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**《CULTIVATION OF STUDENTS' CROSS-CULTURAL COMMUNICATION AWARENESS IN ENGLISH TEACHING》**

**Abstract**

In the context of the increasing trend of global integration, international cooperation and exchanges are becoming increasingly frequent, and students’ mastery of English communication skills.Grasp plays a very important role both in life and work. Because languages derived from different cultural and historical environments have different development backgrounds and processes, so in English teaching we must pay attention to cultivating students' cross-cultural awareness. The article first introduces cross-text the definition and training requirements of cultural communication are analyzed, and then the factors that restrict the cultivation of students' intercultural communication ability in English teaching are analyzed. Finally, the discussion of English teaching is strategies for cultivating cross-cultural communication awareness in learning.

**Keywords:** english teaching; intercultural communication; intercultural awareness.

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**《АҒЫЛШЫН ТІЛІН ОҚЫТУДА СТУДЕНТТЕРДІҢ МӘДЕНИЕТ АРАЛЫҚ БАЙЛАНЫСТЫ ХАБАРЛАНДЫҒЫН ДАМУ》**

**Аннотация**

Жаһандық интеграцияның өсу тенденциясы жағдайында халықаралық ынтымақтастық пен алмасулар жиілеп, студенттердің ағылшын тілінің коммуникациялық дағдыларын меңгеруі. Grasp өмірде де, жұмыста да өте маңызды рөл атқарады. Әртүрлі мәдени және тарихи орталардан алынған тілдердің даму негіздері мен процестері әртүрлі болғандықтан, ағылшын тілін оқытуда біз студенттердің мәдениетаралық санасын дамытуға назар аударуымыз керек. Мақалада алдымен кросс-мәтін енгізіліп, мәдени коммуникацияның анықтамасы мен оқыту талаптары талданады, содан кейін ағылшын тілін оқытуда студенттердің мәдениетаралық коммуникациялық қабілетін дамытуды шектейтін факторлар талданады. Ақырында, ағылшын тілін оқытуды талқылау - бұл оқудағы мәдениетаралық коммуникациялық хабардарлықты дамыту стратегиялары.

**Түйінді сөздер:** дағылшын тілін оқыту; мәдениетаралық коммуникация; мәдениетаралық хабардар болу.

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**《КУЛЬТИВИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИОННОЙ ОСВЕДОМЛЕННОСТИ СТУДЕНТОВ ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА》**

**Аннотация**

В условиях растущей тенденции глобальной интеграции международное сотрудничество и обмены становятся все более частыми, а студенты овладевают навыками общения на английском языке. Грамотность играет очень важную роль как в жизни, так и в работе. Поскольку языки, происходящие из разных культурных и исторических сред, имеют разную основу и процессы развития, поэтому при преподавании английского языка мы должны уделять внимание развитию межкультурной осведомленности учащихся. В статье сначала вводится перекрестный текст, анализируются определение и требования к обучению культурной коммуникации, а затем анализируются факторы, ограничивающие развитие способностей студентов к межкультурному общению при обучении английскому языку. Наконец, обсуждение преподавания английского языка – это стратегии развития осведомленности о межкультурном общении в процессе обучения.

**Ключевые слова:** преподавание английского языка; межкультурная коммуникация; межкультурное сознание.

As the pace of economic globalization continues to accelerate, political, economic and cultural exchanges between countries continue to increase. To judge whether a person has good English communication skills, in addition to good communication skills, good cross-cultural communication skills are also required. Based on this, the cultivation of English cross-cultural awareness and ability is the joint efforts of current English teaching workers.

1. Definition and training requirements of cross-cultural communication

Cross-cultural communication refers to the communication between non-native speakers and native speakers, and can also be understood as communication between people with differences in cultural and linguistic backgrounds. Through long-term exploration of cross-cultural communication, many domestic and foreign scholars have concluded that cross-cultural communication actually refers to the language skills and expression skills required for communication in different cultural backgrounds. In the current English education system, detailed guidance is provided on the cultivation of intercultural communication skills. First of all, the cultivation of cross-cultural communication skills requires a large amount of language accumulation and is cultivated on the basis of skilled communication. Secondly, it is necessary to establish English thinking cognition, be familiar with the application of English language symbols, vocabulary and grammar, and be consistent in expressing emotions with the expression content, and be able to achieve the same sensitivity as the native language, and gradually improve students' cross-cultural awareness and abilities. nourish. Finally, based on a large number of applications and practices, [1]in the current stage of English teaching, the cultivation of intercultural communication skills is a practical skill for students to go out of campus and go global.

