

The Overseas internship of Chinese International Education Major from the Perspective of Intercultural Communication^①

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Abstract: As an important part of professional construction, The overseas internship is an important link to improve the intercultural communication ability of master degree students of Chinese International Education and ensure the quality of personnel training. The adaptation problems of life, psychology, work and other aspects of intercultural communication in the process of overseas internship of graduate students must be highly valued by the relevant departments and training units. The volunteers and service organizations such as the Hanban should reform the contents and methods of volunteer training, and strengthen the training of volunteers' cross-cultural communicative competence. The training unit should place the intercultural communication in the core position of professional construction, and take the relevant theories and discussions of general secretary Xi Jinping's "civilization" and "civilization exchanges" as the basic principles and starting points of intercultural communication for the postgraduates in the process of practice; The postgraduates should also consciously improve their intercultural communication ability and psychological adaptability.

Keywords: Chinese International Education; intercultural communication; Overseas internship

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I. Introduction

"Intercultural Communication" means people's communication between different cultural backgrounds. In 1959, Hall, a famous American cultural anthropologist, first proposed the concept in his book *Silent Language*. According to the theory, culture is everywhere and influences people's communication unconsciously. Based on different values and ways of doing things, people from different cultural backgrounds often have different understandings of the same cultural phenomenon. In practical communication, people often adhere to the logic of cultural centralism and think that their life style is normal, and the life style different from their own is regarded as the "other" of culture. In many cases, the "other" culture is even incomprehensible, thus laying the groundwork for cultural conflict. In the 1960s, American anthropologist Oberg proposed the concept of "culture shock". He pointed out that cultural shock is a kind of deep anxiety caused by the loss of their familiar social communication signals or symbols and their unfamiliarity with each other's social symbols. [1] According to Oberg, no matter how well an individual is prepared to enter a new cultural environment, this kind of deep anxiety will inevitably happen to him. Auberger's cultural shock theory provides a new perspective for the study of intercultural communication. Over the past 50 years, scholars' research has shown that individuals who carry out intercultural communication must constantly overcome the negative effects brought about by cultural shock, actively adjust or change their values, communication behaviors, living habits and ways of thinking, so as to adapt to social communication in the new cultural environment, and ultimately achieve the effectiveness of intercultural communication. [2]

In recent years, one of the "one belt, one road" friends circle has been expanding and the construction of the destiny community has been deepened. The overseas Chinese language market has expanded rapidly, and the number of students in the International Master of education in China has also increased. Based on the requirements of professional personnel training objectives and the needs of serving the economic and cultural exchanges between China and foreign countries, each enrollment and training unit actively promotes the overseas internship construction project of Chinese international education, or establishes its own overseas internship base through various channels, or sends Chinese teacher volunteers to overseas based on the carrier of Confucius Institute and Confucius Classroom, or cooperates with international schools to establish domestic

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practice base Students' professional practice creates favorable conditions. However, different from other majors, cross culture is the essence of Chinese International Education and a part of its internal structure. [3] the main difficulties of master's practice of Chinese international education do not come from professional knowledge and skills, but from the adaptability problems brought about by intercultural communication. Therefore, the in-depth study of the cross-cultural problems encountered in the overseas internship of Chinese international education graduate students is necessary to improve the level of professional construction and the quality of talent training, to improve the cause of Chinese overseas communication and cultural exchange between China and foreign countries, and also to ensure the smooth implementation of the "Chinese culture going out" strategy.

II. Intercultural communication problems in the process of overseas internship of master of Chinese International Education

Overseas internship is a key link in the cultivation of master's degree talents in Chinese international education. Having strong intercultural communication ability is the basic requirement for the cultivation of talents in this major. The interaction between Chinese internship teachers and overseas Chinese learners is a process of intercultural communication, At the same time, it is a not only a very important but also very prone to problems in the process of training master of Chinese international education. Generally speaking, these problems are mainly focused on the following three aspects.

2.1 Life adaptation caused by differences in social and cultural environment

At the beginning of overseas internship, Chinese international education graduate students are in a completely strange social and cultural environment. How to adapt to the challenges brought by different cultures is the first step for them to complete their internship tasks. Some foreign scholars think that in the structural dimension of cross-cultural adaptation, social and cultural adaptation is placed in a very important position. [4] Generally speaking, the social and cultural adaptation problems faced by graduate students of Chinese International Education in the process of overseas internship mainly include language, customs, living habits, religion, public service, social order and public morality awareness. Taking language as an example, language is the first problem and the first way of communication for graduate students in overseas internship. English is the main foreign language for Chinese international education graduate students to learn in China, but their mother tongue is not necessarily English, which makes most graduate students may still face language barriers and cultural connotations behind the language before their overseas internship. In the process of intercultural communication, grammatical correctness is likely to lead to different understandings. Some studies have shown that most of the postgraduates who practice abroad go abroad for the first time. [5] Before that, they had no time to adapt to the overseas social and cultural environment in advance. Another study shows that postgraduates who practice in Thailand have difficulties in such aspects as "understanding of Thai humor", "daily life communication", "participation in social exchange activities", "adaptation to means of transportation", "adaptation to diet", "adaptation to climate", "participation in religious activities" and "adaptation to accommodation". [6]

