

International Chinese Teaching Ideas and Model Innovation in the Cross-Cultural Context

Qi GAO

Laos Overseas Service and Overseas Study Center, Kunming, Yunnan 650500, China

Keywords: Cross-culture, International chinese teaching, Cultural connotation, Communicative competence

Abstract: Cross-cultural communication is usually regarded as a teaching method and a learning strategy. The use of cross-cultural communication in this article refers to the cross-cultural communication problems faced by foreign Chinese learners in the process of teaching and learning. As a kind of language teaching and culture teaching, international Chinese teaching aims at removing communication barriers between cultures and promoting the spread of Chinese culture in the cross-cultural environment. Cross-cultural communicative competence not only plays an important role in adapting to the new cultural environment, effectively and appropriately communicating with people from different cultural backgrounds, but also is a topic worthy of attention in international Chinese teaching. International Chinese teachers can make practical use of cross-cultural communication knowledge and skills from three aspects: curriculum planning, classroom application, testing and evaluation, so as to achieve the teaching purpose of integrating language and culture. The development of intercultural communicative competence is a process of gradually stepping out of the limitations of the first space and single space perspective, and gradually establishing the knowledge structure, thinking mode and perspective of the third space through the understanding and mastery of the language and culture of the second space. Intercultural communicative competence is also one of the necessary skills for international Chinese teachers. From the definition of intercultural competence of international Chinese teachers, this paper expounds the significance of cultivating intercultural communicative competence of international Chinese teachers, and probes into the strategies of cultivating intercultural communicative competence of international Chinese teachers.

1. Introduction

In the process of international Chinese education, cross-cultural communication is usually considered as a teaching method and a learning strategy. The purpose is to communicate with each other through the blending and collision of different cultures, and to seek common ground while reserving differences by recognizing and experiencing unfamiliar target language cultures, so as to enhance the interest in language learning and improve the efficiency of language learning. Chinese international education is a new name that combines teaching Chinese as a foreign language with international promotion of Chinese. It mainly aims at non-Chinese speakers and promotes Chinese

mother tongue to the outside world. This not only requires teachers to have the awareness and ability of cross-cultural communication, but also requires teachers to use the knowledge and skills of cross-cultural communication in the teaching process to cultivate students' cross-cultural communication ability. At present, it is used at three different levels in Chinese: cross-cultural communication, cross-cultural communication and cross-cultural communication. Chinese international education can better cope with the development trend of economic globalization, enhance the influence of Chinese culture on other countries, improve China's political and economic status on the international stage, and play a great role in promoting China's development.

The cross-cultural communication of Chinese has become an important part of current social communication activities and an important form of cultural exchanges between China and other countries in the world. International Chinese teachers face students from different countries and different cultural backgrounds every day. Teachers and them have different cultural backgrounds. The purpose of teaching is not only to enable these students with different cultural backgrounds to learn Chinese better, but also to enable them to learn Chinese better. It is not easy for them to understand and understand Chinese culture. Cross-cultural communication refers to the communication and contact between people in different cultures, which should generally be accomplished through language. Cross-cultural communication, at a deeper level, means that people of different cultures give each other their own things, not just through language. Cross cultural communication refers to the wide spread among different cultures, which may be spread from one direction to the other or to each other. Teachers should understand their own culture and the culture they teach students. At the same time, they can effectively guide students, systematically combine language knowledge, language skills and relevant cultural factors, and let students understand the unique cultural significance contained in language expression, so that students can better understand Chinese and learn Chinese well.

2. The Cultural Connotation of International Chinese Language Education

2.1 Culture and Cross-Cultural Culture

Different disciplines and fields have different views on culture. British anthropologist Taylor said in "Primitive Culture": "Culture or civilization, in its broad ethnological significance, is a composite whole, including knowledge, belief, art, morality, law, customs, and being a member of society. All other abilities and habits learned by people." Is the carrier of language, and culture is the connotation of language. Learning a language means mastering a culture. In the process of learning Chinese, foreigners are always learning the target culture. The process of learning Chinese is a process of constantly experiencing and understanding Chinese culture, and naturally it is also a process of cross-cultural communication. The connotation of culture includes many, such as knowledge, belief, art, morality, law, customs, etc. at the same time, it can also be expressed as spiritual culture and material culture beneficial to people. Therefore, Chinese International Education repositions Chinese mother tongue teaching in the part of culture closely related to language teaching and language communication. People's traditional concept believes that culture is a social phenomenon. It is a product created by mankind over a long period of time. At the same time, it is a historical phenomenon. It is the accumulation of human society and history. It is the communication between human beings. An ideology that was universally recognized at that time was the sublimation of perceptual knowledge and experience of the objective world.

