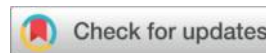




Intercultural Communication Competence and Its Cultivation from the Perspective of Chinese International Communication



Zining Wang^{1,a}, Jingyu Zhu^{1,b,*}

¹School of Humanities, Tongji University, Shanghai 200092, Shanghai, China

^a2252393@tongji.edu.cn

^b05072@tongji.edu.cn

*Corresponding author: Jingyu Zhu

Email: 05072@tongji.edu.cn

Abstract:

With the development of modern transportation technology and the continuous development of communication technology, there are more and more exchanges between people from different countries, different races and different nationalities, and people pay more and more attention. Intercultural communication has become a prominent feature of today's society. In recent years, with the rise of "Chinese fever", people's love for Chinese has also increased. At the first World Chinese Language Conference held in Beijing in 2005, the development strategy of Chinese language education as a foreign language was clearly put forward, that is, to develop from domestic to foreign countries, from "inviting in" to "going out". main position. The goal of teaching Chinese as a foreign language is to cultivate the ability of international students to conduct cross-cultural communication. And to cultivate students' awareness of cross-cultural communication is an important way to achieve cross-cultural communication. In the teaching of Chinese as a foreign language, due to the influence of cultural factors of different countries, there will inevitably be some cultural differences and contradictions. In order to make Chinese teaching better, we need to strengthen students' awareness of cross-cultural communication. The article briefly introduces the basic connotation of Chinese, analyzes its function and function in English teaching, and discusses the specific countermeasures for its cultivation.

Key words: cross-cultural communication; Chinese as a foreign language; cultural differences; ability development

1.Introduction

1.1 Language Concepts

Without language, human beings cannot build a civilization at all.

The language ability is divided into three levels, the first is "infallible", that is, precise at the grammatical level; the second is "reasonable", that is, it has strong persuasiveness at the level of logical argumentation; The third layer is "speaking politely", that is, it can cross different cultural barriers and conduct appropriate and efficient exchanges[1].

Language is a driving force that separates and separates man from nature, and it is the decisive factor in establishing man's subject status; in a certain sense, language creates man, and it provides a convenient and efficient means for people to understand and transform the world. , it builds a channel for us to interact, cooperate and communicate with nature and between people; it is a bridge for human beings to build an organization and society, it allows us to share intentions, build wider, more complex, more In-depth cooperation laid the foundation[2].

Intercultural communication is a communicative activity with a specific language and culture as its goal. China's economy has continued to grow, its international influence has grown, and its role in the world has become increasingly important[3]. Chinese is one of the six working languages of the United Nations, and its influence around the world is growing.

1.2 The composition of intercultural communicative competence

1.2.1. Communication skills

Definition of communicative competence: A language has not only grammatical rules, but also application rules, otherwise it would be meaningless. He characterizes four communication skills:

- (1) Grammatical correctness: using the correct way of language.
- (2) The operability of language: the subjects should be accepted psychologically.
- (3) Integrity of language: Choose the appropriate language according to the specific situation and goal.
- (4) Real language: the communicative function that realizes and exerts its function.

1.2.2. Intercultural communication skills

In 1991, in order to distinguish different cultures, the concept of "intercultural communication competence" was proposed. This communication skill needs to cross a certain cultural boundary, jump out of a single cultural way of thinking, and achieve a higher level of communication[4]. As shown in Table 1

Table 1 Composition of Intercultural Communication Competence

composition	concept
verbal communication skills	The correctness and appropriateness of language use
non-verbal communication skills	action, gesture, expression

The ability to transform language rules and communication rules cultural adaptability	Phonetics, Vocabulary, Grammar Rule System and Their Appropriate Use Adaptability to new cultures
--	--

1.3 Research on Intercultural Communication Competence

In today's globalized world, the most prominent feature is that the ties of various ethnic groups are continuously strengthened, the boundaries are weakened, and the influence of each other is increasing[5].

The study of intercultural competence began in the 1960s, and after the 1980s, intercultural communication has become an important research topic. Starting from the United States, it has a history of more than 50 years. Since the 1990s, Chinese scholars have begun to introduce relevant foreign research, and develop foreign relevant theories on the basis of these researches. After more than half a century of development, scholars have conducted in-depth research on intercultural competence from various disciplines and perspectives, and have achieved fruitful and remarkable achievements. However, after years of research, many scholars have formed a basic point of view. Namely: cognitive level, skill level, behavior level, emotional level. As shown in Figure 1.

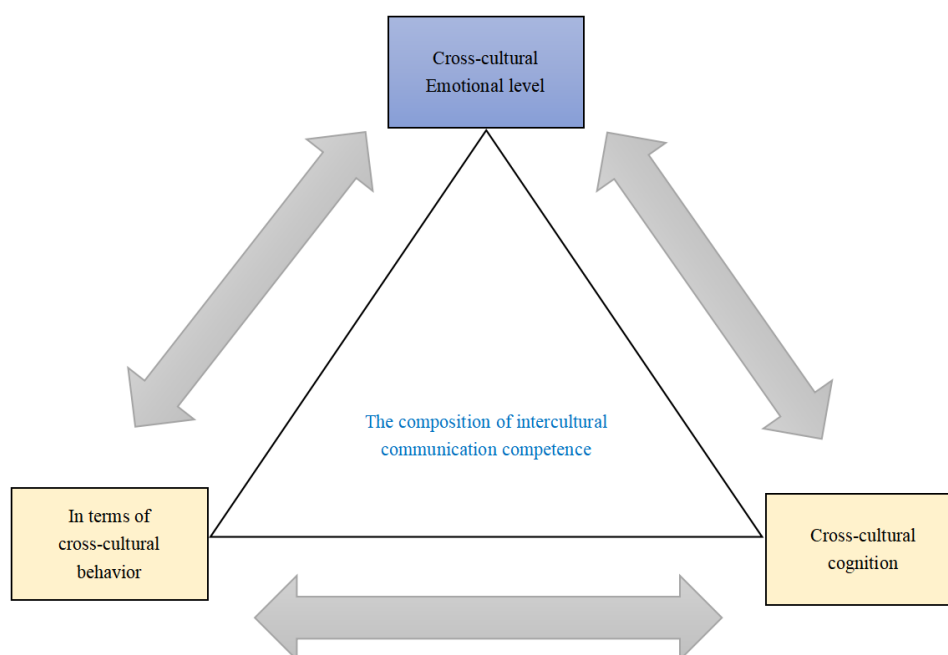


Figure 1 The composition of intercultural communicative competence

1.3.1 Intercultural competence

In today's world, especially in the international society, students' cross-cultural communication skills are increasingly concerned. So, what exactly is intercultural

competence?

