

# Intercultural Communication Competence and Intercultural Communication Method German Teaching

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**Abstract:** *In the field of foreign language learning, cross-cultural teaching is getting more and more attention. Improving cross-cultural teaching in German learning has become a hot issue in my country's education reform. Based on literature review and research on intercultural teaching by domestic and foreign scholars, this research aims to explore the correlation between intercultural teaching and communicative competence. The main purpose of this paper is to explore the research on intercultural communicative competence and German teaching under the intercultural communicative approach. This paper mainly expounds the main functions of intercultural communicative competence, proposes four cross-cultural communicative situations, calculates the similarity of language and text by using the weight and similarity formula, and makes statistics on the views of intercultural communicative competence from the perspective of teachers. Experiments show that cultural learning involves more customs, customs, and customs, reaching 63.51%, but the knowledge related to history, geography, and politics is obviously insufficient. It can be seen that many teachers have certain difficulties in these aspects.*

**Keywords:** *Intercultural Communication, Communicative Competence, Communicative Law, German Teaching*

## 1. Introduction

Whether it is the ability of cross-cultural communication, communicative methods, or language teaching, it is inseparable from the language classroom. There are many problems in the cultivation of cross-cultural communication ability in language classroom teaching. The awareness of cultural communication skills is weak and not taken seriously. The language teaching is the main one, and the teaching time is far more than the cultural teaching. Cross-cultural communication is mainly to promote the learning and exchange of cultural knowledge, which needs attention and further improvement. Whether it is traditional or modern, the cultural knowledge mentioned is mostly some cultural characteristics in life, and it is to serve language teaching, very few focus on the acquisition of intercultural communication skills. In addition, there is a lack of comprehensiveness in the cultivation of cross-cultural communication skills [1-2].

Cross-cultural communication has always been the focus of research by scholars from all walks of life, and various theories are endless. For example, Bagui H et al. stated that people's communication always occurs in the context of external influence, so any communication phenomenon is formed by the influence of cultural, social and material factors [3]. Harper J et al pointed out that moral norms include seeking commonalities between cultures [4], respecting individual feelings and ideas, acknowledging the legitimacy of different opinions, realizing that all communication behaviors will cause reactions, and taking responsibility for their own behavior. Building ethics in accordance with the above norms will make people good intercultural communicators.

The main purpose of this paper is to study about intercultural communicative competence and German teaching under the intercultural communicative approach. This paper analyzes and discusses the function of cross-cultural communicative competence, and proposes four cross-cultural communicative situations, namely business, international diplomacy, aid work, and second language education, and uses formulas to calculate the similarity of language and texts. Views and the main content of teaching in language classes. To study the influence of intercultural teaching on students'

communicative competence in learning, and to reveal the correlation between intercultural teaching and communicative competence. By learning different cultures, it helps to improve students' communication skills.

## **2. Research on the Design of Intercultural Communication Competence and Intercultural Communication Method German Teaching**

### ***2.1. The Function of Intercultural Communicative Competence***

Research on the general analysis of the literacy of intercultural communication, and found that this discipline can be divided into two types, namely, the cultivation of thinking and the cultivation of behavior. Thinking self-cultivation refers to the ability of cross-cultural communication to realize the process of personal adaptation to different cultures; behavioral self-cultivation refers to the ability of cross-cultural communication in special situations [5-6].

#### ***2.1.1. Cultivation of Way of Thinking***

The cultivation of thinking mode refers to the intercultural skills that an individual is proficient in, that is, the ability to initiate intercultural communication, knowledge of different cultures, skills to accomplish goals, and good character. Second, mindset discipline also refers to the ability to anticipate and overcome potential problems across cultures, including feelings of apprehension and hesitation, prejudiced and prejudiced perceptions, ethnocentrism, and cultural shock. Mindset discipline also involves self-reflection and individual strategies for improving cross-cultural communication, such as understanding one's own cultural characteristics, attitudes, and communication styles, learning how to be a good listener, using empathy and flexibility in communication, and understanding cultural conflict, social identity and acculturation theory.

The use of ethical consideration of communication strategies is also a way of thinking, which means that cross-cultural communication is based on relativism and universalism, and it is necessary to abide by ethical norms when participating in any communication activities.

1) Understanding psychological phenomena is also a part of enhancing thinking maintenance. The study of social identity theory and acculturation theory helps trainees understand the power of culture. For example, social proof theory tells us that people of the same category naturally cluster together based on attributes. These attributes, such as Asian or European, Northern or Southern, are used to make people relate to each other; attributes also allow people to divide themselves into "us" and "them", which can be a problem when associated with bias. Looking for common aspects of cultures is a way to distract from cultural differences. Cultural knowledge is very useful in the Chinese classroom because it can bring together different people to share and compare their cultures, as well as to find out the common characteristics of different cultures.

