

Discussion on Russian Language Culture in Sino-Russian Intercultural Communication

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Abstract: Language as a tool of communication between countries, different countries also have huge cultural differences. Among them, in the process of Russian communication, due to the different language systems, there are major problems in cross-border communication. Therefore, this paper analyses the new concepts in the field of Russian intercultural communication, and expounds the strategies to strengthen the application of Russian language and cultural knowledge from the perspective of Sino-Russian intercultural communication, hoping to provide valuable reference for Russian learning in universities.

1. Research background

1.1 Literature review

Russian linguistic and cultural knowledge plays an important role in improving students' comprehensive literacy, which has been discussed in detail by many scholars at present. Song Li Rong believes that Russian learning can help more college students to deepen their understanding of Russia, but also to meet the training of talents. Teaching should satisfy the unity of cultural knowledge and language teaching. Therefore, the author analyses the learning methods of Russian in the teaching process, and provides valuable suggestions for training Russian talents (Song, 2011). Zhang Li believes that in Russian teaching, universities should actively pay attention to the cultural factors in Russian cross-cultural communication, and pay more attention to the linguistic factors. The author analyses the basic relationship between Russian teaching and cultural knowledge in Colleges and universities, and puts forward the ways of Russian intercultural communicative competence (Zhang, 2005). Jiang Ya Ming's research shows that the characteristics of national culture are mainly embodied in the characteristics of behavior and cognition, mainly in the way of thinking, language behavior and so on. Russian teaching is the main way to cultivate cross-cultural communication, which requires the comprehensive quality of communication and language (Jiang, 2013). Chen Zhuang and others believe that body language is a very common means of communication in peacetime communication. The study of body language is closely related to psychology, communication and so on. To this end, the author introduces the concept of body language and its role in cross-cultural communication, focusing on the analysis of the cultural differences between Russian and Chinese nationalities (Chen, 2012). Zhou Zhi Hui research shows that there are great differences in politeness between China and Russia. In intercultural communication, improper use of polite language will lead to misunderstandings between the two sides of communication, and sometimes affect the communication atmosphere, thus undermining the desired effect of both sides. Therefore, the author puts forward his own views on this aspect and tries to avoid the mistakes of polite expressions in communication (Zhou, 2013). Li Yan Ping believes that in the process of Russian teaching, universities should pay attention to the cultivation of intercultural communicative competence, which requires the combination of language communication and non-language transaction. Taking the communication between tourism and Russian tour guides as an example, the author makes an analysis of grammar and vocabulary (Li, 2019). Zhou Ying Ying believes that because she does not understand the cultural background of the language countries she learns, misunderstandings can easily arise in the process of communication

and even lead to transaction failure. Therefore, in the process of Russian teaching, we should pay attention to cultural differences, not only to promote students' language progress, but also to promote students' understanding of cultural knowledge (Zhou, 2011). According to Shan Xiao Ying, language is the carrier of culture and numbers are special symbols. There are some differences between Russian and Chinese. The author discusses the value orientation, religious culture and other aspects, which will help to understand the differences between Russian and Chinese national cultures and promote language exchange (Shan, 2010).

1.2 Research purpose

Language is the greatest feature of a nation's culture. Language is embodied in human behavior and values, mainly in the way of thinking and non-verbal behavior. Language and culture is the crystallization of a country in the long-term development process. To understand a country's language and culture knowledge, we need to comprehensively and systematically understand its national culture. With the continuous improvement of Sino-Russian cultural communication, it is necessary to promote students' mastery of the background of Russian cultural knowledge. Students' understanding of culture is helpful to correct some "cultural errors" in language learning. Since Russian language and culture has its own unique perspective, it tends to study the cultural patterns and components of language. In the process of teaching, colleges and universities should stand in the perspective of culture and take the cross-cultural communication between China and Russia as the orientation, so as to enhance students' learning ability of the cross-cultural communication between China and Russia.

2. New concepts in the field of russian intercultural communication

2.1 Language information units and speech acts

Language information unit was put forward by Russian scholars in 1999, which refers to the language expression reflecting the real world and national consciousness. Its connotation actually reflects the knowledge of a nation's customs, culture and traditions. Speech acts are closely related to language information units. Speech act mode exists in national speech etiquette. It refers to the ethical and aesthetic evaluation of the nation under certain circumstances, and also refers to the behavior consistent with the cultural norms of the nation under certain circumstances. Language behavior includes habits, body movements and other forms.

