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On Intercultural Communication in Chinese International Education in the New Era

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Abstract: Cross-cultural communication is the necessity of the development of Chinese international education, the necessity of the development of language teaching theory, and the necessity of the social development for talent demand. The main goal of international Chinese education in the new era is to cultivate the intercultural communicative competence of Chinese learners. International Chinese teachers play an important role in Chinese teaching. In cross-cultural communication, it is the responsibility of Chinese language international education to make both parties behave appropriately, reduce misunderstandings, avoid conflicts, and achieve communication goals smoothly so as to better enhance international understanding. With China's rising international influence, as well as the Chinese international promotion opportunities and challenges, so it is urgent to promote Chinese international education teachers' cross-cultural communication ability, this article through the analysis of the current international situation and challenges, and presents the new characteristics of cross-cultural communication, to discuss how to better develop in the new period of cross-cultural communicative competence.

Keywords: Intercultural Communication; Chinese International Education; Intercultural Communication Competence.

1. Foreword

Since 2020, the COVID-19 epidemic has had a profound impact on international Chinese education. People have more deeply realized the significance of developing language education, deepening international understanding and solidarity to build a community with a shared future for mankind. Nothing can replace the basic and unique role of language education, and the trend of language communication and cooperation is unstoppable. In addition, with the deepening development of globalization and the theoretical progress of linguistics, pedagogy and other disciplines, people are more and more aware that the cultivation of second language teaching has gone beyond the simple language ability, and more focused on the broader cross-cultural communication ability. It is the common mission and responsibility of language educators to cultivate the next generation with global vision, global feelings and cross-language and cross-cultural abilities.

2. Intercultural Communication and Intercultural Communication Ability

(1) Cross-cultural communication

1. The connotation of intercultural communication

At present, there is no broad consensus on the main connotation of cross-cultural communication. Generally speaking, cross-cultural communication is a kind of communicative behavior. It includes not only the communication between people, but also the communication between people and groups. [1]

2. Connotation of intercultural communication in Chinese language international education

Cross-cultural communication in Chinese international education mainly refers to the improvement of students' cross-cultural communication ability and play the role of language as a bridge and link in cultural communication. Intercultural communication of Chinese international education emphasizes that the deep level of Chinese communication is between culture and culture and between people, which needs to be carried out in a deep level around culture.

3. The relationship between cross-cultural communication and Chinese language international education

Intercultural communication is closely related to the international education of Chinese language. It is the basic qualities of Chinese teachers to have the effective and appropriate ability of cross-cultural communication and the teaching ability to cultivate the cross-cultural communication ability of learners.

There is an inseparable relationship between Chinese language international education and cross-cultural communication. On the one hand, Chinese language international education needs to involve cross-cultural communication in the setting level of educational content. This requires further optimization in the direction of talent training and related curriculum setting. On the other hand, the improvement of students' cross-cultural communication ability also has a certain impact on the development of Chinese international education. Therefore, the relationship between Chinese international education and cross-cultural communication is inseparable.

4. Necessity of learning about cross-cultural communication

(1) The development of globalization.

(2) The need for world peace.

(3) The need for cultural and educational exchanges.

(4) Know your own culture.

(5) Personal growth needs.

In cross-cultural communication, the most important emphasis is on exchanges and mutual learning among civilizations. Exchanges and mutual learning among civilizations are an important driving force for the progress of human civilization and world peace and development.

Intercultural communication skills

1. Basic meaning of "intercultural communication skills"

[2] There are many definitions of "cross-cultural

communication ability". In this paper, we adopt the definition of Hu Wenzhong (2013): cross-cultural communication ability is "the ability to effectively and appropriately communicate with people from different cultural backgrounds". The Common Frame of Reference for European Languages: Learning, Teaching, Evaluation (Council of Europe 2001) considers that "cross-cultural competence and skills" includes: (1) the ability to establish connections between domestic and foreign cultures; (2) the sensitivity to cultural ideas and the ability to identify and communicate with foreign cultures using different strategies; (3) the ability to play a cultural intermediary between domestic and foreign cultures, and to effectively handle cultural misconceptions and conflicts; (4) the ability to transcend superficial stereotypes. [3]

2. Composition of cross-cultural communication skills

Cross-cultural communication skills are divided into knowledge and skills. "Knowledge" is "declarative knowledge", it is a kind of static knowledge. In the cultivation of intercultural communication ability of Chinese as a foreign language teacher, it mainly refers to the learning of intercultural communication theory knowledge. Knowledge is mainly acquired through classroom teaching and reading, belonging to understanding and memory knowledge. "Skills" is called "procedural knowledge", which is a kind of dynamic knowledge. In the cultivation of cross-cultural communication ability of Chinese teachers as a foreign language, it mainly refers to the application of cross-cultural communication, transforming declarative knowledge into procedural knowledge, and automating procedural knowledge, so as to extract it quickly and accurately when needed. Procedural knowledge is mainly acquired through training and practice.

