

# Research on Talent Cultivation Strategies of Local Universities Based on Cross-cultural Cognition

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**Abstract:** In the cross-cultural context, colleges and universities have carried out a whole-process systematic reform of the selection method and training mode with a view to improving the quality of training, centering on the cultivation of outstanding talents, to innovate the talent training mode, and strive to form a system of outstanding talents with moderate scale, reasonable structure and distinctive characteristics, so as to provide high-level specialized talents and innovative talents for national construction and development.

**Keywords:** Cross culture; Colleges and universities; Talent training; Strategy

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## Introduction

The rapid development of electronic communication technology and the progress of the Internet promote the process of global economic integration. At the time when global integration is accelerating, our country's economy can also develop rapidly. The economic, cultural, economic and social exchanges between China and other countries have reached a new height. At an important stage of development, it is urgent to cultivate high-skilled, high-skilled and high-level compound talents. Universities have naturally become the main base for the cultivation of intercultural communication talents. In foreign language teaching, it is urgent to instill and infiltrate intercultural communication knowledge and promote the cultivation of intercultural communication ability. To improve culture in language teaching is not an indispensable fifth skill in addition to listening, speaking, reading and writing skills. No matter how good language learners are, their intercultural communicative competence will also be restricted for cultural reasons.

### 1. The meaning and importance of intercultural communication

Cross-cultural communication refers to the communication between native speakers and non-native speakers, as well as the communication between people with different language and cultural backgrounds. Among them, people of different origins use language as a means of communication, and language is a kind of connection. It can be said that the language used by each country has its original characteristics and national nature. Only by understanding the culture of a country can the cultural background be integrated into the language and its communication function be truly played. Therefore, it is particularly important to cultivate students' intercultural communication awareness in college foreign language teaching.

Foreign language teaching in colleges and universities does not only focus on foreign language teaching. Students should also have some understanding of the origin and cultural essence of foreign languages, as well as the way of communication, lifestyle, and thinking among people in foreign language areas. So as to truly achieve the success of cross-cultural communication. In order to enable students to understand traditional culture at a deeper level, college foreign language teachers should consult and collect information about the national characteristics of the country, make detailed teaching plans, present students with a large number of cultural background knowledge and design some classroom activities to link classroom content and practice, so that students can feel the atmosphere under different cultural backgrounds in the college classroom, So as to continuously improve college students' ability of foreign language practice and application. Language and culture are closely linked. If you want to learn a language thoroughly, you need to be familiar with their cultural sources.

The discussion of cross-cultural talent training mode is conducive to promoting the continuous improvement of China's education

mode. This new training mode will certainly break the traditional pattern of exam-oriented education and stimulate students' strong interest in learning foreign languages. In addition, the training mode discussed in this paper can be used for reference, especially when carrying out relevant personnel training.

## **2. Principles of talent cultivation in local colleges and universities based on cross-cultural cognition**

### **2.1 The principle of taking students as the center of teaching activities**

In the classroom, students complete teaching tasks as the main body and the final group, and all teaching tasks should be carried out with students as the center. The development of students' specific learning conditions is the key to the cultivation of intercultural communication talents. At the same time, to some extent, talent cultivation also depends on students' cooperative attitude and degree of learning, that is, talent cultivation originates from students' learning. This means that we should try to listen to the students' voices when making relevant learning plans, carefully observe the students' listening attitude in class, and properly adjust the teaching mode according to the specific situation <sup>[1]</sup>.

### **2.2 Interaction principle**

There are essential differences between Chinese and Western teaching, especially in the cultivation of intercultural communication ability, it is more necessary to encourage students to communicate with teachers to help students understand the teaching content and specific knowledge as quickly as possible. Under the European and American teaching model, students are particularly encouraged to ask questions. The interactive atmosphere is good, and students have high enthusiasm for learning, which can lead the exploration of knowledge to a higher level. Both Chinese and Western cultures have the characteristics of equal dialogue and exchange. Especially in the social context of globalization, the tendency of mutual influence between cultures is more prominent. In the process of cultivating intercultural communication talents, we should also follow the law of social development and give play to the mutual promotion of Chinese and Western language learning. To properly change the traditional teaching idea of one-way information transmission and pay attention to the two-way transmission and interaction of culture in the process of foreign language teaching is the key to the cultivation of cross-cultural communication talents.

