

Effect of the Cultivation of Intercultural Communicative Competence on Teaching Chinese as a Foreign Language

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Abstract. In the process of teaching Chinese as a foreign language, under the influence of national culture, there will inevitably be cultural misunderstandings and conflicts. In order to promote the smooth development of Chinese as a foreign language teaching activity, it is necessary to do a good job in cultivating students' awareness of intercultural communication. This paper analyzes the problems existing in intercultural communication, puts forward the cultivation strategies of intercultural communication ability in teaching Chinese as a foreign language, and then analyzes the significance of intercultural communication consciousness to teaching Chinese as a foreign language.

Keywords: Intercultural communication; Chinese as a foreign language; Language communicative competence.

1. Introduction

At the present stage, under the trend of economic globalization, world cultural exchanges are getting deeper and deeper. Cross-cultural exchanges have become an important trend of education development in the international community. As an important part of China's internationalization education, the study of Chinese as a foreign language [1, 2] should also deeply study the connotation of intercultural in the process of learning, and effectively promote the study of Chinese as a foreign language through continuous reform, to better complete its learning mission.

Intercultural consciousness [3, 4] is a concept formed based on cultural consciousness. It refers to the ability to fully recognize and moderately tolerate and accept the customs and habits or phenomena that conflict with the national culture or consciousness. In the process of communication and communication, if people lack this kind of cross-cultural consciousness, there will be obvious language communication barriers, or due to the lack of the corresponding cultural environment and cause language errors, understanding errors and other phenomena.

The linguistic environment of each ethnic group is influenced by its geographical location, material environment, religious belief, social customs and other factors, and gives rise to different linguistic habits, living culture, customs and other contextual factors. People from different cultures have different ways of speaking, idioms and so on. However, in daily communication, people always use their own way of language and thinking to understand the words of others, which may lead to some errors and biases, thus causing obstacles and contradictions.

The common problems in intercultural communication are cultural shock [5], cultural friction [6] and cultural conflict [7]. Cultural shock refers to the fact that people live in strange living environment and are not used to it, which will produce some negative physiological and psychological reflection. The degree of this reflection varies from person to person. The higher the degree of recognition of the original culture, the more serious the shock will be. Cultural friction and cultural conflict refer to the situation where the needs of the two objects cannot be matched and compatible and are in conflict, which is manifested as resource plunder and profit seeking, human rights and democracy, the exclusiveness of mainstream groups, terrorism and western interference, cultural hegemony and cultural resistance. In cross-cultural communication, the culture of each ethnic group has its own characteristics. Different cultural backgrounds have different ways of language expression. If the language is used carelessly, the meaning may be quite different. If the two parties fail to understand each other's cultural background, it is easy to be confused and confused, or even misunderstanding, resulting in communication failure.

2. Strategies for Cultivating Intercultural Communicative Competence in Teaching Chinese as a Foreign Language.

2.1 Construct Communicative Context and Arouse Students' Interest in Chinese Culture

Teachers are the core of teaching Chinese as a foreign language. The level of teachers' cultural quality directly affects the efficiency and effect of classroom teaching. The object of teaching Chinese as a foreign language is foreign students, which is equivalent to foreign students learning a second language, just like Chinese students learning English. Therefore, in the process of teaching, teachers are required not only to have professional teaching skills and rich knowledge of Chinese language and culture, but also to have high cultural quality and be able to perceive foreign national cultural consciousness and language habits to a certain extent. Therefore, in order to effectively cultivate students' awareness of intercultural communication, it is necessary to strengthen the cultivation of cultural quality of TCSL teachers.

2.2 Construct Communicative Context and Arouse Students' Interest in Chinese Culture

The construction of an actual cross-cultural communication context makes it easier for learners to accept language learning in the most realistic environment. When we talk about Chinese culture or customs in class, we can put some relevant video. Students can take part in activities. Traditional folk customs are not only the appearance of national characteristics and the expression of regional environment, but also an important part of Chinese culture. In folk customs, open your eyes to experience the unique charm of Chinese culture. By creating an actual communication environment, Chinese learners can experience and stay in it personally, which stimulates their interest in Chinese culture, improves their acculturation ability and strengthens their potential cross-cultural awareness.

2.3 Strengthen Intercultural Training and Improve Students' Acculturation Ability

In order to overcome the barriers of intercultural communication and ensure the smooth teaching of Chinese as a foreign language, it is necessary to carry out effective intercultural communication training. This is not only done in class, but also in the daily life after class. Teachers should encourage students to make more Chinese friends and have more communication activities. Students should make full use of their spare time to enrich their language and cultural knowledge, learn Chinese songs, operas, participate in the celebration of traditional festivals, etc., from which they can exercise their intercultural communication skills. In practice, middle school students can experience cultural differences in person, flexibly solve problems in intercultural communication, and improve their acculturation ability. In practice, the comprehensive use of intercultural communication ability of middle school students can really improve their Chinese ability.

