

Cultivation of Intercultural Communication Ability of Students Majoring in Foreign Language Specialty of Colleges and Universities from the Perspective of National Cultural Identity*

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Abstract—Language is the carrier of culture. The so-called cultural identity refers to an individual's sense of belonging to one's own culture and the cultural groups to which it belongs, and the socio-psychological process of retaining and enriching the individual culture obtained from it. This article intends to elaborate the current situation and existing problems of national culture in the teaching of foreign language specialty in colleges and universities from the perspective of cultural identity theory, explore the factors that cause students' weak ability to inherit national culture, and further propose some strategies and approaches to improve students' intercultural communication ability from the perspective of national cultural identity.

Keywords: *cultural identity, intercultural communication, training approach*

I. INTRODUCTION

"Cultural identity" refers to people's positive identification of the most significant things of a nation formed by living in a national community for a long time. Determining the basic values of a country is the core of cultural identity. As the spiritual link of the national community, cultural identity is the spiritual foundation of its life continuity. People's national identity is closely related to national cultural identity, and national identity of their own national culture is the cornerstone of national stability. On May 2018, general secretary Xi Jinping put forward his hope for young people in his speech at the Teacher-Student Symposium of Peking University. Young people should understand the history of the Chinese nation, inherit the Chinese culture gene, and have national pride and cultural self-confidence. At the same time, the general secretary

clearly pointed out in the report of the 19th national congress that without a high degree of cultural confidence or cultural prosperity, there would be no great rejuvenation of the Chinese nation. In the communication between China and the west, both sides should always adhere to the basic principles of equality, mutual benefit and win-win situation. Cultivating students' cultural communication and exchange ability is the core goal of foreign language teaching in China's ordinary colleges and universities. Foreign language teachers have an unshirkable responsibility for the inheritance of national culture and the promotion of students' national identity. The general secretary's hope for young people should always be reflected in the cultivation of students' intercultural ability. It is necessary to cultivate students' intercultural communication ability from the perspective of national cultural identity, so that they can understand and accept the existence of multi-culture with an inclusive attitude, shoulder the responsibility of inheriting and disseminating Chinese culture, and make themselves become intercultural foreign language talents with both international vision and national feelings.

II. THE CONCEPT OF INTERCULTURAL COMMUNICATION HAS ONE-SIDED CHARACTERISTIC

The transformation from cultivating students' language ability to enhancing students' intercultural communication consciousness and ability has become the top priority of foreign language teaching research in colleges and universities at present. However, many educators still have deviations in understanding the concept of "culture" in intercultural communication. They overemphasize the mastery of the culture of the target language country and neglect the students' learning of the content of national culture, which results in the misunderstanding of cultural learning among foreign language majors, that is, cultural teaching in foreign language teaching is only the teaching of target language culture.

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A. Weak intercultural awareness of equal communication

In the current foreign language teaching, there is a general lack of language equality and cultural equality between the teacher and the receiver, which overemphasizes the mastery of the target language culture and ignores the students' learning and inheritance of the national culture. They regard the target culture as the existence of a strong culture and tacitly recognize the subordinate and weak position of the national culture. Therefore, in intercultural communication, there is often a phenomenon of inferiority or lack of confidence.

B. Wrong understanding of the role of mother tongue culture transfer

For a long time, under the influence of communicative approach, people overemphasize the learning context of target language in foreign language learning, thus overstating the negative transfer effect of mother tongue on foreign language learning and ignoring the positive transfer. For a long time, the intercultural foreign language education in colleges and universities in China has abandoned the native culture and goes alone, which makes students unable to express their own national culture in English correctly in intercultural communication, causing communication barriers.

C. Lack of cultural learning ability of students

The current situation of foreign language teaching in China is not suitable for economic development and social needs. Students tend to pay more attention to the study of language knowledge than the development of intercultural communication ability. Their two-way cultural learning ability is weak, which easily leads to deviation in cultural understanding. In the Internet age, the shapeless infiltration of western culture makes students easily form a kind of blind worship of foreign culture and despise their own national culture. Therefore, it is urgent to strengthen the intercultural education of college students and guide them to form a good cultural mentality.

