Practice of vocational ability training mode of students in new engineering colleges relying on cross-school credit platform--Based on the perspective of cross-cultural multi-communication ability training

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Abstract: *The collision between multiculturalism brought by globalization and the long-term professional education in Chinese colleges and universities urgently need to reform the talent training mode and integrate professional quality general education. Deepening the system of cross-school study and credit mutual recognition in the sharing of teaching resources can provide students with broader learning space and high-quality teaching resources. Based on the cross-school credit platform and the perspective of cross-cultural multi-communication ability training, this paper explores the effective strategies of the construction of vocational quality general education curriculum system, teaching content setting, vocational ability training, teaching mode and evaluation system research. Teachers are the leading factor and students are the main body in the curriculum. The teaching mode of combining online and offline, knowledge transfer and internalization focuses on stimulating students' interest in learning, strengthening the construction of teaching resources and platforms, improving teaching effect, and cultivating cross-disciplinary and compound talents with high professional quality and ability for national and local economic development.*

Keywords: *Cross-school study; Professional ability training; Diversified communication*

1. Introduction

All along, Foreign universities pay attention to cultivating students' professional quality and ability, Imparting common knowledge, transmitting specific values, training diversified communication, logical thinking and creative problem solving skills in social life and professional fields, and cultivating citizens with compound knowledge, discerning thinking and environmental awareness at all times have become important and effective ways of university values education in a diversified society. In China, general education, as a talent training mode, has been gradually recognized and vigorously promoted by colleges and universities. In recent years, the quantity and quality of general education courses in colleges and universities have been continuously improved, With the deepening and expansion of general education, more and more colleges and universities are aware of the importance and necessity of implementing general education, actively carry out educational reform, closely combine general courses with social practice, reorganize curriculum structure, and construct multi-category modular courses under different curriculum type systems. Cross-cultural multi-communication means that when communicating with people from different cultural backgrounds, To ensure smooth and effective communication, Need to understand the cultural differences between China and the West, From the perspective of facilitating communication, Selectively cater to local culture, moderately integrate and be inclusive, overcome language barriers and cultural barriers in cross-cultural communication, master the principles and strategies of cross-cultural communication, and be able to use diversified communication methods for barrier-free communication in different scenes, thus successfully realizing the smooth progress of cross-cultural multi-communication. High-quality and efficient cross-cultural multi-communication is a new requirement for talent training in colleges and universities with the development of globalization, and it is also an indispensable and important content in general education in colleges and universities.

Cross-school credits are an important measure to further promote the comprehensive reform in the field of education, innovate the talent training mechanism in colleges and universities, and implement educational informationization. The advantages of implementing cross-school credits are mainly reflected in several aspects. First, effectively solve the contradiction of insufficient curriculum resources

in colleges and universities. In recent years, with the continuous enrollment expansion of colleges and universities, the number of students has increased, and various educational resources in colleges and universities are facing tremendous pressure. The teaching management mode of cross-school credits has broken the inter-school barriers, which not only reduces the cost of running schools, but also effectively alleviates the relatively tight situation of teaching resources in colleges and universities. Second, students' individualized learning needs are more met. Cross-school courses make students' learning more convenient and flexible, Students can break the limitation of time and space by taking courses, and they can take high-quality courses from other schools in our school. They can not only appreciate the elegant demeanour of high-level teachers from other colleges, but also make their own study plans according to their own learning ability and digestion level. Cross-school study greatly meets students' individualized learning needs and creates better conditions for students to grow and become talents. Third, cultivate students' autonomous learning ability. Compared with the traditional offline education mode, teachers can use online education to teach students in accordance with their aptitude and provide personalized teaching for students. Teachers' evaluation mode for students' learning is more diversified and flexible, which enhances students' ability to think independently. Teachers adopt the mode of combining traditional classroom teaching with flipping classroom teaching, which is a beneficial attempt of teaching mode reform. Through the reform of teaching methods and methods, students can broaden their thinking, broaden their horizons, stimulate their interest, cultivate their ability to find, study and solve problems, guide students to take the initiative to learn by using network resources, and cultivate their autonomous learning ability. Fourth, promote exchanges and cooperation among universities and the co-construction and sharing of high-quality educational resources. In the process of curriculum implementation, teachers who build and use courses need to agree on the specific contents related to the curriculum, so they will keep close communication and exchange, which will greatly promote the exchanges and cooperation between teachers in the two schools. The implementation of cross-school credits, through the sharing of teaching resources and the flow of students, will promote the cooperation among universities, which is conducive to making full use of the advantages of disciplines and specialties of other universities and realizing complementary advantages. The cultivation of college students' vocational ability relies on the cross-school study platform, which has richer resources, more flexible forms and more effective paths.

