

A Study on the Dissemination of National Culture by Chinese Foreign Students in Cross-cultural

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Abstract: Carrying forward the excellent national culture is the foundation of enhancing national self-confidence. As China's young generation, Chinese students are undoubtedly the backbone of spreading their national culture and play a vital role in spreading excellent Chinese culture. In order to study the factors affecting Chinese students' spreading their national culture in cross-cultural exchanges, this paper will sort out the basic literature and theories, using the methods of questionnaire, literature research and, this paper discusses the factors affecting Chinese students to spread their national excellent culture in cross-cultural communication.

Keywords: "Going out" strategy, cross cultural communication, self national culture communication

1. Foreword

The CPC Central Committee and the State Council formulated development plans on the inheritance of Chinese traditional culture and raised it to a more important level. On January 25, 2017, they promulgated the opinions on the implementation of the inheritance and development project of Chinese traditional culture, which proposed that "by 2025, the inheritance and development system of Chinese excellent traditional culture will be basically formed." In October 2017, In the report of the 19th CPC National Congress, General Secretary Xi Jinping once again stressed the importance of Chinese excellent traditional culture. With the support of policies, the significance of spreading Chinese traditional culture has been further improved, and cross-cultural communication is the top priority of cultural communication.

With the deepening of economic globalization, cross-cultural communication has gradually entered modern people's daily life. The study of intercultural communicative competence has attracted more and more attention of experts and scholars in foreign language teaching. Although Chomsky (1966) first put forward the word "language competence" in the compound theory as early as 1966 and emphasized the principle of language use, up to now, the study of cross-cultural communication is still a controversial topic, which is expounded by scholars at home and abroad from different angles. Chen and starosta (1998) pointed out that cross-cultural communicative competence is embodied in three aspects: cross-cultural understanding, cross-cultural sensitivity and cross-cultural effectiveness. Perry (2011) further proposed that intercultural communicative competence refers to the ability of an individual to interact effectively and appropriately with other groups. In 2017, after nearly a decade of research and exploration, Professor Sun Youzhong (2017) and his teaching and research team innovatively summarized and continuously improved the language teaching theory and practice of Beijing Foreign Studies University, creatively put forward the teaching concept of "cross-cultural speculative science", so that students can dialectically view foreign cultures and spread excellent Chinese traditional culture in cross-cultural communication

2. A survey on the dissemination of foreign students' national culture in cross-cultural communication

2.1 investigation purpose

With the development of Internet and communication technology, the influence of heterogeneous culture on Chinese students is gradually increasing. How to correctly treat heterogeneous culture and

how to communicate correctly and smoothly with foreign language Chinese has become the primary problem for Chinese students. In order to further understand the way Chinese students treat different cultures and their cross-cultural communication skills, and guide college students to correctly treat different cultures and carry out effective and correct cross-cultural communication, the following research is carried out.

2.2 survey summary

(1) Investigation method

This paper mainly uses the literature method and questionnaire survey method to study, sort out and compare the materials by reading relevant materials and articles, so as to facilitate the research work.

(2) Survey object and survey period

276 students in PingHu campus of Jiaxing University were investigated. Among them, 260 students participated in the questionnaire survey, including 205 freshmen, 44 sophomores, 11 junior students and 11 Chinese students studying in Japan. A total of 276. The survey time is from August 2020 to December 2020, which is the beginning of the semester.

(3) Questionnaire content

Intercultural communication is not only an important part of cultural communication, but also the result of foreign language learning. The questionnaire is designed from the perspective of cross-cultural communication and the dissemination of national culture. In order to thoroughly understand the main body of the research project, we should start from reality and highlight the key points. Use life-oriented language, simplify first and then complex, and go deep layer by layer to make the respondents fully understand the problems. The main questions of the questionnaire are as follows. Multiple choice questions are mainly used to enable the respondents to complete the questionnaire in a short time. In addition to the basic information, the main problems are as follows

- Is there any difficulty in communicating with people from the native language country in the current study and life
- How to understand the culture of other countries
- Is there active and effective cross-cultural communication
- Do you improve your cross-cultural communication skills independently
- Will you introduce Chinese culture when communicating with other people
- What aspects of Chinese culture are mainly introduced
- How to learn Chinese culture

(4) Analytical method

Firstly, we classify the background of the respondents, classify the basic information such as gender, native place and academic year, and analyze the data on this basis. The problem is mainly analyzed in the following three parts.