Intercultural communication competence refers to the ability to operate effectively, think and act appropriately in different cultural contexts, as well as communicate and cooperate with people from different cultural backgrounds. The central idea of interculturality is to realize that at all levels in the world today, the impact of globalization on change is very large. When conducting cross-cultural communication, we should maintain curiosity and an open mind about our own cultural issues, and should not ask questions about other people's culture and our own culture. Intercultural competence includes not only knowledge and thinking ability, but also the ability to communicate with people. After all, communication is between people[6].

Because cross-cultural and linguistic communication is difficult, certain foreign language skills are required (a prerequisite for cross-cultural communication), as well as strong interpersonal cognitive and emotional characteristics. From a cognitive point of view, a communicator should have the following aspects: A. Good interpersonal perception ability, able to identify others' social identities, communicative intentions, and relationships with others; B. Good communication skills, able to properly Cut into and maintain the subject of concern; C. Language expression ability, when the understanding obstacle occurs, can eliminate the obstacle and communicate again; D. Anxious type, good at using various methods to achieve communication. Emotionally, one must be enthusiastic, cheerful, sympathetic, sympathetic, accept foreign cultures, have the courage to take risks, and tolerate uncertain situations, and must also learn to overcome the "culture shock" when interacting with people in foreign environments ” or anxiety and tension when encountering culturally anxious situations at home[7]. In the process of cross-cultural communication, this is a problem that cannot be ignored.As shown in Figure 2.

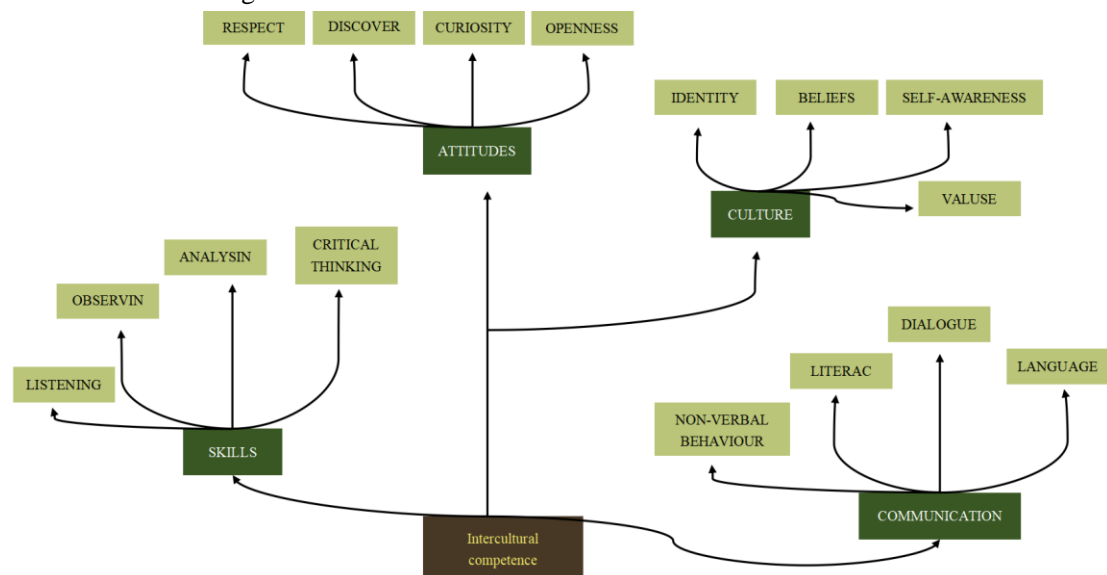


Figure 2 UNESCO's concept and framework for intercultural capacity development

1.4 The concept of communicative competence

Communicative competence is a comprehensive quality composed of language,

rhetoric, social, cultural, psychological and other elements.

"Communication ability refers to people's use of their own language knowledge to achieve a certain degree of expression. College campus culture is the unique material wealth, spiritual products, academic atmosphere, and activity methods of colleges and universities. In short, language and pragmatic ability are in the relationship with When communicating with different social groups, they can correctly express their opinions and expressions. At the same time, the purpose of oral English teaching is also to improve students' communicative ability, not simply to impart knowledge, but to train it as a skill[8] . As shown in Figure 3.

