

The Cultivation of Intercultural Consciousness in English Courses of Ethnic Colleges and Universities

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Keywords: Ethnic Colleges and Universities; English Teaching; Cultivation; Intercultural Consciousness

Abstract: The concept of "intercultural consciousness" reflects the characteristics of the times. The cultivation of students' cross-cultural communicative ability can fully meet the needs of ethnic diversity and cultural diversity in ethnic colleges. The different classroom teaching methods aiming at cross-cultural communicative competence have changed the limitations of unidirectional cultural teaching in the past, which used target language cultural knowledge as the target and group-wide communicative behavior with the target language as the mother tongue. In the teaching process, students are deliberately guided to use language for communicative training aimed at cultivating language use ability, to establish corresponding contexts, to teach cultural knowledge in the context, to analyze cultural differences, and to allow students to correctly grasp the true meaning of language. The right use of language during communication lays the foundation for cultivating intercultural communication skills.

1. Introduction

The cultivation of cross-cultural communication consciousness has been paid more and more attention in the foreign language teaching of colleges and universities, but the study of cross-cultural communication consciousness in foreign language teaching, especially the study of the cultivation of cross-cultural communication consciousness in English classes in ethnic colleges and universities, is limited to scattered. Involved, there is still a lack of complete theory to demonstrate and guide practice. This article only publishes his teaching exploration results on the cultivation of cross-cultural communication consciousness in English teaching in ethnic colleges.

Intercultural consciousness is a concept formed based on cultural consciousness. In simple terms, cultural consciousness refers to the insight or overall cognition of the cultural ideological system, and cross cultural consciousness refers to the customs that are in conflict with the national culture or consciousness. Habits or phenomena can be fully recognized and moderately tolerant and acceptable. In the process of communication and communication, if people lack this kind of cross-cultural awareness, they will have obvious language communication obstacles, or due to lack of corresponding cultural environment, it will cause language errors and misunderstandings. It is to have a full and correct understanding of cultural phenomena, customs, habits, etc. that are different or conflict with the national culture, and based on this, accept and adapt with an inclusive attitude.

At present, the promotion of cross-cultural awareness is mainly in the field of foreign language learning, because language is the carrier of culture. If cultural language is left aside, it is difficult to learn the essence of a language, and it is also difficult to improve the actual communicative ability of the target country; Learning languages on the basis of understanding culture can often get more results with less effort.

Language is an important tool for people to communicate and communicate with each other, and it is also a carrier of culture. In the continuous development and application of language, language will change due to the influence of culture. With the development of economic globalization, the connections and communication between countries in the world are now constantly strengthened, and

people exchanges between different cultural backgrounds are becoming more frequent. Among them, conflicts will inevitably arise due to cultural differences. In the process of teaching English teachers, due to the influence of cultural differences, teaching activities cannot be carried out smoothly. At the same time, there are certain difficulties in communicating with students, and some may even cause cultural discrimination, which seriously affects classroom teaching efficiency. It also affected the spread of our culture. The cultivating of cross-cultural communication consciousness allows students to understand the causes of these contradictions and conflicts, and understand the reasons for the emergence of different cultural phenomena, which is very beneficial to students' understanding and tolerance of different cultures. Many special cultural phenomena express understanding, and can also strengthen interaction and communication with teachers in classroom teaching.

2. Analysis of Intercultural Consciousness

2.1 Intercultural Communication

Theoretically, there are differences in different people's cultural and social backgrounds, lifestyles, educational backgrounds, personalities, and hobbies. In this sense, a person is a unique micro-culture, and any person-to-person communication is cross-cultural communication. The normal definition of cross-cultural communication is: in a specific communication scenario, communicators with different cultural backgrounds from country to country in a large area communicate in the same language (mother tongue or target language) [1] (P47).

Cultural differences can be as large as different nationalities, different nationalities, and different political systems; they can also be as small as different genders, different ages, different social classes, different educational backgrounds, and even different interests in the same mainstream culture. If the two parties in communication use the same set of cultural rules system, then it is a typical "same culture" communication. If the two parties in communication use a completely different set of cultural rules system, it is a typical "intercultural" communication. In real life, there is no such thing as complete "intercultural" and complete "intercultural" communication. That is to say, no matter how different the two cultures are, they always have the same thing, because "the same thing" is the basis of communication. Without the culture of intersection, communication is impossible. Therefore, when setting the content of cross-cultural communication classrooms in ethnic colleges and universities, we redefine this section according to teaching needs: whether the communication between people is cross-cultural communication, we can specify a section, the degree of cultural overlap is higher than Intervals are intercultural communication; below this interval is intercultural communication.

