

A Study on the Cultivation of Cultural Empathy Ability of Russian Majors in Cross-cultural Communication

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Abstract: Cultural empathy is the core part of the whole intercultural competence system. It plays an indispensable role in many aspects and plays a key and direct role in the process, effectiveness and quality of intercultural communication. Therefore, in our practical work, we need to improve the ability of cultural empathy. Only in this way can we effectively eliminate the obstacles in cultural exchanges, and ultimately achieve the most effective communication and communication.

1. Introduction

Cross-cultural communicative competence is a kind of ability that students who take learning foreign languages as their major should possess. The cultural empathy ability among them constitutes the key component and core content of cross-cultural communicative competence as a whole, so as to achieve the purpose of effective communication and communication. Through consulting relevant literature and teaching experience in Colleges and universities, I clearly realize that, firstly, because of the lack of knowledge and sensitivity of the culture of the target language country among college students, secondly, the development of cultural empathy will be affected by the self-confidence, investment and cultural stereotype of the students who take Russian as their major in intercultural communication. Therefore, the cultural empathy ability of college students is still at a relatively low level, especially for those who begin to learn Russian after entering university, that is, zero-basic learners.

2. The connotation of intercultural communication

Intercultural communication is a comprehensive subject, which includes anthropology, sociology and psychology. These disciplines interact with each other. In the early stage of its birth, a new discipline is often difficult to define its subject categories because of the lack of deep understanding of the subject, content and cross-cutting depth of research. Therefore, intercultural communication as a new thing, a new category of multidisciplinary not be defined and categorized as traditional disciplines.

3. Cultural Empathy

The word "cultural empathy" originated from Germany. Its English word is culture empathy, or Infinite hang in German. Cultural-empathize refers to the conscious transformation of cultural standpoint by communicators, consciously transcending the stereotypes and frameworks of local culture, getting rid of the constraints of their own culture, and putting themselves in another cultural mode to experience, comprehend and comprehend another culture. This is a kind of media, which is used to connect the subject and object's language, culture and emotion in cross-cultural communication, and ultimately realize the means and ability of communication. The purpose of cultural empathy is not only to communicate with native speakers, but also to achieve mental and psychological coherence. It is more appropriate to describe cultural empathy in such a sentence that cultural empathy should not only "put yourself in someone's shoes", but also "understand how one's position looks from the other fellow's shoes".

4. Factors affecting cultural empathy

Cultural empathy plays an important role in the process of cross-cultural communication. In the process of social development, people are influenced by social factors, so social factors often have an important impact on people's empathy ability.

First, the communicative subject is the center, and its degree is not proportional to the level of cultural empathy. For example, in the process of communication, if the communicator pays too much attention to his own emotional expression, he often pays too much attention to disinterestedness while ignoring the attention and grasp of the object's emotions in the process of communication. Secondly, over-exaggerating the performance of the object is not conducive to the better development of empathy. Thirdly, in the process of cultural empathy, ethnic, cultural or gender restrictions will also have a very negative impact on cultural empathy. Fourthly, the realization of empathy is the result of the efforts of both sides of communication. Fifthly, dogmatism will restrict the ability of empathy to some extent. We should always be vigilant. The existence of such a viewpoint often leads to a preconceived viewpoint in the process of empathy, which will have a negative impact on empathy. Sixth, mutual understanding is equally important. In the process of empathy, if we can better understand and support each other, then we will promote the ability of empathy to play a better role. We all have such experiences. We tend to be highly alert to the experiences of our friends, while we feel less strongly about the situation of some strangers.

5. The Current Situation and Analysis of College AGRICULTURALIST Empathy Ability

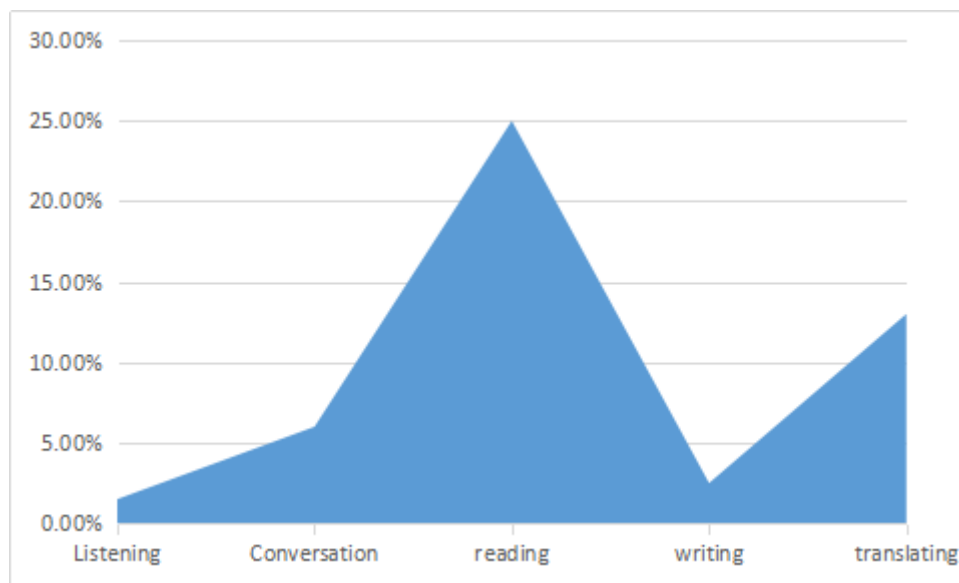


Figure 1. The Current Situation and Analysis of College Agriculturalist Empathy Ability

As shown in figure 1. After half a year's study in Russian, 1.5% of the students have achieved better or better listening, 6% have better or better conversation, 25% have better or better reading, 2.5% have better or better writing, and 2.5% have better or better translation. 13% were born. That is to say, only a small part of the students who have reached Class A and Class B.

