

Research on Cultivating Intercultural Communication Ability in Chinese Language Teaching

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Abstract: Under the tide of globalization, cross-cultural communication is increasingly frequent, and Chinese language teaching shoulders the important task of cultivating learners' cross-cultural communication ability, which is not only related to the transmission of language knowledge, but also the key to promoting the integration of multi-cultures and promoting international cooperation. This paper deeply analyzes the present situation of cross-cultural communication ability training and challenges, clear target orientation, explore effective teaching strategy, teachers role transformation and evaluation system construction, aims to provide innovative ideas and practice for Chinese language teaching path, help learners in cross-cultural communication, improve the international influence of Chinese language, contribute to build a community of human destiny.

Key words: Chinese language teaching; cross-cultural communication ability, cultural awareness, teaching strategy and evaluation system

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foreword

With the continuous advancement of globalization, exchanges and cooperation among countries in the world are increasingly frequent, and intercultural communication has become an indispensable skill in today's society. As one of the most widely used languages in the world, the Chinese language plays a crucial role in cross-cultural communication. However, the traditional Chinese language teaching often focuses on the transmission of language knowledge and ignores the cultivation of learners' cross-cultural communication ability, which partly limits the effective dissemination and application of Chinese language in the multicultural environment. Therefore, a thorough study of the strategies and methods for the cultivation of cross-cultural communication ability in Chinese language teaching is of great practical significance for improving the quality of Chinese language teaching and promoting the mutual understanding and friendly communication between different cultures. This paper will discuss the cultivation of intercultural communication ability in Chinese language teaching from many angles, in order to provide useful reference for the innovative development of Chinese language teaching.



1. The significance of cultivating cross-cultural communication ability

1.1 To promote multicultural understanding and respect

In the wave of globalization, people from different cultural backgrounds communicate frequently, and the cultivation

of cross-cultural communication ability is integrated into the Chinese language teaching, which can enable learners to deeply understand the rich connotation of Han culture, such as traditional festivals and etiquette customs, so as to enhance their cognition and identification of Han culture. At the same time, through comparative analysis of different cultures, learners can find the differences and commonalities between cultures, learn to respect multiple cultures, abandon cultural prejudice, create a harmonious atmosphere for cross-cultural dialogue, promote different cultures to learn from each other and achieve common development in exchanges, and realize the pluralistic symbiosis of cultures.

1.2 Enhance the practical value of Chinese language teaching

If Chinese language teaching only stays at the level of language knowledge, it is difficult to meet the actual needs of learners in the context of globalization. To cultivate cross-cultural communication skills, so that learners can accurately grasp the pragmatic rules of the Chinese language under different cultural backgrounds, and flexibly use the language for effective communication, including business negotiation, academic exchange, and daily communication. This not only enhances the practicality of the Chinese language, but also improves the learning motivation and sense of achievement of learners, making the Chinese language teaching truly become a bridge connecting different cultures and promoting international exchanges, providing strong support for learners to display their talents on the international stage, and further expanding the international influence of the Chinese language.

1.3 To help build a community with a shared future for mankind

Building a community with a shared future for mankind requires mutual understanding and friendly cooperation among the peoples of all countries. In Chinese language teaching, it pays attention to the cultivation of cross-cultural communication ability, which can help learners overcome the language barrier and build a bridge with the people of different countries and regions. By learning the Chinese language and its culture, learners can better understand China's development concept and value pursuit, and enhance the friendship with the Chinese people. At the same time, learners also bring their own culture into exchanges, promote two-way communication and mutual learning of culture, and lay a solid foundation for in-depth cooperation among countries in the political, economic, cultural and other fields, build consensus, work together, and make steady progress toward the goal of building a community with a shared future for mankind.



2. The current situation of the intercultural communication ability cultivation in Chinese language teaching

2.1 Teaching concepts lag behind

At present, some Chinese language teaching is still in the traditional stage of language knowledge transmission, and teachers and educational institutions have not fully realized the importance of intercultural communication ability in the era of globalization. The lag of this concept leads to the narrow teaching objectives, which only focuses on the teaching of language forms such as grammar and vocabulary, while ignoring the cultivation of comprehensive abilities such as cultural awareness and communicative strategies needed by learners in cross-cultural communication. As a result, although learners have mastered the language knowledge, it is difficult to flexibly use it in the actual cross-cultural communication scenarios, and they are unable to effectively cope with the challenges brought by cultural differences, which limits the

depth and breadth of Chinese language teaching.

