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Research on Cultivation of Cross -Cultural Communication
Cultivation in International Chinese Education-Taking the "Belt
and Road" Initiative as the Background

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Abstract

This article aims to explore how international Chinese education students improve cross -cultural communication capabilities under the background of the "Belt and Road " initiative. By analyzing problems in the current curriculum settings, teaching resources, and practical opportunities, we have proposed response strategies such as optimizing the curriculum system, enriching teaching resources, and strengthening the construction of teachers. Studies have shown that the cultivation of cross -cultural communication capabilities is of great significance to improve students comprehensive quality and meet the needs of globalization.

Keywords

International Chinese Education, Cross-Cultural Communication Ability, Curriculum, Teaching Resources and Practice Platform

1. Introduction

1.1 Research Background and Significance

With the promotion of the "Belt and Road" initiative, the exchanges between China and countries along the Belt and Road are increasingly frequent, and there is an urgent need for international Chinese education professionals with cross-cultural communication skills. As undergraduates, we feel the opportunities and challenges brought by this trend, so it is necessary to discuss in depth how to effectively improve our cross-cultural communication skills in the learning process. Intercultural communication ability refers to the ability of individuals to communicate effectively in different cultural contexts, involving not only language skills, but also understanding and respect for different cultures. With the deepening of globalization, cross-cultural communication ability has become one of the important indicators to measure a persons comprehensive quality. In particular, under the Belt and Road initiative, economic, political and cultural exchanges between China and countries along the Belt

and Road have become more frequent, and the demand for talents who can skillfully use Chinese and understand Chinese culture has increased sharply. Therefore, as future Chinese teachers or practitioners in related fields, we need to continuously improve our cross-cultural communication skills to better serve the national strategy and social needs.

1.2 Research Purpose and Method

The main purpose of this study is to analyze the current situation of intercultural communication ability cultivation in international Chinese education majors, identify the existing problems, and make corresponding suggestions for improvement. We will conduct the study through the review of the literature, case analysis and questionnaire survey.

1.2.1 Literature Review

Consult academic journals, research reports and policy documents in relevant fields to understand the latest research results and development trends on the cultivation of cross-cultural communication skills at home and abroad.

1.2.2 Case Analysis

Several representative universities are selected as the research objects to deeply analyze the characteristics and shortcomings of their curriculum setting and teaching methods.

1.2.3 Questionnaire Survey

The questionnaire was designed to collect college students' views on the existing teaching mode and where they were expected to improve, so as to grasp the actual situation more comprehensively. Through the comprehensive application of the above methods, we hope to provide valuable reference opinions for improving the intercultural communication ability of international Chinese education students.

2. An Overview of the "Belt and Road" initiative

2.1 The Background and Development of the Belt and Road Initiative

The Belt and Road initiative is an important international cooperation initiative proposed by China and aims to promote economic cooperation and development among countries along the Belt and Road. The initiative includes two parts: the Silk Road Economic Belt and the 21st Century Maritime Silk Road, covering many regions including Asia, Europe and Africa. Since its introduction in 2013, the Belt and Road initiative has received wide attention and support from the international community. The background of the "Belt and Road" initiative can be traced back to the historical origins of the ancient Silk Road, when trade routes connected Eastern and Western civilizations and promoted the exchange of goods and cultures. Today, the Belt and Road " initiative inherits this tradition and further strengthens the links between countries through modern transportation networks and communication technologies. With the acceleration of global economic integration, countries demand for strengthening regional cooperation and realizing common development is growing. In this context, the "Belt and Road" initiative has emerged as one of the new engines driving global economic growth.

