

Analysis of the Current Situation of Intercultural Communication Course in Chinese Colleges and Universities

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Keywords: Intercultural communication, Course construction, Colleges and universities.

Abstract: With the development of economy, people's living standard is getting higher and higher, and the national quality is generally improved. At the same time, there are higher standards in education. The intercultural communication course in colleges and universities has been favored by more people. At present, the development of intercultural communication course in colleges and universities in China is relatively slow. It is still in the initial stage of construction. There are fewer types of courses and fewer teachers' resources. Moreover, the sharing of teaching resources has certain limitations and can only be shared in the given colleges and universities. In the future, the number of high-quality courses in colleges and universities will gradually increase, and the construction of teachers' group will also become larger and larger. And teaching activities, academic exchanges, overseas training projects, etc. will be greatly broken through. This paper mainly focuses on the intercultural communication course in Chinese universities, analyses the current situation, and puts forward corresponding improvements in view of the existing problems. This study can provide relevant support and reference for relevant persons and departments, so as to effectively promote the construction and development of intercultural communication courses in colleges and universities in China.

1. Introduction

Intercultural communication is a special subject, which aims to study the problems that people from different cultural backgrounds have in the process of communication and the solution of the problem. Since the 1990s, intercultural communication course has been gradually offered in major universities in China, and the effect is good. In today's economic globalization, the role of intercultural communication is more prominent. Intercultural communication has gradually penetrated into all walks of life and is very close to people's daily life. Therefore, cultivating college students' intercultural communicative competence has become one of the focuses of more colleges and universities. For example, most colleges and universities will set up foreign language departments. Besides language major, there are also intercultural communication courses for foreign law major, international business major and teaching Chinese as a foreign language. The course system includes undergraduates, postgraduates and other students and social figures at all levels of foreign language majors and non-foreign language majors. In the long-term development of intercultural communication, it constantly absorbs the development and theoretical achievements of other disciplines.

2. Intercultural Communication Course Construction

One of the most basic and key links of talent cultivation in colleges and universities is course construction. Whether the course construction is reasonable, professional and scientific, and whether it meets the needs of students will directly affect the teaching results. Course construction is a systematic project with certain complexity. Teaching contents, teaching conditions and teaching methods are all important indicators in the evaluation criteria of education. This paper mainly discusses from the perspective of teaching contents, teaching methods and teaching means.

3. Teaching Contents of Intercultural Communication

At present, there are many versions of intercultural communication textbooks published in China. The teaching contents mainly include the following aspects:

The core concept of intercultural communication, such as communicative competence, national culture, etc.

Language. For example, written language and oral language, as well as the contrast between Chinese language culture and foreign language culture.

Guidance of behavioral norms. For example, differences in language and culture, customs and habits, and business etiquette in different countries.

The core of culture, such as, values.

Cultural shock and cultural adaptation

4. Teaching methods and means of intercultural communication

Teaching means and methods are the key points to construct good teaching and effective teaching. In recent years, the state has been exploring and reforming the higher education. In the teaching process, teachers have been trying to adopt innovative teaching methods, attaching importance to the guidance of students' consciousness, actively encouraging students to participate in class, and taking students as the center to carry out teaching work. The intercultural communication course is more practical, so teachers need to combine various teaching methods and means. For example, Suzhou University has established the "Intercultural Communication Autonomous Learning Library" and so on. These online learning platforms and materials have created good opportunities for students to learn and explore independently.

In addition, film appreciation is also an important means in the intercultural communication teaching. Usually, Chinese teachers do not produce culture differences with students when they teach intercultural communication courses. However, films can help students understand cultural conflicts between different countries, understand foreign communication habits and modes, accumulate cultural experience and cultural awareness. In the process of appreciating movies, students can not only learn the application of spoken and written language, but also deeply understand the national habits, aesthetics, communication etiquette and other aspects of other countries, so that their cultural sensitivity can be cultivated.

5. The Construction of Relevant Course System

5.1 Course Group of Social and Cultural Comparative Studies in China and Foreign Countries

Language learning is based on the understanding of culture. Therefore, the Department of Foreign Languages usually offers social and cultural courses to deepen the students' understanding of foreign cultures and compare them with each other, such as Introduction to Chinese Culture, European Culture an Introduction, etc. Students can improve their understanding and feeling of different cultures and enrich their thoughts through social and cultural courses.

5.2 Course Group of Intercultural Business Communication

With the deepening of economic globalization, more and more international enterprises and transnational corporations in China have come into being. Therefore, a key course in the intercultural field, namely business communication course, has emerged. This course is premised on the development of modern economy and the conflict and integration of cultural backgrounds among different enterprises, such as "cross-cultural business negotiation" and "cross-cultural marketing". Students can learn business etiquette through business communication courses, understand and explore the problems existing in international business communication, and propose improvement programs.