2.2 Psychological adaptation caused by culture shock

After Auberger, Adrian Furnham and Stephen Bochner further believed that cultural shock is the psychological response of people to another unfamiliar cultural environment. [7] After the unfamiliar symbols, customs, behavior patterns, social relations and values replace the familiar contents, people will feel anxious, unstable and even depressed psychologically, and even may suffer from various psychological and physiological diseases. [8] In the process of overseas internship, whether in communication or professional practice under the background of different cultures, postgraduates of Chinese international education may have negative emotions such as depression, anxiety, irritability, disappointment and loneliness. The general situation of scholar Bi Jiwan is as follows: "this is the feeling of uneasiness, disappointment and fear caused by physical and mental maladjustment. It is a kind of disappointment and boredom caused by the fear and aversion to the new culture, which shows the depression of mood, the loneliness of temperament, the view of the new environment as nothing, and the view that the people around are not friendly to themselves. Their own experiences and misfortunes seem to have been ignored, such as the loss of all people's care and sympathy, deep feeling of loneliness and helplessness. " [9] Li's investigation shows that in general, in the process of cross-cultural adaptation, the Chinese International Education Master's interns in Thailand are in good condition with few negative emotions or ideas, but there are more personal emotions such as depression, anxiety and homesickness. [6]

2.3 Work adaptation problems encountered in the process of overseas internship

Most of the masters of Chinese international education have never been engaged in a full-time job. It is inevitable to face many challenges and practical difficulties to carry out Chinese teaching and promotion of

Chinese culture in a cross-cultural and unfamiliar environment. The interns should not only realize the role transformation as soon as possible psychologically, but also be able to integrate into the post under the cross-cultural environment as soon as possible, such as the adaptation to the brand-new teaching environment and teaching conditions, handle the relationship with overseas teaching objects and foreign colleagues, and complete the specific work of cultural promotion, project operation, emergency response and so on. Some researchers have found that the problems of work adaptation faced by overseas Chinese International Education postgraduates are: first, they do not adapt to the Australian education policy and teaching mode. In Australia, only when the teacher qualification certificate is obtained in advance, the teacher can teach independently as a teacher. The interns without the teacher qualification certificate must be accompanied by the teacher with the teacher qualification certificate to carry out teaching activities. This policy brings difficulties to the teaching work of the volunteer group. Some volunteers complain about the difficulties in coordinating teaching problems with the teacher in charge. There is a gap. At the same time, the diversity of students' backgrounds in Australia, the lack of a unified and appropriate syllabus and teaching materials, and the uneven level of students' Chinese also bring great challenges to volunteers. Second, there are great differences in educational ideas and methods. The volunteers who grew up in the "exam oriented education" atmosphere in China are usually used to evaluate their teaching with achievements and classroom with curriculum order, which is significantly different from the western educational concept that attaches great importance to the cultivation of students' innovative spirit, so that the students surveyed say it is really a little difficult to adapt to the classroom performance of Australian students. [10]

III. The solution to the problem of intercultural communication in the process of overseas internship of master of Chinese International Education

The overseas internship of master of Chinese international education is a kind of intercultural communication behavior in itself. In this process, although different countries and regions have great differences in the adaptation of interns to intercultural communication, it is inevitable to encounter intercultural communication problems related to social and cultural environment, personal psychology and practice work. Therefore, it is very important and urgent to carry out cross-cultural theoretical research, to carry out cross-cultural curriculum construction and training for graduate students of Chinese international education, and to put forward specific ways to solve intercultural communication problems.

3.1 Overseas internship dispatch and management organization: strengthen intercultural communication training and other services

In addition to the overseas base built by the master's training unit of Chinese international education, at present, the overseas internship of the major still mainly depends on the national Hanban, which mainly selects excellent students as Chinese volunteers to carry out Chinese promotion overseas. According to the regulations of Hanban, all Chinese volunteers need to receive comprehensive ability training and expansion training before they are dispatched. Only after they pass the examination and obtain the qualification certificate of Chinese teacher volunteer issued by Hanban can they be officially dispatched. However, some studies have shown that in the verification of significant differences in cross-cultural adaptation of Chinese volunteers with or without cross-cultural training, there is no significant difference in cross-cultural training, indicating that cross-cultural training has not achieved the desired effect. [11] Another survey shows that most of the trained students think that the training content of Hanban attaches too much importance to classroom management skills, but ignores the improvement of intercultural communication skills. The volunteers in Italy have not even received any training on Italian language and culture. [5] Some scholars also think that the domestic cross-cultural training pays more attention to the cultural form difference of representation, but lacks the deep understanding of cultural universality. [12] It is undoubtedly correct and necessary for Hanban to carry out training for Chinese volunteers before going to the post, but the training effect is not good and we have to reflect on what and how to train. For example, could Hanban consider further strengthening the training of intercultural communication related knowledge, implementing classified training according to the language and culture types of interns in the host country, increasing the case teaching of intercultural communication, and promoting the experience of intercultural communication from the excellent interns in previous years.

