

A Study on the Path of Cultivating Students' Intercultural Communication Skills in Basic French Teaching in the Context of "Internet+"

Hainan Li

Ocean University of China, Qingdao, Shandong, 266100, China

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Abstract: In recent years, the number of economic activities and trade in China has been on the rise, and as the exchanges between China and the rest of the world continue to increase, this also places higher demands on the intercultural communication skills of French language professionals in China. The advent of the "Internet+" era has provided more opportunities for the development of students' intercultural communication skills in the teaching of basic French in China. In this paper, the importance of improving students' intercultural communication skills in the teaching of basic French in modern colleges and universities is discussed in the context of "Internet+", and the path of cultivating students' intercultural communication skills in the teaching of basic French is explored.

1. Introduction

As the second most widely spoken language of international communication, French language professionals are expected to have a deep understanding of foreign cultures and strong intercultural communication skills. However, different cultures have different attitudes towards different things, and cultural differences often lead French speakers into the dilemma of intercultural communication errors. Therefore, modern institutions should focus on the development of intercultural communication skills alongside language use skills. In modern education, basic French, as the primary course for French majors, emphasises the transfer of linguistic knowledge, but intercultural communication skills are integrated into the whole process of teaching at the basic level, which also highlights the importance attached to the cultivation of intercultural communication skills in the teaching of foreign languages in China. In the context of "Internet+", new technologies and information resources provide new opportunities for the cultivation of intercultural communication skills for French majors, and the use of information technology in the teaching of basic French can cultivate students' awareness of intercultural communication and stimulate their interest in it.

2. The importance of developing students' intercultural communication skills in the teaching of basic French in the context of "Internet+"

2.1 Avoiding or resolving cultural conflicts in communication

Language changes as a result of the influence of different cultures. The meaning of words and

the cultural messages they convey vary from context to context. In order to avoid or minimise misunderstandings caused by cultural differences.

In order to avoid or minimise misunderstandings caused by cultural differences, it is important for institutions to strengthen the development of intercultural communication skills for French language professionals. Intercultural communicative competence consists of three factors: knowledge, motivation and skills. The knowledge factor includes the human history, politics, economy and life of the country to which the intercultural communication is addressed, which requires French language professionals to have a certain understanding of the way of thinking, lifestyle and values of the people they are communicating with. The skill factor refers to the ability to communicate appropriately and effectively. French language professionals need to translate all cognitive and emotional factors into practical communication skills in order to minimise communication barriers and avoid or resolve cultural conflicts in communication^[1].

2.2 Helping students to screen various types of information and cultures

Language skills, as the basis of intercultural communication skills, can effectively guarantee the communication and exchange between French language professionals and their counterparts in other countries. With the development of modern internet technology, students have more ways to learn about the world and are inevitably confused by distorted information in the process. In addition to having a solid language background, French language professionals should also have a strong national cultural identity and be able to demonstrate the Chinese spirit in cross-cultural communication. French language professionals should have a good understanding of both their own country and the culture of others in order to be able to distinguish between different types of information and cultures.

3. The path of cultivating students' intercultural communication skills in basic French teaching under the background of "Internet+"

3.1 Expanding the content of basic French teaching with a mix of online and offline teaching

The development of Internet technology has led to a change in the modern mode of education and teaching. When teaching basic French, teachers can make use of online and offline hybrid teaching to integrate knowledge, motivation and skills into basic French teaching and improve students' intercultural communication skills.

Firstly, online teaching can be used to expand the cultural meaning of words and to continually enhance students' learning of colloquialisms. For example, the French phrase 'entre chien et loup', which is usually translated as between a wolf and a dog, actually means that the light is blurred so that one cannot tell whether it is a wolf or a dog, so it can also be translated as 'twilight'. ". In addition, the French expressions 'être rusé comme un renard' and 'être bleu de froid' can be translated as 'cunning as a fox' and 'frozen to the bone' respectively. "When students learn the animal word renard and the colour word bleu, they can see that these two words have the same imagery as the Chinese. Teachers can use online teaching tools to present students with the vocabulary in this phrase, allowing them to make associations through direct meaning and helping them to understand the culture behind the French language in greater depth; secondly, at the end of the lesson, teachers can assign appropriate homework while students understand the text, asking them to dig into the cultural information and history behind the text, comparing it with Chinese related cultural phenomena. Secondly, at the end of the lesson, teachers can assign students the task of exploring the cultural information and history behind the text, comparing it with the cultural phenomena associated with China, and having them discuss the cultural differences in small groups

in the offline lesson^[2].