(1) Basic status analysis:

Q1: are there any difficulties in communicating with native speakers of foreign languages in current study and life

Q2: will you introduce Chinese culture when communicating with other people

Q3: what is the main aspect of Chinese culture

Q4: do you understand cross-cultural communication

(2) Variance analysis:

Q5: do you take the initiative to carry out effective cross-cultural communication

Q6: do you improve your cross-cultural communication skills independently

(3) Impact relationship analysis

- Q7: how to understand the culture of other countries
- Q8: will you learn Chinese excellent culture independently
- Q9: how do you learn Chinese culture

2.3 Findings

A pressing matter of the moment is one belt, one road initiative and the new diplomatic background. One belt, one road, one belt, one road area, which needs a large number of high-end talents with intercultural communicative competence, knowledge of business and knowledge of the "one belt" area, is an urgent need for the construction of the "one belt and one way" area. It is necessary to cultivate their international exchange capacity, form a spirit of award and an international vision, and become an international talent that meets the requirements of Chinese culture in creating strategic requirements. Chen Haiyan 2017 However, through the questionnaire survey, it is found that most foreign language learners have difficulties in communicating with native speakers. (see Figure 1 for details)

Are there any difficulties in communicating with native speakers

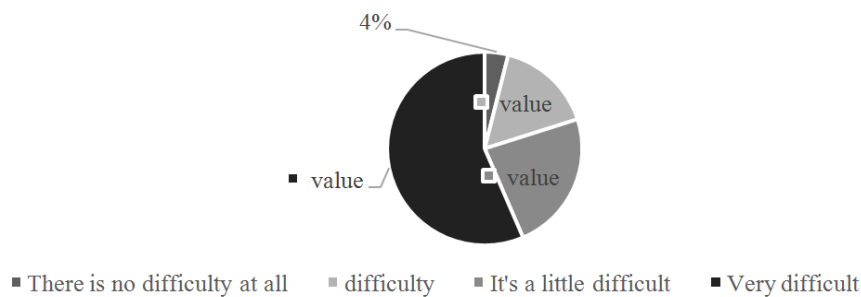


Figure.1 Details of those with foreign language learning difficulties

In the follow-up return visit, we learned that the main reason for the difficulties is the lack of culture, such as different body language, movement and expression, cultural background, and different meanings of representatives in different countries. Cross culture is particularly important in foreign language teaching. Cross culture teaching is not only a means of foreign language teaching, but also the purpose of teaching. In cross-cultural education, how to correctly treat foreign culture and national culture, that is, students' speculative ability, is the top priority. The premise of a correct view of foreign culture is to correctly understand the culture of other countries, as shown in Figure 2 of the questionnaire survey results

How to understand the culture of other countries

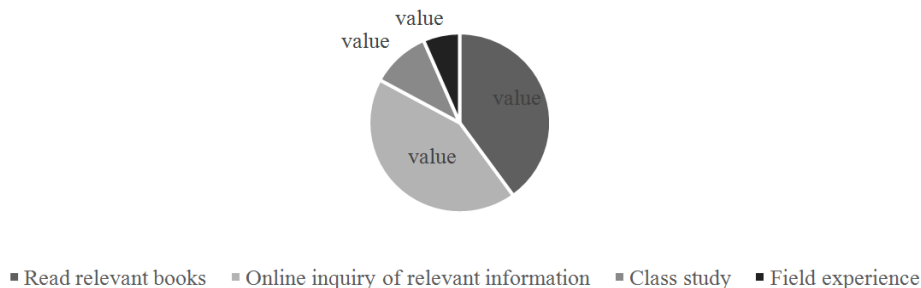


Figure.2 Questionnaire survey results

From the data, most students query materials and read relevant books online. However, due to the rapid development of society, the information on the Internet is miscellaneous and numerous. Only on the basis of a certain understanding of foreign culture can they have a more comprehensive understanding of other countries' culture, otherwise they are vulnerable to the influence of wrong and false information. Class learning is a relatively more systematic method, but only 10.32% of the students learn through this method. (see Figure 3 for details)