III. LACK OF MACRO GUIDANCE IN POLICY

At present, there is a lack of macro planning and guidance in the field of foreign language teaching in China, and the theoretical system of foreign language teaching with Chinese characteristics has not been formed. On the management level, leaders, educational administration departments and language practitioners do not pay enough attention to the guiding role of foreign language teaching theory. The opinions and suggestions of some intercultural educational experts are not fully recognized, which leads to the lack of scientific theoretical support in curriculum setting, textbook compilation and teaching evaluation standard setting.

A. Curriculum setting is biased

There are few ethnic cultural contents in the curriculum of foreign language major in colleges and universities.

Although the public curriculum includes college Chinese, outline of Chinese history and other ethnic cultural knowledge courses, students do not pay enough attention to such courses. If this kind of courses appears in the form of public elective courses, students pay little attention. Most of the teachers are from Chinese or history majors. Their English level is not high, so it is difficult to accurately express cultural knowledge in English. However, full-time teachers who are proficient in the English language tend to belittle the role of national culture and think that it is a waste of time to upload and teach national culture knowledge in foreign language classroom, so they don't want to dabble in it. Although some teachers have realized the importance of national culture, they can't do it because of their limited knowledge of national culture.

B. Obsolete teaching syllabus

The syllabus of foreign language teaching for English majors in colleges and universities (2000) proposed that students should master language skills and improve their comprehensive cultural literacy. However, it did not highlight the importance of integrating national culture into foreign language teaching. In the curriculum setting, the courses related to the culture of the target language countries are generally offered in foreign language teaching in China, including the national conditions of the English-speaking countries, British and American culture, etc. However, the English courses that introduce the national culture are rarely offered, only as elective courses in a few schools. In the classroom, the teachers lack the restriction and guidance of the syllabus, and just introduce some national culture knowledge to the students at will, which is a far cry from the true meaning of intercultural teaching. On the contrary, many famous foreign universities, such as Harvard University, Oxford University and so on, have generally opened courses of Chinese culture. Compared with this, this imbalance undoubtedly poses a serious problem for the people who make foreign language education policy and foreign language educators in the future.

C. Teaching material is unitary

The teaching material is the effective carrier and embodiment of the syllabus. The effect of the implementation of the syllabus largely depends on whether the selection of the teaching material is appropriate or not. At present, almost all of the teaching materials for foreign language majors in colleges and universities are about the knowledge of the history, customs, culture and other aspects of the target language culture. Although these authentic original materials are undoubtedly useful for students to master a pure foreign language and understand western culture, the ultimate goal of learning a foreign language is to spread extensive and profound national culture of China. Therefore, the proportion of introduction to foreign language and culture should be reduced and the content of introduction and research of national culture should be increased appropriately.

D. Imperfect evaluation system

The traditional evaluation system of foreign language teaching mainly focuses on the knowledge system of language and ignores the characteristics of its human nature. All kinds of foreign language tests at all levels still test the students' language knowledge and language skills. There is little involvement in cultural knowledge, especially in the examination of national cultural knowledge. Foreign language examination is still a baton for students to go to school, go abroad and get employment. This situation often causes students to have the psychology of quick success and instant benefit. In learning, students have the consciousness to avoid the mastery of cultural knowledge and simply memorize the language knowledge points, so that the cultural content is completely put aside in language learning. Over time, it is bound to lead to the lack of cultural connotation in the foreign language examination, which leads to the serious lack of students' language communication ability.

IV. APPROACHES AND STRATEGIES TO CULTIVATE STUDENTS' INTERCULTURAL COMMUNICATION ABILITY

A. Cultivating students to establish correct awareness of intercultural communication

Intercultural communication is a two-way interactive process in which both parties participate. Therefore, in intercultural communication, both parties involved in communication should have equal right of speech and cultural awareness of equal communication. For students of foreign language majors in colleges and universities, the purpose of learning foreign languages is to be able to accurately express in foreign languages and inherit national traditional culture. Any foreign language learning that abandons its own national cultural identity is disrespectful to national culture. Teachers should guide students to face up to the culture of the target language, but they should not ignore one thing or the other. It is necessary to stand in a neutral position, adhere to the principle of respecting foreign culture and carrying forward national traditional culture, adhere to the principle of using foreign countries for China, learning from each other and integrating with each other, and seek common progress and development in exchange practice.