2.2 Knowledge of Chinese and Chinese Culture is a Prerequisite for Cross-Cultural Communication

Before accepting foreign learners to learn Chinese, they should have a general understanding of their attitude towards Chinese and Chinese culture. This is often overlooked by Chinese teachers. As a teacher of Chinese as a foreign language, he shoulders the task of teaching Chinese knowledge and spreading Chinese culture. Then, we should always pay attention to not blindly echoing other people's views, not blindly pursuing them, respecting our own culture and other cultures, and not belittling ourselves just to promote others. As the main form of communication at present, language is characterized by vividness and flexibility, and plays an important role in the development of human society. It contains multiculturalism, so that people not only accept this language form, but also accept the thinking mode and cultural habits behind the language. Teachers' professional level has an important and far-reaching impact on cross-cultural communication, which puts forward higher requirements for international Chinese teachers. Teachers should not only have basic professional teaching knowledge, but also have the ability to deal with communication conflicts under cultural differences. Therefore, in the process of teacher recruitment and selection, it is very important to strictly review the quality of candidates. Intercultural communication requires the teaching of two rules in second language teaching: language rules and communication rules. Communicative rules refer to the "acquired ways of behavior, also known as the rules for organizing people's interactions with each other."

3. The Cultivation of Intercultural Communicative Competence in Language Teaching

3.1 An Appropriate Discourse System is the Guarantee of Cross-Cultural Communication

Language is the direct reality of thought. At the beginning of the 20th century, Watson, the representative of behavioral psychology in the United States, thought that speech was "aloud thinking" and thinking was "silent speech", without which there would be no thinking. How to apply the knowledge of cross-cultural communication in Chinese language teaching to achieve the teaching goal of integrating language and culture can be considered by teachers from three aspects: curriculum planning, classroom application, testing and evaluation, like Figure 1. There are cultural differences and cultural conflicts in context, and there is the problem of "context orientation" in cross-cultural communication and teaching Chinese as a foreign language. Context orientation refers to helping cross-cultural communicators learn to have an insight into the life experience of people in second language countries, and truly understand the cultural meaning of the language discourse through the understanding and proper use of the second language in the specific context. What form to interpret our own culture and what discourse structure to use depends on the conversational object and communication occasions we face. Interpreting Chinese culture in the other party's language is sometimes easier for the other party to accept than interpreting our culture in Chinese. This reflects respect for each other's cultures and tolerance for world cultures. Due to different cultures, the rules of communication in the same context are also different, and context-oriented issues should also be considered and emphasized in the teaching of Chinese as a foreign language.

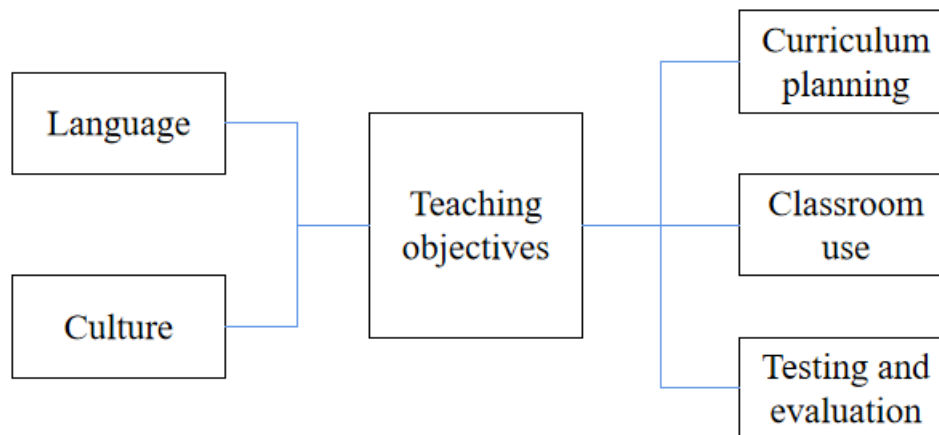


Fig.1 Teaching Objectives

3.2 Intercultural Third Space Thinking Mode

First of all, this thinking mode advocates the transformation from a single-space thinking and a polarization thinking mode to a multicultural thinking mode, and a transformation from narrow nationalism to national relativism (Figure 2). Learn to understand the cultural customs of the country of origin of international students, read related books, and understand their lifestyle, history, clothing image, time concept, economic situation, geography, politics, mainstream values and cultural taboos. Language itself is neutral, while culture represents behavior, values and beliefs, but they are inseparable. Learning Chinese goes hand in hand with understanding Chinese culture. A foreign Chinese learner can truly understand Chinese culture, which is not achieved overnight, nor can it be achieved overnight. It takes a certain amount of time for foreign learners to understand and appreciate Chinese culture. When foreign Chinese learners understand Chinese culture, they often start with cultural products. For example, some people have made a survey, and the Germans know the top five things about China most, and the third thing is the Great Wall. Language use ability and language communication ability complement each other. When using language in cross-cultural communication, we must first understand each other's culture and cultural differences, and respect the cultural differences of various countries. Only in this way can we avoid the embarrassment of cultural differences in communication. There are only different cultures in the world. There is no absolute advantage or disadvantage. The relationship between different cultures is equality, dialogue, exchange and coexistence. Single space thinking and polarized thinking mode often regard mother tongue and target language culture as two isolated and opposite spaces. They are either blindly arrogant towards their own national culture or blindly belittle themselves. They are also prone to prejudice and misunderstanding against different cultures.