2. Constraints on the cultivation of students’ cross-cultural abilities in English teaching

the elements of

1. Teachers have misunderstandings about cross-cultural teaching. As the leader of English classroom teaching, teachers have the obligation and responsibility to deeply guide cross-cultural awareness in the teaching process. Although most schools include social etiquette courses, English literature translation, advanced oral English, etc. as elective courses in the setting of the English teaching system, in actual teaching Their true value is not exerted in their work. In most cases, students just want to get credits and do not pay attention to the learning and mastering of course content and connotation. Some teachers still use the traditional indoctrination teaching model in the modern teaching environment. Students, as the main body of the classroom, do not get their due status. Inflexible teaching cannot enable students to fully understand the development history, customs, and religion of countries where English is their mother tongue. Culture and cultural background, the cultivation of cross-cultural communication skills cannot be obtained simply by rote memorization. It needs to be infiltrated into exercises and expressions in different contexts through the explanation of knowledge in the process of English application. Teachers’ understanding of cross-cultural teaching The existing misunderstandings have caused huge obstacles in the cultivation of cross-cultural communication skills in English [2].
2. Students do not pay attention to the learning of intercultural communication skills

The above article analyzes the negative impact that teachers’ lack of understanding on cultivating cross-cultural communication awareness has on students in the process of English teaching. Now let’s talk about the impact of students’ own factors on it. Students do not have a deep understanding of cross-cultural communication and do not pay attention to the establishment of their own cross-cultural awareness in the learning process. Students are unable to form an overall understanding and cognition of the English cultural system, and are unable to establish cross-cultural communication thinking. They often form communication barriers and inaccurate expressions when communicating with English-speaking countries [3].

(3) Mother tongue culture and constraints of the current education system

As we all know, the mother tongue is a language with unique national characteristics formed in the long-term development of national culture and history. Even the mother tongue of the same nation in different regions has different expressions. Students have been baptized by their mother tongue since birth, forming a fixed way of language expression and language thinking mode. In the process of learning English, it is difficult to accept the cognitive structure of English culture, and there are many obstacles in the establishment of English language expression and thinking mode. In domestic campuses, students do not have access to an authentic English communication environment and English cultural environment. The knowledge in books is relatively superficial. Coupled with the influence of exam-oriented education, students do not pay enough attention to knowledge other than exam content and cannot develop cross-cultural communication skills. Make deep improvements.

3. Strategies for cultivating cross-cultural communication awareness in English teaching

(1) Establish awareness of cross-cultural communication

In the process of teaching English, teachers should take cultivating students to establish a correct awareness of cross-cultural communication as an important goal. In different aspects of teaching, they should penetrate the differences between Chinese and Western cultures so that students can understand the development background of language and culture in Western countries and analyze the formation of language differences. s reason. The content of English teaching is extremely interesting and practical, and is closely related to real life. Students are prone to have a strong interest in learning. Teachers can combine the textbook content and understand the students' grasp of the learning situation, and combine it with the teaching content. A series of cross-cultural related knowledge is embedded in the teaching process, introducing the history of Western cultural development, customs and habits, cultural background, religious culture, etc., so that students can fully understand the differences between Chinese and Western cultures, and encourage students to actively explore in an inclusive mind and study, form correct values, and establish cross-cultural awareness.

(2) Create a good cross-cultural communication classroom environment

Innovate teaching methods on the basis of regular classroom teaching, create a suitable hotbed for the cultivation of students' intercultural communication skills, and build Establish a good cross-cultural communication classroom environment, and under the leadership of teachers, students can be successfully introduced into the cross-cultural communication classroom environment to learn and make progress together, thereby eliminating the shortcomings of traditional education and exam-oriented education. Teachers should enable students to have basic skills in English communication While learning skills, immerse yourself in social communication practice, absorb the cultural connotations of English, understand the history of English development, and in the learning process Subtly influence one's own cross-cultural awareness and continuously improve one's expression and writing skills [4].For example, teachers can create communicative situations based on the knowledge points in the textbook content, so that students can improve their communicative skills and feel the charm of culture in the situations. Objectively speaking, creating a cross-cultural communication classroom environment is an effective teaching method to improve students' cross-cultural communication abilities.

1. Continuously improve the language and cultural literacy of English teachers

Although English major teachers in my country generally have certain professional qualities, with the development of society and the advancement of knowledge, many teachers have lost the ability to continue learning and progress during their heavy teaching work, are unable to adapt to current English teaching requirements, do not have cross-cultural communication skills, and are unable to use their role models to have a positive impact on students. Based on this, English teachers should not to keep up with the development of the times in the constantly developing society and international environment, we must constantly improve our professional level and improve our English.Cross-cultural communication skills, accurately grasp the connotation of Western culture, clearly distinguish the differences between Chinese and Western cultures, enable students to understand the profound charm of culture through their own thinking during the learning process, and help students establish a positive outlook on life and values[5].

1. Use multiple tools to assist teaching methods

With the development of science and technology and the progress of society, modern teaching methods have gradually become the mainstream, equipped with Internet technology, information technology and the teaching practice of multimedia technology has constantly become a new teaching application hotspot. In the cultivation of cross-cultural skills in English teaching, the inherent teaching methods are too rigid and unchangeable. The use of diversified and modern teaching aids has very important practical significance. The application of Internet technology can easily obtain a large amount of English cultural information. While broadening students' knowledge, it can also enable students to reserve more cross-cultural knowledge, which can be easily grasped when applying, and comprehensively improve students' cross-cultural communication skills.

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