B. Strengthening macro teaching management

First of all, it rethinks and positions foreign language teaching from the aspects of curriculum setting, syllabus compilation, textbook compilation, classroom design, teacher allocation, etc. In the curriculum of foreign language major, the colleges and universities should fully consider the connotation and extension of intercultural communication, and make scientific and reasonable arrangements on a series of issues such as the setting of teaching objectives, the setting of content, the selection of teaching materials and methods, the implementation of practical teaching, especially the evaluation of teaching effect. Foreign language teaching in China should be based on the national conditions and language learning environment. It is required to combine with the actual situation, build an intercultural foreign

language education system with Chinese characteristics, and standardize the teaching content of intercultural education.

1) Improving foreign language teaching syllabus

Syllabus is the target of teaching work. At present, the syllabus of foreign language teaching in China reflects the importance of cultural factors to some extent, but it has not formed enough understanding of national culture. Therefore, based on the actual situation of students, it is necessary to make clear and detailed cultural learning objectives that reflect the needs of the times. National culture should be included in all aspects of foreign language teaching as an important part of foreign language teaching. Some new words, idioms and proverbs appearing in national culture and target language culture are necessary to be listed in the syllabus vocabulary. In this way, teachers can be reminded from different levels to pay attention to the position of national culture in foreign language teaching, so that they can change their prejudice on culture teaching.

2) Improving the nationality of foreign language teaching materials

Teaching material is the carrier of curriculum content and the main teaching reference of transmitting knowledge and values. The current foreign language teaching materials are lack of local and national characteristics, so it is imperative to develop foreign language teaching materials with national cultural characteristics. First of all, it is required to cultivate intercultural educational talents according to social needs. Second, it is necessary to consider the knowledge system and teaching coverage of teaching materials. In terms of content, teachers can choose the materials of Chinese and Western cultural comparison teaching and the materials of Chinese culture written by foreigners. Through practice, students can strengthen their grasp of national culture knowledge, and improve their attention to national culture, so that they can be confident and speak fluently in foreign communication, rather than be afraid of national culture, embarrassing aphasia.

3) Reforming the evaluation system of foreign language teaching

In order to change the current situation of Chinese students' indifference to their own national culture, lack of cognition and difficulty in expression, only by adding the relevant content of national culture into the test can fundamentally improve the students' intercultural communication ability. Some tests of Chinese culture can be added to the tests such as TEM-4, TEM-8, CET-4 and CET-6, which should be changed from the examination of students' rote learning knowledge to the examination of students' cultural cognition, cultural understanding and inheritance ability. Teachers should also increase the proportion of Chinese traditional cultural knowledge in homework and test, and strengthen the examination of cultural knowledge.

C. Improving students' learning methods and means and enhancing their intercultural communication ability

The research on the reform of intercultural teaching methods is an important topic in the research of intercultural education. In teaching, it is required to be practical and realistic. It is necessary to be in line with the principle of taking students as the center and students' two-way intercultural ability training as the guide, and take practical methods to maximize the organic combination of students' cognitive structure and life experience, so as to better improve the effectiveness of intercultural education.

1) Research-based learning style

As the name implies, research-based learning is not only characterized by research and practice, but also has certain openness and operability. Therefore, teachers should change their educational concepts, start with the teaching content, actively explore and tap cultural materials, and constantly change the teaching mode. In the implementation process, teachers should consciously guide students to carry out practice activities of expressing Chinese national culture with foreign languages, guide students to collect data, develop theme content related to national culture, analyze the internal characteristics and causes of their own national culture, and compare with the corresponding foreign culture, feel the mother tongue culture, and eliminate cultural prejudice.

2) Teamwork-based learning mode

Teamwork-based learning mode is a new learning mode based on task-based teaching method in the form of team or group. Under the guidance of constructivism theory, it emphasizes the purpose, authenticity, cooperation and reflection of learning. It is usually implemented through specific tasks. The teacher assigns tasks and gives specific guidance, and the students look up materials, write reports and return to the classroom for discussion. This kind of activity can fully arouse the students' enthusiasm in learning, make the language achieve the purpose of application, activate the language knowledge in the application, and make the foreign language learning realize the communicative function.