2. Construction of cross-cultural multi-communication ability training system

The construction of new engineering is a new path for the development of application-oriented undergraduate universities, a new embodiment of strengthening undergraduate education, and a new measure to serve local development. For new engineering universities, engineering education should not only cultivate students' ability to solve "complex engineering and technical problems", but also cultivate students' ability to solve "non-technical factors". Therefore, according to the general standard of engineering education professional certification, adding the curriculum system of "non-technical factors" problem-solving ability to the talent training scheme is an urgent task to complete the engineering education professional certification. To build new engineering courses and deepen engineering education, colleges and universities should change their teaching concepts, take students as the center and results as the guide, strengthen the general education of professional quality, and pay attention to the cultivation of talents' ability to adapt to environmental changes, cross-cultural communication and diversified communication.

2.1. Create a general curriculum system of professional quality based on "diversified communication"

On the premise of determining clear curriculum standards, we should build a general curriculum system of professional quality, which meets the needs of talents in the workplace and takes the cultivation of students' diversified communication skills as the basic point, covering the cultivation of dialectical thinking, analysis and inference ability, quantitative analysis ability, social practice ability, citizen participation and maturity, etc. The curriculum system includes three different levels of curriculum groups. The first stage is the learning stage led by teachers, including two courses: "diversified communication" and "innovative problem solving"; The second stage is reflective learning stage, which includes two courses: "discerning thinking" and "business mind and project management"; The third stage is the practical learning stage under the guidance of teachers, which includes two courses: "Green Citizen" and "Comprehensive Fixed Point". Each level of curriculum contains a certain proportion of teacher-led part and student-led part. With the deepening of the difficulty of the curriculum, the teacher-led teaching part is gradually reduced and the student-led part is increased, so as to achieve the purpose of cultivating students' autonomous learning, training their autonomous learning ability and improving

their learning effect.

This curriculum system takes the problems encountered in the real working environment as its research and development basis, and makes learners understand the specific coping skills, and learns how to apply these skills flexibly in work, so as to guide students to achieve sustainable behavioral changes and cultivate their ability to solve problems through "non-technical factors". Through the student-centered training mode, we can help them build self-confidence and enhance their competitiveness in the workplace.

2.2. Constructing "Diversified Communication" Course Module and Ability Matrix

In the whole vocational quality general curriculum system, communication ability is the foundation and the key. The key to cultivate students' diversified communication ability lies in curriculum construction. The course "Diversified Communication" starts from the basic knowledge of communication, Introduce the concept, process, types and influencing factors of communication, This paper elaborates the skills of listening, speaking, asking and non-verbal communication, and introduces the skills of organization and team communication, self-communication, meeting, interview, job interview, negotiation, writing, speech, visual aids, telephone and Email, and the skills of facing and dealing with interpersonal conflicts. This course should pay equal attention to theory and practice, be rich in content, have a large amount of information and have a systematic knowledge structure. At the same time, classroom interaction, case analysis, classroom discussion, role-playing and after-school exercises are used to guide students to learn and use theoretical knowledge, master various communication methods and skills, and exercise students' practical communication ability.

