

On the Relationship between the Cultivation of Intercultural Communication Ability and Tcfl

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Abstract: with the Deepening of Education Internationalization, the Proportion of Studying Abroad in China is Increasing. There Are Many Inadaptability for Overseas Students to Cross Culture, So It is Necessary to Deepen the Cultivation of Overseas Students' Cross-Cultural Communication Ability in Teaching Chinese as a Foreign Language, So That the Overseas Students Can Quickly Integrate into Chinese Culture and Deeply Understand Chinese Culture, So as to Promote the Spread of Chinese Culture to a Certain Extent. This Paper Discusses the Cultivation of Intercultural Communication Ability of Foreign Students in Tcfl under the Background of Educational Internationalization.

1. Introduction

The Proportion of Foreign Students is Rising, Which is a Unique Group of Students. It is Difficult for Chinese Teaching to Carry out Individualized Teaching Based on Its Uniqueness. Chinese Teaching is an Important Way to Cultivate Students' Intercultural Communication Ability. They Integrate and Promote Each Other. Chinese Teaching Can Improve Communication Ability, on the Contrary, the Improvement of Communication Ability Can Also Promote Chinese Learning.

2. Main Manifestations of Intercultural Communication Barriers

2.1 Language Barrier

In terms of vocabulary, a nation's customs and history and culture directly determine the vocabulary it creates. Therefore, some Chinese vocabulary has the corresponding foreign language translation language, while others can only rely on similar translation, and there are problems such as one word to zero, one word to polysemy, and word meaning extension. Words show distinct national cultural meanings and reflect their own culture indirectly, which is conducive to people's Association and will not appear in other countries[1].

2.2 Nonverbal Communication Barriers

Body language refers to body language, which is also the product of social culture and social customs. For example, in western countries, children are taught to look at each other's eyes and listen to people when they are young, indicating that they are listening carefully. Chinese people are used to listening to each other and ignoring eye contact, which is easy to cause western dissatisfaction.

Environmental language, in Chinese people's daily life, is widely used and has more social functions. In Chinese traditional consciousness, silence represents respect and friendship. From the perspective of students, Chinese classrooms are lack of vitality. Only teachers give lectures unilaterally on the platform, and students learn silently[2]. This phenomenon is difficult for foreign students to understand. However, Chinese students think that foreign classes are too noisy, and students interrupt and challenge teachers at will, lacking due politeness.

In the process of communication, the concepts of time and space are also different ways of communication in non-verbal communication. People with different cultural backgrounds have great differences in these two aspects. They plan an activity with different ideas. People in western countries regard time as a straight line, which can be divided into several links, with particular emphasis on scheduling; people in the Middle East and ramee prefer to deal with several things at the same time, and they pay more attention to completing the work[3]. The Chinese emphasize the single time task, but neglect to carry out according to the time.As shown in Figure 1

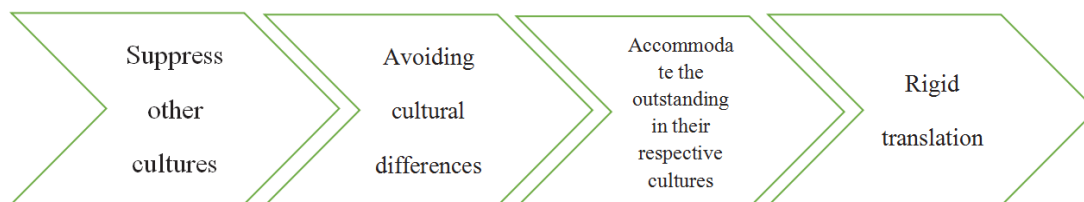


Fig.1 Types of Cross-Cultural Conflicts

3. Strategies for Intercultural Communication

3.1 Enhance Cross-Cultural Awareness

Both teaching staff and foreign students should have cross-cultural awareness. Teachers should know more about students' cultural background, and foreign students should adapt to the new cultural environment as soon as possible. In teaching, teachers can implement some training strategies to make students realize the cultural differences, and let students feel the charm of Chinese through cross-cultural, so as to generate interest in learning Chinese. Teachers can implement situational teaching method.

3.2 Improve Intercultural Communication Ability

When students are not suitable for the new environment, teachers can divide groups according to students' cultural background, let students cooperate to complete the teaching objectives, and help them adapt to the classroom as soon as possible. Groups can communicate with each other and share learning methods, so that foreign students can overcome obstacles in pronunciation, vocabulary and grammar. The improvement of ability is inseparable from practice.

3.3 Teachers Improve Cultural Ability

It is very easy to have conflicts between culture and culture. It requires teachers and other personnel to constantly improve their international cultural literacy, fully understand the cultural background of international students, avoid cultural conflicts with international students, and cause students' antipathy and unfriendly feelings towards the country. Avoid cultural conflicts[4].

4. The Current Situation and Problems of the Cultivation of Intercultural Communicative Competence in Tcfl

Since the rise of TCFL in China in the 1980s, it has made a lot of achievements in education and teaching. However, with the change of the times and the change of the direction and demand of education, there are still some problems in the current TCFL in the cultivation of students' cross-cultural communication ability, as follows:

4.1 Barriers to the Cultivation of Cross-Cultural Communication Ability under Cultural Differences

At present, in TCFL, cultural differences have become the main obstacle to the cultivation of students' intercultural communication ability. There are great differences between the eastern and Western cultures. The eastern culture values harmony and the mean, and believes that the collective interests are higher than the individual interests. In the west, especially in the mainstream culture of

Europe and the United States, democracy, science, rationality, individualism and other aspects are more important. Such cultural differences are not only reflected in the cognition and concept of things, but also exist in living habits. For example, Chinese prefer to drink hot water, while Westerners have the habit of drinking cold water. These differences in concept consciousness, living habits and other aspects have brought certain obstacles to the cultivation of students' Intercultural communication ability in TCFL. The greater the cultural differences, the more students The more difficult it is for language learning and communication ability training[5].