3) Multimedia autonomous learning mode

With the rapid development of network, multimedia technology provides a good environment for language learning. Teachers can consciously collect some typical objects and pictures of national culture in teaching, and translate them into Standard English, which can strengthen students' feelings of traditional customs, culture and art, human geography, and improve students' learning effect of national culture. In class, students can put forward questions, discuss and elaborate their own opinions. After class, teachers should make full use of the campus network teaching platform and self-access foreign language learning center, select some English films reflecting national culture and Western culture for students to download and watch, and establish a intercultural picture library and video library. Students can choose the corresponding content to study according to the actual needs.

D. Making full use of the second classroom to cultivate students' intercultural communication ability

The teaching time of foreign language classroom is far from meeting the needs of foreign language teaching in colleges and universities. Therefore, it is necessary to actively open up the second classroom, carry out two-way cultural communication activities through multiple channels, and realize the effective connection inside and outside the class. This can not only expand the learning space, stimulate the potential of students, but also exercise the ability of collaborative learning of students. Teachers should help and guide students to carefully design the second classroom activities, strive to explore the bilingual cultural factors implied in the teaching materials, make full use of English corner, reading conference, English communication garden and other places, create a foreign language communication atmosphere, so that students can feel the sense of achievement in learning and the joy of communication.

1) Guiding students to read English works related to Chinese culture after class

A large number of research shows that the level of English reading ability is not only affected by the number of words mastered and the understanding of grammatical rules, but also largely restricted by cultural information. However, only relying on the cultural knowledge taught in the classroom can't meet the needs of cultural information in intercultural communication, and more cultural information intake depends on extracurricular reading. Therefore, teachers should recommend representative English literature works in traditional Chinese culture for students to read after class, enhance their national pride and national self-confidence, and make use of English corner or reading report to let students freely share their reading experience. In a relaxed and pleasant atmosphere, students not only appreciate literature works, but also understand the extensive and profound of their own national culture, arousing the patriotic feelings of students.

2) Guiding students to set up intercultural foreign language communication garden

Teachers should guide students to organize and establish intercultural foreign language communication garden. Here, students can overcome their timidity in class, boldly carry out communicative practice with Chinese traditional culture and Western culture as the theme, and experience the cultural atmosphere of foreign language practically, so as to effectively cultivate the two-way intercultural communication ability. In view of the lack of national cultural elements in foreign language teaching materials, teachers also guide students to collect and compare western cultural materials. First, the students are divided into several groups. Then, they discuss different topics in the foreign language communication garden. Then, they sort out the results of their discussions. Finally, their research results are displayed in the activity.

3) *Guiding students to use traditional festivals to inherit national culture*

Chinese traditional festivals are the historical accumulation of 5000 years of Chinese civilization. They publicize the spirit of "unity of man and nature", "national identity", etc. They are useful humanistic education resources and an effective form of humanistic quality education for students. When teachers introduce some important western festivals to students, they should appropriately contact with the traditional festivals in China, so that students will not blindly worship the western festivals. After class, teachers can organize students to carry out lectures and activities about their own national festival culture, so as to provide students with more opportunities to understand their own traditional culture. On the Mid-Autumn Festival, foreign teachers can be invited to organize activities to enjoy the moon. They can recite ancient poems and eat moon cakes while enjoying the moon. On the Lantern Festival, teachers and students can eat dumplings and enjoy flowers together. On Dragon Boat Festival, teachers and students can be organized to make zongzi together, so that students can strengthen the effect of language and culture learning in the subtle national festival atmosphere.

V. CONCLUSION

The inheritance and dissemination of national culture are two major tasks of foreign language teaching. Intercultural teaching of foreign language should adhere to two-way principle and ensure the two-way introduction of cultural content and the two-way communication process. In teaching, it should not only guide students to be familiar with multi-cultural phenomena, face up to cultural differences, but also cultivate students to have an intercultural personality of multi-cultural inclusion. At the same time, it is necessary to shoulder the responsibility of maintaining and inheriting Chinese culture and become an intercultural talent with both international vision and national feelings.

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