The course is divided into thirteen modules and five corresponding abilities, as shown in the following figure:

Table 1: Curriculum Module Competence Matrix

Ability / Modules	Active listening	Oral communication	Written communication	Group communication	Public speaking
Module 1 Overview of Communication Knowledge	√	√	√	√	√
Module 2 Listening, Speaking and Questioning Skills	√	√			
Module 3 Nonverbal Communication	√				
Module 4 Organizing Team Communication				√	
Module 5 Self-communication		√			
Module 6 Meetings	√	√			
Module 7 Interview	√	√			
Module 8 Job Interview	√	√			
Module 9 Negotiations	√	√			
Module 10 Writing			√		
Module 11 Lecture					√
Module 12 Video Telephone Email	√	√			
Module 13 Interpersonal Conflict	√	√			

2.3. Implement the cultivation of comprehensive ability of cross-cultural multi-communication with foreign languages as the carrier

To improve college students' professional quality and ability, make them meet the compound talents required by "the belt and road initiative", meet the ability requirements of engineering certification standards and the professional needs of enterprises, it is necessary to take foreign languages as carriers to realize the smooth realization of diversified communication in cross-cultural situations. With the rapid development of global economic integration, cross-cultural communication has become a necessary skill for everyone in the workplace. In the process of communication, the level of foreign language proficiency and mastery of different cultures determine the success of cross-cultural communication. Therefore, while cultivating students' diversified communication skills, colleges and universities need to improve students' foreign language level and strengthen their understanding of foreign cultures. Through systematic teaching, on the basis of enhancing students' cross-cultural awareness, they should expand students' international vision and develop students' application ability of communication skills and practical ability of cross-cultural communication.

2.4. Innovate the teaching mode and evaluation system of "Diversified Communication" course

2.4.1. Task-driven practical teaching

In the teaching process of "Diversified Communication", the idea of task-driven is emphatically embodied, and the whole process runs through the practical training activities of task-driven teaching, covering communication cases in different professional scenarios, and establishing ideas of raising, analyzing and solving problems, so that students can master communication skills and improve their communication skills in the process of completing tasks.

2.4.2. Student-centered experiential teaching

Student-centered teaching process, Teachers are only guides, By organizing group activities and teamwork, Make students get feedback and positive encouragement constantly, build a teaching mode of "experience-understanding-dialogue-reflection-development", follow the teaching principle of "teachers guide, students think and promote the common development of teachers and students", make students responsible for their own learning, and finally gain skills, improve learning efficiency and operation ability.

2.4.3. Process evaluation system aiming at professional ability

The evaluation of teaching effect focuses on evaluating students' efficient communication ability in the workplace environment. According to the classroom training activities, the process and results of task completion after class, the curriculum evaluation criteria with multiple items are openly formulated, and students' case study, self-management study, discovery, analysis and solution of practical problems in typical working situations are emphasized. At the same time, process assessment is carried out at important nodes in the teaching process, and the staged teaching results are accepted, which provides the basis for the next stage of teaching process and the basis for the final evaluation of the whole course.

3. The integrated teaching mode of diversified communication courses based on the cross-school credit platform

3.1. Instructional Design

The course "Diversified Communication" has a certain degree of agreement with the cross-school credit platform course "Management Communication" in terms of the depth and breadth of teaching content, the combination of theory and practice, serving students' employment and entrepreneurship, and cultivating students' professional quality. The course of "Management Communication" consists of four teaching modules: "Management Communication Concept-Personal Communication Skills-Organizational Communication Skills-Special Application of Communication Skills". On the basis of learning the basic concepts and essence of management communication, the management communication concept module learns to establish the communication concept of "empathy" from three aspects: communication object strategy, communication subject strategy and communication information strategy. Personal communication skills and organizational communication skills module is a combination of communication ideas and communication skills, and personal communication skills include written communication, interview, listening and speech skills; Organizational communication

