

Research on Cross-cultural Ability of Students in Chinese Northeastern Universities under the Background of the Cultivation of Global Competence

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Keywords: Cross-cultural Ability, Global Competence, College students

Abstract: This paper takes several universities in Northeast China as an example, and uses the form of questionnaire survey to conduct statistics on the cross-cultural competence of college students in these universities, and analyzes the current situation of cross-cultural language ability and communicative competence of college students in China. The recommended measures.

1. Introduction

The research in this paper is based on three aspects: global competitiveness, cross-cultural and global competitiveness of college students. With globalization and China playing an increasingly important role in the international arena, cultivating students' "global competence" is a major trend in the future of China's education. With the rapid development of the economy in recent decades, China is occupying an increasingly favorable position in the world system. Various cultures in China are gradually being accepted by all countries, and more and more foreign elements are also rushing to China. Our country's culture is undergoing different degrees of collision, but China's long history and cultural traditions for thousands of years are deeply rooted. The overall awareness of "global competence" is still not obvious in China's education system, as it is to cultivate high-quality talents. National colleges and universities have gradually realized that to participate in the global competition, the "global competency", the quality of the trend of globalization must be an important part of the education and training program, but it is much late for most of the higher education institutions in China. Under the training system, how to use global competence as an indicator is still facing many challenges in teaching.

Colleges and universities play an important role in cultivating global competency talents. Colleges and universities should actively respond to the state's documentary spirit of organizing college students to internships in major international organizations, and implement a series of measures to encourage the colleges and universities. From understanding global competence and understanding global competence, college students provide a good atmosphere for learning and understanding for college students, increase publicity, and find a global competency training system suitable for the university.

2. Purpose and significance

The research in this paper is mainly to achieve the following objectives.

1) Impact on developing global competency. Let more people know about global competence and learn more about cross-cultural knowledge in the context of global competence. At the same time, it can provide reference for people's next study. Through this research, scholars' interest in learning and desire for knowledge can be stimulated, and they are interested in studying more about global competence.

2) Effectiveness of the research. The current international exchange is not only the information exchange between countries and multinational enterprises, but also the communication between people from different cultural backgrounds is getting closer and closer. We should adapt to the changes of the times, receive the new knowledge brought about by the changes of the times, and

also prepare for the changes of the times, help the new generation of the early broadcast to participate in international exchanges, and improve the new generation of our youth in the process of globalization.

3) Impact on students. Through this research, college students can learn more about cross-cultural knowledge in the context of global competence and expand their knowledge areas. On the one hand, it can help college students to learn, so that they can further understand global competence and clarify the next learning direction. On the other hand, it can help college students to help them in the future and help them to have good employment. Knowledge reserves and skills.

3. Theory

To further clarify the conceptual orientation of cross-cultural competence, it is necessary to analyze the differences and linkages between cross-cultural capabilities, international capabilities and global capabilities. Although many scholars often confuse these three terms when they use them, they have different theoretical frameworks and different backgrounds.

Comparing the main definitions and connotations of the three terms, we can find that: from the definition point of view, the international ability is in line with the ability of globalization; if from the content point of view, Lambert's later proposed globalization ability is compared with the previous international ability. There is only a lot of foreign language ability, and there is not much difference in essence. Hozler and Dinniman's multidimensional international capabilities concept can also be included in the connotation of the global capabilities of researchers such as Hunt. So can cross-cultural competence be included in the ability to globalize? This depends on how the terms and boundaries of the two terms are defined. M. Green believes that students must have a high degree of international understanding and cross-cultural competence before they can adapt to globalization. According to Greene, cross-cultural competence can be embedded in the power of globalization. However, there are differences between the discourse systems of the two, and the ability to globalize is more reminiscent of being on the side of a strong country in Europe and the United States, while the intercultural ability is more neutral. From this point of view, if the ability of globalization to "swallow" cross-cultural capabilities will have "rejection", it will be indigestible. We can only say that the concepts and connotations of globalization and cross-cultural competence are crossed, but each has its own market.

4. Research method

4.1 Selection of cross-cultural competency indicators

The questionnaire used in this study is based on the multi-dimensional model of cross-cultural competence (ICC) proposed by Byram (1997) (knowledge, skills, critical cultural awareness, cross-cultural attitude), with reference to Fantini (2000, 2006). Intercultural competence self-assessment questionnaire (A YOGA FORM) and the federal EIL research project cross-cultural competence self-assessment questionnaire (AIC), combined with the actual situation of Chinese college students, designed a set of evaluation of Chinese college students cross-cultural competence (ICC) self-evaluation scale (Wu Weiping, Fan Wei, Peng Renzhong, 2013).

4.2 Design questionnaire

The questionnaire consists of two parts: the first part is personal information, including gender, grade, major, college English score, going abroad and cross-cultural contact experience, etc. The second part is the cross-cultural ability evaluation scale, including 4 main Dimensions: Consciousness, Attitude, Skills, and Knowledge, respectively, are represented by 40 description items. They are scored from "0" to "5" by using the Likert Scale grading method. "0" stands for "Nothing". 1" stands for "very weak/slightly", "2" stands for "weaker/point", "3" stands for "general/some", "4" stands for "stronger/more", "5" stands for "very strong" /Much".

4.3 Collecting data

All selected data are from Dalian University of Foreign Studies, Liaoning University, Liaoning Normal University, Qiqihar University, Liaoning University of Engineering and Technology, Changchun University and other college English majors from grade 1 to grade 4. A total of 600 questionnaires were issued in this study, and 578 valid questionnaires were collected, with an effective rate of 96.3%. In the data analysis, the author combined the quantitative data of the questionnaire to comprehensively describe the self-evaluation of cross-cultural competence of Northeastern college students, thus enhancing the credibility of the research results.