2.2 Teaching content is single

The existing Chinese language textbooks and syllabus are insufficient in content setting, and the cultural knowledge plate are not rich enough, which often simply introduce some common sense of Chinese culture, lacking of in-depth analysis of the differences and commonalities between different cultures. At the same time, it ignores cultural taboos, communicative etiquette and other critical contents in cross-cultural communication, which may lead to misunderstanding or conflict when learners do not understand cultural taboos in the actual communication. In addition, the teaching content fails to be accurately positioned and stratified in design according to different learning stages and objects, which makes the teaching effect difficult to meet the needs of learners at different levels of cross-cultural communication ability cultivation, and affects the overall quality and practicability of Chinese language teaching.



3. The goal of cultivating cross-cultural communication ability in Chinese language teaching

3.1 Knowledge level

In Chinese language teaching, the knowledge goal of cultivating cross-cultural communication ability is to enable learners to fully master the background knowledge of Chinese language and culture, including history, philosophy, literature, art and other contents, so as to deeply understand the connotation and characteristics of Han culture, so as to lay a solid foundation for cross-cultural communication. At the same time, learners need to be familiar with the differences and commonalities between different cultures, learn to use the method of cultural comparative analysis to identify the deep cultural values behind various cultural phenomena, so as to accurately interpret cultural information in cross-cultural communication and avoid communication barriers caused by cultural misunderstanding. In addition, the basic theories and knowledge system of cross-cultural communication should be also systematically studied, such as Hofstede's cultural dimension theory, so as to provide theoretical support for understanding and coping with complex cross-cultural communication situations, so that learners can have stronger cultural sensitivity and adaptability in cross-cultural communication.

3.2 Skills level

The skill-level cultivation of intercultural communication ability aims to enable learners to skillfully use the Chinese language to communicate effectively in intercultural contexts. This includes mastering the pragmatic rules of the Chinese language, properly using the language to express their views and emotions according to different cultural backgrounds and communicative situations, while accurately understanding the other persons intentions. Learners also need to master the skills and strategies of cross-cultural communication, such as how to use non-verbal communication means in cross-cultural communication to enhance the communication effects, how to use euphemistic and polite language expression to avoid cultural conflicts, and how to flexibly use different communication styles to adapt to the communication objects of different cultural backgrounds.

3.3 Attitude level

The cultivation of attitude level is an indispensable part of cross-cultural communication ability. First of all, we should

establish a positive attitude towards cross-cultural communication, stimulate learners interest and enthusiasm for cross-cultural communication, so that they are willing to take the initiative to communicate and cooperate with people from different cultural backgrounds, actively participate in various cross-cultural communication activities, and broaden their international vision. Secondly, cultivate the cultural sensitivity and adaptability of learners, so that they can keenly detect cultural differences in cross-cultural communication, and quickly adjust their behavior and communication methods, so as to adapt to the requirements of different cultural environments, respect cultural differences, and avoid cultural discrimination and prejudice. Finally, the initiative of learners in cross-cultural communication should be enhanced, encouraging them to try and actively explore in the face of cross-cultural communication challenges, constantly accumulate cross-cultural communication experience, improve their cross-cultural communication literacy, and lay a good attitude foundation for effective communication and cooperation in the multi-cultural world.



4. Teaching strategy for cultivating cross-cultural communication ability in Chinese Language Teaching

4.1 Optimize the teaching content

In the Chinese language teaching, optimizing the teaching content is a key step to cultivate the cross-cultural communication ability. First of all, the cultural knowledge plate should be enriched. In addition to the traditional Chinese language and cultural knowledge, multicultural elements around the world, such as different national customs, religious beliefs, social systems, etc., so that learners can have a more comprehensive understanding of the world culture. Secondly, select the texts and cases with cross-cultural communication value, and select those materials that can reflect the themes of cultural conflict and integration, international communication and cooperation, so that learners can experience the actual situation of cross-cultural communication in reading and analysis. Finally, according to the different stages and objects of the learners, the difficulty and depth of cultural content emphasize the popularization of basic cultural knowledge. For senior learners, the influence of cultural differences on the communication strategy is discussed to ensure that the teaching content meets the cognitive level of the learners and meets the needs of cross-cultural communication ability.

4.2 Innovative teaching methods

Innovative teaching methods can effectively stimulate learners learning interest and participation, and promote the cultivation of cross-cultural communication ability. Using the situational teaching method, teachers can create a variety of real cross-cultural communication scenarios, such as simulating international business negotiations, cross-cultural weddings, etc., so that learners can place themselves in it and use Chinese language for practical communication, so as to improve their language use ability and cross-cultural adaptability. Group cooperative learning is also an effective and innovative method. Divide learners into groups to discuss and complete tasks around cross-cultural communication topics, which can not only promote the interaction and communication among learners, but also cultivate their teamwork spirit and awareness of cross-cultural communication strategy. In addition, make full use of modern information technology, such as multimedia courseware to show under the different cultural background of communication scene, network platform provides rich cross-cultural communication resources and online communication opportunities, to create a more vivid and convenient learning environment for learners, make the teaching method more diversified, modern, better adapt to the

requirements of cross-cultural communication ability training.

