

The Application of Situational Teaching Method in the Cultivation of Intercultural Communicative Competence

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Abstract: As the overall goal of international Chinese language education, the cultivation of learners' intercultural communicative competence has become one of the main tasks of international Chinese language education. The core of situational teaching method is to set up "real" situations that can stimulate learners' emotional experience, which helps to cultivate learners' intercultural communication awareness and improve their intercultural understanding ability.

Keywords: Situational teaching method; Cross-cultural communication awareness; Cross-cultural understanding.

1. Introduction

By January 2023, nearly 500 Confucius Institutes have been set up in the world. By October 2021, more than 1,500 Confucius Institutes and Confucius classrooms have been set up in 159 countries through Sino-foreign cooperation, training more than 13 million students of various types. Chinese language education programs have been launched in more than 180 countries. 75 countries have included the Chinese language in their national education systems through decrees. More than 4,000 universities have established Chinese language departments, majors and courses, and more than 75,000 mainstream primary and secondary schools, Chinese language schools and training institutions offer Chinese language courses. According to incomplete statistics, there are more than 25 million people learning Chinese in the world, and the cumulative number of people learning and using Chinese is close to 200 million. On September 27, 2023, the China International Foundation for Chinese Language Education held the global "Confucius Institute Day". Chinese language learning is surging around the world, which not only provides a large number of practical positions for students majoring in teaching Chinese as a foreign language, but also puts forward higher requirements for the professional training goals of teaching Chinese as a foreign language, especially the cultivation of cross-cultural communication skills.

Situational teaching method was proposed and gradually improved by British applied linguists from 1830s to 1860s, and then widely used in the classroom teaching of humanities and social science courses. In the 1980s, Li Jilin, a special grade teacher in Jiangsu Province, summarized the theory of situational teaching on the basis of practical application of situational teaching, and summarized the four-step teaching method of creating situational teaching, introducing situational teaching, inspiring teaching and stepping out of situational teaching. Situational teaching is a teaching mode that combines emotional activities with cognitive activities by creating and optimizing situations to arouse children's warm emotions [1]. Situational teaching method emphasizes the introduction of emotional and experiential situations in the process of classroom teaching. It uses virtual scenes, real scenes and other ways to guide students to positive life experience with vivid images, obtain emotional resonance, perceive teaching content from the overall structure, and thus

promote the healthy development and improvement of students' psychological function. Situational teaching is characterized by the combination of sensibility and rationality, and its application to the cultivation of intercultural communication ability will effectively improve students' intercultural awareness, intercultural understanding and intercultural expression ability.

2. Situational Teaching is Conducive to The cultivation of Students' Cross-cultural Awareness

2.1. The Significance of Cultivating Cross-cultural Awareness

In order to improve the ability of intercultural communication, we must first cultivate intercultural communication awareness and sensitivity. Chen Guoming (2009) pointed out in *Intercultural Communication* that intercultural competence should include intercultural sensitivity, intercultural effectiveness and intercultural awareness. Intercultural awareness includes cognition, emotion, etc. From the perspective of constituent elements, Lusting and Koeste (2007) regard knowledge, motivation and behavior as the three major elements of intercultural communicative competence. Knowledge is the basis for the formation of cross-cultural consciousness, while motivation is the conscious adaptation and guidance.

Cross-cultural awareness emphasizes that after recognizing the cultural differences among different nations, countries and groups, people can consciously or even actively cross cultural boundaries and establish positive interactive relations between people. Cultivating cross-cultural communication and embodying the combination of Structure-function-culture are the outstanding features of international Chinese language education [2]. In order to improve the ability of intercultural communication, we must first cultivate intercultural communication awareness. Therefore, the connection, comparison and interaction between Chinese culture and other cultures are always essential dimension in the instruction of Chinese culture and national conditions. With regard to teaching methods, it is recommended that the classroom instruction be combined with experiential learning modes to help cultivate students' comprehensive abilities in

cultural knowledge, skills, awareness, and attitudes [3], which is the advantage of situational teaching method.

2.2. The Application of Situational Teaching Method

Situational teaching means that teachers purposefully introduce or create relevant scenes in course teaching, which can act on students' learning psychology to induce their cognitive experience. On the basis of guiding students to fully participate in activities, actively mobilize their will and emotions, and encouraging exploration and innovation, teachers can realize the meaning construction of knowledge, so as to develop students' psychological function and promote their healthy growth. In the teaching of Chinese as an international language, the application of situational teaching method plays a positive role in the cultivation of cross-cultural consciousness.

At present, the writing ideas of overseas Chinese syllabus learning content modules mainly include four categories: theme-oriented, competency-oriented, culture-oriented and structure-oriented, with the former two categories accounting for 66% and 26% respectively. The topic is embodied in two patterns, one is the hierarchical nesting pattern of "subject - discourse - language knowledge", and the other is the parallel association pattern of "subject - language elements - cultural knowledge". Competency-based learning content is arranged with two or more competence cues and rarely involves language knowledge[4]. No matter what kind of mode, to achieve cross-cultural communication, we must first understand Chinese culture.