Do you understand cross-cultural communication

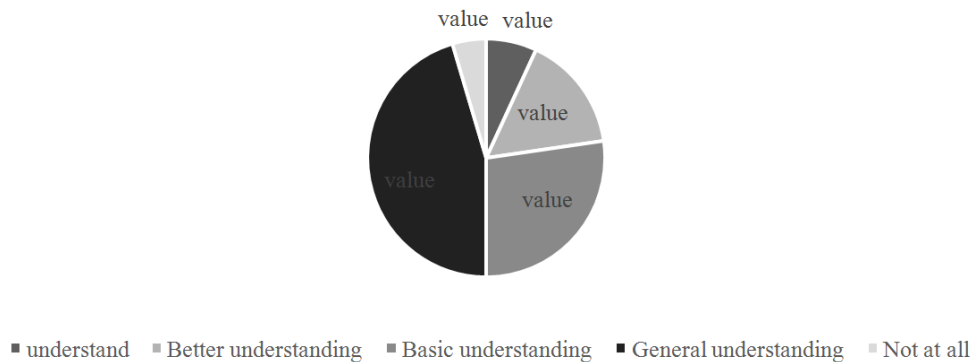


Figure3. Learn the details

According to the survey, firstly, the school offers fewer relevant courses, and secondly, compared with the Internet, the courses are more boring and lack of interest. Thus, some students lack a correct understanding of foreign culture. In the process of cross-cultural communication, the understanding of foreign culture is very important. Students also understand this in the questionnaire survey, but due to the lack of systematic and correct guidance. Make students lack of understanding of foreign culture, which is reflected in the insufficient understanding of cross-cultural communication. In the questionnaire survey, 45.38% of the students do not know much about cross-cultural communication, and 4.62% of the students do not know it at all. If we don't understand this enough, we can't spread our excellent culture smoothly in cross-cultural communication.

Only 30% of the students would seriously introduce their own culture, 63.04% of the respondents said they would only mention it, but it was not comprehensive, and even the remaining 6.92% of the respondents would not introduce their own culture at all. There are three reasons for this result. First, some of the existing students pursue the trend culture too much and pay less attention to their own culture. Second, due to the conflict of different cultures, the way students treat different cultures needs to be strengthened. Third, there is a lack of cross-cultural communication ability. In the process of cross-cultural communication, we can't correctly understand each other's internal meaning or express our original intention.

The development of intercultural communicative competence runs through the whole process of foreign language learning, and foreign language learning can't be simplified into one or two courses. This project is a long-term cooperation project, which aims to improve students' cross-cultural communication and integration ability and develop Chinese students' various international cultural lives, which is very important for the cooperation of different education departments. Contemporary international students have weak basic knowledge of all aspects of foreign cross-cultural communication. In the learning process of foreign cross-cultural communication, their ability to correctly deal with communication from different cultures still needs to be continuously improved. Moreover, in cross-cultural communication, cultural information communication activities are two-way. Some Chinese middle school students do not have a deep understanding of Chinese culture and less communication. This has a great impact on the realization of the "going out" strategy of Chinese culture.

2.4 Conclusion and discussion

In order to improve the ability of Chinese students to spread China's national culture in cross-cultural exchanges and promote the response to the "going out" strategy of Chinese culture, a questionnaire survey was carried out in Pinghu campus of Jiaying University. Firstly, we classify the background of the respondents, classify the basic information such as gender, native place and academic year, and analyze the data on this basis. This paper makes a comprehensive analysis of the following three parts: basic status, difference analysis and impact relationship. The results show that the foreign students in PingHu campus of Jiaying University have less understanding of cross-cultural communication, and because the ability of cross-cultural communication needs to be improved, they have insufficient understanding of their own national culture and can not fully spread their own national culture. The results of the study mean that in the follow-up foreign language teaching, teachers

should pay more attention to students' cross-cultural communication ability, and students should also learn foreign language courses independently to improve their communication ability. In addition, they should also know more about their own national culture in order to better spread their own national culture in the follow-up cross-cultural communication.

3. Investigation contents

3.1 The basic situation of Chinese foreign students spreading their national culture in cross-cultural communication

Through the investigation of foreign students, it can be found that the main problem of students' foreign language ability is that they rely too much on translation software, are afraid of making mistakes and dare not speak in communication, have a small vocabulary and a single sentence pattern, resulting in inappropriate expression. In addition to psychological problems, there are environmental problems and attitude problems. Language environment is a top priority for language learners. Chinese foreign language majors have few opportunities to communicate with native speakers of foreign languages. Most students contact foreign languages only in class and have less time to end the foreign language environment after class. In addition, students' enthusiasm for autonomous learning is not high. Through the survey, it is known that some students want to improve their foreign language level, but are unwilling to make equivalent efforts for it. Unwilling to study independently in extracurricular time, which leads to weak language knowledge and insufficient cross-cultural communication ability, thus reducing the frequency of spreading our national culture in cross-cultural communication.