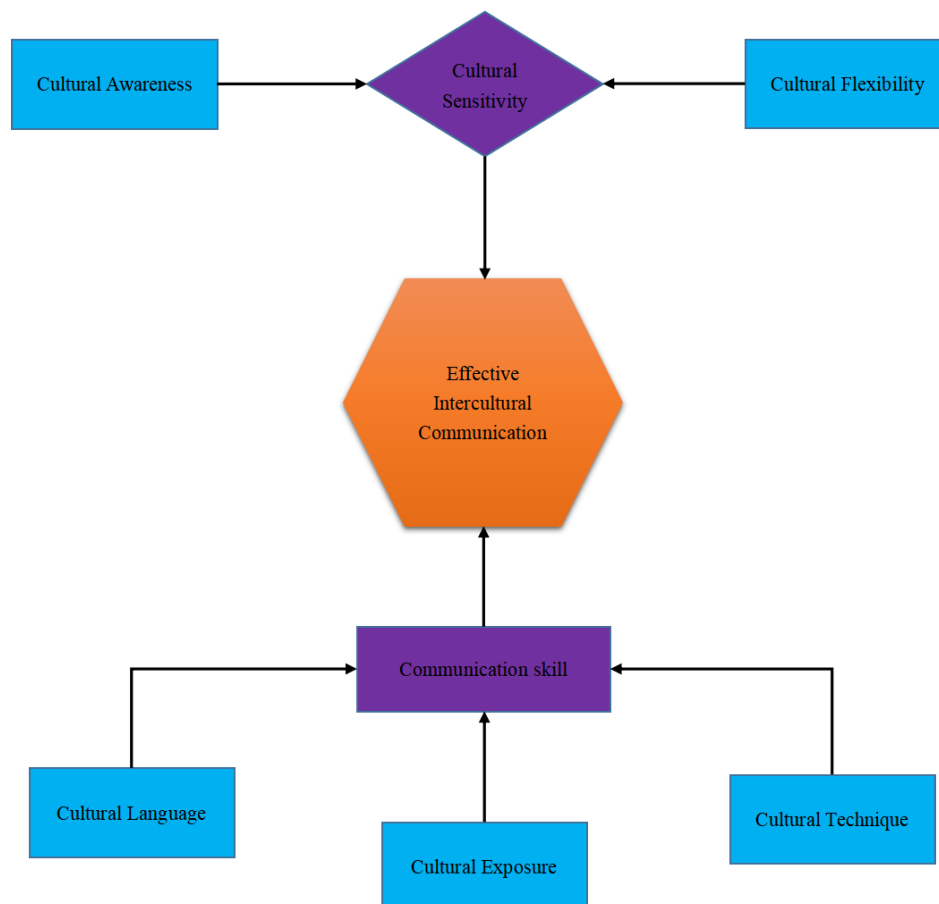


Figure 3 Schematic diagram of language communication ability training

2. Current Situation in Intercultural Communication

2.1 Barriers in Intercultural Communication

Due to the differences in the value orientation, way of thinking, social norms and lifestyles of different cultures, communicators are less sensitive to such differences, and they do not consciously transfer pragmatics, which is likely to cause cultural conflicts, resulting in cross-cultural Barriers to cultural exchange.

2.1.1 Barriers in Intercultural Communication

1. Misunderstandings in understanding

Definition: Mistaking another to be like oneself, mistaking one's own cultural standards for others' introductions.

Including: cultural quality is innate; the better the material life, the better the spiritual and cultural nature will be

2. Stereotypes

Definition: A belief about the identity of a person or group. These characteristics can be positive or negative.

Reason for formation: determined by the social environment; personal growth experience is the main; this is related to the degree of cognitive development of the individual.

3. Ethnocentrism

Definition: Recognize and measure their national culture according to their own cultural ideals and standards, including their behavior, their social customs, their values, they put their culture above their culture, they despise their Nations, they despise them, they have different social habits towards them. Performance: "Every country has its own history and culture. The map of each country represents its own development. When making contributions to world culture, people tend to focus on their country's achievements, while ignoring other countries. 's results.

4. Pragmatic errors

Definition: Pragmatic errors, inappropriate language, inappropriate language, etc., which cause the communication to fail to achieve the desired result, are pragmatic errors.

Contents include: greetings, farewells, compliments, salutations, requests, apologies

5. Culture shock

Definition: Loss, confusion and even fear that arise when a person is in an unfamiliar culture due to the loss of familiar ways and means of socializing.

Manifestations: Fatigue due to constant mental conditioning; character confusion, confusion about character expectations, values, feelings, and self-identity. As shown in Figure 4

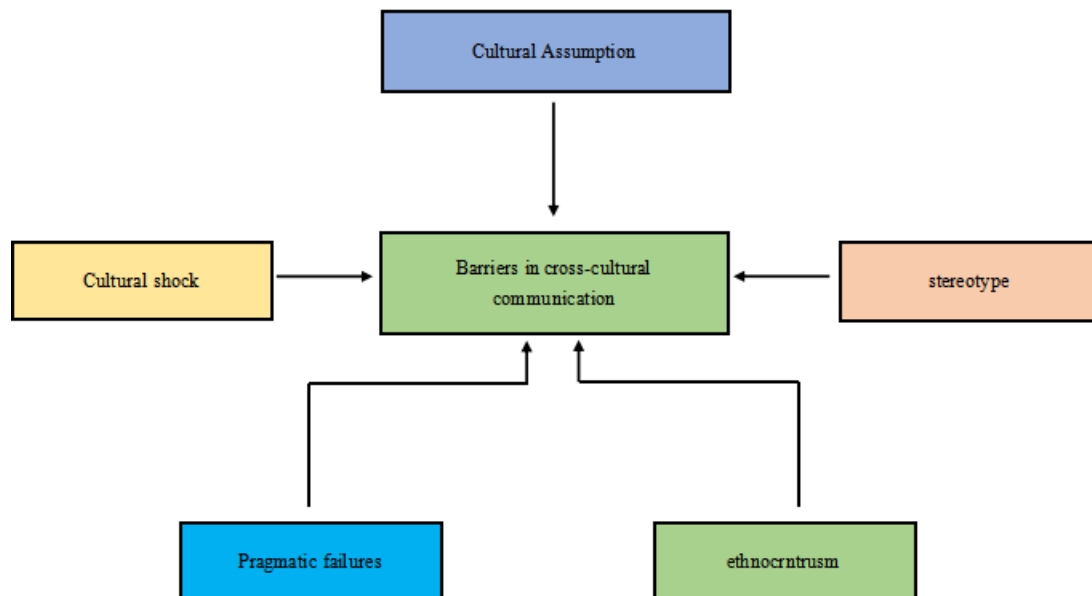


Figure 4 Barriers in cross-cultural communication

2.2 The Influence of Chinese and Western Cultural Differences on Intercultural Communication

2.2.1 cultural differences

In cross-cultural communication, the macroscopic manifestation of cultural differences between China and the West is the difference in language and culture. Language has rich cultural connotation, and there are different differences in expression and communication, which is an important reason for cross-cultural communication barriers. For example, in the English description of bird's nest, the translation of honey loquat is "tangerine peel", and the translation of dried ginger is "Fuck Jinger". Sometimes Chinese and English are also translated into Chinese. The typical one is: "You want me, I want you, but you can't; if it is translated into Chinese, it means asking for money or not for life. China also has a lot of language habits. Different. In English-speaking countries, people usually call each other by their first name. Unless they are people of similar age, they will call each other by their own names even if they are very different in age. It's too rude. In Chinese, dog is usually used to mean "wolf heart dog lung", "running dog" and other derogatory words, but in the West, dog is the exact opposite, they mostly use dog to express kindness, such as " You are really a lucky dog." If you interpret this sentence in Chinese-style English, it will cause a lot of laughter. Therefore, in cross-cultural communication, language cannot survive in isolation, if it is separated from its cultural connotation, it will Earth-shaking changes took place[9].