4.4 Data analysis

Because the questionnaire items 0-5 correspond to none, very weak, weak, general, strong, very strong, 3 corresponds to the general, so when the mean is greater than 3, it means that most people perceive the problem strongly or very strong, when A mean of less than 3 means that most people perceive the problem weakly or very weakly.

Table 1 Q5-Q9 descriptive statistics

Variable factor	Sample number	Minimum	Maximum	Number of people	Mean	Standard deviation
Kn5	578	0	5	2	1.78	1.325
Kn6	578	0	5	2	1.66	1.255
Kn7	578	0	5	0	1.76	1.379
Kn8	578	0	5	1	1.71	1.442
Kn9	578	0	5	1 ^a	1.81	1.239
Effective N	578					

It can be seen from Table 1 that students generally believe that they have insufficient understanding of foreign cultural knowledge, that the respondents have insufficient knowledge about the history and geography of other countries, lack of cross-cultural communication strategies and skills, lack of understanding of other countries' taboo knowledge and different cultures. Basic norms and behavioral knowledge, lack of Internet communication channels.

Table 2 Q10-Q14 descriptive statistics

Variable factor	Sample number	Minimum	Maximum	Number of people	Mean	Standard deviation
Kn10	578	0	5	1	1.69	1.382
Kn11	578	0	5	1	1.71	1.410
Kn12	578	0	5	2	1.87	1.449
Kn13	578	0	5	1	1.73	1.427
Kn14	578	0	5	0	1.76	1.551
Effective N	578					

It is not difficult to see from Table 2 that most respondents lack sufficient ways or channels to communicate with others when they have language communication barriers. They do not have the ability to directly acquire knowledge about intercultural communication, and cannot use social software to achieve friendship with foreign friends. Communication, lack of ways and means of learning foreign languages and cultures.

Table 3 Q15-Q19 descriptive statistics

Variable factor	Sample number	Minimum	Maximum	Number of people	Mean	Standard deviation
Kn15	578	0	5	2	2.10	1.517
Kn16	578	0	5	1	1.88	1.401
Kn17	578	0	5	1	1.85	1.557
Kn18	578	0	5	3	1.93	1.466
Kn19	578	0	5	2	1.99	1.369
Effective N	578					

According to Table 3, most of the surveys are not willing to exchange academic qualifications with foreigners, and they cannot solve the frustration of communicating with foreigners. They are relatively uninterested in the new cultural elements and international affairs of other countries, and adjust for different cultures. Insufficient preparation for communication strategies.

Table 4 Q20-Q24 descriptive statistics

Variable factor	Sample number	Minimum	Maximum	Number of people	Mean	Standard deviation
Kn20	578	0	5	1	1.88	1.547
Kn21	578	0	5	1	1.93	1.433
Kn22	578	0	5	1	1.69	1.374
Kn23	578	0	5	1	1.81	1.420
Kn24	578	0	5	1	2.05	1.396
Effective N	578					

According to Table 4, most of the surveyed global awareness and coordination skills and cooperation spirit are weak, and there is not enough understanding of the history of the country, insufficient understanding of global international affairs, insufficient grasp of the progress of human civilization, and lack of logical thinking ability.

5. Research content

5.1 Questionnaire

The questionnaire includes knowledge dimension, attitude and consciousness dimensions, skills dimension and global competency dimensions. From the above, we can see the empathy, adaptation, tolerance, emotion, and interpersonal relationship that Chinese university students often have in intercultural communication.

5.2 Summary of indicator analysis

The results of this study show that the mean of the knowledge dimension is 1.74, the mean of the skill dimension is 1.75, and the mean of the attitude and consciousness dimension is 1.95. The average value of cross-cultural ability is less than 3. Based on the above data analysis, students' performance in cross-cultural attitudes and awareness is significantly better than knowledge and skills. The survey results show that the average value of students' global awareness and coordination ability is 1.88. The average student's history, geography and socio-political knowledge are 1.93. The average value of energy and economic development is 1.69. Students have the courage to take responsibility, the average value of social sustainable development and human civilization progress is 1.81, and the average value of respondents' logical thinking based on change is 2.05. The mean of the global competency dimension is less than 3. It shows that most of the surveyed global awareness and coordination skills and the spirit of cooperation are weak.

6. Conclusion and Suggestions

Through this research, students can learn more about global competency and expand the knowledge base of college students. It can help students improve their humanities and literacy skills and foreign language skills. However, the results of this study are only for college students in Northeast China and cannot represent all college students in China. The content of this play is based on the cross-cultural competence of the global competency, and cannot be generalized as the content of all aspects of global competence.

At present, colleges and universities not only need to cultivate better professional talents, but also must cultivate talents with strong cross-cultural competence. Therefore, combined with the current lack of cross-cultural capacity development of Chinese college students, open related cultural courses or promote related study abroad service programs, so as to better help college

students improve their cross-cultural competence. In addition, contemporary college students should apply their own knowledge to practice, accumulate innovation in practice, and constantly cultivate their global competence in practice.

Acknowledgements

This study is supported by projects such as The education reform of Liaoning University of Science and Technology: Capstone English education research project for the cooperation of universities and enterprises (No. XJGJF201812), 2018 The college education reform research project of Liaoning province: The reform and practice research of College education on the college English teaching mode 4321 for the cultivation of international competence, The education reform of Liaoning University of Science and Technology: The research and practice of multi-win and multi-dimensional critical learning of industry colleges (No. XJGJF201811), The OBE project of education reform of Liaoning University of Science and Technology: The innovation and practice of co-active superlanguage learning system under the concept of OBE (No. XJGOBE201803), and 2018 the college education reform research project of Liaoning province (No. 2018-159-10146-4-3).

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