2) Understanding cultural differences, and being willing to accept them, is part of the psychological process of acculturation. Accumulation theory helps to understand the challenges of accepting cultural differences, the characteristics of resistance and receptive stages over time. Chinese teachers working abroad experience their own psychological changes, while domestic Chinese teachers will see how acculturation affects international students who are struggling with cultural differences. Intercultural communication thinking training helps trainees deal with these culturally related difficulties in work and study with empathy. Therefore a good training program should focus on the knowledge and practice of acculturation theory

#### ***2.1.2. The Cultivation of Cultural Behavior and Communication Skills***

All communicative situations require communicators to follow appropriate communication rules [7-8], so the ability of cross-cultural communicators to perceive the formality, interpersonal harmony, and appropriate relationship factors of communicative situations is very important.

This study proposes four intercultural communication situations that serve as sites for the development of intercultural behavior and communicative skills development:

##### **(1) Business environment**

In the context of business, intercultural competence involves many extroverted behaviors known as business etiquette. Business interests relate to cultural rules of personal and interpersonal behavior. Personal behavior, such as greeting, appearance, giving and receiving of gifts, is governed by cultural

norms. Interpersonal codes of conduct, including appropriate presentations, management styles, negotiation styles, decision-making rights, and conflict resolution, should also be followed from a cultural perspective.

#### (2) The environment of international diplomacy

Many of the behaviors and rules related to diplomatic etiquette are similar to business etiquette. The cross-cultural communication situation of international diplomacy involves political communication between different countries, which has serious implications for the interaction of public institutions. 1) Therefore, the participants' cross-cultural communicative competence in international diplomacy should more strictly abide by cultural norms. Mistakes in international diplomatic etiquette can not only affect a country's public opinion environment in the international arena, but also affect the decision and implementation of international policies. In an international diplomatic environment, interlocutors engaged in cross-cultural communication should pay special attention to their own behavior, have a thorough knowledge and information base for the countries participating in the communication, and most importantly, good moral conduct.

#### (3) The environment in which aid works

Aid work is another intercultural communication situation that requires a high degree of intercultural communication skills since it involves the practice of a rich knowledge of cultural belief systems and ethical conduct. With regard to medical assistance in particular, different cultures have widely differing belief systems in healthcare, such as the mechanistic view of the biomedical system or the supernatural view of the witchcraft religious system. The belief systems of different cultures understand the phenomenon of diseases and disasters according to their different causes or perceptions, and based on this, different treatments, from physiotherapy, chemotherapy, naturopathy and even psychotherapy, are produced. Interlocutors engaged in aid work require developed intercultural communication skills to respect the beliefs of people of different cultures [9-10].

#### (4) The environment for second language education

In the context of second language education, intercultural communication represents two aspects:

One aspect is the situation in which teachers and students are essentially involved in cross-cultural communication, and teachers need to pay attention to the characteristics and differences of students' cultural backgrounds. In a multicultural setting, it may be more challenging because teachers also pay attention to differences in their teaching styles, such as relational, interactive, cognitive and motivational styles, which may create cultural conflicts in teaching.

On the other hand, the content of the second language course is aimed at increasing students' cultural awareness of the target language, which means that students receive the cultivation of intercultural communicative competence, and second language teachers become proficient intercultural communicators. When students share the same cultural background, teachers can be challenged by ethnocentrism. This phenomenon is related to the so-called "third space" theory. Students want to maintain their cultural identity, but in the third space, the second language classroom becomes a place of cultural contradictions, and the cultural atmosphere is sometimes the target language culture, and sometimes the students' mother tongue culture. Therefore, second language teachers should create a relatively safe teaching environment to allow second language learners to adapt to the new cultural norms.

In a sense, second language teachers have the cross-cultural communication skills of business managers, international diplomats and aid workers to coordinate a globalized classroom environment, and they have also become an intermediary platform for the development of cross-cultural communication skills in the above occupational fields. Therefore, L2 teachers not only use intercultural communicative competence, but also teach intercultural competence knowledge to students in the form of target language knowledge and competence. Thus, the cross-cultural communication environment of second language education becomes the basis of all international careers, making this environment more significant than others [11-12].

