Second Foreign Language (French) Teaching and Cultivating Intercultural Communication Skills in Private Universities

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Abstract: *In learning a language, we cannot do without understanding and mastering culture. Therefore, when learning a foreign language, we need to not only master the language itself, but also understand the culture of the country in order to improve our intercultural communication ability. In foreign language learning in colleges and universities, French as a second foreign language course is a public compulsory course for English majors in colleges and universities. Teachers also have some shortcomings in teaching. It needs to be improved according to the actual situation in order to better promote students' learning.*

Keywords: *French as a Second Foreign Language; Teaching; Intercultural Communication; Measures*

1. Introduction

In the teaching of private colleges and universities, due to the limitation of class hours and the degree of attention, French as a second language pays more attention to the language knowledge itself in the teaching, neglects the cultural transmission and the cultivation of language ability, and does not fully recognize the relationship between language and culture, which leads to students not better grasp in the learning process, and it is also difficult to carry out correct communication in the actual language situation, Therefore, schools also need to improve the current teaching of French as a second foreign language according to the current situation.

2. The significance of improving intercultural communicative competence

Cross-cultural communication ability is the requirement of improving French learning, and communication ability is the manifestation of cultural communication. Therefore, if you want to improve students' learning of French knowledge, you also need to improve cross-cultural communication ability. For students, language ability is the basic content for students to carry out social communication and cross-cultural communication, but it does not mean that mastering language means having good communication ability. Therefore, it is also necessary to improve the status of intercultural communicative competence and play an important role in French teaching. At the same time, improving students' intercultural communication ability can also ensure that teachers carry out the teaching of French knowledge closely around the needs of students in French teaching. Through learning knowledge, students can also improve their understanding of cultural differences and intercultural communication ability.

3. Shortcomings in French teaching as a second foreign language in private colleges and universities

3.1 Students' lack of French as a second foreign language

For students of French as a second foreign language, the main learning content is French language knowledge and cross-cultural communication. They have no basic knowledge of language grammar, and have no knowledge of French history, culture and customs. Therefore, in the process of teaching, it is difficult for students to understand and lay a solid foundation in learning.[1] In response to students' problems, the school has also carried out corresponding teaching and practice of listening, speaking, reading and writing, but in actual teaching, teachers are more traditional vocabulary and grammar

teaching, resulting in students' weak foundation in listening, speaking and writing, and ignoring the development of students' second foreign language ability in French. The students themselves lack the foundation and the difficulty of learning is relatively large, which naturally causes most students to lose the enthusiasm for learning French as a second foreign language.

3.2 The second foreign language French course is short of class hours

In the course of teaching, students should not only master the basic French teaching knowledge, but also improve their intercultural communication ability. Therefore, students need to strengthen the foundation and focus on vocabulary. Only by accumulating enough vocabulary can they better learn to read and improve their writing ability. However, the arrangement of the second foreign language French courses in private colleges and universities is relatively limited, and the arrangement of these courses cannot ensure the integrity of the second foreign language French teaching, which also leads to the inability of many students to improve their French level[2].

3.3 Second foreign language French teachers' teaching ideas are backward

For the teaching of language teachers, in addition to the mastery of the pronunciation and vocabulary of words, as well as the understanding and use of grammar, they also need to have the awareness of innovative teaching, so as to transmit the knowledge to students completely and effectively. However, in traditional teaching, most teachers lack innovation and do not attach importance to students' language use, which leads to that students have only learned knowledge and skills in reading and writing for a long time under this learning mode. Listening, speaking and communication are always insufficient, which also leads to students' lack of practical application ability.

4. Measures to improve French teaching as a second foreign language and intercultural communicative competence

4.1 Innovate the teaching methods of French as a second foreign language

There is a close relationship between language teaching and culture. Therefore, if you want to better understand culture, you need to master language skillfully.[3] Therefore, teachers also need to make full use of Internet information technology in the teaching of French as a second foreign language to ensure that students can complete basic French learning in the classroom, and also need to set aside enough practice time. It is not enough to just learn knowledge in class. Teachers also need to create a good communication environment for students and combine modern teaching methods with French classes. In practice and communication, teachers need to pay attention to the selection of content related to cultural exchange, to help students understand and learn, and to better improve classroom efficiency. In addition, in the teaching of French as a second foreign language in private colleges and universities, teachers' classroom teaching content and design also need to actively carry out layered teaching according to the actual learning situation of students, so that students of all levels can learn the corresponding content, lay a solid foundation for the learning of French as a second foreign language, fill the gap of students' knowledge in cross-cultural communication, and guide students to enhance their awareness of cultural differences from the perspective of culture.

4.2 Conduct online and offline mixed teaching

In view of the problems such as the limited teaching courses of French as a second foreign language, the large number of classes and the single type of courses, teachers need to adjust the teaching mode in time and improve students' learning through online and offline ways. This mixed teaching method fully combines the advantages of the Internet and actual classroom teaching, and also makes students' learning not affected by time and space. Many teaching activities can be carried out online.[4] For example, teachers can release the preview content of the course through the online learning platform, and students can learn online to understand the key content of the course in a timely manner. For the sketching of the content that they don't understand, teachers can sort out the key and difficult points according to the preview situation of students in the background. In the actual classroom, teachers can also carry out purposeful and targeted teaching of these knowledge points. In the same way, teachers can also assign online assignments and correct them after class, help students solve existing problems

in time, save class time, and take into account all students. In addition, actively carrying out online teaching can realize the sharing of teaching resources. Teachers can also improve the diversity of teaching by using rich online courses. Students can also learn more knowledge from it to continuously improve their French ability. In the offline classroom, teachers also actively create a French learning environment for students by creating teaching situations, strengthen the interaction between teachers and students, and improve the classroom quality. Therefore, teachers need to use the online and offline mixed teaching, and play a positive role in the second foreign language teaching[5].