## **3. Talent cultivation strategies of local colleges and universities based on cross-cultural cognition**

### **3.1 It needs to be guaranteed by the policies and systems of the relevant functional departments of the state and universities**

The top-down policy and institutional support of the State and the Ministry of Education is a prerequisite to ensure that cross-cultural communication can be carried out extensively, comprehensively and smoothly. The Outline of the National Medium and Long-term Education Reform and Development Plan puts forward that "cultivate international elites who have international vision, are familiar with international practices, and can participate in international affairs and international competition"; The organization called for more international understanding education in order to enhance intercultural communication and strengthen understanding of different countries and civilizations. Colleges and universities have become the frontline of cultivating cross-national language ability. College students are the main force of cultural communication and communication, and the cultivation and improvement of their intercultural communication ability should be an important goal in the training of talents in colleges and universities. Through the comprehensive and systematic planning of the relevant departments of the government at all levels from the macro and overall perspective under different cultural backgrounds, the use of big data technology to optimize the allocation of high-level and high-quality foreign language teachers, cultivate high-level and high-quality foreign language teachers with international cultural backgrounds, and strengthen cross-cultural exchanges between foreign parties. It can be said that the promotion of policies and systems has provided a welcome opportunity for the cultivation of cross-cultural foreign language talents <sup>[2]</sup>.

### **3.2 Enhance teachers' own intercultural communication ability**

In cross-cultural communication, teachers should strengthen their own cultural literacy to effectively promote students' cross-cultural communication. In teaching, we should establish a cross-cultural education concept and improve our cultural literacy in various ways. First, teachers should have a sense of learning, read more important works of intercultural communication, deepen the understanding and understanding of relevant backgrounds, broaden their horizons, and improve their understanding of different nationalities. Second, we can conduct in-depth research through some specific cultural courses, special lectures and other forms of educational activities; In order

to feel the culture of different countries, we should go abroad for further study. Finally, in professional teaching, teachers should contact more with foreign trade enterprises to obtain direct or indirect work experience, and enhance the practical work ability of foreign trade will have a stronger cross-cultural awareness for the improvement of teachers' intercultural communication ability.

### **3.3 Open classes flexibly and create an atmosphere of cross-cultural communication**

In foreign language learning, the lack of cross-cultural communication environment has affected the language communication level of foreign language learners. Due to teachers, class hours and other reasons, most colleges and universities have not systematically set up intercultural communication courses, and their understanding of students' intercultural communication is also not systematic, resulting in communication barriers caused by students' lack of understanding of cultural differences and improper use of language and behavior in practice. Therefore, colleges and universities need to flexibly set up courses to create an atmosphere of cross-cultural communication.

First, in terms of the training objectives of relevant majors in universities, it is necessary to clearly recognize the importance of cultivating students' intercultural communicative competence and effectively reflect it in the syllabus of each course. The curriculum should not only include the contents of traditional foreign language basic courses and professional knowledge and skills, but also the contents of cross-cultural communication, such as British and American profile, business etiquette, culture and communication, etc. Only by learning sufficient intercultural communication knowledge through these courses can students acquire intercultural communication competence. Second, teachers can also set up optional courses of intercultural communication and organize special lectures to let students understand the cultural differences between different countries and gain more cross-cultural knowledge. The opportunity of practical training for college students should also be increased. To cultivate students' intercultural communication ability is to better engage in foreign trade and business work in the future. The development of intercultural communication ability is inseparable from practice. Intercultural communication is in dynamic change, and the internal cross-cultural knowledge can not fully meet the needs of communication. Only through continuous practice can we really improve communication ability. This requires the school to create a good training opportunity for students, so that they can go out of the school door, contact, communicate, feel people from different cultural backgrounds, and enhance the ability of cross-cultural communication.

The selection of textbooks should avoid the fact that book knowledge is divorced from practical application and more contemporary, so as to be more practical in teaching and meet the needs of students; With various forms of exercises and analysis cases, it is beneficial to carry out vivid and lively teaching.

## **Epilogue**

To cultivate talents with different levels of cross-cultural quality, we must have the joint efforts of educators from all levels. From the support of school administrative policies and educational resources, to the use of huge network technology for cross-cultural indoctrination, to the active participation of students in cross-cultural teaching and research, people engaged in cross-cultural foreign language education can create favorable opportunities and cross-cultural atmosphere and atmosphere for foreign language learning. However, cross-cultural communication should be based on the principles of equality, tolerance and win-win, abandon subjective fixed thinking and cultural prejudice, draw cultural essence from political, economic and cultural exchanges, and disseminate Chinese culture at the same time. Only in this way can we comply with the principle of equality, inclusiveness and cross-cultural communication confidence.

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