Generally speaking, the culture (Education) Department of Chinese embassies and consulates abroad is responsible for the management of overseas internship of Chinese international education students. The management content includes not only the reception, distribution, placement, work and study of interns, but also the organization of interns to participate in relevant training, research and various friendship activities. In addition, the cultural (Education) Office of the embassy or consulate should also pay more attention to introducing the economic, social and cultural environment of the host country to the interns, helping the students to further understand the cultural background of the host country, promoting the students to enhance their intercultural communication ability and culture through the production of TV films, the opening of lectures, the

recording of MOOCS, the establishment of group chat rooms, and the acceptance of psychological consultation of the interns To solve the specific problems in the process of intercultural communication so as to ensure the smooth completion of professional practice tasks.

As a teaching institution that receives more interns (Chinese teacher volunteers) from Chinese international education major, Confucius Institute (classroom) has been playing a very important role. In terms of promoting the intercultural communication of interns, Confucius Institute should take the establishment of a stable and high-level teacher team with intercultural communication ability as an important content. This team can not only play a role in teaching, but also act as an intern practice instructor to guide the interns how to carry out Chinese teaching in the cross-cultural context, or at the end of the internship In the process of writing business papers, they can act as temporary tutors to guide the interns how to use cross-cultural practice to complete the writing of graduation papers, and also act as life tutors to guide the interns how to integrate into the social life of the country as soon as possible. At the same time, some scholars pointed out that the Confucius Institute should strengthen the system construction, teaching management, teacher training and life management, so as to create a collective atmosphere that can make the interns feel happy in body and mind, have a sense of belonging, and be conducive to the continuous improvement of their professional ability. [13]

3.2 Training unit: put intercultural communication at the core of professional construction, and highlight pertinence and practicability

To solve the problem of overseas internship of master of Chinese international education, we should start from the training unit. In view of the particularity of professional practice, the training unit should run through the cultivation of intercultural communication ability in all aspects of professional construction. In terms of curriculum construction, it is necessary to set up theoretical courses and teaching cases of intercultural communication, so as to improve the theoretical accomplishment and rational understanding of graduate students' intercultural communication; in terms of practice base construction, it is necessary to establish a relatively fixed overseas internship base, which is relatively single and permanent, so as to carry out targeted cross-cultural education and help form a relatively stable major Characteristics help to accumulate and inherit the experience of intercultural communication, help to establish close and stable relationship between the training unit and relevant foreign institutions, and solve a series of problems encountered in the process of overseas internship; in terms of graduation thesis writing, the thesis topics, teaching practice, cultural communication and cross-cultural research are combined to carry out integrated design, highlighting the graduation thesis To enhance the theoretical level of intercultural communication and solve the practical problems encountered in cross-cultural practice, and to provide research basis and experience for the cultivation of intercultural communication ability. At the same time, the important contents of general secretary Xi Jinping's "civilization" and "common communication of Civilizations" are the important contents of the course of intercultural communication for postgraduate students. In March 2014, general secretary Xi Jinping delivered an important speech at the UNESCO headquarters in Paris, pointing out: "civilization is colorful, and human civilization has the value of exchanging and learning from each other because of diversity." civilization is equal, and human civilization is the prerequisite for communication and mutual learning because of equality. "Civilization is inclusive, and human civilization has the power to exchange and learn from each other because of tolerance." [14] Xi Jinping, while penetrating the essence of human civilization, has also expounded the basic connotation of "civilization exchanges and mutual learning" and China's attitude towards different civilizations and basic strategies. General Secretary Xi's understanding of civilization and the way of civilized communication can serve as the basic principle and starting point for Chinese volunteers to carry out cross-cultural exchanges.

3.3 Interns: consciously improve intercultural communication ability and psychological adaptability

The key to the successful completion of the overseas internship of postgraduates is to give full play to their own initiative and initiative, and consciously improve their intercultural communication ability. In the process of daily learning, postgraduates should take the initiative to strengthen the study of intercultural communication courses and related theories, so as to lay a solid foundation for intercultural communication during the internship abroad. Before and during the internship, students should fully understand and learn the language, culture, social customs and educational conditions of the host country, prepare lessons for intercultural communication; carefully analyze overseas internship cases, fully consider the difficulties of intercultural communication, maintain appropriate psychological expectations, make response plans in advance, improve the ability of pressure resistance and psychological adaptability, and achieve the actual goal independently Prepare yourself for the task. In the process of intercultural communication, postgraduates should treat different cultures and cultural phenomena with respect, equality and inclusiveness, prevent cultural superiority, cultural inferiority and Cultural Unconsciousness brought by cultural centralism, learn to make friends with local colleagues and people, expand the scope of communication, actively integrate into local social life and activities, and share success with peers Experience, eliminate negative emotions, etc.