

Exploring The Cultural Differences In Chinese International Education Problems And Solutions Strategy

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Abstract: While China's international status is gradually improving, the number of foreign friends learning Chinese is also increasing. The majority of Chinese learners in international Chinese education come from different countries, so their cultural backgrounds are different from those in China. Cultural differences will have a negative impact on learners, teachers and Chinese international education. Therefore, we should strengthen the study of cultural differences in Chinese International Education and take effective measures to solve these problems. This paper analyzes the problem of cultural differences in Chinese international education, and explores the strategies to solve the problem of cultural differences in Chinese International Education from the perspective of cross-cultural communication.

Introduction

At the same time of economic globalization, Chinese international education is developing rapidly. In the process of Chinese international education, there are some differences in students' growth environment, education and cultural background, so there are cultural differences between teachers and students, students and students in Chinese Education [1]. Cultural differences may lead to cultural conflicts, which is not conducive to the development of students and Chinese international education. In order to promote the stable and sustainable development of Chinese international education, we should make targeted measures according to the cultural differences in Chinese international education.

1. On the cultural differences in Chinese International Education

Because different countries have different historical development and cultural background, people's values in different countries are also different, which is also an important reason for the formation of cultural differences in different countries [2]. Due to the differences of people's values, language environment and communication culture in different countries, the issue of cultural differences has become an important factor in the development of cultural communication and Chinese international education. Cultural differences in Chinese international education are mainly shown in the following points:

1.1 A review of relevant foreign research theories

Language is not only the carrier of communication, but also the carrier of culture. In the process of language communication, the differences in pronunciation, grammar, meaning and so on will lead to cultural differences. For example, in western countries, the language expression is more direct, and usually the communication will directly express their feelings and wishes. Compared with Eastern countries, they pay more attention to creating context, and the language expression is more implicit, and will not directly express their feelings and wishes in the communication. Therefore, there are differences in communication between teachers and students, students and students.

1.2 Cultural differences in nonverbal communication

There are differences in people's values, thinking patterns and behavior habits in different

countries, which are cultural differences in non-verbal communication. For example, people in western countries, influenced by their growth environment and education, highly value individualism, the realization of their own values and the acquisition of their own interests. Chinese people pay more attention to collective interests and collective honor. Therefore, in Chinese international education, Western students do not understand and accept the content of collective heroism in Chinese textbooks, which will lead to the problem of cultural differences.

1.3 Cultural differences in communication

There are some differences in communication habits, greetings and farewell etiquette in different countries, which are also cultural differences that need to be faced in actual communication. For example, students in China can call each other's names directly, and most of them will greet each other "how are you doing recently?" The communication habits of other countries are different from those of China, and most of them will not call the names of their classmates directly. There are also differences in greetings from different countries. Koreans do not call their classmates by their first names, but they usually use honorifics in their daily communication. The differences in communication habits, greetings and other aspects will have a certain impact on Chinese international education.

1.4 Cultural differences in classroom teaching

In addition to the above points, political issues, taboo culture and other issues will cause cultural differences, such as: most Koreans like white; white represents death and failure in China.

2. An analysis of the influence of cultural differences on Chinese International Education

Although the above-mentioned cultural differences seem very simple, if they are not paid attention to, it will lead to disputes between teachers and students, students and students, and even conflict, which will have a negative impact on the international teaching of Chinese. If teachers do not analyze cultural differences between China and foreign countries before classroom teaching, and do not deal with cultural differences in a timely and reasonable manner in teaching, it will directly affect teaching efficiency and effect [3]. On the surface, teachers' behavior only affects the teaching efficiency and effect of a class, but its influence is far-reaching. The following is an analysis of the influence of cultural differences on Chinese international education.

First, the impact on teachers. The problem of cultural differences in teaching will have a negative impact on Teachers' psychology, which will lead teachers to deal with similar problems carefully in their work or not explain them in detail in teaching, which will affect the teaching effect. At the same time, when there are cultural differences, teachers may be dissatisfied with the corresponding students, or even some teachers may be hostile to students, which will have a negative impact on the development of Chinese international education.

Second, the impact on students. Because of the cultural differences in different countries and the different opinions of teachers, students' impression of teachers may be reduced, or the idea that teachers' teaching level is not high enough may arise, which will affect students' impression of other teachers and students' enthusiasm in learning Chinese knowledge. Under the influence of this student, other students' interest in learning Chinese culture may also be reduced, which is not conducive to the spread of Chinese culture.

