Cross-Cultural Communication Based on Critical Language Thinking

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Abstract. The development of the global economy reflects the cognitive and thinking differences under different cultures, which also reflects the value orientation and value identification of different nations. Critical language thinking is the product of the development of cross-cultural communication, which is counterproductive to social and cultural communication. The reflected educational significance guides the theory and practice of contemporary cross-cultural communication, and gives full play to the role of language in promoting cross-cultural communication, which is a dynamic key to driving the national culture to the world.

1. The Objectivity and Education of Critical Language Thinking

1.1. The Objectivity of Thinking is the Product of Historical Development

Language is a product of social development and a commonly used medium in cross-cultural communication. It has its own social attribute (objective existence), also known as objective independence.[1] In the face of the uneven development of different cultures in cross-cultural communication, critical language thinking can help young learners to select the essence and discard the dross, and use dialectical thinking mode to study selectively and communicate in a directional way. Reducing adverse culture on the original good penetration of ideology, bringing into play the function of intercultural communication in language learning is to promote and help language learners can regularly, spread scientific learning communication culture, makes the language exchange a positive reaction to society, so as to promote language use as a carrier of human thinking in the spirit of enlightenment.

1.1.1. The Promotion of Language is Greater Than Its Relative Independence

Produced in a particular social production and living, language cannot study from the social background, language created in social production and living, and would react on various fields such as political economy, and its unique critical thinking can drive the language play a promoting role in intercultural communication, driving the development of the society, the critical thinking of language makes the language learners can learn regularly communicate culture, to show the social political economic and cultural role in promoting greater than its relative independence.[1] The development of language thinking is also gradually established in the development of culture driven by language, and human civilization is to a large extent also the external expression of the material and spirit of human thinking carried by language use.

1.1.2. The Development of Dialectical Thinking in the Process of Internationalization

With the acceleration of internationalization, it is urgent to implement the strategy of language planning at the national security level. [2] To some extent, the use of language reflects the competition of national soft power. Taking Chinese agricultural civilization as an example, Han culture attaches great importance to the harmonious development of human and natural environment, and emphasizes that all things complement each other. The establishment of
Confucius Institute shows that the application and communication of language thinking is a key to promoting Chinese culture to the world. Sets up the critical language thinking needs to everyone in the country of cultural thinking and promote the correct cognition, in cross-cultural communication, both sides should respect other culture, but also do not be afraid to have a misunderstanding, because of the cultural conflict in the cultural communication and application error is inevitable, which requires critical thinking and consciousness of tolerance, a misunderstanding, is communication, communication, communication has a different culture.

1.2. Educational Significance of Scientific Language Thinking

The development of society needs the cultivation of innovative talents, and the cultivation of scientific language thinking is of great educational significance. The application of critical thinking has been the focus and difficulty of modern education training in most countries. Scientific language thinking can help language learners learn to discriminate and choose in the complex language environment, absorb the nutrients of excellent culture, and discard the bad influence of backward culture. To help the contemporary young people to use theoretical knowledge and practical ability to promote national culture to the world, this may promote cultural integration and exchange, and even update and create. So as to realize the ultimate goal of cross-cultural language communication and mutual promotion of cultural development, we should promote the development of social cognition and thinking in various fields, and promote the innovation of theory and creation.

2. The Importance of Critical Language Thinking in Cross-Cultural Communication

Critical language thinking is a kind of logical cognition that views phenomena in cultural communication comprehensively, which has a far-reaching influence on guiding language learners and researchers to better promote cross-cultural communication.

2.1. Critical Language Thinking is the Foundation of Cross-Cultural Communication

In cross-cultural communication, critical language thinking can seek truth from facts, avoid stereotypes, and avoid the wrong way of looking at new problems with old eyes. However, it does not mean that all cultural cognition in cross-cultural communication should be fully absorbed and accepted. This kind of critical language communication cognition should be dialectical, judicious and scientific. Only in this way can it promote the development of multicultural integration in cross-cultural communication. In order to promote the theory and practice of intercultural communication, on the one hand, the wrong idea of national nihilism should not be held. On the other hand, communicators should not discriminate between the superior and the inferior, and fall into the wrong tendency of ethnocentrism. Truly excellent cultural exchanges can promote the people between them to forge ahead and be positive.

2.2. Dialectical Language Thinking Promotes Theory and Practice

The concept of intercultural communication reveals the influence of cultural connotation on people's spirit and soul. Taking Chinese culture as an example, Chinese people have the self-confidence and sense of identity of Chinese culture, and the moral love and humility reflected by Chinese people are the essence of traditional Chinese virtues. The practical significance of cross-cultural communication lies in learning other languages and understanding other cultures in the course of cultural exchange and learning, so as to promote the redevelopment of diverse cultures. Learn excellent culture, resist vulgar culture, have their cultural identity and sense of belonging, establish cultural confidence. Therefore, critical language thinking can better demonstrate the educational significance of language in promoting communicators' scientific participation in cross-cultural communication and practice.
2.3. Scientific Language Thinking Promotes Cultural Integration and Development

Scientific linguistic thinking emphasizes the correctness of cognition and logic, which is the guidance of a correct value and way of thinking. Dialectical thinking in language can help learners to deeply explore the source of culture, reveal the essence of cultural phenomenon after the connotation, better understand the cultural background of development, to help learners to set up the correct cultural evaluation method, the correct guidance to the theory and practice of cross-cultural communication, promote cultural fusion of real development, coexistence of innovation.