Taking the primary level as an example, teaching strategies should be fully mobilized in the process of using situational teaching method. First, setting situations should respect the national conditions and customs of different countries, fully consider the age, education, gender and social background of students, formulate students' learning files, teach students according to their aptitude, and release learning tasks suitable for students' personal conditions. Secondly, make full use of the advantages of "Internet + classroom", setting the situation can use video, film and television materials, opera and other resources, in addition to explanation, the teacher can use role setting performance and other ways, so that students can feel the charm of Chinese culture, not only understand the why, but also understand the basic spirit of Chinese culture, and cultivate their sense of identity of Chinese culture. Grasp the essence of Chinese culture and tell Chinese stories well.

3. Situational Teaching is Conducive to the Improvement of Students' Cross-cultural Understanding

3.1. Generation of Cross-cultural Understanding

The generation of cross-cultural understanding ability stems from the cultural awakening and cultural consciousness of the local culture and the target culture. Only on the basis of accepting and respecting cultural differences can we truly improve our cross-cultural understanding ability. In this sense, cross-cultural communication is not only the interaction between people from different countries, nations and groups, but also the communication and cooperation between different social cultures, which transcends regions, nations, countries and languages. How to improve students' cross-

cultural understanding ability becomes an important issue.

3.2. The Application of Situational Teaching Method

Situational teaching methods have their own characteristics in creating situations according to the differences of subjects. The first category is "disciplines with relatively rigorous content structure", such as mathematics, physics, etc., which provide more learning environments with rich resources for learners with application examples in different situations. The second category is "disciplines with relatively less rigorous content structure", which should focus on creating a learning environment close to the real situation, in which the actual situation can be simulated. In order to stimulate the enthusiasm of learners to participate in interactive learning, to complete the understanding of problems, the application of knowledge and the structure of meaning in the interactive process [5]. International Chinese teaching obviously belongs to the second category, so the creation of "real" situations is the core link of classroom teaching.

According to Deardorff (2006), cross-cultural communication ability is a comprehensive ability that encompasses knowledge, skills, and attitudes. Cultural comparison and dialogue are important prerequisites for improving cross-cultural understanding. The situational teaching method can help teachers and students create situations from the perspective of cultural comparison. Taking the cultural teaching of "social life" as an example, when introducing Chinese dietary habits, specific situational environments can be designed, such as "On special holidays, different countries' dietary practices?", "Table manners in different countries?". While highlighting cultural characteristics, attention should also be paid to cultural commonalities, stimulating emotional resonance, and strengthening students' "self cultural awareness" [6].

In creating situations, special attention should be paid to the equality and respect of attitudes, creating a relaxed and interesting environment for cultural dialogue, avoiding the attitude of cultural centrism and superiority, equal communication, seeking common ground while reserving differences. Situational teaching emphasizes respect for students' subject status, change of learning style, cultivation of students' empathy ability in cross-cultural communication, enhancement of intercultural difference identity, improvement of verbal communication and non-verbal communication ability, psychological preparation for conflicts and conflicts in cross-cultural communication, and effective avoidance of misunderstanding, stereotype and prejudice. It requires teachers to combine practical cases in applied teaching, set situations, and rehearse various conflicts that may occur in cross-cultural communication as much as possible, so as to open up students' thinking and improve their problem-solving ability.

Situational teaching method plays a positive role in cultivating learners' intercultural communication intention, intercultural linguistic communication ability, intercultural nonverbal communication ability, intercultural empathy ability, and intercultural conflict resolution ability in intercultural communication. Based on the application of situational teaching method in classroom practice, the application rules are summarized to achieve meaningful learning for students, and emotional education and cultural education are combined with students' cognitive experience to promote cognition with emotion and stimulate emotion

with cognition. At the same time, the dual education of students' intelligence and culture is paid attention to, and the empty theoretical teaching that is divorced from practice is avoided as far as possible.

4. Conclusion

Chinese international education is a comprehensive and practical course for learning the use of Chinese language and characters, which is characterized by the unity of tool and humanity. This paper aims to improve students' intercultural communicative competence through the research on intercultural communicative competence in international Chinese education and its application in teaching practice. Situation teaching has obvious practicability, pertinence and reality. On the premise of learning the basic theories and knowledge of communication, we set up targeted virtual situations to alleviate or even eliminate the discomfort brought by the cultural shock of "other domains", mobilize students' healthy emotional experience, make students have expected expectations, questions, curiosity, empathy and other psychological feelings, improve communication needs, reduce social fear, and master cross-cultural communication skills. Cultivate the adaptability and adaptability of cross-cultural communication, and effectively improve students' ability to solve cross-cultural communication conflicts.

In the application of situational teaching method in the teaching of Chinese international education, we should pay attention to the intuitive perception, stimulate the desire of students to explore independently, create a harmonious classroom atmosphere, and emphasize the emotional communication between teachers and students. By creating learning situations, teachers can help learners improve their willingness and motivation to participate in communication, reduce students' communicative tension, correct stereotypes and prejudices, adjust emotions at any time, and enhance their

communicative confidence.

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