2.2 Content and objectives of the Belt and Road initiative

The main contents of the Belt and Road initiative include infrastructure construction, trade facilitation, financial cooperation, and people-to-people exchanges. Its goal is to achieve common development and prosperity through strengthening international cooperation. Specifically, the initiative aims to promote cooperation in countries in infrastructure construction, such as the construction of railways, roads and ports ; promote the free flow of goods and services and reduce trade barriers ; provide financing support to help developing countries solve the shortage of funds; enhance mutual understanding and friendship between people, and to deepen cooperation in the fields of culture, education, science and technology. In order to achieve the above objectives, China has adopted a series of measures, including the establishment of the Silk Road Fund and the Asian Infrastructure Investment Bank and other financial institutions to provide funds to guarantee the implementation of the project ; signing cooperation agreements with several countries and regions, establishing bilateral or multilateral cooperation mechanisms ; holding various forums and fairs, and building platforms for exchanges and cooperation. These measures will not only help improve the economic development level of the participating countries, but also create favorable conditions for Chinese enterprises to go global.

2.3 The Impact of the Belt and Road Initiative on International Chinese Language Education

The "Belt and Road" initiative has promoted the increase in the number of Chinese learners, promoted the expansion of Chinese education resources, and also provided more employment opportunities and development space for Chinese teachers. With the promotion of "Belt and Road" construction, more and more countries along the Belt and Road began to attach importance to Chinese language education, treating it as one of the important means to promote the development of bilateral relations. Many schools have offered Chinese courses, and training institutions have offered Chinese courses for adult learners. In addition, the Chinese government has sent volunteers for Chinese teachers overseas through Confucius Institutes and other channels to provide quality teaching services to local students. At the same time, the "Belt and Road" initiative also provides new opportunities for the internationalization of Chinese language education. On the one hand, it encourages governments to increase their support for Chinese education and enhances the international status of Chinese language ; on the other hand, it also stimulates the interest of the community in learning Chinese language and forms a good social atmosphere. In this environment, as future Chinese teachers, we have the responsibility to constantly improve their own quality and better serve the national strategy and social needs.

3. The Connotation and Importance of Intercultural Communication Ability

3.1 Definition of Intercultural Communication Competence

Intercultural communication ability refers to the individuals ability to communicate effectively in different cultural contexts. This ability includes not only language skills, but also non-verbal communication skills, cultural adaptability, and cross-cultural awareness. Mastering one or more

foreign languages is the basis of intercultural communication. In addition to basic listening, speaking, reading and writing skills, it is also necessary to understand the cultural connotations and social customs behind different languages. Body language, facial expressions, eye contact and so on are all important ways of communication. These non-verbal signals may have different meanings in different cultures, so understanding and using them correctly is crucial for effective cross-cultural communication. Be able to flexibly respond to changes in different cultural environments, and respect and accept diversity. This requires individuals with an open mind and a strong psychological resilience. Recognize the existence of cultural differences and to be able to view issues from multiple perspectives. This means learning not only understanding ones cultural background but also learning and understanding the values and behavior patterns of other cultures.

3.2 The Importance of Intercultural Communication Skills

Intercultural communication ability plays a vital role in the international Chinese language education. It will not only help enhance cultural exchanges between China and foreign countries and promote mutual understanding and trust, but also provide more opportunities for Chinese students. Good cross-cultural communication skills can help people to better integrate into different social environments, reduce misunderstandings and conflicts, and improve work efficiency. This is particularly important for people engaged in international trade, foreign affairs, tourism services and other industries. In addition, with the development of globalization, more and more Chinese enterprises go abroad to do business in the international market. Therefore, it is particularly important to cultivate professionals with international vision and cross-cultural communication skills. In short, cross-cultural communication ability is an indispensable basic quality in modern society. Whether in study, work or daily life, we all meet people from different cultural backgrounds. Only by mastering this skill can we better communicate with others and realize our personal value and social contribution.

4. Analysis of the Intercultural Communication Ability of International Chinese Education Majors

4.1 Curriculum Setting Situation

At present, many universities have realized the importance of cross-cultural communication ability, and try to cultivate students ability by offering relevant courses. However, the quantity and quality of these courses still need to be improved. Some schools may only basic language courses and ignoring deeper cultural education and practical activities. For example, although most colleges and universities have a Chinese language as a second language teaching subject, there is a lack of sufficient guidance on how to use Chinese for effective communication in practical situations. Moreover, there are relatively few elective courses on Chinese history, philosophy, art and more, which makes it difficult for students to have a comprehensive understanding of Chinese culture and the values behind it.

