

Cultural Conflicts in Teaching Chinese as a Foreign Language

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Abstract. With the rapid economic development in China and the continuous increase in international exchanges under the trend of globalization, China's international status has risen significantly. With the rise of "China fever" and "Han culture fever" worldwide, under these conditions, Chinese learners for various purposes showed an unusually strong interest in Chinese culture. However, due to its own native culture, learning difficulties caused by cultural conflicts is often encountered in the process of learning, which hinders the progress of teaching Chinese as a foreign language. Based on the redefinition of the issue, this paper aims to analyze the status qua of the issue and put forward practical countermeasures so as to speed up the transformation and development of teaching Chinese as a foreign language and to further promote the entire discipline influence.

1 Introduction

Cultural differences and confrontations have cultural conflicts and confrontation. Language as an essential carrier and solid foundation of culture is an indispensable part of culture teaching. Teaching Chinese as a second language with the Chinese as a second language is a teaching method based on language teaching based teaching is supplemented by culture and teaching. Since the subject it faces is a language learner with non-native speakers, it is inevitable that there will be cultural conflicts during the cultural exchange and how to avoid the impact of cultural conflicts on teaching Chinese as a foreign language Promote the adaptive transformation of Chinese learning has become the main direction of this study.

2.The status of Chinese teaching in teaching Chinese as a foreign language

In the early teaching of Chinese as a foreign language, no emphasis was placed on the output of the Han culture, which led to different levels of cultural conflicts in the teaching so that learners could understand their meaning better. Such as "humility" habit, people are still very humble, very polite. Called his own child as a "dog", his wife as "chaff", the house as "chill." There are modest "where", so that learners will be "where" and the direction of confusion, that the Chinese sense of direction is not a good. These misunderstandings frequently appear in the initial teaching of Chinese as a foreign language, while strengthening the difficulty of teaching, but also to some extent aggravate the dislike psychology of learners. With the development of the time, the emergence of Internet technology has made the countries in the world closely linked with each other, and to a certain extent increased the understanding of all countries. With the frequent exchange as the carrier of cultural output, different cultures are obtained To a certain degree of understanding and mitigation of conflicts, but at the root still deeper misunderstandings and conflicts, at the same time, the resolution of cultural conflicts began to become more and more important.

The author believes that the current common conflicts can be divided into two categories: one is the question of communication conflicts, and the other is non-verbal communication conflicts. In the language communication conflict, the most prominent thing is that an expression exists in both the mother tongue and the target language. For example, we call the death of the old man a pleasure event. In the West, the white color is pure and the wedding dress is white. Combined. Secondly, the

"dragon" has historically been the totem of the Chinese people. It has long been known as "the successor of the dragon." It is the belief of the entire nation. The dragon and the crouching Tiger and Hidden Dragon are all blameless. In the west, "Dragon" On behalf of evil, often as a banner of war. At the same time, "dwelling" means living in China, while in Japan it means "dwelling", which is often referred to as "dwelling", which often leads to cultural conflicts. On the other hand, the language conflict manifests itself in the fact that some words only exist in the mother tongue. People who do not know the culture do not understand it at all, and their own expression is not easy to find, resulting in a situation that neither side understands. In addition, words such as "big pot", "Great Cultural Revolution" and "gay men", which have a strong historical flavor, are hard for international students to understand and can not be found without the relevant historical knowledge. Feel the unique meaning contained in the word. For example, to describe a girl like Lin Daiyu, everyone can imagine the girl fragile, and foreign students, the association is strange. However, cultural conflicts not only exist in the conflicts of history, but also constantly change from time to time, such as the meaning of "homosexuality" from homonyms to homosexuality.

In addition to cultural conflicts, the author believes that there are three obvious conflicts in the concrete implementation of teaching TCFL: the conflict between teachers and students, the conflict between students and students, the gap between students and textbooks conflict. The conflict between teachers and students is taken into account in the conflict between mainstream teachers and multiple students. In multicultural classrooms, mainstream cultural values often conflict with students in different cultural backgrounds. The conflict between students and students is due to the complicated cultural backgrounds of students in different countries, the noticeable differences between learning styles and classroom performance, and cultural conflict in collaborative learning. Conflict between students and teaching materials is manifested in the teaching materials failed to advance with the times, cannot meet the learning needs of the information age, some of the materials there is a lag.

3.The reasons for the conflict of teaching Chinese as a foreign language

Contemporary people are living in a globalized social environment, people of all countries began to become more frequent communication, contacts between different cultures is inevitable. Different cultures have distinct characteristics and kernels. Conflicts in culture in cross-cultural communication will inevitably result in confrontation and contradiction. This is the cultural collision. As for the reasons for its production, the author will make concrete explanations the following three aspects.

3.1. The way of thinking is different

The way of thinking is affected by the progress of ethnic history, religious beliefs and living environment. First of all, the core concepts of the Chinese and Western modes of thinking are obviously altered in varying degrees. From the Chinese concept of "harmony between man and nature" since ancient times, they advocate nature and obey nature and consider themselves as a part of nature. However, in the notion, they believe in the "separation of nature and man," believing that man is the center of all things, opposed to nature, and capable of governing everything. Second, since ancient times, China has always advocated "family world" and "self-cultivation and family rule the country and the world". The family's status is self-evident. The thought of "parents not traveling" and other family cultures has a far-reaching and deep-rooted influence. In the west, however, people think that an individual is an independent individual, paying more attention to free, emphasizing individual values And interests, and paying attention to personality independence. At the same time, since ancient times, China has been thinking ways from top to bottom, after others first, respect first and foremost, after the first part of the whole body, the first cause and result, especially good at using inductive summary method to elaborate on the issue. Westerners, on the other hand, have the opposite way of thinking. First, after others themselves, all living beings are equal and the first part is small and the latter bit. In addition, our thinking is comprehensive. Influenced by the ancestral philosophy of our ancestors, the blending and blending of the theories of "harmony between man and nature", "qi" and "Tao" blend the universe, heaven and earth, yin and

yang, etc. A variety of factors into each other, with ambiguity, as the saying goes, "Drunken not wine" is the case. Westerners, on the other hand, seem to be more honest in thinking. Their concept of cosmology is an atomic model, advocating rationality, valuing the clarity and rigor of thinking activities, and resolving problems by means of formalization, formulation or symbolization. To sum up, it is not difficult to see that the significant differences between Chinese and Western cultures have highlighted the cultural conflicts in teaching Chinese as a foreign language.