3. Changes in the Characteristics of Intercultural Communication in the New Period

From 2020 to the end of 2022, the COVID-19 pandemic is like a mirror, reflecting the political systems, legal systems and people of different countries, as well as the social response. If you consider any social problem apart from these, it is to ignore cross-cultural thinking. From people's Daily life, the country and the world. With these new changes, what are the characteristics of cross-cultural communication, what new challenges are faced, and what should we do?

1. The relationship between cross-cultural communication and cultural communication

Cross-cultural communication and cross-cultural communication English is a word. Western people think of the cross-cultural communication; understand the cross-cultural communication of Chinese culture. For the teachers engaged in international Chinese education, we should focus on the cross-cultural communication with foreigners.

2. The influence of Communication in the virtual world and mass media

How should we eliminate the misunderstanding in the cultural influence of virtual communication? Face-to-face communication can be understood through nonverbal communication behavior (eyes and gestures, their thoughts and intentions); virtual communication (e. g., email) how people communicate between different cultures later without non-verbal clues (language barrier).

3. Enhanced cultural self-awareness

In the past, when studying intercultural communication, we focused on the differences (cultural differences between China and other countries and understand the cultures of other countries). After the outbreak, we saw the characteristics of our own cultures (the enhancement of cultural self-awareness).

4. Relationship between cultural identity and intercultural communication

The prejudices, misunderstandings and stereotypes in our cross-cultural communication are all related to the cultural identity of "who I am". When communicating with foreigners, what we need to think about is, how can the Chinese people reflect the feelings of patriotism? What is the relationship between patriotism and intercultural communication? How to reflect patriotism rather than nationalism?

4. Challenges of the New Era

Chinese international education is a kind of "international sensitive" education, is the "barometer" of the international situation, the new crown the epidemic impact on language teaching in the world, let people further realize that public emergencies, such as virus pandemic, social unrest, earthquake, environmental pollution, network security and external environment of language teaching, international Chinese education macro environment needs to get enough attention and in-depth study. Along with these influences, cross-cultural communication faces the new challenges:

(One) The trend of "antiglobalization"

Cross-cultural communication is an important feature of the era of "globalization", and the influence of the trend of "anti-globalization" on cross-cultural communication is shown that the contact and communication between people is less than that in the era of globalization.

(two). China-US relations and the "new Cold War mentality"

The cooling of China-US relations is not only reflected in the economic and trade aspects, but also reflected in the ideological differences and antagonism. The political and historical influence of the public, and the "new Cold War mentality" is a huge challenge for cross-cultural communication.

(three)."Nationalism" and "populism" are on the rise

In some countries, "nationalism" and "populism" are relatively serious, which has caused some damage to cross-cultural exchanges.

(four). The influence of virtual communication and new media

Affected by the epidemic, people began to communicate through online classes and online meetings. The development of "We Media" has brought a double-edged influence on cross-cultural exchanges.

1. China and globalization. China is both a beneficiary and a contributor to globalization. Disney's "Mulan" shows Hollywood's focus on the Chinese market; but the understanding of Chinese history and culture is "cold" in China; "Wolf Warrior" heroism, patriotism is popular; foreign reaction and "self-perception".

2. Changing Western impressions of China. In the wake of the COVID-19 outbreak, western negative impressions of China surged, reaching an all-time high, while Chinese netizens had many different reactions. Politics, mass media (especially reporting bias) do have a lot of negative effects. Western people are influenced by politicians, and when talking about the impression of China, they focus on the

impression of the Chinese government.

And we, as a member of the Chinese international education, do is humanistic education cultural exchanges, western developed countries have so many negative impressions of China, as educators, we should not pay attention to more reasons such as prejudice, and should focus on the right solution, how to let them know a real China.