4.2 The Influence of National Psychological Factors on the Cultivation of Intercultural Communication Ability

National psychological factors include not only our pride and self-esteem towards our own nation, but also our stereotype towards other nations. In the teaching of Chinese as a foreign language and the cultivation of cross-cultural communication ability[6], national psychological factors are becoming a negative factor hindering the study of cross-cultural communication ability. People in every country have a deeper love for their motherland, which will form a kind of ethnocentrism. This mentality is reflected in daily life, which is reflected in unconsciously boasting about their own national excellence, calling foreigners “foreigners” and other detailed behaviours. However, in actual cultural communication, these exclusive national psychology will affect the smooth progress of cross-cultural communication Psychology can increase the cohesion within a nation, but it has a great negative impact on foreign exchange. In addition, the stereotype of other nations will also affect the cultivation of intercultural communication ability. For example, in cross-cultural communication, foreign friends will use their own cultural standards and the inherent impression of Chinese people to evaluate a person subjectively, which is biased and has a negative impact on TCFL and cross-cultural communication.

4.3 The Cultivation of Intercultural Communication Ability under the Influence of Environment

Environmental factors are also one of the important influences in the cultivation of intercultural communication ability, which can be divided into natural environment and psychological environment. The natural environment affects the appearance and thinking habits of the eastern and western people, and shapes the civilization of the mainland and the civilization of the sea. The private rights, collectivism and the understanding of the tense in the language in the psychological environment also affect the learning of Chinese as a foreign language and the cultivation of the ability of cross-cultural communication[7]. Many conflicts in the cultural communication are caused by the natural environment and the human society in the society of the two sides Because of the lack of understanding of the psychological environment, the emphasis on environmental impact is the focus of intercultural communication.

5. Exploring the Strategies of Cultivating Intercultural Communication Ability in Tcfl

Cultural knowledge teaching and cultural factor teaching are two teaching cores in the cultivation of TCFL and intercultural communication ability, which need to be paid enough attention in teaching. In the development of Chinese as a foreign language in China, such as Confucius Institute, online Confucius Classroom, Chinese Bridge and other teaching forms are common in the past, but cultural teaching still needs to be further strengthened and upgraded. The cultivation of TCFL's intercultural communication ability mainly cultivates the learners' ability to better integrate into the social environment of different languages and cultures through certain training and learning, and to conduct good social communication and communication under different cultural backgrounds. Therefore, the infiltration of intercultural communication consciousness, intercultural communication ability and intercultural language communication in cultural teaching is intercultural communication The key to the development of communicative competence[8].

5.1 Cultivate the Awareness of Cross-Cultural Communication between Teachers and Students. Cultivating Cross Culture between Teachers and Students

In the communicative competence, we should first cultivate the awareness of cross-cultural communication. Because the differences between different cultures are more nuanced, in order to improve the awareness of cross-cultural communication, we should first cultivate the learners' awareness of equality in cross-cultural communication, actively explore the cultural differences between the two sides, fully understand the differences on the basis of seeking differences, and seek common ground Save differences. Second, we should pay attention to the accumulation and learning of the history, culture and knowledge of the target language countries in the process of learning Chinese as a foreign language, and learn more about the history, religion and culture of different languages, so as to better understand the values of the language and better integrate into the social environment of the language. Thirdly, the cultivation of intercultural communication ability of teachers and students in TCFL can start with cultural practice. For example, traditional cultural activities such as Dragon Boat Festival are held to promote better cultural interaction among students through zongzi making and dragon boat rowing.

5.2 Innovate Cultural Teaching Methods and Strengthen Cross-Cultural Communication Ability.

If we want to achieve better results in culture teaching, we should innovate in teaching methods. In the process of cultivating students' intercultural communication ability, experiential teaching method, inductive enumeration teaching method and task interaction teaching method are all effective. The cultivation of cross-cultural communication ability in cultural teaching mainly needs to improve the learners' active participation and application ability. For example, in cultural teaching, the experiential teaching method can be used to explain Chinese Peking Opera to foreign students, and students can be brought to the traditional clothing store of Chinese Peking Opera for observation, trial wearing, etc., so that students can increase their enthusiasm and interest in cultural learning through actual cultural contact, It is an effective way to promote the cultivation of cross-cultural communication ability to actively explore extensible knowledge after class[9].

5.3 Cultivate the Ability of Intercultural Communication between Teachers and Students. Language Communication Ability

It is the key point of the cultivation of cross-cultural communication ability. The cultivation of language communication ability in cultural teaching should start from the cultural meaning of words and the transfer of mother tongue. In different languages and cultures, the same words have different meanings. For example, in Western weddings, white is considered to be a symbol of purity and loyalty. In Chinese weddings, white is considered to be unlucky, and red is a symbol of celebration. In the cultivation of intercultural language communication ability, we should pay attention to the differences in the meaning of such words. In addition, rote learning is inefficient in the cultivation of intercultural language communication ability. Different languages have differences, but they also have similarities. In TCFL, students should find learning methods of mother tongue comparison and analogy, improve their understanding of language and culture, so as to achieve twice the result with half the effort.

6. Conclusion

To sum up, with the continuous promotion of education and teaching reform in Colleges and universities in China, the current teaching of Chinese as a foreign language is no longer just from the perspective of language teaching personnel training, need to pay more attention to the importance of cross-cultural communication ability to students' education and growth, and explore more strategies for cross-cultural communication ability training.

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