The main reasons for the present situation are as follows:

Limited by the domestic educational environment, Russian teaching in Colleges and universities still regards achievement as the measure of learning effect. It aims at all kinds of examinations and uses the passing rate of Russian examinations to measure reteaching ability. It even uses this index as an important reference for determining teachers' professional titles, grades and salary levels. In some colleges, students fail to pass Russian professional examinations. You can't get a diploma or a diploma. The above situation will lead teachers and students to still focus on improving their examination results in the learning process.

At present, the education department has not formulated the same Russian cultural education

syllabus, and the current Russian textbooks do not fully emphasize the cultivation of intercultural communicative competence and Carpathian competence. As a result, many college graduates of Russian majors can not form the cultural Carpathian competence matched with the theoretical basis of Russian in the process of learning. To sum up, the exam-oriented education, which has been criticized for many years, is also the fundamental reason for the "high marks and low abilities" of Russian majors, and the weak academic intercultural communication ability of Russian decolletages and universities.

In colleges and universities, students who study Russian generally have zero foundation, and they do not receive systematic Russian education in junior high school and senior high school. Therefore, it is quite difficult for them to enter colleges and universities to reach the professional level of Russian through short-term Russian learning. In addition, some students have formed a certain foundation of English in junior high school and senior high school, which has a certain impact on their later study of Russian. On the one hand, the process of English learning has a positive role in promoting Russian learning, and students have formed a solid learning foundation in the formation of foreign language understanding ability and the comprehensive use of foreign languages. On the other hand, most Russian students in Colleges and universities have studied English in junior middle schools, so they have to be disturbed by their mother tongue habits and English thinking in the process of Russian learning. Taking the early stage of Russian learning as an example, it is easy for students to confuse English with Russian in vocabulary spelling and foreign language pronunciation, such as "t" and "r" are difficult to distinguish. In another case, English language habits affect the acceptance speed of Russian discourse structure.

6. Cultivation of Cultural Empathy Ability of Foreign Language Majors in Cross-cultural Communication

6.1 Improving INTERCULTURAL Empathy Ability in Cross-cultural Communication

Russian teachers themselves need to have certain cultural empathy ability. Only in this way can cross-cultural communication go smoothly in teaching. Otherwise, cultivating and improving agriculturalist empathy ability is only a decoration. In view of this situation, the construction of teaching staff should be placed in the first important position in the reform of Russian in Colleges and universities. In order to achieve the ultimate goal of improving the cultural empathy ability of Russian learners, we should infiltrate the requirements and objectives of quality education in the whole process and every link of Russian teaching, which is also the most severe test for Russian teachers at present. Institutions of higher learning should focus on the training of teachers of Russian majors, carry out a variety of training forms and means, such as communication between Chinese and Russian students, seminars on Russian teaching theory, lectures on Russian culture, and transportation of excellent Russian teachers to Russia for further study.

6.2 Develop rich and colorful cultural activities in foreign languages

As everyone who learns a foreign language knows, language needs environment and foreign language situation, which is of great help to language learning. In the process of foreign language learning, teachers should set up various scenarios for students (such as shopping, tourism), so that students can feel the atmosphere of Russian more, enhance the interest of foreign language learners, and let students become the main body of learning. Before class, every teacher should prepare students, prepare content and choose appropriate topics for class preparation. Every lesson in the new edition of Oriental textbook has a topic. The content is close to reality. In classroom teaching, students should be given more time and opportunities to exercise. Students can feel the strong Russian cultural atmosphere without leaving the classroom. Students can become the masters of the classroom, stimulate the enthusiasm of foreign language learning, and make language and cultural learning go hand in hand.

Classroom has become a good practice base, where students can directly conduct constitutional exercises, free and bold communication practice, and constantly improve their cultural empathy

ability in verbal communication.

6.3 Enhancing Ideological and Cultural Identity of Students

It takes some time to enhance epidemiological and cultural identity to "reach the ideal state of empathy". In our teaching, students are the main body. Teachers should respect students and strive to make their thoughts and cultures consistent in the process of empathy, so that students can have a better and deeper understanding of the Russian cultural background in the process of knowledge learning. At the same time, students are encouraged to treat the differences in cultural background between China and Russia more calmly and rationally. Of course, in the process of cultural edification, we should also pay full attention to the respect of Chinese culture and realize the correct cultivation of Cross-cultural Communication Talents in the process of seeking common ground while reserving differences.

7. Conclusion

Language embodies life, and is also the expression of people's thoughts and feelings. We should know that under the influence of culture, culture and language are mutually reinforcing. In the process of Russian learning, because Chinese students are based on Chinese traditional culture to learn Russian, there are many deficiencies in the understanding of cultural background. Assuming that foreign language learners do not understand the cultural background of the language countries they are learning, there will be some obstacles for foreign language learners. Therefore, in order to learn Russian, it is necessary to avoid such problems in the teaching process, and to strengthen the accumulation of Russian background literature, in order to enhance the cultural deficiencies of Beijing. If the history and culture of Russia are not well understood, it is easy to cause the lack of language expression due to the influence of the environment in the process of language expression and understanding. So in the future, when students learn Russian, they should integrate culture with language learning and go hand in hand. Only in this way can we really promote students to achieve better empathy in the process of language knowledge learning and improve the effectiveness of Russian language learning. As an educator, how to better integrate culture into Russian teaching in the process of carrying out Russian teaching activities is worth understanding and discussing.

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