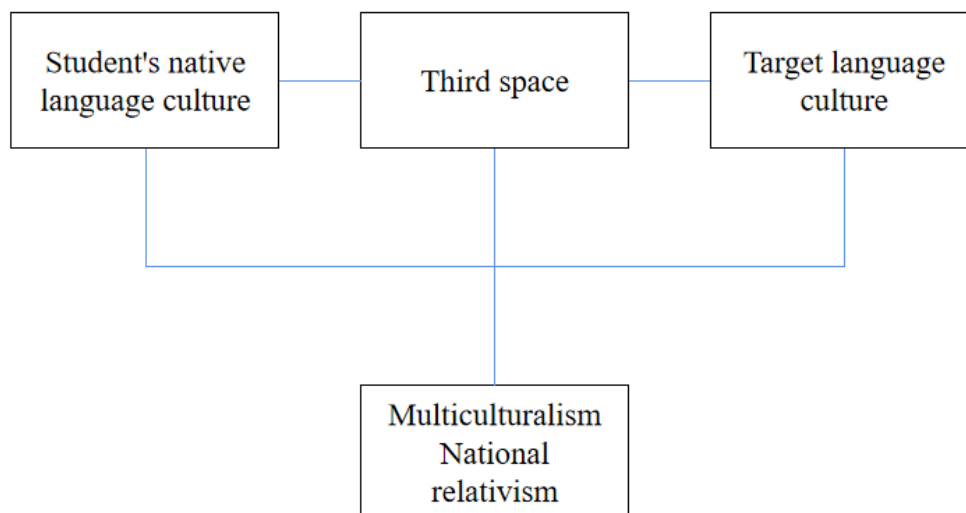


Fig.2 Thinking Model

4. Conclusions

The cultivation of international Chinese teachers' cross-cultural ability is not achieved overnight. Teachers need to learn relevant cross-cultural theoretical knowledge. They need to start with knowledge reserve, consciousness transformation and behavior respect, carry out teaching with diversified teaching methods, guide teaching practice with theory, and improve cross-cultural communication ability. In different situations and occasions, Solve some cultural conflicts flexibly and skillfully. In cross-cultural communication, we must pay attention to cultural differences in cultural characteristics and communication rules. Due to different cultures, the rules of communication in the same context are also different, and context-oriented issues should also be considered and emphasized in the teaching of Chinese as a foreign language. International Chinese teaching in a cross-cultural environment is not only language exchange and learning, but also exchange learning between different cultures. Therefore, we must pay attention to cultural differences and use language as a tool to continuously deepen the international communication of Chinese and promote the further development of international Chinese teaching. developing. At this point, make a conclusion: "I don't know what I know, it is called blindness; If you don't know outside, you will lose your heart. " In international Chinese education, we should not only understand the cultures around the world, but also be clear and intelligent. Believe in yourself and don't lose your heart.

References

- [1] Wang Rong. *Business English Translation Skills in Cross-cultural Background*[J]. *Journal of Kaifeng Institute of Education*, 2016, 36(3):2.
- [2] Xu Wei. *The Cultivation of International Students' Intercultural Communicative Competence in Teaching Chinese as a Foreign Language under the Background of Education Internationalization*[J]. *Curriculum Education Research*, 2019(38):1.
- [3] Jiang Lili. *Cultivation of Intercultural Communicative Competence in Teaching Chinese as a Foreign Language under the Background of Education Internationalization*[J]. 2021(2018-3):47-49.
- [4] Chang Yating. *Research on International Chinese Teachers' Intercultural Communicative Competence under the Background of "One Belt One Road"*[J]. *Journal of Electronic Engineering Institute*, 2020, 9(2):1.
- [5] Tan Jingjing. *Cultural communication centered on deep culture under the background of cross-cultural*

- communication--Comment on "Cross-cultural Communication in the Horizon of Chinese International Education"[J]. Science and Technology Management Research, 2021, 41(14):1.*
- [6] *Xiao Zhikui. Try to analyze how international Chinese teachers can teach cultural lessons from a cross-cultural perspective[J]. China Training, 2017(2):1.*
- [7] *Wang Ruonan. A Preliminary Study on the Teaching Methods of Chinese Characters as a Foreign Language from a Cross-cultural Perspective[J]. Education Teaching Forum, 2019, 000(019):179-180.*
- [8] *Jiang Lili. Cultivation of Intercultural Communicative Competence in Teaching Chinese as a Foreign Language under the Background of Education Internationalization[J]. Higher Education Forum, 2018(3):3.*
- [9] *Wei Wei. On the Cross-cultural Awareness and Cultural Introduction Approaches in Teaching Chinese as a Foreign Language[J]. China Training, 2017, 000(010):320-320.*
- [10] *Yan Liying. On Translation Strategies of English and American Literature in the Cross-cultural Context[J]. Overseas English, 2018(8):2.*