## ***2.2. Intercultural Communication Competence and Intercultural Communication Method Algorithm Research in German Teaching***

### ***2.2.1. TF-IDF Weight***

Feature items are some key words that can reflect the topics expressed in Chinese texts, and are an

important link in establishing a vector space model, which directly affects the text similarity value. To replace text with a vector space model, it is necessary to assign appropriate weights and set high weights for prominent feature items. This paper uses the TF-IDF weight calculation method, which consists of two parts: word segmentation frequency and inverse text frequency. The specific formula is as follows:

$$\begin{aligned}\omega_{ik} &= TF_{ik} * IDF_{ik} \\ TF_{ik} &= n/N \\ IDF_{ik} &= \log \frac{M}{m + \alpha}\end{aligned}\quad (1)$$

Ti is the text, tik is the k-th feature item, ωik is the weight, N is the total number of feature items, n is the number of occurrences, TFik is the word frequency, M is the total number of texts, m is the number of occurrences, and IDFik is the inverse text frequency.

### 2.2.2. Similarity Calculation

Through the weight of the text feature items, the feature vector of the text is constructed and represented by the space vector model, and the similarity between the texts is calculated on this basis. The most commonly used method is the cosine coefficient method, the specific formula is as follows:

$$VSM\_Sim(T_i, T_j) = \cos \theta = \frac{\sum_{k=1}^n \omega_{ik} * \omega_{jk}}{\sum_{k=1}^n \omega_{ik}^2 \sum_{k=1}^n \omega_{jk}^2}\quad (2)$$

Ti and Tj are different texts, and Vti and Vtj are text feature vectors, respectively, where Vti=(ωi1, ωi2, ωi3, ..., ωin), Vtj=(ωj1, ωj2, ωj3, ..., ωjn), the angle between the two spaces is θ.

## 3. An Experimental study on Intercultural Communicative Competence and Intercultural Communicative Approach in German Teaching

### 3.1. Investigation of Cross-cultural Communicative Efficacy

#### 3.1.1. Analysis of Behavioral Resilience Survey Results

Behavioral resilience consists of three questions. In the process of cross-cultural communication, the subjects realize that they can be their best self when interacting with people from different cultural backgrounds. First of all, their attitude towards cross-cultural communication is more pertinent. However, in the real process of cross-cultural communication, the subjects often feel that the interaction with people from different cultural backgrounds is not always as natural as it usually seems. Or when interacting with people from different cultural backgrounds, you are always worried about whether there is a problem with your own expression, and so on. This shows to a certain extent that the behavioral flexibility of the subjects needs to be improved urgently. The subjects should continue to learn local cultural knowledge and language habits, and actively integrate into the local life. When we master more, we will become more and more familiar, and our behavioral flexibility will become more and more natural. Only in this way can we become a more authentic self in more cross-cultural communication and make our behaviors more flexible can become more stable.

#### 3.1.2. Analysis of Interactive Relaxation Survey Results

The interaction relaxation contains three questions, and we found that the behavioral flexibility of the subjects was relatively optimistic. In the process of cross-cultural communication, it is not difficult for the subjects to take the initiative to engage in cross-cultural communication. Often, they can find a topic relatively easily to start a cross-cultural communication. People from cultural backgrounds go to talk and start a cross-cultural communication. The attitude towards cross-cultural communication is very optimistic and positive, and they are always able to actively carry out cross-cultural communication. However, due to the difference in understanding and understanding of each other's culture. Sometimes the behavioral flexibility of the subjects is often affected to a certain extent. In the real cross-cultural communication, the subjects sometimes cannot master their own behavioral

flexibility well, and sometimes they feel more difficult, and it is not as easy as imagined to get along for a long time.

Therefore, it is necessary to actively integrate into the local cultural environment, and strive to be able to do "harmonious but different" and actively learn local cultural knowledge. When the cultural reserve reaches a certain amount, for different problems and different characters, it can be relaxed and moderate, and exercise good behavioral flexibility, and face every cross-cultural communication situation actively and calmly.

### ***3.1.3. Respect the Analysis of the other Party's Investigation Results***

The behavioral resilience consists of three questions, and the subjects' respect for each other is relatively better. In the process of cross-cultural communication, they know that in appropriate occasions, they will have a certain eye contact with cross-cultural communicators, and they are very respectful of each other and their views. This has a positive effect and influence on the improvement of the subjects' cross-cultural communication skills.