From the macro perspective, the cultural differences between China and foreign countries may lead to conflicts between teachers and students, and then lead to cultural conflicts between China and foreign countries, and finally have a negative impact on cultural communication. If teachers do not deal with the cultural differences between China and foreign countries in a timely and reasonable manner, in the future teaching students will only pay attention to the analysis of the differences between Chinese and foreign cultures, and compare the advantages and disadvantages of Chinese and foreign cultures. This will not only affect the international education of Chinese, but also hinder the spread of Chinese culture.

In Chinese international education, we should not only spread Chinese culture, but also pay

attention to the learners' acceptance and recognition of Chinese culture. At the same time, we should also pay attention to whether the learners can use Chinese culture normally after they understand it. In short, whether the learners can use Chinese communication. Chinese international education will provide Chinese teaching services for learners, whose ultimate goal is to spread Chinese culture, but the realization of the ultimate goal requires cross-cultural communication and exchange. Therefore, in order to achieve the goal of Chinese cultural communication, we should pay attention to the problem of cultural differences, and reasonably apply the theory of cross-cultural communication to reduce the negative impact of cultural differences.

3. Strategies for solving cultural differences in Chinese International Education from the perspective of cross-cultural communication

3.1 Stimulate learners' interest in learning

China has a long history and has formed a culture with Chinese characteristics in its development. One of the important reasons why many foreign students choose our country is that they are interested in our culture. It can be seen that Han culture is an attractive culture. Chinese international education institutions should attach importance to stimulating learners' curiosity and interest in Chinese culture, for example, activities with rich forms and contents can be organized and meaningful, which can stimulate learners' interest in learning in activities, which is beneficial to reduce the negative impact of cultural differences on Chinese international education.

3.2 Compile appropriate teaching materials

At present, there are many Chinese culture teaching materials on the market, including not only the teaching materials that introduce Chinese culture knowledge, but also the teaching materials that assist the second language teaching[4]. In Chinese international education, there are cultural differences between teachers, students and students, which may lead to conflicts. In this case, in order to ensure the teaching effect, we should improve multicultural knowledge and intercultural communication awareness. In the process of designing Chinese culture teaching materials, the following points should be considered: first, clear teaching objectives. In the design of Chinese culture teaching material, the quality of teaching material design can only be guaranteed if the teaching object is clear. Second, determine the value orientation of teaching materials. There is no right or wrong or high or low in culture, so we should treat cultural differences correctly to avoid unnecessary conflicts. Third, we should attach importance to the practical communication of teaching materials. When designing teaching materials, it is necessary to analyze in detail whether their contents are beneficial to contemporary culture and whether the teaching materials are beneficial to practical communication. Fourth, strengthen the practice of teaching materials. In order to improve learners' understanding and mastery of Chinese knowledge and culture, we should set exercises reasonably according to learners' basic level, characteristics and curriculum content. At the same time, we should ensure the diversity of training topics and give full play to the subjective initiative of learners.

3.3 Promoting cross-cultural teaching of Teachers

3.3.1 Teachers should know themselves correctly

In order to ensure the teaching effect, teachers should understand themselves and Chinese culture. In short, teachers should understand what they will bring to learners and what impact they will have on cultural communication. First, when explaining Chinese culture to learners, teachers should make sure that they have a good understanding of Chinese culture. Therefore, Chinese teachers should reflect on their own values, thinking mode, world outlook and language use. Second, teachers should face up to their own attitude. Teachers should realize that their own teaching ability and ideas affect the world's cognition of our country. Third, teachers should analyze their own communication style and reasonably determine their own way of expression. Fourth, we should strengthen our supervision. Teachers should correctly understand and deal with the feedback in

communication to ensure that cultural differences can be dealt with timely and accurately.