2.2.2 Difference in values

There are also significant differences in values between Chinese and Western

cultures. The so-called values are based on a world view, a criterion for evaluating all things, actions and possible choices, including an attitude or an orientation. Values are rich in connotation, and the article only analyzes different aspects of Chinese and Western family concepts. Chinese people generally have a strong sense of family. The idea of family affection, blood relationship, and respect for elders is deeply rooted in their hearts. Parents and children are one family after all[10].

2.2.3 The status quo of intercultural communicative competence of students of different genders

In order to study the cross-cultural communicative competence of students of different genders, the independent sample T-test was used to test the differences of the total score and the scores of the three dimensions. There was no significant difference between men and women in this dimension. As shown in Table 2 below:

Table 2 Current situation of intercultural communication competence of students of different genders

	gender	N	M	SD	t
Intercultural Communication Competence (Total Score)	male	118	38.9322	5.54042	-2.302
	Female	188	40.4096	5.41708	
Intercultural role interaction ability (dimension 1)	male	118	3.7684	0.69051	-2.245
	Female	188	3.9402	0.64848	
Intercultural Focus Interaction Competence (dimension 2)	male	118	3.4661	0.65537	-0.690
	Female	188	3.5195	0.66146	
Intercultural Focus Interaction Competence (Dimension 3)	male	118	3.3686	0.71813	-1.890
	Female	188	3.5226	0.67753	

As shown in the table above, gender analysis was conducted on students' cross-cultural communication ability, and independent sample T-test was carried out on the total scores of male and female students. Competence ($M=38.9322$, $SD=5.54042$) was lower than that of girls ($M=40.4096$, $SD=5.41708$) in cross-cultural communication. Further gender analysis was carried out from three dimensions: the results showed that there was a significant difference in the scores of male and female students in the dimension of cross-cultural role interaction ability ($t=-2.245$, $p<0.05$), and the cross-cultural role interaction ability of boys ($M=3.7648$, $SD=0.69051$) was lower than that of girls ($M=3.9402$, $SD=0.64848$); there was no significant difference between male and female students in the dimension of cross-cultural focus interaction ability ($t=-0.690$, $p>0.05$); in cross-cultural non-focus interaction ability There was no significant difference in the scores between male and female students ($t=-1.890$, $p>0.05$).

In terms of social behavior, the level of cross-cultural communication of girls is higher than that of boys; in terms of social behavior, girls are better than boys; in terms of social behavior, girls show a stronger interest in cooperative relationships; in terms of peer relationships, girls prefer to have close contact with a few friends. In addition, women's verbal expression is better than men's during socialization, which is due to the influence of women's attention during socialization.

2.3 At present, there are still problems in the cultivation of Chinese teachers' cross-cultural communicative competence

2.3.1 The Problems Existing in the Cultivation of Intercultural Communication Competence

(1) The situation of teachers of Chinese as a foreign language teaching abroad

Through the survey on the composition of foreign Chinese teachers, we can see that the majority of foreign Chinese teachers are young teachers, and teachers with postgraduate degrees have an absolute advantage. The full-time teachers are mainly lecturers and associate professors. Nearly half of the teachers have overseas teaching experience. The composition of teachers shows that the overall quality of Chinese teachers is very high, and they should have certain teaching and research abilities. International students studying in China have good teaching conditions for cross-cultural exchanges. However, nearly half of the foreign Chinese teachers are part-time teachers, which brings certain difficulties to teaching management and also limits the cross-cultural communication of foreign teachers. As shown in Figure 5.

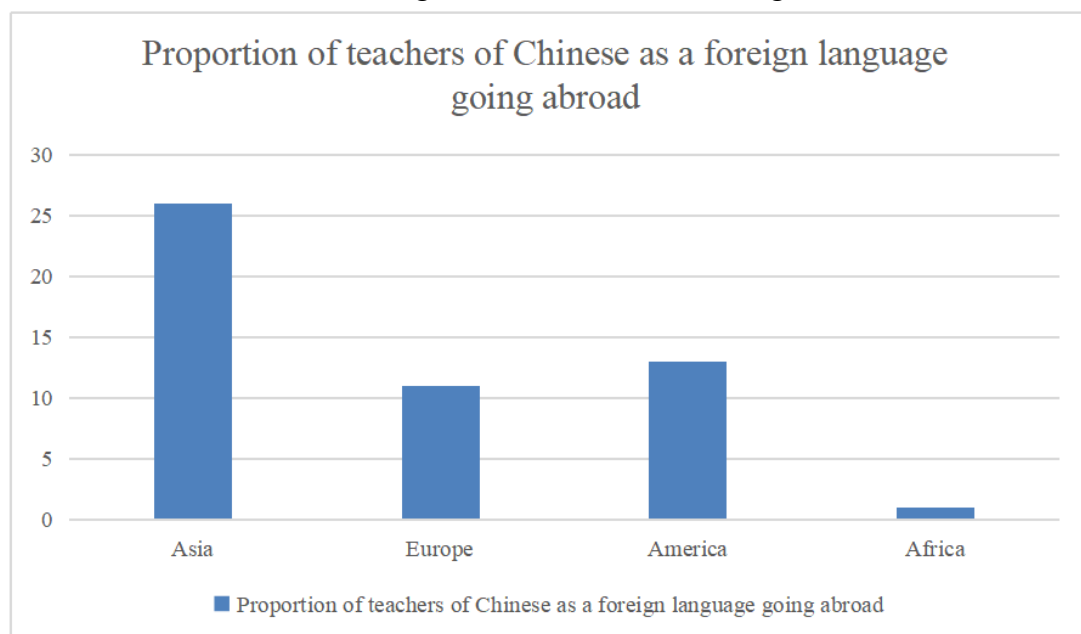


Figure 5 Distribution of teaching areas of Chinese as a foreign language teachers