6. Construction of a Series of Textbooks of Intercultural Communication

Now, there are many kinds of textbooks in intercultural communication course. The compiling system of textbooks is very complete and the content is rich. Therefore, teachers have great autonomy in choosing textbooks. However, most of the compilers of intercultural communication textbooks are college scholars. Their design ideas and research methods are similar, which leads to the homogenization of textbooks. The intercultural communication course is more practical. The purpose of this course is to better guide students' practice and improve students' practical intercultural communication abilities. However, most textbooks pay too much attention to theoretical explanation and guidance and the arrangement of on practical course is even less, and there are some shortcomings in the system arrangement of practical course. Therefore, in the process of constructing new textbooks, relevant experts and scholars must realize the organic combination of theory and practice, pay attention to both theoretical knowledge and practical links.

7. Network Construction of Intercultural Communication Excellent Course

The application of network in the field of education can provide a better teaching environment for teachers, but also provide a better learning environment for students, enhance students' autonomy and individualization in learning. Nowadays, the application of network resources in teaching has been very common, and the construction of network courses is increasingly favored by many colleges and universities, becoming the mainstream of course construction. On the one hand, the construction of online course can create a platform for teachers and students to communicate and interact. Through this platform, teachers and students can communicate in real time, which breaks the limitation of time and space of traditional class, increases the frequency of communication between teachers and students, and enhances the relationship between teachers and students. On the other hand, the construction of online course can enable students to make more use of their spare time to study freely and enjoy a large number of learning resources on the network. In the construction of network courses, many colleges and universities participate in the construction of national excellent courses, and jointly develop and construct the sharing platform of excellent courses. In addition to national excellent courses, colleges and universities in various provinces and municipalities have begun to establish their own cross-cultural excellent courses, vigorously carry out network construction, actively encourage and guide teachers and students to carry out network learning, and promote the development of network excellent courses. The establishment of network excellent course makes the teaching resources of the school more perfect and the teaching contents more rich and colorful, and plays a more important role in guiding and radiating subject courses. At the same time, to a certain extent, it greatly improves the students' autonomous learning ability, enhances their enthusiasm and activity for learning, and broadens their horizons.

From the current overall situation, the construction of network courses in colleges and universities in China is still in an initial stage of development, with a single teaching mode and monotonous teaching content. Most of them are in the form of web pages to present the teaching content of textbooks and the curriculum manuscripts prepared by teachers, or to provide teachers and students with databases including question banks and other resources. This form of network construction is far from meeting the requirements of network courses. Even though some school websites provide video teaching resources, they are often just videos of class or videos of reading manuscripts in the classroom. Therefore, it is often unable to improve students' interest in learning, and it is difficult for students to engage in real situational learning. In addition, some excellent characteristic courses will have excellent case analysis and practical assignments, and as the system is not strict with the management of homework, students usually only browse for once, and will not really complete the practice. Therefore, such a way of learning is not hierarchical and needs to be further improved.

8. Comments and Suggestions

8.1 Share of Network Resources of Excellent Courses

In 2009, the state pointed out that all the excellent courses should be online, and login username and password were not needed. The courses should be free and open to the whole country. However, in fact, there are still many excellent courses not all online, and some course resources uploaded and published on the network also need to verify the username and password, even the phenomenon of membership courses and paid courses still exists, the sharing of excellent course resources is poor. Here we need to pay attention to the point that the network excellent course should not only focus on the standardization, sharing is also the key aspect of the construction of the network excellent courses. One of the important purposes of the construction of the network excellent courses is to achieve the sharing of resources.

8.2 Constantly Strengthening the Construction of Teachers

At present, teachers are the main educators of intercultural communication courses, and most of them only have teaching ability and theoretical knowledge reserve. They do not have rich intercultural experience, and have little experience in intercultural communication. In addition, the intercultural communication course involves a wide range of knowledge, and requires a higher degree of practicality, which also increases the teaching pressure and challenges of teachers to some certain extent. Therefore, teachers also need to constantly improve themselves and enrich teaching experience.

Part-time teachers can be employed, such as cross-cultural business workers, diplomats, transnational tourism workers, etc. Make these people participate in the interaction of the course, share their social experience and intercultural communication experience. In this way, students can more intuitively and profoundly feel the differences between Chinese and Western cultural exchanges, and more authentically receive the teaching content.

For teachers, besides the theoretical teaching and training in the classroom, they also need rich practical ability and experience in intercultural communication. Schools can enrich teachers' intercultural experience by sending them to learn to practice. Meanwhile, teachers can also travel to some western countries during their holidays to exercise their intercultural communicative competence.

Strengthen school-based training. Regular expert lectures will be held to share with teachers and students their practical intercultural communication experience as well as some of what they have seen and felt. Teachers and students' feelings and perceptions of intercultural communicators will be promoted, so that they can develop their skills under the edification.

8.3 Improving the Theoretical Construction of Intercultural Communication Discipline

As an independent discipline, intercultural communication should attach importance to the construction of discipline theory, highlight the nature and characteristics of the discipline, and provide the right direction for learners and researchers. Although there are few theories on intercultural communication and the authoritative system is uncertain, it is still necessary to achieve the correct guiding role according to the existing theories.

9. Summary

In modern society, it has gradually formed its own system and developed in the direction of diversification, flexibility and specialization. In addition, sociologists, linguists and psychologists have incorporated intercultural communication issues into their own research content, which also reflects the diversity of disciplines and mutual reference.

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