to exercise students' intercultural communication skills and prepare students for early adaptation to society. Secondly, realize Transnational Cooperative Education. Colleges and universities should take the international road in the construction of teachers and courses, and promote the development of higher education through the establishment of an international teaching staff, the introduction of advanced education concepts, and the improvement of talent training mode. Finally, set up a hybrid work integrated learning teaching mode.

Colleges and universities should pay attention to the development of international cooperation projects in education with multinational enterprises, provide students with internship opportunities, contact more foreign cultures, connect with the international education and training mechanism, learn from the experience and relevant systems of school enterprise cooperation education in developed countries, and establish cooperation in curriculum development and teaching mode. Under the work integrated learning teaching mode, tutors of multinational enterprises can provide students with real job environment and job training, cooperate with schools to develop education courses, let students participate in English education activities and enterprise production practice, develop cross-cultural communication skills, and master the basic abilities required for production. Figure 1 reveals the practice path of blended teaching of cross-cultural communication in the context of new media.

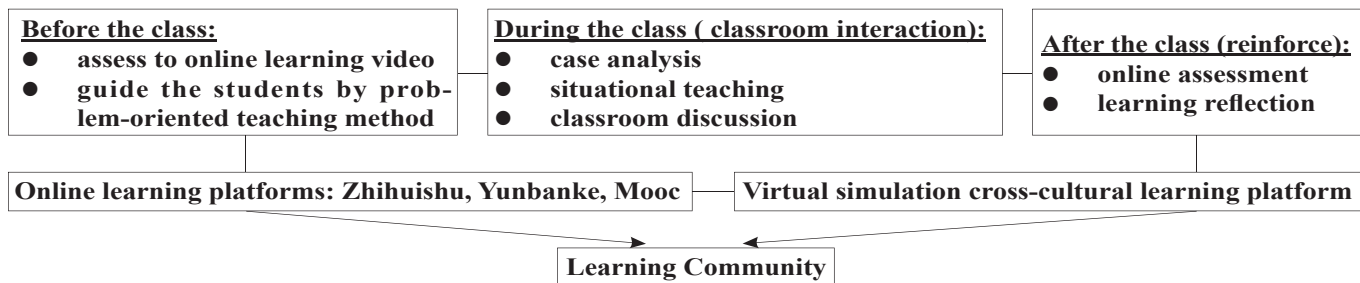


Figure 1: Blended Teaching of Cross-Cultural Communication in the Context of New Media

III. Conclusion:

To sum up, in the new media environment, major industries have strengthened their demand for intercultural communicative competence. Colleges and universities need to meet the needs of market development, strengthen the cultivation of students' language expression ability and cross-cultural communication ability, so that students can actively understand the cultural knowledge behind the language, realize the accurate expression of English language, promote the completion of language communication, and cultivate students as high-quality cross-cultural communication talents who meet the needs of social development. This paper mainly analyzes the specific situation of the cultivation of intercultural competence in English teaching, and gives the corresponding solutions. There are still shortcomings in the research. This paper mainly focuses on the perspective of teachers and students, and lacks a detailed analysis of other influencing factors; Mainly related to British and American culture, lack of in-depth research with other countries' culture. Chinese students' mother tongue is Chinese, and they are easily restricted by their own language habits in learning foreign languages. In the process of teaching development, the school creates more intercultural communication opportunities for students, so that students can establish a deep understanding of foreign cultural languages and understand the differences and commonalities of different cultures, enhance cross-cultural awareness and improve cross-cultural communication ability.

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