2.4 Adopt Diversified Teaching Methods

In the process of teaching Chinese as a foreign language, whether the teaching method adopted is reasonable or not has a great impact on the final teaching effect and the learning efficiency of students. Cross-cultural communication is not only reflected in language teaching, but also in nonverbal teaching, such as posture, body posture, etc. People from different cultural backgrounds have different ways of thinking and norms of behavior. In teaching, teachers can start from all aspects to implement the teaching of Chinese as a foreign language. Due to the great difference between Chinese culture and foreign culture, students often fail to understand the true meaning of some Chinese because they do not understand Chinese national culture when teaching Chinese as a foreign language. At this time, it is necessary for teachers to improve their teaching methods and adopt diversified teaching methods according to the actual situation of students, so that students can deeply understand some cultural phenomena with Chinese national characteristics contained in the Chinese teaching content.

3. The Significance of Intercultural Communication Consciousness in Teaching Chinese as a Foreign Language

(1) It is helpful to strengthen the classroom management of TCSL teachers

Due to cultural differences, classroom management in China is quite different from that in foreign countries. For example, American classrooms and Chinese classrooms highlight individuality, emphasize individualism, and encourage individualized development of individuals. Students focus more on their own needs and less on the impact on others. Therefore, American classrooms pay more attention to the personalized management of students. However, China pays attention to "harmony is the most precious" and takes more care of the interests of the majority of people. Therefore, Chinese classrooms pay more attention to giving consideration to the whole. In this case, if students lack the awareness of intercultural communication, it may lead to classroom chaos and misunderstanding of some classroom activities, and they will not be able to manage the classroom well. The cultivation of intercultural communication awareness enables students to realize the differences between cultures and understand that different cultures need to be understood and tolerated, which is conducive to the creation of a harmonious classroom and the management of the classroom by teachers.

(2) It is helpful to improve the quality of teaching Chinese as a foreign language

The purpose of teaching Chinese as a foreign language is to cultivate students' intercultural communication skills. In order to guarantee the smooth implementation of teaching Chinese as a foreign language, it is necessary to help students set up a correct cultural concept and improve their awareness of cross-cultural communication. Foreign language teaching is a kind of language communication based on cross-cultural platform. Due to the influence of cultural differences, different learning groups have different understandings of Chinese language and culture. Teaching Chinese as a foreign language is not only to impart Chinese knowledge, but also to spread traditional Chinese language and culture. Without awareness of cross-cultural communication, students cannot understand the differences between Chinese language culture and foreign culture, nor the contradictions and conflicts caused by such differences, let alone cross-cultural communication ability.

(3) It is helpful to coordinate the interpersonal relationship of TCSL teachers

At present, the teaching of Chinese as a foreign language in China has gradually realized the transformation from "invite in" to "go out". In this case, many teachers of Chinese as a foreign language go deep into other countries to implement the teaching of Chinese as a foreign language. TCSL teachers not only assume the responsibility of imparting Chinese knowledge, but also shoulder the important task of spreading Chinese national culture. Based on this, the interpersonal relationship of TCSL teachers in foreign countries is also very important. Communication under the same cultural background will not create communication barriers, but different cultures, cross-cultural communication will be different because of cultural misunderstandings and contradictions. In order to adapt to foreign life and work, TCSL teachers must avoid misunderstandings and resolve conflicts, which requires teachers to have a certain awareness of cross-cultural communication. Teaching Chinese as a foreign language teacher not only refers to teaching students, but also includes their own learning. In the process of teaching, TCSL teachers should also pay attention to improving their awareness of cross-cultural communication to better handle their interpersonal relations.

(4) It is conducive to cultural exchange between teachers and students in teaching Chinese as a foreign language.

Language is an important tool for people to communicate and communicate with each other, and it is also the carrier of culture. In the continuous development and application of language, there will be certain changes due to the influence of culture. With the development of economic globalization, the contact and communication between countries in the world are constantly strengthened, and people from different cultural backgrounds communicate more and more frequently. In this process, conflicts will inevitably occur due to cultural differences. In the process of teaching Chinese as a foreign language, due to the influence of cultural differences, teaching activities cannot be carried out smoothly. At the same time, it is difficult to communicate with students, and cultural discrimination may occur in some cases, which seriously affects the efficiency of classroom teaching and the spread

of Chinese culture. The cultivation of intercultural communication awareness enables students to realize the causes of these contradictions and conflicts as well as the causes of different cultural phenomena. It is very conducive to students' understanding and tolerance of different cultures. Naturally, it can also show their understanding of many special cultural phenomena in the teaching of Chinese as a foreign language. In classroom teaching, it can also strengthen the interaction and communication with teachers.

4. Summary

Language itself has a profound cultural connotation. In the process of language communication, it will be difficult to communicate if we fail to understand the cultural connotation behind the language. In the process of learning Chinese as a foreign language, we need to pay attention to education of cultural thoughts, truly integrate language learning and cultural communication, and finally achieve the progress and development of Chinese as a foreign language.

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