

Construction of Teaching Resource Database of Intercultural Communication in Minzu Universities

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Abstract

This paper carefully sorts out the current situation of intercultural communication teaching resources, analyzes the existing problems, and aims to put forward the corresponding measures for the construction of resource database in combination with the training objectives of intercultural communication curriculum in Minzu universities.

Key words: Teaching resource database; Intercultural communication; Minzu universities

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1. THE CURRENT SITUATION

At present, the foreign language teaching of major Minzu universities in China have opened the course of intercultural communication, which is an extended learning after the College English course, to cultivate students' awareness of intercultural communication and basic intercultural communication ability, further broaden their international vision, enhance their patriotism and sense of national mission, and form sound emotions, attitudes and values, lay a good foundation for students' future development and lifelong learning. The main

teaching contents of this course: the first part is the basic chapter of intercultural communication, including the development of intercultural communication at home and abroad, how to understand the concepts, characteristics and relationship between communication and culture; the second part is the core of intercultural communication, which mainly expounds how culture affects people's understanding and perception of the world, especially how world outlook and values vary from culture to culture, and affect people's daily behavior and interpersonal relationships; the third part is speech communication, including the influence of cultural factors on language communication behavior, introduces the different understanding of language communication function between Chinese and westerners and their dependence on environmental factors in communication, explains in detail the differences between Chinese and English, and discusses the language transfer of Chinese students in English learning and English oral and written communication, the fourth part is nonverbal communication, which discusses the cross-cultural differences of nonverbal communication behavior; the fifth part is the improvement of cross-cultural communication, focusing on how to overcome the obstacles in intercultural communication, cultivate cross-cultural communication ability and the significance of intercultural communication research to people's own development. Although some colleges and universities have offered courses for many years, there are no corresponding teaching materials for teachers' reference and students' study. There are many problems in the teaching activities of this course, such as great difficulty, weak teaching effect, weak students' participation and so on. In addition, due to the regional and national characteristics of Ethnic Colleges and universities, it is very necessary to integrate various national cultures and Chinese national stories into the construction of cross-cultural exchange curriculum resources, which can not

only inherit the fine traditions of various nationalities, but also tell Chinese stories well in the cross-cultural context and make a voice for China.

At present, there are few textbooks on intercultural communication published in China, including Hu Wenzhong's *Culture and Communication* (1994) and *Introduction to Intercultural Communication* (1999), Xu Lisheng's *New English Course on Intercultural Communication* (2013), and Hu Chao's *Practical Course on Intercultural Communication* (2016). In addition, they are teaching materials for students majoring in Chinese as a foreign language. There are Zu Xiaomei's *Intercultural Communication* (2015), Guan Shijie's *Intercultural communication* (2016), and Zhang Guiping's *Intercultural communication: a comparison between Chinese and English* (2016). There are also a few collections of papers on intercultural communication, such as Zhang Longxi's *Hermeneutics Intercultural Research* (2014), Liu Hao's *Comparison Between English and Chinese and the Cultivation of Intercultural Communication Ability* (2018), Dong Xiaoping's *Intercultural Folk Narratology* (2019), which contains the research results of different students on intercultural communication from different angles. It is not difficult to see that the teaching materials that can be used in the course are limited, and the teaching materials themselves do not take into account the actual situation and characteristics of Minzu colleges and universities.

Therefore, it is very necessary to sort out the existing teaching resources of the course cross-cultural communication, analyze the existing problems, and combine the actual situation of our university to build a teaching resource library in line with the school running characteristics of Ethnic Colleges and universities and inherit ethnic culture for the course.

As a follow-up course of College English teaching, intercultural communication plays an important role in improving students' awareness of intercultural communication and basic communication ability, further broadening international vision, enhancing patriotism and national sense of mission, and forming sound emotions, attitudes and values. Due to the lack of teaching resources for intercultural communication, the textbook focuses on verbal communication, including the impact of cultural factors on language communication behavior, introduces the different understanding of language communication function between Chinese and Westerners and their dependence on environmental factors in communication, and explains in detail the differences between Chinese and English. This paper discusses the language transfer of Chinese students in English learning and English oral and written communication. In order to effectively achieve the teaching objectives and achieve the purpose of talent training in Minzu universities, the intercultural communication course of the university introduces the teaching concepts of split classroom and ecological classroom, and integrates the introduction of national

culture into the construction of teaching resource database, which is not only conducive to optimizing and innovating teaching resources, but also conducive to the development of students' intercultural communication skills and cultural communication.