4.3 Strengthen practical teaching

Practical teaching is an important link to test and improve learners cross-cultural communication ability. Organization cross-cultural communication activities is one of the effective forms of practice teaching, such as simulate the United Nations conference, Chinese and foreign cultural exchange party, etc., these activities can provide learners with a real cross-cultural communication platform, let them in interaction with different cultural background, exercise language expression, cultural adaptation and problem solving ability. At the same time, learners are encouraged to actively participate in international exchange projects, such as overseas study Tours and international volunteer services, so that they can have the opportunity to personally experience the cultural atmosphere of different countries, have in-depth communication with local people, and accumulate valuable cross-cultural communication experience. In addition, the establishment of cross-cultural communication practice base, such as cooperation with enterprises, cultural institutions to set up practice base, provide long-term stable practice opportunities, enable them to hone in the actual work environment cross-cultural communication skills, will learn knowledge into practical ability, realize the Chinese language teaching across cultural communication ability training goal.

5. The role change of Chinese language teachers in the cultivation of intercultural communication ability

5.1 From the knowledge impartor to the cultural guide

In Chinese language teaching, the role change of teachers is crucial. The transformation from a traditional knowledge imitator to a cultural guide means that teachers should not only teach language knowledge, but also deeply explore the rich cultural connotation behind the Chinese language, so as to guide learners to understand the unique charm and values of the Chinese culture. Teachers should stimulate learners interest in Chinese culture and help them establish a cross-cultural cognitive framework through vivid and interesting teaching activities, such as cultural lectures, film and television appreciation. At the same time, the teacher should guide the learners culture comparative analysis, let them find the differences between different cultures and common, cultivate learners cultural sensitivity and intercultural communication consciousness, enable them to more appropriately in the cross-cultural communication using Chinese language, promote mutual understanding and respect between different cultures.

5.2 From the classroom leader to the learning promoter

With the renewal of teaching ideas, the role of teachers in the classroom should be changed from the leader to the learning promoter. In this role change, teachers should create an open and inclusive classroom atmosphere, encourage learners to actively participate in classroom discussion and interaction, and fully express their views and ideas. Teachers are no longer the only impartor of knowledge, but the guides and supporters of learners, providing them with personalized learning guidance and suggestions, and helping learners to overcome the difficulties and challenges in the learning process. In addition, teachers should promote cross-cultural communication, interaction and cooperation among learners, organize group activities, role playing, etc., so that learners can exercise cross-cultural communication skills in practice.

5.3 From traditional teachers to lifelong learners

In the context of the cultivation of cross-cultural communication ability, Chinese language teachers themselves also need to grow and progress continuously, and change from traditional teachers to lifelong learners. Teachers should constantly update the knowledge and concept of cross-cultural communication, pay attention to the latest achievements and development trends of the research on cross-cultural communication at home and abroad, and apply new theories and methods to teaching practice. At the same time, teachers should actively participate in cross-cultural exchange activities, such as international academic conferences, cultural exchange projects, etc., to personally experience the communication and collision between different cultures, accumulate practical experience, and improve their own cross-cultural communication skills. In addition, teachers should also strengthen the communication and cooperation with

other teachers and experts, jointly explore the strategies and methods of cultivating cross-cultural communication ability in Chinese language teaching, and constantly optimize the teaching content and teaching methods. Through continuous learning and practice, teachers can constantly improve their professional quality, better adapt to the requirements of the development of The Times, and make greater contributions to the cultivation of Chinese language learners with cross-cultural communication skills.

6 conclusion

The cultivation of cross-cultural communication ability in Chinese language teaching is a systematic and complex project, which involves the reform and innovation of teaching concept, content, method, teacher role and evaluation system. In the context of globalization, we should fully realize its importance and urgency, actively explore the effective training paths, and constantly optimize the teaching practice. Through the cultivation of all-round and multi-level cross-cultural communication ability, learners can use the Chinese language more confidently and appropriately in cross-cultural communication, promote mutual understanding and integration among different cultures, and contribute the Chinese language to the construction of a community with a shared future for mankind. In the future, Chinese language teaching should keep up with the pace of The Times, and continue to deepen the research and practice of cultivating intercultural communication skills, so as to meet the changing needs of international communication.

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