### ***3.2. Implementation and Effect Evaluation of German Text Similarity Algorithm***

This system is mainly used to realize the similarity calculation of two German texts. The implementation process specifically includes the following steps: German text input, preprocessing, extraction of text feature items, calculation of feature item weights, similarity, and output of similarity calculation results. The system flow is as follows:

(1) German text input. German text input mainly provides users with an interface for German text input. Users can input German text into the system in the form of a file or directly input text information, which is convenient for German text segmentation, stop words removal, etc.;

(2) German text preprocessing. In fact, it is to organize the text submitted by the user to be compared, mainly including word segmentation and stop word removal. The system first performs word segmentation processing, marks the part of speech, removes stop words from the processed German text, and removes words that have no real meaning in the German text, because the high frequency of occurrence affects the calculation accuracy, so it should be deleted;

(3) Extraction of feature items. Feature items are terms that can reflect the specific and unique content of German texts. In order to improve the efficiency of similarity calculation, the feature items of German text need to be extracted before similarity calculation, and the quality of feature item extraction will also directly affect the calculation result of German text similarity. Therefore, feature item extraction is also a key link in the system process;

(4) Feature item weight calculation. According to the feature items of the two German texts extracted by the system, the weights of the feature items of the two German texts are calculated respectively, and then the text is represented by a space vector to construct a vector space model of the German text, which is as follows Prepare by calculating the similarity of two German texts in one step;

(5) Similarity calculation. Firstly, according to the feature vector of the German text obtained in the previous step, the similarity of the text is calculated by the similarity algorithm, and the similarity of the quantitative space model and the semantic similarity of the text are calculated, and finally the weighted coefficient is introduced to obtain the comprehensive similarity value;

(6) Output the similarity calculation result. According to the calculation of the similarity between the two German texts in the previous step, the calculation result is fed back to the user and displayed on the system interface, so that the user can obtain the similarity value of the two German texts more intuitively.

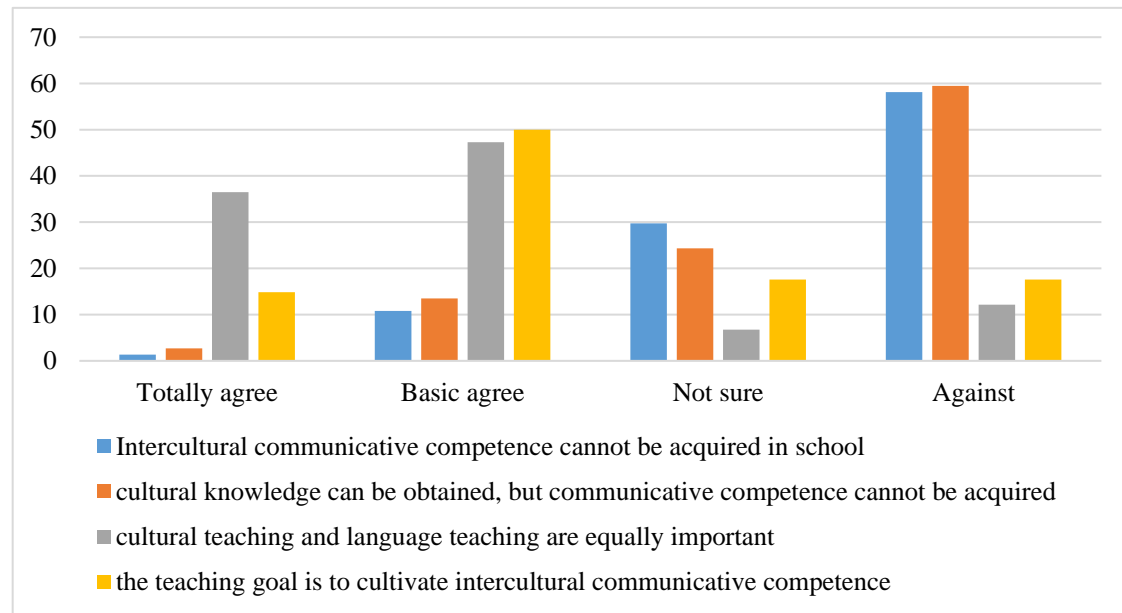
## **4. Experimental Analysis of Intercultural Communication Competence and Intercultural Communication Method in German Teaching**

### ***4.1. Statistics on Whether Intercultural Communication is Obtained or Not in Schools***

Here is a survey in the form of electronic questionnaires for some foreign language teachers in domestic colleges and universities and some Chinese teachers who teach abroad. 86 valid answer sheets were received. The specific situation and data about whether you can acquire intercultural communication skills in schools are as follows, are shown in Table 1:

*Table 1: Agree whether intercultural communication skills can be improved in school or not*

Statistics (%)	Intercultural communicative competence cannot be acquired in school	cultural knowledge can be obtained, but communicative competence cannot be acquired	cultural teaching and language teaching are equally important	the teaching goal is to cultivate intercultural communicative competence
Totally agree	1.35	2.7	36.49	14.86
Basic agree	10.81	13.51	47.3	50
Not sure	29.73	24.32	6.76	17.57
Against	58.11	59.46	12.16	17.57

*Figure 1: Agree whether intercultural communication skills can be improved in school or not*

As shown in Figure 1, more than 58.11% of teachers believe that cross-cultural communication can be obtained in school, nearly 30% of teachers are not sure, and 1.35% of teachers are basically certain that cross-cultural communication skills cannot be obtained in school. Of course, 50% of teachers think that the purpose of language teaching is to develop intercultural communication skills, and nearly half of teachers think that cultural teaching is as important as language teaching.