2.2 Intercultural Consciousness

Since cross-cultural communication consciousness is a kind of consciousness, what, and what is consciousness? Huang Xiting, a famous psychologist in China, believes that "consciousness is the psychological characteristics that a person must have to successfully complete an activity." [2] (P615). From this we can see that intercultural communication consciousness is one of those psychological characteristics that people must have to successfully complete intercultural communication activities. According to the classification of consciousness, intercultural communication consciousness is not a special consciousness, it is only a functional consciousness [3] (P266). So what is the function of communication? From the perspective of public relations psychology, interpersonal communication, also known as psychological communication, is the essence of communication. "It refers to the process of people's information transfer, emotional exchange, ideological communication, and psychological interaction between them in the process of social activities." [4] (P177). It can be seen that with cross-cultural communication consciousness, cultural communication between communicators with different cultural backgrounds in the same language can be successfully completed, that is to say, information transmission, emotional communication, and ideological

communication between intercultural people are successfully completed And the consciousness of the psychological groove activities that affect each other.

2.2.1 The Basic Elements of Cross-Cultural Communication

In my opinion, the composition of cross-cultural communication consciousness has three basic factors: grasp of semantic rules, cultural understanding and communication style:

The grasp of the semantic rules of the language itself is the most basic consciousness

From the perspective of linguistics, the use of any language by social individuals and groups must follow common norms, and the acquisition of norms must inevitably involve a process of learning language norms. From a pragmatic perspective, the process of learning language norms is language In the process of logical processing, through this learning, social individuals and groups can make their expressions follow common norms and the rules and principles of linguistics and pragmatics in order to give full play to the role of language in interpersonal communication. To the purpose of smooth communication using language, cross-cultural communication cannot be used for language communication. Therefore, more proficient in the languages of foreign cultures, that is, languages other than the mother tongue, such as English, Russian, French, etc., follow the common norms to have a linguistic awareness of cross-cultural communication.

2.2.2 Language Background Cultural Understanding Is The Consciousness of Cross-Cultural Thinking.

Different regions in the history have followed their traditional cultures, such as folk customs, ethnic totems, religious beliefs, humanistic thoughts, scientific spirit, and historical sites, and have formed specific cultural values and semantic identity. It must be seen that, in terms of cultural values and semantic identity, there is a big difference between the East and the West, and between different nationalities. If you do not understand or pay attention to the general thinking and reasoning mode of the speaker 's culture, the speaker 's speech may not be correct Identification can even hurt the other party. Therefore, in the communication with people, we must deeply understand the differences of various cultural values and semantic identity, and pay attention to avoid taboo conflicts and avoid embarrassment.

3. Proper Choice of Communication Style Is The Awareness of Intercultural Communication

In cross-cultural communication, even after removing the barriers of semantic rules and cultural differences, they do not fully have a sense of communication. Only the correct grasp of cross-cultural communication skills, that is, familiar with and able to understand cross-cultural word level, expression, discourse structure and phonetics Only when the mode of intonation is properly selected can it truly have a cross-cultural communication consciousness. It must be pointed out here that intercultural consciousness and skills can only be acquired in repeated cross-cultural communication activities.

4. Cross-Cultural Communication Courses In Ethnic Colleges and Universities

Among many English courses, intercultural communication is the most direct course to cultivate students' awareness of intercultural communication. The establishment of cross-cultural communication courses in ethnic colleges and universities has its importance and necessity. The importance is reflected in the fact that the cross-cultural communication course is one of the many English teaching courses. As far as culture is concerned, the culture is fully reflected in the teaching of the cross-cultural communication course; the necessity is because of the student groups of ethnic colleges The composition is unique, students come from different nationalities and even different countries. In daily life and study, we will necessarily be exposed to the cultures of different nations and countries. The collision, integration and communication of cultures are unavoidable.

4.1 Choice of Curriculum Teaching Focus

According to the meaning of cross-cultural consciousness, the importance and necessity of the curriculum, we have determined the teaching objectives of the curriculum as: establish the corresponding context, impart cultural knowledge in the context, analyze cultural differences, and let students correctly grasp the true meaning of language Use language just right in communication, and lay the foundation for fostering the awareness of cross-cultural communication. The choice of teaching focus based on the target course is.

4.1.1 Highlight Cultural Background Knowledge and Analyze Cultural Differences

The core of the teaching of the cross-cultural communication course is the explanation of cultural background knowledge, focusing on the comparative analysis of cultural differences. Because, in terms of cultural values and semantic identity, there is a big difference between the East and the West, and between different nationalities. If you do not understand or pay attention to the general thinking and reasoning mode of the speaker 's culture, the speaker 's speech may not get the right identification. It may even hurt the other party. The teaching of intercultural communication classrooms should pay more attention to the national psychological characteristics of language users, their cultural customs, traditional values and so on. Only by truly understanding the culture reflected in the language can we talk about intercultural communication. Therefore, in the classroom teaching of cross-cultural communication, teachers should deliberately guide students in language and culture and cultivate intercultural consciousness.

4.1.2. Create a Corresponding Context and Impart Cultural Knowledge in the Context

The content of intercultural communication classrooms should be extremely rich. Although the language of each nation and the context in which it is used may not be the same, the mechanism for presenting ideas through tortuous, euphemistic language and verbal expression should be common to all nations. There are many ways to learn communicative consciousness in each link of teaching, which can be reflected in every link of teaching. Klum, a linguist, points out that to make English teaching classrooms more successful, more communicative situations need to be created during teaching, so that all students have the opportunity to participate in them. Come and let students understand the culture behind the language. The cultivation of communicative consciousness requires the joint efforts of teachers and students. In the case of clear goals, targeted teaching and training of students. Will definitely play a good effect.