5. Intercultural Communication Should Keep Pace with the Times

Professional training needs improvement

1. Strengthen the theoretical research on cross-cultural communication ability.

Intercultural communication ability is one of the goals of international Chinese teaching, but the definition and connotation of intercultural communication ability and the relationship with Chinese teaching still lacks a unified understanding. Therefore, it is necessary to deeply explore the theory of cross-cultural communication ability. Only by understanding and defining the framework and objectives of intercultural communication ability in international Chinese language teaching can the content, methods and evaluation methods of intercultural communication ability teaching be formulated.

2. Strengthen the connections between different disciplines.

Nowadays, with the continuous development of the society, education is also constantly emphasizing the development of interdisciplinary education, and the major of Chinese language international education can also draw inspiration from it. The intercultural communication in Chinese education itself has a potential relationship with communication, so it is also a good attempt to combine the relevant knowledge of Chinese international education and communication and conduct interdisciplinary thinking. I believe that through this combination, we can also create a new path in the era of the epidemic.

3. Strengthen the combination of theory and practice, and pay attention to sharing and cooperation.

Referring to the training method of intercultural communication ability of graduate students in international education, it can be concluded that BFCC pays more attention to the combination of theory and practice, adopts group cooperation, and pays attention to the sharing of knowledge and skills. This method not only conforms to the training requirements and methods of professional graduate students, but also conforms to the disciplinary character of cross-cultural communication. First, students understand the characteristics of foreign cultures through teachers' teaching, and can achieve acceptable through rational analysis. Second, students apply what they learn, communicate in the way of international students, internalize knowledge into action, so as to better prepare for going abroad. Thirdly, in terms of sharing and cooperation, group cooperation strengthens students 'team consciousness and enhances their cooperation ability, sharing promotes the circulation of information, and resource sharing improves students' learning efficiency. However, there are still some areas to improve in the implementation process. The form of group sharing should be more diversified, and the content of explanation should also break the fixed modules and introduce more innovative aspects.

4. Strengthen the attention paid to explicit learning and implicit learning.

Hofstede (1991) believes that the real discomfort in cultural shock does not come from clear "rules", but from the invisible differences contained in the culture. The cultivation of cross-cultural communication ability should pay attention to both clear "rules" and invisible "rules". Referring to the cultivation of cross-cultural communication ability of postgraduate students of BWANA International Education, the cultivation of Chinese education major not only includes "tangible" cultural knowledge, cross-cultural communication regulations, but also "intangible" cross-cultural communication. Therefore, we should pay attention to explicit learning and invisible learning. Dominant learning is the main part, supplemented by implicit learning. Explicit learning is course learning, while implicit learning is to encourage students to participate in cultural activities, read extensively, think independently, learn small languages, etc. The process of language learning is the process of cultural learning, and it is the learning and training of thinking mode and cultural insight. Implicit cultural learning is conducive to improving students' internal cultural quality, such as cultural comprehension and thinking ability. The combination of the two learning methods enables students to deeply compare the two cultures, deepen their understanding of the nature of other cultures, and enhance their cross-cultural communication ability.

5. Strengthen the screening of cross-cultural communication book lists, and encourage students to study independently.

In recent years, due to the increasing attention of cross-cultural communication, relevant books have emerged in related fields. Professional training should not only be confined to books, but should let students turn from passive learning to active learning. Nowadays, many teachers will recommend books to students when they enter the school and encourage students to study independently, which is a way worthy of great praise. The lists of cross-cultural communication should consider more factors of cultural learning, systematically arrange cultural projects, and choose books that can reflect the essence of destination language culture and diverse culture, with the flavor of The Times and realistic significance, so as to create a good start for students' independent learning.

6. Strengthen the diversification of classroom teaching.

The Chinese Language International Education major focuses on cultivating students' practical ability. More diversified teaching forms should be carried out to avoid the full way of teaching. For example, add cross-cultural survey, international student interviews, cross-cultural video case analysis, etc. And set up homework and activities that can help cultivate cultural thinking and action ability. Diversified classroom teaching is more in line with the training goal, and can fully mobilize the enthusiasm and creativity of students.

Educators need to improve themselves

When facing different cultures, we will meet two kinds of people.

One is "China is the best", and the other is " other countries are just better than China." In the past, we might see more about the second, everything foreign, freedom, democracy, good air, good education and good medical care. In the epidemic, the first point of view also appears. When many people see the epidemic that cannot be contained abroad, they will say: I will not copy your homework!