4.3 Actively carry out practical teaching of French as a second foreign language

For private colleges and universities, in the process of actively carrying out the teaching of French as a second foreign language, students' practical learning should not be ignored. They should actively build and improve the practical teaching system for students, strengthen the cooperation between schools and enterprises to build a French practical teaching base, and actively carry out practical teaching evaluation to improve teaching. In carrying out practical teaching of French as a second foreign language, teachers can guide students to actively participate in French learning clubs for beginners, so that students can continuously improve their writing and translation skills through club activities. In addition, teachers also need to make full use of network resources in classroom teaching, create scenes for students to learn French, and enhance the interactivity of students' learning, so as to better improve the efficiency of students' French learning. After students have mastered certain grammar knowledge through basic learning, teachers need to strengthen students' practical learning. Actively carrying out school-enterprise cooperation is the most effective practical activity, which also requires the school to contact students with relevant translation studios and French enterprises and other internship opportunities to better improve students' French ability. In carrying out practical teaching, teachers need to help students establish positive learning awareness, and students also need bold interaction to improve their second foreign language French ability. In practice, they also need to solve their own shortcomings in time to continuously improve their ability.

4.4 Innovate teaching methods and optimize teaching content

In the process of explaining grammar and vocabulary, teachers also need to pay attention to the introduction and explanation of cultural background, so that students can better understand the teaching content from the aspects of their own interests, and it is no longer a simple Chinese translation. For example, teachers can start with French food culture to help students better grasp its cultural connotation. First of all, we can adopt the teaching method of English-French comparison. The two languages have similarities in the vocabulary system. Teachers can introduce English teaching into French teaching in order to facilitate students' comparative understanding of the two languages. Students learn English for a long time, which also has auxiliary functions for French learning. Secondly, it is necessary to adopt the method of situational teaching, be good at using the situation of daily life to carry out teaching, arrange students to carry out oral training, guide students to make full use of the learned knowledge, so as to improve students' ability to learn French as a second foreign language and master the common Japanese language for daily dialogue and communication. Finally, the use of information-based teaching methods, mainly the use of modern multimedia audio-visual teaching facilities, in classroom teaching to show the teaching method, guide students to contact grammar from visual, auditory and other aspects. For the study of French as a second foreign language, in the selection of video materials, the length of content should be within 15 minutes. The speed of speech should be slowed down as much as possible. Chinese subtitles should be added and the corresponding materials should be displayed. The teacher can also make students watch repeatedly by intercepting video clips in teaching. At the same time, students will also repeatedly remember and practice to stimulate their potential learning interest.

4.5 Improve reference content to help students understand cultural differences

In carrying out French teaching, teachers also need to systematically cultivate students' intercultural communicative competence by explaining French knowledge and hiring foreign teachers to teach. In carrying out relevant thematic activities, in order to better ensure the learning effect of students, teachers can let students discuss the topic content in groups with their own theme content, so that students can understand the cultural differences between countries in a relaxed and pleasant atmosphere, and timely supplement background knowledge, so that students can deepen their understanding of their cultural background through intuitive understanding and feeling.

4.6 Adjust the course assessment method

For subject teaching, it is also inseparable from the assessment of students. A reasonable assessment method can stimulate students' enthusiasm for learning and guide students' all-round development. Therefore, the assessment of French as a second foreign language should not only examine students' understanding of vocabulary, long difficult sentences and other knowledge, but also improve students' comprehensive application ability. In daily teaching, it is also necessary to evaluate students' learning status and carry out French activities. Teachers also need to encourage students more and guide students to better participate in the study of French as a second foreign language.

4.7 Pay attention to the cultivation of teachers' ability and construct teaching methods with personal characteristics

With the continuous development of information technology, teachers' teaching also needs innovative development. First of all, teachers need to learn advanced network information technology, be familiar with the functions of online platforms, and be familiar with the use of information technology. Secondly, teachers need to master the relevant content of cross-cultural communication in order to better integrate into French teaching. Therefore, it is necessary for teachers to actively use information technology to continuously carry out relevant content learning, update and improve the content they master, improve their professional quality, and better promote students' learning. What teachers should pay attention to is that while guiding students to learn and pay attention to French culture, they also need to simultaneously improve their cultural literacy so that they can use French to better interact and communicate with each other and spread their own culture. Teachers also need to flexibly adjust teaching methods according to teaching content and teaching objects, gradually forming teaching methods with personal characteristics, while improving the efficiency and quality of French teaching as a second foreign language, to better improve students' French learning and cross-cultural communication.

5. Conclusion

In the process of actively learning French as a second foreign language, it is also a process of understanding French culture and understanding French thoughts, which requires long-term accumulation and exploration. Therefore, in the process of teaching French as a second foreign language, private colleges and universities need to carefully design the course content, improve teaching resources, innovate evaluation methods, etc. At the same time, it is also necessary to carry out more targeted teaching according to the law of students' language development and actual learning situation, so as to effectively improve teaching results, stimulate students' learning motivation and promote students' development.

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