3. Establish Dialectic Language Thinking Correctly

With the acceleration of economic globalization, the popularity and development of cross-cultural communication is also a trend in today's society. In this context, the formation of critical language thinking is also of great significance. Therefore, it is necessary to promote the application of dialectical thinking in cross-cultural communication. In order to properly develop dialectical thinking in cross-cultural communication, learners should follow their own unique rules and adopt correct training strategies.

3.1. Follow the Rules of Language Learners' Development

Critical thinking should follow the general rules of learners' development. Learners' different cognitive abilities and thinking are restricted by their own development potential and social objective conditions. In order to give fully play the positive role of dialectical language thinking, it is necessary to follow the rules of language learners' own development, so as to better help learners establish correct concepts and guide them to participate in specific practical activities of cross-cultural communication.

3.1.1. Follow the Cognitive Rules of Language Learners

Scientific research shows that human cognition is influenced by the natural environment and genetic quality, among which education is the most important factor. Learners have their own self-cognition and choice of learning content, and whether this cognition is correct needs to pass the test of education. If it is not correct, it needs to be guided by education. Such guidance should also follow certain rules. On the basis of following the cognitive rules of language learners, learners should be strengthened to guide the direction of cultural choice, deepen their understanding of cultural exchanges, and enhance the depth of cognition. In this process, it helps learners to establish critical language thinking, deepen their self-understanding and self-reflection on language communication, and meet the development needs of language self-thinking. At the same time, language learners also have their own subjective initiative. They can respond to the development of things subjectively and have their own processing methods. In the process of exerting their subjective initiative, they can improve their critical thinking cognition and form their own scientific cognition mode.

3.1.2. Follow the Thinking Rules of Language Learners

In addition to their own cognitive rules, language learners also have their own thinking rules. The formation of this thinking pattern is also related to learners' thinking mode and thinking habits which are rooted in the thinking and thinking mode of daily dealing with problems and is a response under the guidance of traditional cognitive thinking. This kind of thinking of language learners is also an objective reaction, and learners should follow this law in language acquisition. The development of thinking is sometimes the internal manifestation of subjective initiative and highly condensed, but this does not mean that this way of thinking is solidified, nor does it mean that this traditional thinking should be abandoned. On the contrary, this kind of thinking is the basis for learners' innovation and development of thinking. Only on this basis can language learners find shortcomings, make continuous improvements, and enhance their own re-creation and re-renewal of thinking. It can be seen that following the thinking patterns of language learners also has a profound impact.
3.2. Cultivation Strategies for Language Learning Thinking

3.2.1. Strengthen the Agility and Flexibility of Learners' Thinking

Language learners are faced with a complex and diverse culture, which is bound to be full of backward culture and decadent culture, which requires learners to improve their agility and flexibility of thinking, correctly identify and screen cultures. On the other hand, learners should consciously establish the awareness of respecting different cultures, use agile and flexible thinking to promote cultural development and reform in cultural communication, drive cultural renewal and creation, constantly improve the cultural transmission awareness of learners, and enhance the sense of cultural mission and responsibility of cultural learners and communicators. This requires cultural communicators to be flexible and agile in recording, thinking and proposing their own solutions to new problems and discoveries arising from cultural discussion and communication.

3.2.2. Strengthen the Prodigality and Originality of Learners' Thinking

The communication of different cultures cannot be separated from the renewal and creation of culture, which requires learners to strengthen the profoundness and originality of thinking and to have their own understanding of different cultural phenomena or the same cultural phenomena, and this understanding is profound and original. Cultivating learners' thinking profundity and dialectical thinking will help them to learn from different angles and different depths to analyze the cultural phenomenon. In the face of different cultural backgrounds, they need to explore the source, and put forward their own cultural cognition through a particular cultural phenomenon, which may strengthen their thinking, timely put forward the key problems and give practical solutions.

3.2.3. Learn to Question and Combine

Question is critical thinking to develop a path, the primary path is found that the problem, only found that the problem can solve the problem, critical thinking requires to analyze questions, and a scientific authentication, collecting material evidence correctly explain the causes of phenomena or evaluation of the advantages and disadvantages, through thinking and analysis and practical exploration, reflect the form of language learners at the core of quality, namely the cultivation of scientific spirit of, understand the causes of different cultures, and the sense of identity and value orientation. Only in this way can we help language learners to choose and explore different cultures scientifically and correctly. In addition, thinking is also essential in the development of critical language thinking. Thinking is not a simple cultivating learners' suffering consciousness, but by thinking about the correct way to explore cultural background and cultural exchanges, through multiple thinking and divergent thinking to help students set up the analysis to explore the concept, in the process of different culture left to do, to determine its own set of cultural communication, and this kind of cultural communication is, won't make other countries' culture users feel uncomfortable, and for the first time, to make people who use the language to express yourself clearly trying to say, they want to convey the spirit of the cultural connotations. Only in this way can we promote the communication and exchange of our own culture in other countries, promote the friction of different cultures in the collision of exchanges to create new sparks, and carry out cultural renewal and creation.

4. Conclusion

The rules of cultural use are related to the historical background of specific countries and regions. Having a common language does not mean having a common thought or a common cultural value and value judgment. Therefore, critical language thinking is of great educational significance in cross-cultural communication. The scientific choice between different cultures makes the development of cultural integration possible.
5. Reference