We will not discuss ways to manage the epidemic here. Because the epidemic prevention policy of each country's

epidemic prevention policy is determined by the national conditions of each country, before the situation of the country is clearly understood, any comment is groundless.

What we need to pay attention to is that in cross-cultural communication, both arrogance and self-defeating are not desirable. They will not be accepted by other cultures, but also will easily lose their sense of cultural belonging.

Then an educator should do the following:

1. Enhance cultural self-awareness and cross-cultural communication awareness.

Investigate in advance and choose reasonably. Advance is to have a basic understanding of the local culture before choosing a work place. Don't choose places that go against your values because you unilaterally pursue your career development. For example, if I like to dress up myself, then I certainly won't choose a country with relatively conservative clothes. For example, if you are a person who values group values more, you will feel "human indifference" when you go to the West; if you are a workaholic, you come to Thailand and feel that they are "unambitious"; if you are introverted and not social, you go to the US and will be called "rd".

If your values are really unable to adapt to the country, you will feel incompatible with those around you and suffer. Such a teacher is a better choice to work in a familiar place. Once you make a good choice, you need to enrich your awareness of cross-cultural communication and be prepared to deal with different cultures.

2. Cultivate appropriate cross-cultural communication skills and cultural adaptability.

(1). Be true to the facts, on the matter. Don't judge easily, learn to distinguish opinions and facts. Examples are as follows:

According to a British survey by the Guardian, Mexico ranks the world with 2,228 hours per year, and China with 2,200 hours. There may be two views as to this fact.

Point of view 1: The Chinese people lead China's economy soaring with diligence!

Point two: Chinese people have no life except for work, not happy!

In the face of the same fact, people with different living environments will have different views. You can't change the growing environment of others, so it is very unwise to "argue" with people in terms of views. We must learn to speak with the facts, but not with their own values to evaluate the customs of others.

(2). Don't be too sensitive, and don't go online.

When many people see the legend of Zhen Huan, they do not understand Anlingrong, feeling that she is sensitive and narrow-minded. Many of the indiscriminate attacks in the palace are aimed at her; sometimes she thinks you just despise me.

In fact, in reality, such sensitive people are not many. Many young teachers encounter problems abroad, they wonder: don't they like me? Do you look down on the Chinese people? In life, most people will have some sensitive emotions, but too much sensitive and emotional ups and downs, in fact, is very energy-consuming. Sometimes we have to timely "silly" a little, can also be understood have a certain "blunt force".

(3). Neither servile nor pushy, confident communication.

Learn to respect your own personal preferences. People have a feeling, like or dislike. This is a normal phenomenon. In the face of different cultural customs, we give ourselves a little time to adapt, but also to allow themselves not to like it. As long as we understand that this dislike comes from personal preferences, not from the cultural custom itself.

(4). Dare to express yourself sincerely.

This is especially important for Chinese teachers. According to my observation, Chinese people have more or less a "pleasing personality", that is, "good guy" complex, but in fact, using "sacrifice yourself" will make people feel ashamed and disgusted. Not only will others hate yourself, you will hate yourself. It is human instinct to bravely tell one's preferences, expectations, wishes and needs, and to maintain the dignity of oneself and the group. Of course, when we express ourselves, we also have communication skills. The simplest way is to affirm the other party's kindness, gently express our wishes, and make a friendly suggestion. As long as the above three principles are observed, most of the problems encountered in cross-cultural communication can be well solved.

3. Develop an inclusive, open and compassionate attitude towards other cultures.

One of the important dimensions of cross-cultural communication competence is attitude. Seelye (1993) and Byram (1997) emphasized that one of the goals of intercultural communication teaching is to make learners establish a cultural relativism attitude through the study of foreign languages and foreign cultures, and adopt a curious, open, tolerant and resonant attitude towards different cultures. The important premise to achieving this goal is that educators themselves should first have an inclusive, open and empathic attitude towards other cultures. [4]

First, one of the tasks of Chinese teachers is to create an opportunity and environment for cross-cultural communication. Chinese teachers should take the correct attitude in class to guide students to compare Chinese culture with their own culture, and encourage them to have a dialogue and meaning negotiation with students with different cultural backgrounds. In cross-cultural communication, cross-cultural communication between students is normal, such as some foreign students expressed "Chinese ask other people's family is not respect their privacy" "Chinese eat dog meat is cruel behavior", these views are to a certain extent reflects the racial centric attitude and perspective. What educators need to do is to help students look at and analyze the reasons or motives behind some cultural phenomena and behaviors from the perspective of different cultures, rather than evaluating students and measuring different cultures by their own cultural concepts. As educators, we need to be clearly aware that there are different ideas and behaviors in the world, and we need to accept and tolerate this difference to further enhance international understanding.