(2) There is a phenomenon of replacing culture with customs and ignoring the characteristics of culture itself

For a long time, front-line teachers engaged in cross-cultural communication often

only care about "what to teach" and "how to teach", lack of appropriate teaching materials, resulting in unstructured cross-cultural communication[11]. Teachers either instill the theory of cross-cultural communication into students, or rely on their own understanding and experience to introduce their cross-cultural experience to students, but rarely from the perspectives of students' knowledge base, receptivity, professional needs and learning interests, seriously thinking about "what to learn" and "how to learn" for students majoring in Chinese International Education, which leads students to passively accept the abstract and indirect cross-cultural experience of cross-cultural knowledge. This "teacher-oriented" teaching mode greatly reduces students' practical ability in the classroom, and it is difficult for students to apply the knowledge learned in the classroom to their own cross-cultural communication. Although many universities are actively carrying out foreign teaching practice activities to cultivate students' cross-cultural communication ability, but due to the constraints of many subjective and objective factors such as limited funds and short time, the desired results have not been achieved.

2.3.2 The impact of developing intercultural communicative competence

Cross-cultural communication is a characteristic of the era of globalization. It explores the differences in value orientation, role relationships and behavioral norms under different cultural backgrounds, as well as differences in cultural symbols accumulated by various customs and habits, as well as constraints in various communication situations. Next, differences in language rules and communication styles[12].

3.1 Develop empathy and eliminate cultural centrism.

"Empathy" refers to substituting oneself into the lives of others, experiencing the pain and misfortune of others, thereby causing emotional resonance. People from different cultural backgrounds have difficulty communicating, often because they have different perceptions of specific cultural phenomena. In cross-cultural communication, the lack of empathy, the inability to accurately understand and evaluate the value of others, the lack of a common background, and the lack of tolerance for one's own unique worldview and value standards are an important factor in the failure of communication. To develop empathy, we must recognize different cultural differences, and only in this way can we find the direction and entry point for developing empathy. Second, we must have the awareness of "transposition", abandon prejudice against different cultures, and put ourselves into other people's positions to understand cultural phenomena[14]. You must have a correct understanding of yourself, overcome your sense of national superiority, and isolate yourself from everything around you. Third, consider the problem from the perspective of the person receiving the information, and consider the problem from the perspective of the person receiving the information. To eliminate the sense of cultural superiority, there can be no discrimination and contempt for other cultures. Only by understanding and understanding different cultures objectively, impartially and comprehensively, can various cultural barriers be overcome.

3.2. To develop two-way communication, communication is a cyclic interaction process.

3.2.1 The basics of two-way communication

This process involves the sender, the receiver, and the message itself. Communication is actually the process of encoding, decoding and interpreting information. So, two-way communication can help people better understand different cultural backgrounds. The characteristic of two-way communication is that both parties are involved in decoding and decoding. Through the results of the two-way communication, the intentions of both parties can be better clarified. Through two-way communication and feedback, arouse enthusiasm for cross-cultural communication, expand communication channels, summarize good experiences in communication in a timely manner, and correct problems existing in communication.

3.2.2 The role of two-way communication

Two-way communication has higher communication accuracy, more feedback opportunities, more identity, more sense of participation, more self-confidence and responsibility, and is more conducive to building a relationship between two people.

Helping us know ourselves is the simple act of recognizing some of the attitudes, opinions, and tendencies that we all have[14]. Prejudice hidden in people's hearts is an important factor causing many problems in cross-cultural communication, and it is also the source of various contradictions and conflicts. Knowing yourself. To know ourselves is to recognize the attitudes, opinions, and tendencies of all of us that not only help us determine what we say and say, but also how we listen to others.

3.3. Conducive to the exchange of cultures of different countries

Take English as an example, in English-speaking countries, especially in English-speaking countries, they are very keen to use English-language films to promote their own culture, and integrate their own culture into the cultures of other countries, so as to produce corresponding effects. Therefore, some social and technical problems often arise when English films conduct cultural exchanges, which hinders the entry of English films into the domestic market. Therefore, in order to cater to the tastes of the Chinese people, Western countries are also studying Chinese culture in depth and doing some investigations on Chinese audiences' film preferences, which to a certain extent has promoted the Western understanding of Eastern culture and a profound understanding of Chinese and Western cultures. Reflect. Therefore, in order to cater to the tastes of the Chinese people, Western countries are also studying Chinese culture in depth and doing some investigations on Chinese audiences' film preferences, which to a certain extent has promoted the Western understanding of Eastern culture and a profound understanding of Chinese and Western cultures[16]. Reflect. It is precisely because of this that the representative Western elements of jeans and fast food culture have had an

important impact on Chinese culture when English films entered the daily life of the Chinese people and the public's understanding. Chinese audiences are actively imitating and criticizing culture while enjoying Western films. Therefore, the individuality and independence of Chinese culture are becoming more and more prominent, appearing more and more in Western films, and through this medium, they gradually enter the world and better complete cultural propaganda and cross-cultural exchanges.