2. PROBLEMS IN TEACHING RESOURCES OF INTERCULTURAL COMMUNICATION

Intercultural communication an emerging subject produced in the specific era of increasingly frequent international exchanges and global economic integration. In China, the study of intercultural communication is the product of reform and opening up and the need of strategic decision-making for the international promotion of Chinese. Intercultural communication is also a comprehensive discipline. It is the result of the comprehensive research of contemporary social sciences. The discipline background mainly involves cultural linguistics, sociolinguistics and verbal communication. Among them, cultural linguistics highlights the side of "culture", and sociolinguistics highlights the side of "society", and verbal communication highlights the side of "communication". These three different sides focus on the "pragmatics" of linguistic symbols and nonverbal symbols. It is on this basis that such a comprehensive language discipline has been established. Many people have many obstacles in language communication. The earliest communication obstacle was misunderstanding caused by the improper English expression.

There are more than ten kinds of works on intercultural communication. Among these works, some contents and case analysis are not suitable for the needs of cultural communication. They are too old and should be adjusted in time. Teachers need to keep teaching on the basis of the original works, and strive to be in line with the times. For intercultural communication, there are more than 100 relevant papers and journals, which can be included in the curriculum resource database. Intercultural communicative competence includes the ability to use language appropriately in intercultural context, have relevant national cultural knowledge and intercultural communication ability. It is generally believed that the ability of using language refers to foreign language knowledge and foreign language skills, ignoring learners' requirements for cultural knowledge of the target language country. This course takes language learning as the premise and emphasizes improving the ability to use foreign language for cross-cultural communication in the process of language learning. Through the study and discussion of communication and language, language and culture, culture and values, improve the awareness of cross-cultural communication. Through the thinking and discussion of cultural phenomena, it reflects on the

cultural connotation behind language phenomena and increases the sensitivity to cultural differences. Through classroom activities and case study, students can improve the awareness and ability of intercultural communication, so as to achieve the purpose of intercultural communication effectively.

The intercultural communication courses offered by many colleges and universities are only limited to the traditional teaching mode. The teachers give lectures and the students listen carefully. In addition to individual students answering questions, they still use traditional homework and exams to evaluate students' mastery of knowledge. In this way, college graduates' intercultural communication adaptation and communication skills are quite different from the real working environment. At present, the connotation of ability in intercultural communication teaching in some colleges and universities puts too much emphasis on the theoretical level, while the practical problem-solving ability is ignored. The teaching of theoretical knowledge is greater than the guidance of thinking, the guidance of problem analysis methods and the cultivation of practical problem-solving ability; Many teachers focus on language teaching and ignore culture teaching. The graduation papers or design are mostly based on theoretical research, and the characteristics of applied talent training can not be highlighted.

3. CONSTRUCTION OF TEACHING RESOURCE DATABASE

The teaching resource database of intercultural communication is divided into three sub-databases. The library of text resources includes the library of treatises and periodicals. Teachers can eliminate the false and preserve the true when establishing it, and strive to objectively show the literature on intercultural communication. Teachers can make full use of the content in the video picture library in teaching activities. Courseware resource database includes two parts: teacher's theory explanation resource database and student curriculum practice database, which are shared with students in the form of classroom teaching. The students' practice part is carried out in the form of seminars, which divide the Mongolian traditional culture into modules, which is able to keep abreast of the latest developments and developments in intercultural communication.

Teaching resources refer to all kinds of material and human resources serving teaching and learning activities, including not only objects and information, but also dynamic living human resources, such as teaching materials, teaching auxiliary materials, courseware, pictures, music, network courseware, various places, etc. Classroom teaching is a process of dynamic change, a process of continuous development, and a process of mutual communication between teachers and students. In

the process of this dynamic change, there may be "errors" at any time, resulting in classroom coincidence and new teaching resources. This kind of coincidence sometimes surprises teachers, but it is an important resource for the "dynamic generation" of classroom teaching. Some teachers use this resource well, which improves the efficiency of classroom teaching. Some teachers use it improperly, which not only can not improve the efficiency of classroom teaching, but also hinder classroom teaching. Therefore, it is very crucial to make rational use of teaching resources in the process of college teaching. Make proper use of resources and let resources solve problems for classroom teaching. Under the guidance of the new curriculum concept, teachers attach great importance to the development and utilization of Chinese teaching resources and strengthen the connection between Chinese teaching content and students' life. The rational use of teaching resources is to grasp the opportunity of using resources, make teaching resources for our own use, break through the difficulties in teaching, and bring unexpected results to our classroom teaching. Select the best and screen the bad resources, and let the resources contribute to classroom teaching. Teaching resources are everywhere and appear all the time. Textbooks, books, newspapers and magazines, television and radio networks provide us with teaching resources in many aspects and channels. However, teaching resources serve our teaching. If they are not selected properly, the effect will be counterproductive and the gain will not outweigh the loss. Selecting teaching resources is really important. When we screen teaching resources, we should first determine the direction of selection according to the needs of teaching objectives, then then solve teaching key points or difficulties, and preset the effect of the use of selected resources. In this way, teaching resources will contribute to classroom teaching to the greatest extent. Make effective use of resources to get twice the result with half the effort. In the selection and development of classroom teaching resources, we should follow the principle of effectiveness. In the application of teaching resources, we should follow the principle of effectiveness so that the teaching resources can truly serve the classroom teaching and the development of students.