4. Flexible use of cross-cultural communication knowledge to analyze relevant real cases.

In our study and life, we should pay attention to cross-cultural events and phenomena. Usually pay attention to the accumulation of cross-cultural communication cases, pay attention to current affairs, cultivate the sensitivity to things and analytical ability. Color of skin, in cross-cultural communication is a sensitive topic, for a spread Chinese and Chinese culture Chinese teacher is not touch the topic, this is each as the messenger of Chinese and cultural communication should be clear, but there is another problem that the student’s cultural background or a nationality problem also can't touch. It's not just ethnic and skin color. Any comparison-based encouragement should be avoided as much as possible. For example, " If you care as much as someone, your Chinese will be better than him." Although this sentence will not be picked

out on the line, but listen to the students certainly will not feel comfortable. In the aspect of cross-cultural communication, as an educator, there are many things to pay attention to. Therefore, it is an essential way of self-improvement to flexibly use the theories and principles of cross-cultural communication and learn from it.

Teaching needs innovation

Innovation to design cross-cultural communication and language teaching.

In terms of teaching content, cross-cultural language teaching hopes that teachers should not only teach "what is the knowledge", but also help students to transform it into "how to do the knowledge". In the teaching practice, the cross-cultural communication language teaching design is implemented as follows:

1. Guide students to the topic by asking questions closely related to life. Specific tasks are given for students to collect the real data needed for topic discussion. The acquisition way can be a questionnaire survey, a book search, a network search, interview, etc. All the data will eventually be presented in Chinese.

2. Students draw conclusions by conducting surveys, observing, collecting and analyzing data. Through heuristic teaching, teachers conduct problem guidance, arouse students 'curiosity, inspire students to observe and think, establish students' cultural critical consciousness, so as to cultivate students' cross-cultural consciousness. The teacher integrates all the materials, guides the students to explore the cultural information behind the materials, and guides the students to compare and compare the language and cultural knowledge to China and their own countries by asking questions.

3. Ask about more general issues from a cross-cultural or global perspective, such as global issues, common values, etc. And guide students to discuss them. Do not have to have standard answers to all the questions, but the open answers can be set up as appropriate. Because the key to this step is to let students think critically and further enhance the awareness of international understanding.

4. Lead the students to make a topic summary, and reflect on and evaluate every step of the whole process.

5. Encourage teachers and students to go out of the classroom, extend the classroom to the real environment, encourage students to become intermediaries of culture, and apply what they have learned in the classroom to community life, so as to change their perspectives and analyze problems. For example, it can explain to themselves why Chinese do this in some ways and the cultural differences behind them.

By completing the whole process, on the one hand, compared with traditional teaching, learners can not only speak Chinese, but also do things and think in Chinese, making it easier to become cross-cultural communicators; on the other hand, the new teaching requirements for "Internet +" Chinese teaching, interactive teaching and multimodal teaching, and provide a great reference for the innovative development of international Chinese teaching.

6. Epilogue

On the one hand, the new era development trend, the world multicultural transcultural communication ability of educators put forward higher requirements, educators are no longer a single cultural disseminator, should keep pace with The Times, become the guide of cultural significance, the promoter of cultural attitude change, cross-cultural communication intermediaries and cultural learning partners new role. This requires the educators to have the superb cross-cultural communication ability, cross-cultural adaptability and have a multicultural international vision and other cultural literacy.

On the other hand, in the new era, there are indeed difficulties in the development of international Chinese language education. We should deal with the relationship between the present and the long term. The present is the time to cultivate the body and mind and cultivate the internal skills, so we should focus on the discipline construction and make explorations in theory and talent training. At the same time, we should think more about, as educators, what kind of ideas, what kind of enlightenment, what kind of spirit and what kind of future we can bring to the world in the new era, and how to work hard for it. Solving these problems is not only conducive to the better building of the Chinese language international education major, but also more conducive to promoting international understanding in the new era and laying the foundation for building a community with a shared future for mankind.

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