4 Measures to develop intercultural communication skills

4.1 Compile appropriate teaching materials for intercultural communication courses

At present, it is very important to research and compile textbooks for cross-cultural communication courses for the major of Teaching Chinese to Speakers of Other Languages. A good textbook can guide teachers to rationally use limited class hours, use teaching resources correctly, and help students master the cross-cultural skills that suit them. Exchange knowledge, promote the exchange of Chinese culture, and promote the development of Chinese internationalization. The cross-cultural communication ability of undergraduate students majoring in Chinese to International Education is not to make innovations and breakthroughs in the theory of cross-cultural communication, but to enable them to better solve practical problems in Chinese language teaching. The compilation of teaching materials should focus on fun. In addition to text descriptions, links to pictures, newspapers, magazines, music, movies and even related websites should also be provided, so as to make the teaching materials more vivid and vivid[17].

4.2 Improve the ability of teachers in intercultural communication and the teaching level of intercultural communication

Teachers play an important role in cross-cultural communication, and teachers' own cross-cultural communication ability and the cultivation of cross-cultural communication ability directly affect students' cross-cultural communication ability. In order to improve the effect of English teaching, the current college English intercultural communication courses must be adapted in terms of the structure of teachers, the level of teachers and the strength of teachers, as well as the requirements of intercultural communication[18]. First of all, it is necessary to strengthen the quality structure of compound teachers and build a professionally diversified and internationalized cross-cultural exchange team. Cultivating the ability of intercultural communication is the premise of cultivating the ability of intercultural communication. As cross-cultural communication has the characteristics of multi-disciplinary crossover, it is possible to introduce and employ teachers with professional training in linguistics, literature, education, anthropology, cultural studies, foreign languages, communication studies, and international exchanges. Teacher sharing and interdisciplinary cooperation to achieve the optimization of the knowledge structure of the teaching staff. Secondly, teachers should not only be able to update teaching concepts in time according to the syllabus, training objectives and needs, but also use advanced teaching technology to

cultivate self-development, integration of teaching resources, and auxiliary use of other teaching methods to carry out diverse teaching activities. Due to the timeliness and effectiveness of cross-cultural communication courses, their objects, content, methods and methods will change with the specific communication environment. Therefore, teachers should pay close attention to the current research trends and constantly consult relevant domestic and foreign Research results, collect the latest cases, and adjust course content and teaching methods in a timely manner.

4.2.1 Adopt a variety of teaching modes

To achieve the purpose of cultivating cross-cultural competence, schools and teachers should combine the cultivation of knowledge and competence, and adopt various teaching modes such as "teaching", "experiential" and "network collaboration" to promote students' cross-cultural communication. comprehensive development and improvement.

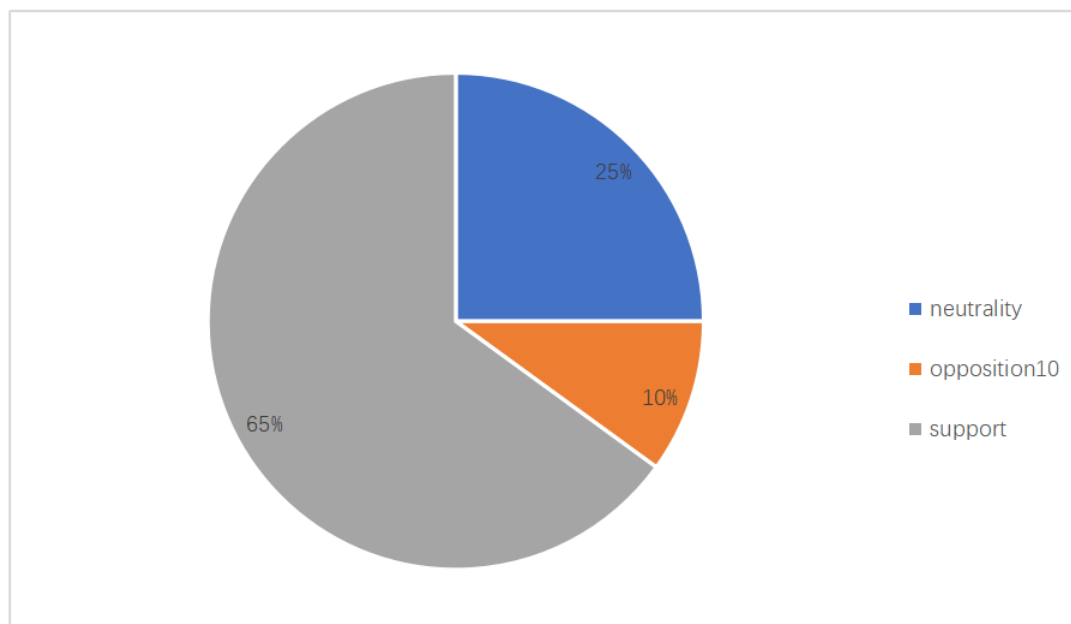


Figure 6 Teachers' emotional attitudes towards blended teaching

It can be clearly seen from Figure 6 that, 65% of teachers support blended teaching. Only 10% said they disagreed and 25% of teachers were neutral. This conclusion and the aforementioned research on whether blended teaching can become the future education development trend show that in practical teaching, teachers gradually accept blended teaching, and expect this kind of blended teaching to be popularized and applied in practical teaching. For example, when explaining the text, College teachers should not only focus on the superficial meaning of language symbols, but should excavate their deep cultural connotations to help college students improve their understanding of cultural communication, so that they can gradually improve from cultural cognition to cultural awareness.

4.2.2 blended teaching

In specific teaching, teachers can start from the following points:

(1) In teaching, take the teaching content as the main line, appropriately add cultural teaching elements in teaching, pay attention to the integration of cultural teaching, and pay attention to the cultivation of cultural awareness. In practice, college English teaching should be based on the supplementary content of textbooks, combined with Chinese and Western cultures to systematically compare, and constantly improve students' inclusiveness and sensitivity. Through integrated cultural and language teaching, students can understand the culture of Britain and the United States, understand the cultures of various nationalities and ethnic groups, and focus on understanding the natural environment, economy, art, literature, values, morals, ways of thinking, religious beliefs, folk customs and other elements. their understanding of their native language[19].