3.2 Cause analysis

(1) The impact of western culture

With the development of science and information technology, Chinese students are greatly influenced by foreign heterogeneous culture. Network culture is complex, which not only affects the current behavior habits, but also has a subtle impact on their thinking. It is greatly impacted by western culture. It is embodied in "foreign festival" and blind worship of western culture. At the same time, western culture impacts on China's traditional culture to a certain extent. For example, some traditional festivals in China have distinctive color of agricultural culture, while Western traditional festivals are mainly influenced by religion. With China's traditional holidays, there are statutory holidays, but some students pay more attention to Western festivals such as Christmas and Valentine's day than Chinese traditional festivals such as Dragon Boat Festival and Mid Autumn Festival.

(2) The media is single, boring and has little influence

According to the survey, students understand Chinese traditional culture mainly through books, film and television works, word of mouth and so on. Books are boring and not interesting for some students. The production style of current film and television works is not high, too much pursuit of entertainment to please the audience, pay attention to economic benefits, and make Chinese culture lose its inherent connotation and significance. Media technology can promote the spread of Chinese culture in a certain sense. Now the emergence of digital technology has completely changed the traditional communication mode. However, if digital technology is used for cultural communication, traditional culture and numbers need to be transformed. In the process of transformation, all aspects of Chinese culture have to be transformed, which is very difficult for most traditional cultures.

3.3 Suggestions and opinions

After investigation and research, it is concluded from the questionnaire that the current students in Pinghu campus of Jiaking University are weak in cross-cultural communication. Of the 260 people who filled in the questionnaire, 96.15% of the students have difficulties in communicating with foreign native speakers, and 63.08% of the students think it is very necessary to study cross-cultural communication, while only 6.92% of the students know about cross-cultural communication. Although the proportion of people who can spread Chinese culture in cross-cultural communication has reached 93.08%, few people have a deep understanding of Chinese excellent culture. According to the questionnaire, cross-cultural communication is very important in foreign language teaching, and excellent Chinese traditional culture education for college students should also be put on the agenda. Through investigation and literature research, the following humble opinions are put forward:

(1) Cross cultural communication should respect the diversity of cultures of various countries, seek common ground while reserving differences, and cultivate students' awareness of dialectical treatment of foreign cultures

The concept of dialectics has evolved many times, but its fundamental purpose is to obtain knowledge, and its root feature is "self but deep". The same is true of philosophical research and cross-cultural communication. Students should respect cultural diversity when facing verbal and cultural communication. We should first respect our national culture, cultivate and elevate our national culture. To respect cultural diversity, we should adhere to a correct attitude, not only recognize our own national culture, but also respect other national cultures, learn from each other, seek common ground while reserving differences. We must not worship foreign countries too much and put an end to the idea that "the moon abroad is more round". On this basis, cross-cultural communication can be carried out equally, and explain China's excellent culture to the communicative objects, so as to promote the "going out" strategy of Chinese culture.

(2) Cross cultural communication should make students familiar with the history and current national conditions of the target country, and correctly treat the differences between Chinese and foreign cultures

National conditions refer to the integration of a country's cultural and historical traditions, natural and geographical environment, socio-economic development status and international relations, as well as the basic situation of a country. National conditions have a great impact on the formation of this country's culture. Learning the national conditions of the country is helpful to understand the culture of the country and promote students' communicative competence. And enable students to learn the lifestyle, thinking methods, local customs and living habits of the language country. Take this as the carrier to expand students' vision and increase students' knowledge. However, to correctly understand its role, we should not blindly understand the national conditions of other countries and know only a little about our own national conditions. When learning the advanced culture and technology of other countries, we should also let students understand the current situation of China's social development, so as to achieve the purpose of deepening mutual understanding through learning language as the medium.

(3) Intercultural communication should enable students to objectively elaborate and evaluate different cultural phenomena

Elaboration and evaluation is a deep understanding of a certain culture, which requires students not only to master the "basic skills" of language or language, literature and cultural knowledge, we should also deeply understand foreign cultural phenomena, texts and products, as well as national cultural phenomena, examine the cultural reasons behind them from the perspective of comparing Chinese and foreign texts and products, and critically examine them, so as to improve their thinking ability of cross-cultural literary works, films or novels. Artistic works produced in a specific culture carry rich cultural connotation. It tells the vivid stories of the national culture from different angles and levels, enters the new cultural context, and is read, perceived and analyzed by people with different cultural identities. They provide excellent opportunities for cultural and cultural dialogue, exchange and mutual learning.

