

## Quality-oriented Education and Intercultural Communication

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**Abstract.** The implementation of quality-oriented education plays an important role in the field of higher education. Quality-oriented education has a inner link with language teaching and cross-cultural communication. The purpose of this paper is to explore the growth of quality-oriented in language teaching, the relationship between cultural quality and cross-cultural communication and the application of cross-cultural communication in college foreign language teaching and to improve the foreign language teaching quality of college as a tentative research.

### Introduction

21st century is an international high-tech economy era, the information era, intelligence and talent competition era. We should cultivate students with solid theoretical basis, wide knowledge, strong ability, free ability, good physical and mental quality to adapt social changes. Society needs more all-round development of high-quality talents. Talents cultivated by traditional education can not meet the needs of the times. So in order to cultivate students' comprehensive ability, quality-oriented education mode as the goal in our country came into rise.

Well-qualified compound talents should have four quality requirements: (1) moral quality, (2) cultural quality, (3) professional quality, (4) physical and mental quality[1].

Nurture students in well-qualified compound talents knows to learn, can do things and be a good human being. Modern college students should pursue this kind of educational idea which helps to develop person's personality, culture and creativity.

Cultural quality refers to university education that helps student get knowledge of literature, history, philosophy and so on, get some certain artistic accomplishment and the essence of the Chinese and foreign cultural influence, and thus become an excellent person. This kind of intrinsic character and literacy is a basic point in conducting people themselves in society, is a foothold to learn all kinds of knowledge and skills, is also the essential condition of "civilization".

### Quality-oriented Education in Language Teaching

New requirements are continuously put forward by the society to knowledge structure. Learning a foreign language is no longer a fashion, but an inevitable requirement for social development. It is a basic necessity for modern people. Someone once made the conclusion that "there are three keys to open the treasure house of human knowledge, mathematics, language and music" respectively. As we can see that language is important for the development of a person.

Learning a foreign language can provide more practice and improve learner's intelligence. The linguistic research have proved: learning a foreign language can help learners to fully utilized their spare brain and improve the learner's intelligence.

Language is a set of semiotic system that only human can master. It helps human to make an abstraction and generalization, and can develop person's thinking to a high level. This is the root cause that human can take control of the development process, and can lead the world. Outside education can broaden college students knowledge, improve knowledge structure, so as to enhance and improve their practical working ability.

Language is the carrier of culture. It is the medium of different culture communications. No language, no culture. From the other hand, language is influenced by culture and also reflects culture. Language reflects the characteristics of a nation. It not only contains the nation's historical and cultural background, but also contains the view of life, life style and thinking mode[2]. Thus learning other ethnic culture essence can open a field of vision, enlighten thinking, which is one of the important objective of learning foreign languages.

Foreign language education has two functions, instrumental function and integrative function. Instrumental function has become a hot issue in language teaching for its practical use value. So it is widely believed that "language knowledge is only a tool". In fact, it has another function, that is "collective cultivation function" which means foreign language teaching can promote students' cognitive ability and development of language. It can play a promoting role in the development of language behavior, and also can make students develop a new kind of cultural consciousness.

## **Quality-oriented Education and Cross-cultural Communication**

**The Relationship between Quality-oriented Education and Cross-Cultural Communication.** In order to improve intelligent structure, contemporary college students should have knowledge of Chinese history along with professional knowledge. Furthermore, they should have understand about foreign culture too. The ability of foreign language is essential to a modern talent, foreign language should not be limited to learning pronunciation, grammar and vocabulary. Foreign language teaching is not only the language teaching, also includes teaching culture, which needs to study all kinds of "language-culture" phenomenon. The relationship between culture and language is most obvious in the communication activities of people with different cultural backgrounds[3]. So since the beginning of 1950s, the Western (mainly in the United States) has vigorously carried out research in this area, then "cross cultural communication" discipline came into rise.