3.2. Differences in the Code of Conduct

Because of the long history of cultural evolution and rendering, there is different from those in the understanding of each nation about its behavior. This conflict is often manifested in gestures, expressions and gestures. For example, nodding yes in some countries such as Arabia, India and Albania shook his head no; Americans used to circle their thumbs and forefinger and use that gesture to mean "ok," which means compliments and promises, while the same gestures in India mean The correct meaning means no problem in Thailand. At the same time, it means money in Japan, Myanmar and South Korea, but negligible in France. It is not worth mentioning in Sardinia in Brazil. Greece and Italy, disgusting filth gestures in Malta are more of a silent and vicious course language. It is not hard to see that without understanding its culture, it is very easy to misunderstand it by using its original cultural habit and misunderstood by diverse interpretations, so that it gradually evolves into a cultural conflict by ignorance of each other.

3.3. Differences in customs

Custom refers to the gradual formation and recurrence of a country or nation in the course of long-term historical development. Meanwhile, life style of intergenerational generations is a common social norms. As the West has always taboo 13 this figure, in everyday life to avoid the emergence of 13, while China Taboo 4, commonly used other numbers such as 3A or homophonic to replace. At the same time, different cultures also have very different life habits. For instance, China will carry out lunch break, most people will take a nap, while the afternoon nap in the West does not exist. As the saying goes in China, "we walk after dinner and live to 99," while in the West there does not have a walk after dinner. These are all distinctive customs and habits, to a certain extent, cultural misunderstanding of cross-cultural communication, resulting in cultural conflicts.

4.The countermeasures of cultural conflicts in teaching Chinese as a foreign language

Owing to the complex cultural background of multiple students, inevitable cultural conflicts often arise in the teaching process. As a problem to be solved in this article, how to solve cultural conflicts and make rational use of cultural conflicts so as to gradually raise the level of teaching Chinese as a foreign language and achieve the whole subject The promotion of influence has become the top priority of this article, and I will make detailed and objective expositions below.

4.1. Improve the teacher's requirements

The ability of using modern teaching technology requires that teachers in teaching in the information society have the ability to use innovative teaching technology. Using multimedia with rich and vivid teaching cannot only improve the students's interest in learning, but also improve the learning efficiency of students in an interesting teaching process.

①innovative teaching mode, in the slow boring teaching process, students are easy to feel tired, which requires teachers to innovate their own teaching mode, improve student interest, make the classroom dynamic and improve vitality.

②To enhance the ability to evade "mined areas". Westerners are more sensitive to political, religious and personal privacy. Teachers should be familiar with the basic national conditions, customs and cultural traditions of their respective countries when training learners in different countries. Their own sensitivity to foreign cultural factors, improve their professionalism, to avoid different customs and different understanding and further into a cultural conflict.

There is a superb Chinese language knowledge reserve. Chinese language knowledge is not a direct cultural content, but cultural information is always permeated with words and has a great impetus to the formation of language ability and cultural acquisition

4.2 a wide ranges of classroom settings

Rational use of unique lesson plans to enhance students' interest in learning. In the teaching of cultural visits, understanding of Chinese indigenous culture, can deepen the understanding of the meaning of the word deep. Can provide role-playing, situational teaching, happy to learn, students can reproduce the scenes of life, learn to utilize effective communication, daily life more daring to speak. We can organize students to cooperate with each other, conduct multicultural exchanges in cooperation, enhance cultural tolerance and learn more about different cultures, which are of major help in resolving cultural conflicts.

Increasing the study of extra-curricular culture has forced students to have a deeper and deeper understanding of Chinese culture and has greatly paved the way for enriching teaching and cultural understanding.

4.3. Strengthening local culture attachment

All Westernization or all-round allegations are wrong. To view the culture dialectically, no culture is perfect. All should take its essence and go to its dregs. Avoid ethnocentrism and nihilism, and respect all cultures compatible. In teaching, the Chinese culture is still the main body, and the principle of authentic Chinese culture is preserved. Students are to use comparative perspectives and methods to overcome the attachment to their own culture, integrate into the Chinese artistic circle as soon as possible and clarify the purpose of learning Chinese. With an open mind and broad-minded to accept Chinese culture, change their ideas and concepts, and guide students to establish the Chinese mode of thinking and the concept of communication in China.

5 Conclusion

Different cultures have different natural differences, which are the premise and foundation of cultural exchange. Foreign language teaching as a kind of cross-cultural language teaching activities, it is normal that a certain degree of cultural collisions occur in the process of teaching. Any teaching that tries to replace one's own culture with one's own culture or believes one's own culture better than that of others Thinking and model are not correct, the communication between cultures must be based on the principle of equality, so people adhere to their own beliefs and cultures, but also should stand on each other's position to understand and respect each other's culture, the real respect This cultural difference between each other, with the cultural understanding and tolerance to resolve cultural conflicts and cultural pluralism coexistence, only on this basis, teaching Chinese as a foreign language can truly achieve a breakthrough in teaching forms and content, so as to improve teaching The level and influence of the entire discipline.

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