



Research on Chinese International Education and Cross-cultural Conflict

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Abstract: As the “Chinese fever” continues to heat up, research on Chinese language teaching is gradually expanding. Due to differences in various countries’ value orientations, ways of thinking, etc., teachers and students are often affected by culture in their exchanges, making communication and interaction impossible. Based on this, this article analyzes the problems of Chinese international education and cross-cultural conflicts, and proposes countermeasures to resolve cultural conflicts for reference.

Keywords: Chinese; International Education; Cross-cultural; Conflict Issues

1. Introduction

With the increasing frequency of international networks, the number of foreign Chinese learners has continued to increase, and many international students have entered China to learn Chinese, which places higher demands on teachers. The international education of Chinese has always regarded the comprehensive application ability of the language as the core goal of teaching, while neglecting the cultivation of cross-cultural communicative competence, which has caused the problem of cross-cultural conflict. For this reason, when conducting Chinese international education, educators must pay attention to cross-cultural conflicts and adopt effective measures to resolve cross-cultural conflicts.

2. Principles to be followed in international Chinese education

When conducting Chinese international education, the following principles must be followed: One is the phased principle. Cultural conflicts are relatively common, and cultural teaching is also indispensable. If we do not pay attention to cultural teaching in language teaching, it will inevitably be difficult to achieve a good teaching effect. But as a teacher of Chinese international education, you should not be eager for success and want to resolve all cultural conflicts in a short time, because both China and foreign countries have their own language habits, cultural systems, and they are responsible and profound. Yes, in the teaching of language and cultural knowledge, we must follow the principle of phases from shallow to deep, and consider the students’ language level, cognitive level and other aspects^[1]. The second is the mainstream principle. China has a long history. Different ethnic groups and different regions have different languages and cultures. In international Chinese education, we must pay attention to the mainstream of the language and cultural knowledge that is transmitted. Teachers should spread the common culture of the Chinese. When regional culture is told in the classroom, cultural conflicts will inevitably occur, which increases the difficulty of cross-cultural communication. The third is the scientific principle. Language and culture are complex phenomena and involve a lot of content. Therefore, it is necessary to scientifically design language and culture and use scientific teaching methods and methods in Chinese international education. The fourth is the principle of selectivity. In fact, in language and culture teaching, teachers can’t just talk for the sake of speaking, but should consider whether the content being told is beneficial to students and whether they are really needed by students. Therefore, in education and teaching, we must adhere to

the principle of selectivity, so that students can truly understand and master knowledge^[2].

3. Analysis of cross-cultural conflicts in Chinese international education

Different countries have different cultures. When the two parties in the communication do not fully understand the culture of other countries, there will be cultural conflicts. The following explains the cultural conflicts in Chinese international education.

3.1 Cultural conflicts caused by differences in values

Chinese international education is not only an educational activity, but also a communicative activity. Because of the differences in cultural background and other aspects, the students who are the objects of education are also very different from Chinese teachers in China in terms of values. Chinese people pay more attention to collective interests and pay attention to mutual assistance. Westerners pay more attention to personal interests, innovation and self-development. When conducting Chinese international education, the learning goals are different, and the requirements for the content to be learned are also different. This creates a problem that the Chinese language teachers are not what the learners want, resulting in cultural conflicts^[3].

3.2 Cultural conflicts caused by differences in language communication

Language and culture are closely linked. In daily communication, influenced by values and so on, people of different cultures use different forms of language communication. Under the influence of language and culture, people with the same language background also show group characteristics in their forms of communication. In the process of applying second language communication, learners will be accustomed to using mother tongue communicative thinking due to the influence of thinking patterns and so on. In this case, cultural conflicts will occur^[4].

3.3 Material and cultural conflict

Material cultural conflicts have obvious characteristics, such as clothing, food, and so on. These are the most intuitive experience that international students have just arrived in a certain country, and they are also the most closely related to their lives. From the perspective of “eating”, due to the diversification of raw materials and cooking methods in China, there are multiple cooking methods for the same raw material, and many dishes can be made. For example, soybeans, this simple food, can be processed in China to produce tofu. Various cooking methods can be used to make a lot of dishes. Westerners find it incredible. They are more inclined to fast food culture and focus on eating. The efficiency, I feel that it is unnecessary for the Chinese to spend too much time to eat. Chinese people are accustomed to eating with chopsticks, while Westerners are accustomed to using knives and forks, etc.^[5].

4. Measures to resolve cross-cultural conflicts in Chinese international education

Chinese international education is a cross-cultural communication activity. Since it is a cross-cultural communication, there will inevitably be cultural conflicts. How to resolve cross-cultural conflicts is a key issue we need to solve.

4.1 Update education and teaching ideas in a timely manner

In the teaching of Chinese international education, the teaching process is the most important way for teacher-student interaction, and cultural conflicts are also prone to appear in this link. Most Chinese teachers have grown up in China and have grown up in the Chinese cultural atmosphere. Their educational values and language habits have long been ingrained. The international education of Chinese is a new subject, and it is impossible to simply absorb other language teaching experience. Because there is a big gap between the education that foreign students have received since childhood and the education in China, Chinese teachers are prone to conflicts with students due to teaching thinking, methods, etc. when they implement Chinese teaching. This requires teachers to constantly update their teaching thinking concepts, learn from a variety of teaching thinking concepts and methods, effectively learn from them, and actively ex-

plore teaching concepts suitable for teachers and students.

4.2 Mobilize students' interest in Chinese culture

Chinese culture is extensive and profound. Many foreign students learn Chinese out of curiosity and interest in Chinese culture at the beginning. In the international Chinese education, we must grasp this feature, continue to cultivate students' desire and enthusiasm for learning Chinese culture, choose the common methods that students are interested in, and spread Chinese culture while mobilizing students' interest. It is necessary for Chinese teachers to spread culture, but also for international students to spread culture.

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