3.2 Establishing an online teaching platform for sharing educational resources

For basic French course content expansion, teachers can publish it through the Internet platform. Firstly, teachers need to make independent micro-video recordings of the relevant knowledge and cultural content in advance of the course topic and post them on the online teaching platform in advance for students to preview or expand on after class; secondly, teachers need to set corresponding questions in the micro-video so as to deepen students' understanding of the key points of knowledge. For example, teachers can include multiple-choice questions in the analysis of various French sayings, allowing students to choose the actual meaning of the saying after browsing through the content. When introducing the Louvre Museum, teachers can set up corresponding keywords in it to facilitate students' recall of the corresponding knowledge points, and at the same time draw out the Chinese and French keywords of the Palace Museum and attach corresponding knowledge links for students; finally, teachers can set up corresponding simulated scenarios for students to complete in the form of multiple choice fill-in-the-blanks, or ask students to use what they have learnt to record a small video to upload to the teaching platform. The French course textbook, Hello! In lesson 19 of French 2, which is related to the famous French illustrated picture book Little Nicolas, the teacher can show students a clip from the French comedy film Little Nicolas, based on it, to bring them into the world in which Nicolas lives, and through the storytelling they can learn about the French customs and culture at the time of the story^[3].

3.3 Innovative teaching methods to build communicative situations in French

The online teaching platform echoes the offline education, so that teachers can review the various cultural knowledge covered in the online teaching in the process of teaching the text offline, and at the same time put the discussion and performance parts of the online teaching into practice offline. On the one hand, students need to analyse in depth the discussion questions they are given online, using the resources and videos available on the internet platform to provide an important basis for the online discussion. When it comes to issues such as gender inequality and the image of women in France, teachers can ask students to introduce the impact of the development of the French feminist movement on the improvement of women's status and compare it with the status of women in ancient and modern France and China, and in the process of discussion students can understand that the feminist movement is the embodiment of the French people's respect for freedom and the pursuit of human rights. On the other hand, the teacher can transfer the content of the online performance to the offline classroom, allowing students to integrate all the knowledge and motivation factors into the skill factors, and at the end of the performance, the teacher can ask students to discuss the content presented in the performance, so as to improve the intercultural communication skills of French professionals in terms of behaviour. The analysis of the scenario can help French language professionals to effectively avoid the problems that may arise in intercultural communication^[4].

3.4 Dynamic grasp of students' learning with process assessment

In the process of developing the intercultural communication skills of French majors, mixed online and offline teaching is an important part of the closed-loop assessment and feedback system. Teachers use process assessment to provide more objective and accurate feedback on students' comprehensive skills from different perspectives, and at the same time, they can dynamically grasp the development of students' skills at different stages.

In order to assess the development of students' intercultural communication skills in basic French, teachers should pay more attention to process assessment. The process assessment includes the students' scores on the online platform, the marking of the course discussions, as well as their performance in the offline course and the actual completion of the assignments after the course. This means that dynamic assessment is not only a way of monitoring the teaching of basic French to students, but also a way for teachers to dynamically monitor the improvement of students' intercultural communication skills and to make adjustments to the basic French course according to the individual factors that some students are lacking in. At the same time, teachers need to focus on the development of students' teamwork, independent thinking and knowledge acquisition skills, so that they can actively participate in group discussions, think independently about the issues raised by the teacher during online teaching, and acquire more knowledge of French and Chinese history, culture, political background and economics in the course content development sessions. They are also able to develop their knowledge of the history, culture, political background and economy of France and China. With these three skills, students can consciously develop their intercultural communication skills through knowledge, motivation and skills in the learning process.

4. Conclusion

In conclusion, teachers need to pay attention to the improvement of students' intercultural communication skills in the course of basic French courses, and to integrate these skills throughout the whole process, so that students can integrate their knowledge of the language with their knowledge of various cultures and apply this knowledge in practical situations. In the context of the 'Internet+', the introduction of Internet technology in modern education has provided new ways and means of education, and teachers are using online teaching platforms to teach online and offline, making it easier to integrate cultural knowledge into the curriculum.

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