4.2 Current Situation of Teaching Resources

Although some excellent textbooks have been introduced into the classroom, overall, there are still few

textbooks specifically for cultivating cross-cultural communication skills. Multimedia resources such as video, audio materials and online platforms are also not common. In terms of practice opportunities, many students cannot get the opportunity to practice abroad or participate in international exchange programs due to their geographical location or other factors. Even if you have the opportunity to participate in such activities, they are often faced with problems such as language barriers and cultural differences, resulting in poor actual results.

4.3 Evaluation of the Teacher Team

Teachers professional background and teaching experience have an important influence on the formation of students cross-cultural communication ability. However, not all teachers have rich experience in intercultural communication or have received systematic training. Some teachers may be good at teaching language knowledge, but they are unable to guide students to understand and apply this knowledge to real situations. In addition, some teachers may rely too much on traditional teaching methods and be unwilling to try new teaching modes and technical means, which also limits students interest and motivation in learning. To sum up, there are still many problems in the cultivation of intercultural communication ability in international Chinese education majors. In order to better meet the needs of social needs and personal development, we need to take effective measures to improve them from multiple perspectives.

5. The Challenges Faced

5.1 Language Barriers and Cultural Differences

Students in different regions have different mother languages, and their Chinese proficiency is uneven. For example, students from Southeast Asia may be more likely to master the Chinese pinyin system, while European and American students may be more inclined to use the note notation system. This difference requires teachers to adopt more flexible and diverse methods in teaching to meet the needs of different students. At the same time, the cultures along the Belt and Road are diverse, and students have significant differences in values and ways of thinking. For example, Oriental culture emphasizes collectivism and humility and comity, while western culture pays more attention to individualism and direct expression. This fundamental difference may make both parties feel confused or even misunderstood when communicating. Therefore, teachers need to have a profound cultural heritage and a keen insight into various cultural phenomena to help students overcome these obstacles.

5.2 Lack of Curriculum Setting and Teaching Materials

The curriculum of some colleges and universities is not systematic and targeted, and fails to fully cover the content of cross-cultural communication. Many schools still follow the traditional teaching mode, that is, focusing on language skills training, ignoring the cultivation of cultural literacy. Such a curriculum is difficult for students to truly master how to communicate effectively in a multicultural environment. In addition, the existing textbooks mostly focus on language teaching and lack of in-depth analysis of cross-cultural communication cases. Even if there are some books specifically to

this topic, they are often more theoretical and less practical. Students are hard-pressed to acquire practical skills or coping strategies. Therefore, it is particularly urgent to develop a new set of teaching materials that both conform to the characteristics of The Times and are close to the reality of life.

5.3 Teachers Have Limited Cross-cultural Communication Ability

Teachers are one of the key figures in cultivating students cross-cultural communication ability. However, at present, many teachers themselves have little experience in this field. They may have a solid language foundation, but little is known about how to apply what they have learned to cross-cultural interactions in the real world. In this case, it is difficult for teachers to give students effective guidance and support. In addition, due to the lack of a systematic training mechanism, it is also difficult for teachers to obtain continuous professional growth opportunities. There are no regular seminars, workshops and other activities for them to exchange their experiences and share best practice cases. In this way, it is difficult for the whole education system to form a virtuous circle, which is not conducive to the long-term development.

6. Coping Strategies

6.1 Optimize the Curriculum Setting

6.1.1 Add More Relevant Courses

In order to improve students cross-cultural communication ability, the number of core courses such as cross-cultural communication and international etiquette should be increased. These courses should not only cover the study of theoretical knowledge, but more importantly, they should analyze and discuss them combined with actual cases, so that students can practice communication skills in simulated real scenes. For example, students can play students to play different nationalities, complete a task or solve a problem in a specific situation. This can not only deepen their understanding of exotic customs, but also exercise their ability to adapt.