(4) In cross-cultural communication teaching, students should be actively encouraged to cultivate people's criticism and cultural consciousness by using reflection.

Reflection means turning back and thinking in turn. It is not only one of the concepts widely used in modern western philosophy, but also "I will examine myself three times a day" in ancient times. It can be seen that introspection is the key to self-criticism. In the process of cross-cultural communication, self-improvement can be carried out through introspection. Today, with the acceleration of economic globalization and the interaction between Chinese culture and world culture, cross-cultural introspection should be carried out not only at the level of students' personal life, but also between Chinese and foreign cultures, so as to actively guide students from all over the world. Carry forward the Chinese cultural tradition, enhance cultural trust and critical cultural awareness, and promote the modern transformation of Chinese traditional culture and the revival of national culture.

(5) Cross cultural teaching research should develop into an open new process for cross-cultural teaching exploration, so that students can explore independently.

The basic goal of cross-cultural learning is to cultivate students' cross-cultural ability. Therefore, cross-cultural teaching should pay attention to cultivating students' communicative ability, obtaining information through cross-cultural research, that is, having independent learning ability and lifelong

learning ability, so that they can face the real cross-cultural scene, actively obtain information, find sources, think independently and creatively solve specific problems. Cross-cultural learning should focus on the process of studying cross-cultural problems, make learning take problems as the starting point and become a process of seeking new knowledge and understanding.

(6) Cross cultural teaching should be based on students' empathy ethics and strive to promote the healthy development of students' empathy ethics personality.

Empathy is an individual's understanding of others' emotions and mental states and speculation about their behavior, also known as "Empathy". Empathy is an individual's cognitive response to others' emotions and an important positive development factor in human communication. Empathy elements include: cognitive level, personal experience and social tendency. That is to say, practicing cross-cultural communicators should be able to enter the material and spiritual world of cross-cultural communication objects, observe things from the perspective of foreign culture, feel things with the thinking of foreign culture, and understand the logic of cross-cultural communication objects with the view of foreign culture.

4. Conclusion and prospect

4.1 Conclusion

This paper puts forward new views on cross-cultural exchanges among foreign students under the "going out" strategy and the dissemination of Excellent Chinese culture through studying in China and Chinese students. Through literature review, questionnaire survey, field survey and other forms, this paper understands the problems encountered by Chinese students in Jiaying in cross-cultural communication, and carries out teaching research from the perspective of cross-cultural communication and cognitive linguistics. Pay attention to the psychological problems and adaptability of foreign students and foreign students in China. We can reduce the impact of bad culture by deepening the understanding between different cultures, setting up cross-cultural communication courses and cultivating foreign students' two-way cultural communication ability, so as to promote foreign students' better study and life and the dissemination of Chinese excellent culture. Chinese culture is the foundation of the Chinese nation. It is the Chinese civilization bred by the 5000 year history of the Chinese nation and has a long history. Its importance is self-evident to the Chinese nation. In the education of college students, we should pay more attention to Chinese culture, increase the interest of learning in the teaching process, and teach and learn Chinese culture and cross-cultural communication ability from many aspects and angles, so as to make students fully understand and understand Chinese culture, strengthen students' cross-cultural communication ability and enrich students' spiritual level. Publicize excellent film and television works of Chinese culture and enhance students' national self-confidence. Only in this way can we promote foreign students to spread excellent Chinese culture in the process of cross-cultural communication.

4.2 Research deficiency and prospect

There are still some limitations in the research of this paper, mainly including the lack of in-depth study and thinking of cross-cultural communication and foreign culture, and the Chinese culture is broad and profound, has a long history, and there are many aspects that need to be understood. In addition, the theory is not systematic and mature, and it is still in the preliminary stage of research. Due to the lack of time, the experimental scheme needs to be strengthened. Carrying out cross domain cultural and social communication activities is a major feature of the current global economic integration. It is the great difference in the orientation of social value consciousness formed under the cultural background of different times and the great difference in the relationship and code of conduct between social roles caused by the change of social organization structure in different times. I believe that more and more scholars will study this in the future, and put the theoretical research into practical application, so as to make this discipline more scientific and perfect, so as to better serve this era.

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