4.2 Reflection on Curriculum Teaching Practice

For many years, the teaching practice of the cross-cultural communication course for students of ethnic colleges and universities proves that in addition to correctly selecting the goals and determining the teaching focus, in order to achieve better teaching results, the following issues must be solved in the course teaching.

4.2.1 Highlight the Cultural Differences of Small Regions and Different Nationalities

Earlier in the article we mentioned that in the teaching of cross-cultural communication courses in ethnic colleges, the definition of cross-cultural communication can be slightly modified. We don't think it should be limited to the normal definition of "intercultural communication" in the common cross-cultural communication courses. Based on years of teaching experience, in terms of the concept of cross-cultural communication itself, based on the often defined definitions, we can narrow its scope and directly define the scope of cross-cultural communication as small areas, between different nationalities, etc. Cultural differences. In this way, topics that are common in student life can be directly introduced, and students are more likely to accept teaching content and play a good teaching effect. For example, ask students to discuss the topic of "Marriage between the Han and Hui nationalities."

4.2.2. Interspersed Teaching of English Target Language and Native Language

When teaching students in English classrooms, teachers often use English as the target language and native language for teaching. For students of ethnic colleges, the native language (that is, Putonghua) we use is likely to be ethnic students. The second language is even the third language. In order to allow more students with low and medium level of foreign language to learn and cultivate cross-cultural communication consciousness, in order to avoid the phenomenon of cultural shock, we can make more use of native language teaching in classroom speech use. Really play a role in transmitting culture, analyzing culture, and understanding and learning across cultures, and pave the way for true intercultural communication in the future. Especially when explaining profound problems, the teaching of English target language and native language is particularly important for different student levels and different language levels. Therefore, for students of ethnic colleges, the interspersed teaching of English target language and native language is more helpful for students to understand and grasp the cultural connotation and achieve better teaching purposes.

4.2.3. Select Teaching Units Based on the Characteristics of Ethnic Students

In addition to the common teaching units on the syllabus, the communication problems around some students have become an important source of material collection and lectures. The principle of practicality of life is the key to good cross-cultural communication courses in ethnic schools. In addition to cross-cultural communication classes, in addition to the issues of freedom, ethnicity, and morals in Western culture, the concept of love and marriage are also good topics. Two strangers, starting from knowing each other, and living together, are full of cultural collisions and break-ins, especially for cross-ethnic and even transnational marriages. In the explanation of ethnic students' cross-cultural communication classes, the choice of topics can be diverse, but it should be noted that although the cultures of different countries and regions are different, we should still emphasize the "common language" of culture, that is, Similarities in cultural connotations [5] (P.53). And teachers should take this part as the key content when explaining the course. Finding similarities is the foundation of communication. Common things are more capable of promoting cultural exchanges.

5. Summary

To sum up, teachers in English teaching or in the course of cross-cultural communication courses should first establish a perspective on the correct use of language, establish a corresponding context, impart cultural knowledge in the context, analyze cultural differences and national characteristics, The purpose of guiding students to use language in the teaching process is to allow students to understand the cultural connotation of language and cultivate communication consciousness, while embodying language use and cultural teaching, laying a foundation for better cultivating the awareness of intercultural communication. The key to cross-cultural communication is to cross cultural barriers, and the fundamental way to cross cultural barriers is to reveal and understand the hidden parts of the cultures of various nationalities, and on this basis, design communication strategies suitable for the cultural characteristics of various nationalities. Uncovering the hidden cultural layers of various ethnic groups is the first and most important step in the entire study of cross-cultural communication. If the philosophy of a nation can be found in its national character, then the door to the hidden culture of this nation will be opened. The philosophy discussed here has two meanings: one is the philosophical concept of a certain national character reflected in the language, which both parties in cross-cultural communication must understand. If they are not familiar with the philosophy of the other nation, cross-cultural communication will It creates ideological obstacles; secondly, it is necessary to understand the rhetoric philosophy of the other people's nation through language, especially to be familiar with the art of conversation of the other people's nation. Without knowing this, it is difficult to deepen communication.

Affected by values, ways of thinking, and behavioral norms, in the process of implementing foreign language teaching, students will inevitably have cross-cultural communication obstacles. To properly solve this problem, we must help students cultivate cross-cultural communication. Consciousness, let them know and tolerate Chinese culture. In the process of teaching Chinese as a

foreign language teachers, they should correctly recognize their own roles and positions, not only do a good job in teaching and impart Chinese knowledge, but also have the courage to assume a certain responsibility for cultural communication, so that students can better understand our culture Similarities and differences in other cultures.

Acknowledgement

This research was financially supported by “the Fundamental Research Funds for the Central Universities in 2018, 2018SQN23.

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