(2) Appropriately increase the proportion of cultural courses in teaching. In the process of cross-cultural communication, teachers should strengthen cross-cultural communication ability from listening, speaking, reading, writing, translation and other levels. In teaching, teachers guide students to conduct cross-cultural communication, so that they have a correct understanding of foreign cultures, improve the level of cultural teaching, help them understand spiritual culture, custom culture, institutional culture, national material culture and other exotic cultures, strengthen their integration, Generalize and comprehensive literacy to avoid embarrassment and mistakes in subsequent cross-cultural communication. In the process of cross-cultural communication, teachers should guide students to receive and issue information in a timely and accurate manner, so as to be able to flexibly process information between various cultures, thereby improving the flexibility of the entire teaching. As shown in Figure 7.

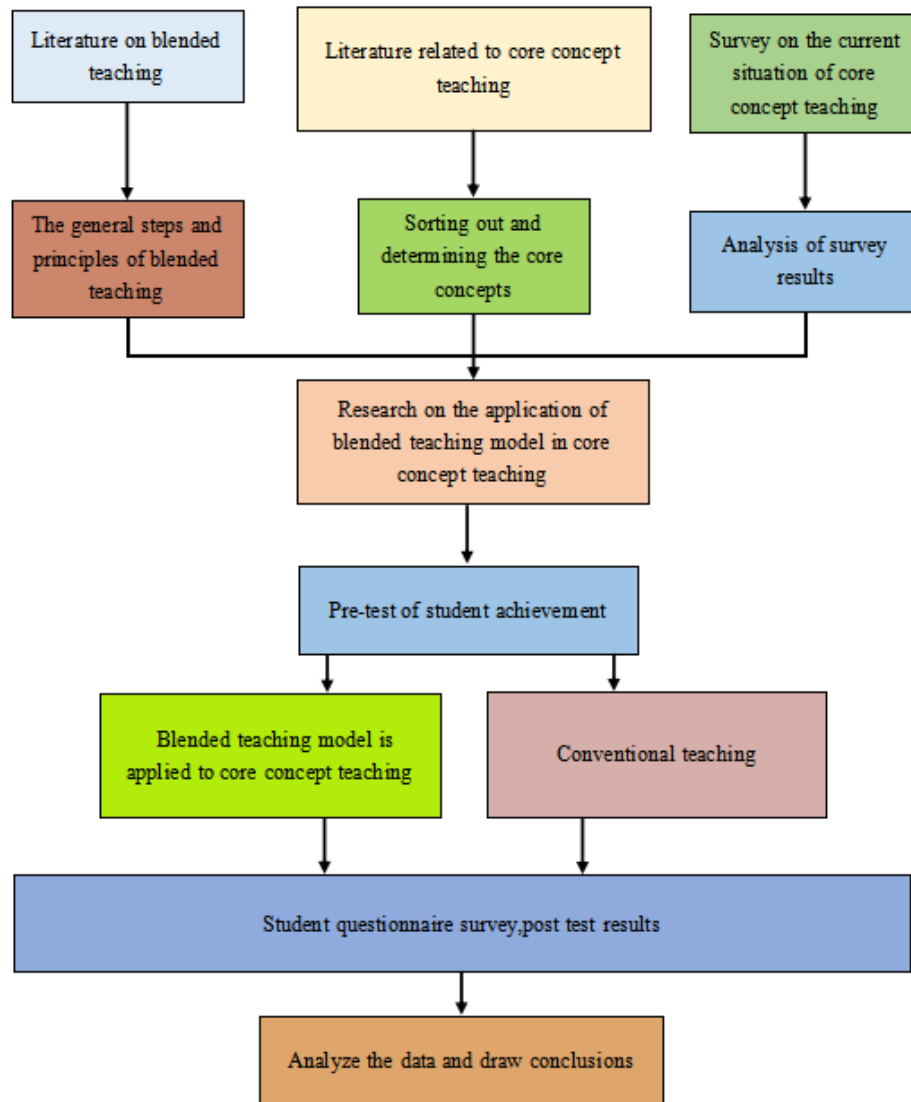


Figure 7 The ideological framework of blended teaching research

4.3 The impact of blended teaching development

In order to further analyze the differences in different dimensions of learning outcomes, this study analyzed the non-cognitive dimensions of blended teaching, such as satisfaction, emotional attitude, and learning motivation, and cognitive dimensions such as higher-order thinking (including critical thinking and innovative thinking), academic performance, and practical ability. The effect results are shown in Table 2. It can be seen that the effect of blended teaching on students' learning effectiveness is in the order of learning motivation ($SMD=0.936$) > emotional attitude ($SMD=0.788$) > higher-order thinking ($SMD=0.764$) > Academic achievement ($SMD=0.696$) > Practical ability ($SMD=0.544$) > Satisfaction ($SMD=0.516$). Among them, blended teaching has a great role in promoting learning motivation and emotional attitude, especially for learning. The improvement of motivation is the strongest; the second is the critical thinking and innovative thinking of higher-order thinking, and the academic performance has a medium-to-high effect; in terms of satisfaction and practical ability,

blended teaching also has a medium-level promotion effect. The between-group effect test results $P=0.240>0.05$, which is not statistically significant, indicating that there is no significant difference in the impact of mixed teaching on different dimensions of learning outcomes[19].As shown in Table 3 below:

Table 3 Effects of blended teaching on different dimensions of learning outcomes

Learning Effectiveness Dimension	quantity	effect size	standard error	variance	95% confidence interval		Z value	P value	between-group effect size
					lower limit	upper limit			
satisfaction	17	0.516	0.106	0.011	0.308	0.724	4.854	0.000	Q=6.709 P=0.240
higher order thinking	3	0.764	0.124	0.015	0.520	1.008	6.142	0.000	
emotional attitude	5	0.788	0.136	0.019	0.522	1.055	5.795	0.000	
Practical ability	22	0.544	0.104	0.011	0.340	0.748	5.229	0.000	
academic performance	87	0.696	0.066	0.004	0.566	0.826	10.512	0.000	
motivation to learn	8	0.936	0.200	0.040	0.544	1.328	4.675	0.000	

4.3.1 The positive impact of blended teaching development

In blended instruction, teachers recognize positive roles by more than 50%. The survey found that 60% of teachers believe that a more democratic and positive teacher-student relationship has been established with students; 64% of teachers believe that the use of blended teaching can reduce teachers' monitoring of teachers and stimulate students' enthusiasm for learning; using blended teaching, It can increase the opportunities for further education; in addition, more than half of the teachers believe that blended teaching can effectively stimulate students' enthusiasm for learning, so that the quality of teachers' teaching can be further improved. It shows that blended teaching has a great influence on the relationship between teachers and students in the current classroom teaching[20].