3.3.2 Teachers should face the diversity of culture

Chinese teachers should learn and understand the culture of other countries and regions, so as to ensure that teachers can correctly treat students' behaviors and thoughts. Influenced by cultural differences, unexpected problems may occur in classroom teaching. If teachers have rich cultural knowledge, unnecessary conflicts can be avoided[5]. Therefore, Chinese teachers should have the following abilities:

Evaluation culture. Chinese teachers should understand Chinese culture and the influence of their own ideas on learners. Chinese teachers should predict the interaction between teachers, students and students, whether there will be cultural differences or conflicts, and formulate targeted solutions. For example, "Halloween" in western countries is similar to "Zhongyuan Festival" in China, but there are differences in the way of festivals. Teachers should understand the origin of Halloween in the West and how to celebrate it. At the same time, teachers can organize Christian students to spend Halloween together, which can not only shorten the distance between teachers and students, but also guide students to understand the concept of "the deceased is respected" through different festivals.

Respect cultural diversity. Chinese teachers should encourage and welcome learners from different regions and countries to study in the classroom of Chinese international education, and respect cultural diversity. The problem of cultural difference is not only between teachers and students, but also between students in different regions and countries. For example, Japanese students are very strict with classroom discipline in classroom learning, but they have less interaction with teachers. American students often violate classroom discipline, but they actively interact with teachers. Teachers should respect and understand every student, and complete teaching activities conscientiously.

Understand the dynamics of differences. Chinese teachers should understand the problems of cultural differences or cultural conflicts. Teachers should actively participate in training or learning related knowledge, improve their teaching ability, in order to reduce the negative impact of cultural differences on teaching. Chinese teachers should guide students to understand that cultural differences are the main causes of conflicts between people. For example, some common ingredients in China are not popular in western countries. The reasons are: religious belief, personal preference. Therefore, teachers should estimate the possible situation in teaching, if there is conflict in classroom teaching, it should be handled correctly.

Improve the institutionalization level of cultural knowledge. Chinese teachers should guide Chinese international education institutions to optimize campus culture and enhance the impact of policies and norms on campus culture. Teachers should use all available opportunities to disseminate cultural knowledge for all. At the same time, teachers should create opportunities to strengthen communication between different groups.

3.3.3 Teachers should master teaching methods

Culture is reflected in people's daily study and life. In the language classroom, any language knowledge point may contain cultural knowledge. Chinese teachers should know and master the cultural knowledge involved in language points and predict the possible cultural differences in teaching. At the same time, teachers can predict the possible questions raised by students based on their previous work experience, summarize and analyze these questions to ensure that they can answer the students' questions in time. Teachers should improve their cultural sensitivity, timely and accurately manage them Solve the students' problems so as not to cause cultural differences.

When choosing cultural content, teachers should adhere to the following principles: first, the principle of selectivity. Chinese culture is broad and profound, so teachers should choose the Chinese culture suitable for communication and the development of the times. Second, systematic principle. Chinese culture involves many factors such as history and literature, so teachers should not be good at the systematization of curriculum and teaching content. Third, the principle of gradualness. Because the cultural background of western countries is different from that of China,

teachers should adopt a step-by-step approach in Chinese teaching. Fourth, the principle of humanization. Some students are only interested in some Chinese knowledge, so teachers should respect students' interest and choice. Fifth, practical principle. People learn knowledge not only to improve their cultural literacy, but also to solve problems in life. Therefore, teachers should choose practical culture for teaching and communication.

3.4 Building community class

The students who enter the Chinese international education classroom come from different countries, so the Chinese international education institutions should build the classroom into a Chinese classroom with multiple cultures[6]. As most of the learners are foreign students, in order to avoid the great influence of Chinese teaching, we should establish community-based classroom to ensure the equal status of teachers, students and students, and encourage all students to actively participate in teaching activities and discussion activities, and stimulate students' enthusiasm for learning through a variety of activities. In addition, teachers should adopt a fair and just way to solve the problem of cultural differences. In the construction of community-based classroom, we should pay attention to the following points: first, this learning community has strong attraction to students; second, teachers have personal charm; third, create a harmonious, stable and warm classroom atmosphere; fourth, ensure that students can complete their learning tasks; fifth, students can freely express their wishes and opinions.

Conclusion

To sum up, Chinese international education is an important way to achieve cross-cultural communication, which is very important for the development of cultural communication in China. The issue of cultural differences is an important factor that affects cross-cultural communication and the sustainable development of Chinese international education. Therefore, Chinese international educational organizations and cultural communication institutions should analyze the cultural differences and formulate targeted solutions to achieve the goal of cultural communication.

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