#### 4.2. Statistics of Language Teaching Classroom Content

Teachers' classrooms are mainly lectures. In order to cultivate cross-cultural communication, they will teach various kinds of knowledge. Here, we conduct research and statistics on courses in history and geography, literature, education, cultural customs, values, and art. The specific data are shown in Table 2:

*Table 2: Frequency of cultural content involving literature, education, customs, etc*

Frequency (%)	Never	Occasionally	Often
history, geography, politics	8.11	67.57	24.32
literature	8.11	78.38	13.51
education	5.41	74.32	22.97
cultural customs	2.7	33.78	63.51
values, beliefs	12.16	77.03	14.86
music, drama, art	5.41	72.97	21.62

As can be seen from Figure 2, in the process of language and culture teaching, cultural learning involves more customs and customs, reaching 63.51%. Cultural customs and customs are still relatively more attractive to students, which can promote language learning and cultural exchanges. The proportions related to history, geography, politics, music, drama, art, and values and beliefs are similar, and many teachers have certain difficulties in developing these areas.

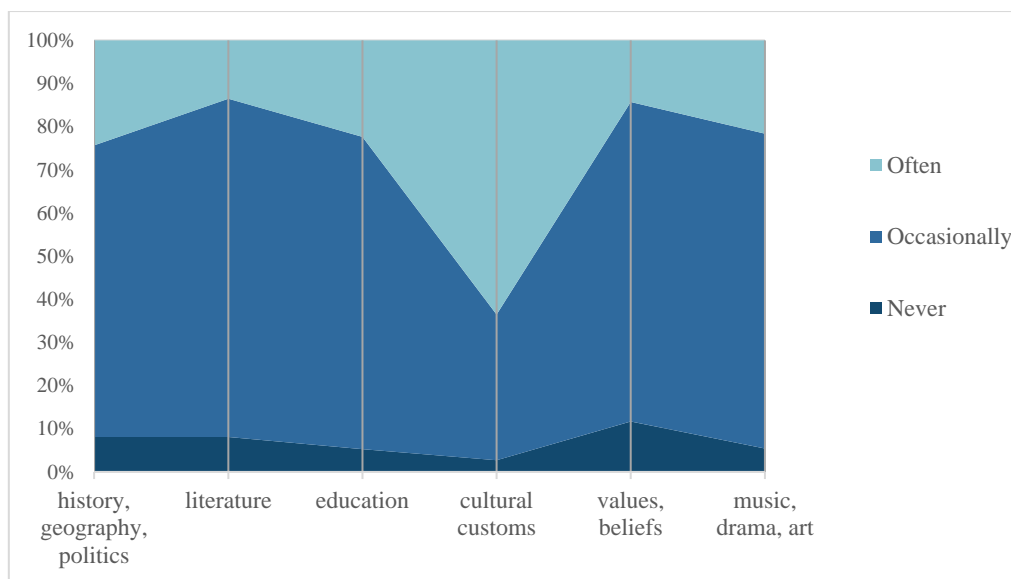


Figure 2: Frequency of cultural content involving literature, education, customs, etc

## 5. Conclusions

Intercultural communication has always been a subject that has been hotly discussed and valued. Especially in the professional field of international education, a series of education and teaching activities closely focus on cross-cultural communication. Therefore, the expansion of disciplines and majors requires more solid basic knowledge of language and cultural self-cultivation, as well as the infusion of endless theoretical practice of cross-cultural communication. The cultivation of intercultural communicative competence has always been the common consciousness of domestic and foreign academic circles, and it is also an important goal of second language teaching, so it must not be underestimated. With the continuous improvement of the country's international influence status, my country's status in the international arena is becoming more and more important, and it is more and more worthy of our attention and cultivation. In the survey, teachers' classroom teaching objectives ranked the first two, and the cultivation of language skills and language knowledge ranked the top two, and the cultivation of students' cross-cultural awareness ranked the last. Based on the above analysis and research, it can be found that the problems: teachers' cross-cultural communication skills are limited and their cross-cultural awareness is not strong. Therefore, the cultivation of intercultural communicative competence should not only focus on students, but also improve teachers' intercultural communicative competence.

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