**The application of cross-cultural communication in foreign language teaching.** Intercultural communication research is focusing on several cultural problems which is caused by different cultural backgrounds of people in all kinds of communication activities. The rise and development of intercultural communication is closely related to foreign language teaching. This is mainly manifested in the following aspects:

1. Vocabulary is the basic element of language, and it is the support for the survival of the language system. So the cultural difference is the most prominent sign in the vocabulary level. For instance: Chinese people liked to use "The moon may be dim or bright, wax or wane" to symbolize "the vicissitudes of life". Therefore, "full moon" can often arouse beautiful imagination . And French commonly use "full moon" to describe people's "round and big face". Furthermore: there are sayings like "as blind as a bat", "as crazy as a bat" in English language. As we can see that Westerners have no good impression about bat. People will think ugly and ferocious blood sucking animal as soon as the bat is mentioned. Therefore, the feelings about a bat in West is very much like the feelings of the Chinese people toward the owl. However, for the Chinese, the bat is a symbol of good fortune, health and happiness. These associations is related to the name of "bat", because "bat" and "Fu" is a homonym[4].

2. Idiom is the essence of language and culture of a society, and it is a special expression for language in the process of historical development. For example, “Shuo Cao Cao, Cao Cao dao” is the product of Chinese national history and culture. The corresponding idiom in English is “Talk of the devil, and he’s sure to appear.”, “Speak of angels, and you will hear their wings”, which are based in religion.

3. Across different cultural background of communication, malfunction is often happened, and language scholars consider this malfunction as pragmatic failure after researching and analyzing from a pragmatic point of view. For instance: When Chinese greet the foreign guests in the airport, they would welcome and say “Nin yi lu shang xing ku le!” after introducing to the identity of the host. The interpreter would translate it into English: “I am afraid you must have had a tiring journey”. Of course, this sentence is correct from the perspective of grammar, however, it does not sound natural for the people from English speaking countries. Obviously, sometimes literal translation from Chinese to English is not appropriate. Although it suits grammar and semantic rules of English, and it would not be in conformity with the cultural background of English[5]. In this situation, appropriate English greeting is like: “Did you have a good trip?” / “Did you enjoy your trip?” / “How was the trip?” etc.

4. Different thinking mode of English and Chinese brings difference in structural level, which will cause obstacles in the cross-cultural communication. Language is a tool of thinking. Different ways of thinking will affect different language expressions. People commonly use comparison between eastern and western culture to indicate different ways of thinking between easterners and westerners. For example: westerners belong to analytic thinking, logical thinking while as easterners belong to comprehensive thinking, image thinking[6]. Take narrative writing as an example, some scholars compare American culture thinking mode as a “bridge” thinking method. The author uses a clear and direct way to organize and express these thoughts. It’s just like to put a bridge between subjective point 1 and subjective point 2. When readers receive information, it’s like to go through the bridge smoothly. On the contrary, Chinese people like to use the writing skills like “winding path which leads to a secluded spot”. Chinese writing skills and Chinese gardens reveal that the characteristics of Chinese thinking is implying from different angles implicitly and euphemistically. Chinese likes twisted roads in gardens, while westerners like straight roads. The preferences on article from easterners and westerners also fully reflect the characteristics of two ways of thinking. Therefore, without teaching cultural differences foreign language cannot be taught well, neither can foster high-quality, cross-cultural talents.

## Conclusions

The essence of quality-oriented education is to set up a new and correct educational thought and concept. The goal is to cultivate all-round development of high-quality and complex talent. In addition to study the definition and characteristics of culture, the definition and characteristics of communication, and the relationship between culture and communication, cross cultural communication also focuses on studying the cultural factors. Superficially, it seems that there are less necessary relationships between the two. However, through the analysis and research above, we can clearly recognize that cross-cultural communication ability is like a bridge to combine the quality education and college students’ language ability and also communicative ability. On the one hand, language ability and communicative ability belongs to the category of quality education; on the other hand, cross-cultural communicative competence plays a vital role in developing the ability

of language and communication, and intercultural communication is an emerging edge subject which is highly closed to foreign language teaching. Combination of language teaching with culture teaching to promote the quality-oriented education of college students is a very important research topic.

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