6.1.2 Strengthen the Practical Links

In addition to classroom teaching, students should also be encouraged to actively participate in overseas internship programs, international volunteer services and other activities. By experiencing firsthand lifestyles and social environments in different countries, students can more intuitively feel the impact of cultural differences and learn how to adjust their behavior to the new environment. The school can cooperate with enterprises to establish a long-term and stable partnership to provide students with more high-quality internship positions, or it can organize a short-term study tour during summer and winter holidays to lead people to visit historic sites and famous universities around the world to broaden their horizons.

6.2 Enrich Teaching Resources

6.2.1 Develop new Teaching Materials

It is urgent to compile textbooks specifically for cultivating cross-cultural communication skills. This kind of textbook should contain rich case analysis, practical skills guide and other contents, and should

pay attention to the teaching of basic knowledge and highlight the importance of practical operation. It is best for the author team to be composed of teachers with rich front-line teaching experience, and to invite experts and scholars in relevant fields to participate in the audit work to ensure that the content is accurate and easy to understand. In addition, multimedia elements such as picture elements, charts, audio clips to enhance readability and fun.

6.2.2 Use of Multimedia Technology

The development of modern information technology provides us with unprecedented convenient conditions to obtain massive high-quality education resources. It has become a trend to simulate the real cross-cultural communication scenarios through online courses, virtual reality technology and other means. For example, you can use VR helmets to lead students to "visit" the world, or make a series of short videos to introduce the local customs of various countries, festivals and celebrations for people to watch and learn online. This can not only save a lot of time and cost, but also greatly stimulate students interest and enthusiasm in learning.

6.3 Improve the Teaching Staff

6.3.1 Introduce Foreign Teachers

Hiring foreign teachers with rich cross-cultural backgrounds can bring a new perspective and way of thinking to local teachers and students. Foreign experts can not only share their own unique life and work experiences, but also examine the countrys cultural traditions and social status from another perspective. This is of great significance for promoting mutual understanding and respect between both sides. At the same time, they can also participate in the daily teaching activities, and discuss with the Chinese colleagues how to improve the existing curriculum system and teaching methods, so as to make them more in line with the requirements of international standards.

6.3.2 Organize Training Courses for Teachers

One of the most necessary measures is to conduct regular training courses on intercultural communication skills. This kind of training should focus on sharing the latest research results, introducing advanced ideas and training practical skills. The contents include but are not limited to : basic knowledge explanation of cross-cultural psychology, discussion of effective communication strategies, case study, etc. Through continuous learning and progress to maintain the teaching quality is always at a high level line. In addition, well-known scholars at home and abroad can also be invited to give lectures, so that you can have the opportunity to have close contact with the frontier trends and development trends of the industry.

7. Conclusion and Outlook

7.1 Summarize the Research Findings

Through the research on the cultivation of intercultural communication ability of international Chinese education majors under the initiative of "Belt and Road" initiative, we find that the main problems include the imperfect curriculum, the lack of teaching resources and the teachers to be strengthened. In

view of these problems, a series of improvement suggestions are put forward, such as optimizing the curriculum structure, enriching the content and form of the teaching materials, introducing high-level foreign teachers and strengthening the professional training of the existing teachers. The future research direction should focus on building a more scientific and reasonable evaluation system to test the practical effect of various reform measures, exploring more innovative teaching modes and technical means to improve the classroom teaching efficiency, and deepening the international cooperation and exchange to promote the formation of resource sharing and win-win situation, and so on.

7.2 Emphasize the Importance of Cultivating Cross-cultural Communication Skills

With the acceleration of globalization, personnel exchanges between countries have become more frequent and closer. In this context, it is particularly important to master good intercultural communication skills. It can not only help people to better adapt to the diversified social environment, but also promote the friendly exchanges between different ethnic groups to enhance mutual understanding and trust, so as to build a harmonious and beautiful world home. In particular, cultivating interdisciplinary talents with excellent inter-cultural communication skills within a major strategic framework involving many countries and regions is of great significance to promoting the economic and social development of countries along the Belt and Road. It is also an indispensable part of realizing the Chinese dream of the great rejuvenation of the Chinese nation. Therefore, we must attach great importance to this work and put it through the whole process of education and teaching to create a good campus atmosphere to stimulate the enthusiasm and motivation of young students to devote themselves to it so that they grow into the pillars of the new era!

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