2.2 World vision of language

The key concept of sense in today's linguistic and cultural studies is the world outlook of language, which is also an important topic in the field of language and culture. The world outlook of language is the crystallization of a nation's spirit and culture. It is also the concentrated expression of the recognition of the language in the real world, which embodies the function of language cognition. In short, it is language that contains the perception of the world by the members of a nation. Russian scholars who study the world view of language believe that it is of great significance to construct the national and realistic stability of the world view of language and to explore the relationship between national self-consciousness and language.

3. Strategies to strengthen the application of russian language and culture knowledge from the perspective of cross-cultural communication between china and russia

3.1 Improve the cultural and linguistic competence of Russian with solid basic knowledge of Russian

In Chinese and Russian communicative culture, discourse and vocabulary not only show the inherent cultural information knowledge of language, but also have its own intrinsic function, which is actually the embodiment of the combination of Russian culture and basic language knowledge of culture. Therefore, in the process of Russian teaching, universities should take the basic knowledge

up to the level of perceptual cognition, not only to teach the superficial meaning of sentences and vocabulary, but also to make a deep inquiry into it. The premise of improving students' language proficiency is the background of Russian culture. There are also some differences in cultures of different countries, so universities should start from the cultural point of view when teaching Russian. Because of the different cultural systems, the same meanings often have different meanings. For example, “crane” in Chinese and “pine” in combination means longevity, but in Russian it represents the birth of a newborn. There are many differences in language knowledge like this, so if we want to really understand Russian knowledge, we must combine with cultural knowledge. But solid basic skills are the foundation to improve the level of language and culture. Understanding the basic knowledge of Russian in the process of Russian learning is the premise to improve the language and culture. Communicative competence can be improved through Russian books or movies.

3.2 Improving the level of textbook construction and using textbooks as a new way of learning

Textbooks are not only the fundamental way for students to learn, but also the main basis for teaching, and also an important tool for scientific teaching. Based on this, improving the level of textbook construction can effectively improve the quality of teaching. Russian teachers should play their leading role and start teaching with textbook as the center. Textbooks are the direct carrier for students to learn Russian. Therefore, in the process of compiling, appropriate Russian textbooks should be selected as a reference, which can effectively integrate Russian cultural background and language knowledge learning. Generally speaking, according to the different teaching methods, Russian cultural knowledge can be integrated into listening textbooks and extensive reading textbooks. For example, in extensive reading textbooks, more Russian historical and cultural, religious and cultural knowledge can be selected. In listening textbooks, the content of etiquette knowledge in Russian communication is often chosen. Through the continuous improvement of Russian textbooks and the systematic and comprehensive enrichment of Russian cultural knowledge, students can continuously strengthen the penetration of Russian cultural knowledge in the process of learning. And then improve students' personal cultural literacy, and constantly improve their language and culture communication ability.

3.3 Promoting professional literacy and playing teachers' leading Role

Students' understanding of Russian cultural knowledge requires teachers to have a high professional quality, to have a deep understanding of Russian cultural knowledge, and to have the summing-up ability, to sum up the teaching method of the integration of Russian cultural knowledge and language knowledge. Teachers are the guides of students' learning, so we should adopt various teaching methods, combine with the language knowledge content in the textbooks, and effectively help students form cultural awareness in teaching. Help students change their traditional concepts, only grasp the superficial meaning of the language, but not the depth of understanding. Teachers can adopt situational teaching method or case analysis teaching method to simulate the special situation in Russian culture, which can mobilize students to actively participate in the study of cultural knowledge, thereby improving students' learning efficiency, and also promote the ability of cultural communication. In addition, teachers should constantly improve their cultural knowledge of their own language, so that they can understand some new vocabulary appearing in Russian journals or newspapers, help students understand more cultural knowledge, and let students master the latest sentences and meanings of vocabulary.

3.4 Actively use modern teaching methods to improve Russian teaching quality

Modern teaching methods have achieved remarkable results in other teaching in Colleges and universities. Therefore, in the process of Russian teaching, we should also use modern communication equipment and network teaching means, so as to provide better learning conditions for students. In the process of Russian teaching, the use of network, video and other means can enable students to understand Russian cultural knowledge more intuitively, and promote the combination of language knowledge and culture. Through scenario setting, a large number of

network teaching resources are utilized to enrich students' information. Teachers can set up Russian learning groups, and use We chat, QQ and other multimedia to improve students' enthusiasm for learning Russian knowledge actively. Teachers can make videos or upload materials about Russian cultural knowledge to the shared space, so that students can feel Russian cultural customs in their daily life, and infiltrate learning into their daily learning, so as to cultivate students. Through the understanding of culture, stimulate students' interest in Russian language knowledge.

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