Stimulating students' interest in learning in the traditional teaching process, in addition to imparting knowledge to students through language, teachers also need to use maps, wall charts and other teaching aids for teaching, but these need to spend a lot of time in the classroom. Moreover, the wall charts have a wide range of contents, and the key points are not prominent. Their contents are static and silent, which still gives students the impression of isolation and lack of connection. Using multimedia CAI, on the basis of inheriting traditional teaching methods, it overcomes various disadvantages in traditional teaching, gives full play to the advantages

of computer, and makes students really participate in teaching. The vivid pictures, concise and comprehensive commentaries and pleasant music produced by the computer teaching system make the learning contents vivid. If students are immersive, they not only accelerate and improve students' understanding of the world, but also stimulate students' interest in learning and effectively mobilize students' various sensory organs so that students can not only learn more knowledge in limited time, but also cultivate their ability, optimize classroom teaching, improve classroom quality and efficiency, and reduce students' burden. The students' abilities in different classes are different. Teachers can design and use different teaching courseware according to the cognitive structure level of each class and students' learning ability. Class can vary according to class. Control the times and order of displaying the content of teaching materials to teach students according to their aptitude. At the same time, in the teaching of students in the same class, the learning progress can also be arranged according to the actual situation of students. During the review class, students can choose the learning content according to their own actual situation.

Information technology has been widely used, and the hardware conditions of schools have been improved. Teachers' enthusiasm for using information technology to assist teaching is rising day by day. However, in the process of using information technology to assist teaching, teachers are often faced with the situation that there are no existing resources available. The resources are chaotic and the resources among colleagues can not be shared. They are forced to devote their energy to the search for teaching resources. This phenomenon seriously puzzles teachers and becomes a huge obstacle to the development of school informatization. It is urgent to build and improve a scientific, open, dynamic teaching resource database that is in line with the new curriculum theory and suitable for teachers. It is mainly based on the teaching needs and aims to provide various contents and different forms of digital products. The contents of these digital products can be used in classroom teaching through intuitive video display and advanced multi-media. Media courseware interaction can promote the modern reform of teaching. It can also be used in network classroom and distance teaching to enrich students' extracurricular learning and provide strong support for the professional construction of the school; It can also be used to enrich the number of school libraries. Word resources greatly enrich the digital reading room, which has become an indispensable and important content for the construction of high-quality courses and core majors.

The video resource library mainly provides digital teaching contents, which can be used in classroom teaching and promote the modernization of teaching through intuitive video display and advanced multimedia

courseware interaction. It can also be used in online classroom and distance teaching to enrich students' extracurricular learning and provide strong support for the professional construction of the school, enriching the digital resources of the University Library and establish a digital reading room. It is an essential and important content for the university to carry out the construction of excellent courses.

In the classroom display, many universities use a variety of indoor courseware for intelligent teaching, deeply cultivate the cross-cultural exchange education resource library, integrate crowd funding and innovation through the construction of resource platform, realize the effective sharing of digital resources, and lay a good resource foundation for the improvement of teaching level. The system has rich resources in several categories, including teaching plans, classroom activities and in class courseware, and can build a cross-cultural education resource database for regions and schools to realize the construction and sharing of resources and solve the problem of resource island. In the past, it was difficult for teachers to find effective and directly usable resources, and most of the teaching resources retained by teachers were papers. It is difficult to reuse and share high-quality resources in training teachers. Building a shared resource base can help universities and teachers improve their education level to a great extent. Carefully designed courseware is often an individual operation adopted by teachers. It has the characteristics of time-consuming, small scale and low efficiency. Such courseware is difficult to be transformed into daily teaching resources, which is undoubtedly a dual waste of intelligence and financial resources, which is inconsistent with the current courseware design itself. At present, most teachers will not take out the fragments of courseware that are helpful to their teaching for processing, so that the courseware development in universities is long and the application frequency is low, forming a situation of high investment and low benefit. In fact, the use of courseware should be strengthened. Not every class should have a complete independent courseware, and not every class should use courseware from beginning to end. Sometimes, inserting several pictures and an animation in one class can well solve the problems of this class.

4. CONCLUSION

The construction of teaching resource database system is very important in the process of school information construction. The basic characteristics of the informatization in universities are digitization, networking, intelligence and multimedia. The basic attributes include usability, interactivity and collaboration. Teaching resource database is not simply collecting and managing text, articles and images. In universities, the teaching

resource database is the material basis to carry out education and teaching work, covering a large number of university administrative documents, teaching materials, courseware, student homework, dynamic materials, etc. And it needs to do classification management orderly for later use.

Combined with the training objectives of intercultural communication course in universities for nationalities, the proposed text resource database, video image resource database and courseware resource database are conducive to the smooth development of intercultural communication course, and also provide reference for the compilation of teaching materials and the construction of other course resources.

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