4.3.2 The negative impact of blended teaching development

The study found that although most teachers agree that blended teaching is the future development trend, blended teaching is a new teaching method. Although its advantages are numerous, its disadvantages cannot be ignored[21]. The results show that in blended teaching, teachers generally take into account that in choosing blended teaching, there should be more skills and greater burden, and it will improve students' learning effect. In addition, the weakening of interaction with students and the dominance of teachers are also negative effects affecting blended teaching.

5. Conclusion

In a word, cultivating the ability of cross-cultural communication is a step-by-step process, which cannot be accomplished overnight. It must be made by the joint efforts

of many parties. To this end, we should vigorously promote and deepen the teaching reform of Chinese international exchange, arrange courses scientifically and reasonably, constantly penetrate the function of culture, change students' learning concepts, deepen their understanding of the differences between Chinese and Western cultures, and lay a solid foundation for future cross-cultural exchanges. . In the design of the training mode, we must adhere to the principles of objectivity and science to ensure its operability, demonstration and guidance.

At present, the teaching and relevant departments of the major of Teaching Chinese to Speakers of Other Languages should formulate a set of cross-cultural communication ability training programs suitable for the needs of the major as soon as possible, and integrate new training concepts into the development of students' cross-cultural communication skills. Teaching and penetrating and practical teaching strategies, while imparting knowledge, implement a variety of cross-cultural experience and practical teaching modes, and comprehensively cultivate high-level Chinese talents.

Reference:

- [1] Ma Lan. A brief discussion on the cultivation of international students' cross-cultural communicative competence in teaching Chinese as a foreign language [J]. Northern Literature, 2019(6): 222
- [2] Li Man. Cultivation of College English Intercultural Communication Competence under the Background of "One Belt and One Road" [J]. Sino-foreign Exchange, 2019, 26(50): 30
- [3] Fan Di. Cultivation of foreign students' cross-cultural communication ability in teaching Chinese as a foreign language [J]. Mushroom species, 2018(5): 171—172
- [4] Zhao Yan. Exploration on Cultivation of Students' Intercultural Communication Competence in Higher Vocational English Teaching under the Background of "One Belt and One Road" [J]. English Square: Academic Research, 2019 (8): 68-6
- [5] She Jiabo. Research on the Cultivation of Students' Intercultural Communication Competence in English Teaching in Higher Vocational Colleges [J]. Shaanxi Education (Higher Education), 2020 (3): 63
- [6] Cai Li. Cultivating foreign students' cross-cultural communication ability in teaching Chinese as a foreign language [J]. Contemporary Educational Practice and Teaching Research, 2019 (3): 234-240.
- [7] Wang Qiulian. The cultivation of cultural consciousness and cultural self-confidence in the process of educating people in colleges and universities [J]. Journal of Donghua University (Social Science Edition), 2018(1): 44-47
- [8] Jianing Niu, Yang Liu, "Analysis of Cross-Cultural Communication in English Subjects and the Realization of Deep Learning Teaching", Computational Intelligence and Neuroscience, vol. 2022, ArticleID 4620738, 10 pages, 2022. <https://doi.org/10.1155/2022/4620738>
- [9] mitchell r. hammera, milton j. bennettb, richardwi seman, measuring intercultural sensitivity, the intercultural development inventory[j] international journal of inter

culturalrelations,2018 (27) : 421—443

- [10] Bernd Kupka, Andr  Everett, Susan Wildermuth. The rainbow model of intercultural communication competence: a review and extension of existing research[J]. *Intercultural Communication Studies*, 2018, 4(2): 18-36.
- [11] Canale M. & Swain M. Theoretical bases of communicative approaches to second language teaching and testing[J]. *Applied Linguistics*, 2020, 7(1): 1-47.
- [12] Grosse C. U. The competitive advantage of foreign languages and cultural knowledge[J]. *Modern Language Journal*, 2019, 9(88): 351-373.
- [13] Imahori T. T., Lanigan M. L. Relational model of intercultural communication competence[J]. *International Journal of Intercultural Relations*, 2019, 7(13): 269-286.
- [14] Ros C. S. Culture for beginners: a subjective and realistic approach for adult language learners[J]. *Language and Intercultural Communication*, 2019, 11(2): 141-150.
- [15] Lee B K , Chen L . Cultural Communication Competence and Psychological Adjustment[J]. *Communication Research*, 2018, 27(6): 764-792.
- [16] Abe H , Wiseman R L . A cross-cultural confirmation of the dimensions of intercultural effectiveness[J]. *International Journal of Intercultural Relations*, 2019, 7(1): 53-67.
- [17] Argyris, C. Explorations in Interpersonal Competence-I[J]. *Journal of Applied Behavioral Science A Publication of the Ntl Institute*, 2018, 1(1): 58-83.
- [18] Bennett M J . A developmental approach to training for intercultural sensitivity[J]. *International Journal of Intercultural Relations*, 2020, 10(2): 179-196.
- [19] Rieger K. Intercultural communication: Providing a working definition of culture and reexamining intercultural components in technical writing textbooks[J]. *Journal of Technical Writing and Communication*, 2022, 52(2): 135-165.
- [20] Harvey L, Tordzro G, Bradley J. Beyond and besides language: intercultural communication and creative practice[J]. *Language and Intercultural Communication*, 2022, 22(2): 103-110.
- [21] R' Boul H. Epistemological plurality in intercultural communication knowledge[J]. *Journal of Multicultural Discourses*, 2022(6): 1-16.