skills include organizational communication, meeting organization and communication, ethics and communication. In the content organization of these two modules, the combination of "why" and "how" is emphasized, the combination of skills and ideas is realized, and the characteristics of applied talents training are highlighted. The fourth module is communication topic, The problems encountered by enterprise organizations are more and more frequent, including crisis communication, cross-cultural communication and communication with news media. These contents may occur at the individual level or the organizational level, which can be regarded as the application of the first three modules in the specific situation of enterprise organizations and the practice and sublimation of this course. Based on the main contents of the four modules of the course, in the pre-class preview, teachers first require students to complete the corresponding preview tasks before class according to the teaching objectives of the course. When students preview before class, they can understand the course content through autonomous learning, which not only exercises their self-study ability, but also grasps the basic knowledge. If you encounter problems that you can't, you can ask questions or discuss them on the platform. Teachers can also answer students' questions on the platform and receive students' learning feedback in time. In classroom teaching, teachers teach the important and difficult knowledge of the course. At the same time, guided by project cases, case analysis and demonstration are carried out to inspire students to think. In addition, challenging course teaching can be further carried out to guide students to discuss complex problems, explore challenging problems and practice challenging tasks, so as to realize deep learning of classroom content. By flipping the classroom and combining with various flipping forms, students' participation in the classroom and learning enthusiasm can be improved. After the completion of classroom learning, students can consolidate and improve their knowledge in the process of after-school learning. Students can consult literature, analyze cases and practice after class, and submit homework and reports after class. After-school learning and practice are completed in groups in the form of teams, so as to cultivate students' teamwork spirit and communication ability.

3.2. Teaching effect

This course adopts the "2+2" process assessment method, and the overall assessment scores are as follows: process assessment 40%, closing assessment 50%, and class notes 10%, among which process assessment consists of stage assessment 30% and attendance examination 10%. Process Examination 1 (score ratio 10%) mainly assesses students' understanding and application of non-verbal communication knowledge. Each group conducts group discussion, analyzes cases and expresses opinions according to the case topics given by the instructors, and finally reports them in paper form in the form of personal solutions, and the teachers give results; Process Examination 2 (score ratio 10%) is to test the training effectiveness of student conference host. Each group combines the meeting scene given by the teacher to solve sudden contradictions. The group is a unit, and the group discussion in class and after class is used to play the role of conference host, write solutions to resolve contradictions, and the instructor gives scores. The final examination is divided into two parts, the final examination paper and the speech examination. The main form of the speech exam (the score ratio is 20%) is that each group makes its own questions, The group is a unit, and the individual and the group speech are combined to carry out "speech assessment". The group discussion in class and after class is used to write the outline of speech assessment. Each group of students takes turns to present it to the whole class in the form of report speech, and the scores are given by other groups' mutual evaluation and teachers' comments. Group mutual evaluation, through classroom team activities, results display and other forms, the groups listen to each other and evaluate each other and score. Final examination paper (score ratio is 30%): According to the reference answers and grading standards of the final examination. The paper surface score is scored by percentile system, and it is converted according to 30% after overall evaluation. The design of this evaluation system is mainly aimed at comprehensively and meticulously testing the classroom teaching effect, Assess whether students can actively communicate and cooperate with members in other disciplines, have a good sense of teamwork and cooperation, use communication skills to show themselves, resolve conflicts, read foreign language materials of their majors, and have a certain international vision and cross-cultural communication ability.

By using the teaching method of cross-school study, students' enthusiasm and initiative in learning are improved. According to the teaching implementation plan, the completion rate of watching the chapters that students need to preview online is 91%-99%. Therefore, this teaching mode of online preview, offline questioning, discussion and reinforcement has obviously improved students' learning attitude and learning efficiency. According to the analysis of course completion assessment and process assessment, it can be seen that the average overall assessment scores of students participating in cross-school study have been improved, the task completion quality of periodic assessment is also higher, and the enthusiasm of students to participate has also been improved. The teaching method of cross-school

study is more in line with the learning behavior habits of modern students, which stimulates learning interest, improves learning awareness and effectively cultivates the ability of autonomous learning. Cross-school study breaks the boring of the original classroom. Face-to-face teachers can focus on problems, emphasize key points, explain difficulties and pay attention to practice, which makes the classroom atmosphere relaxed and active, the teaching content targeted, and promotes teaching enthusiasm and teaching efficiency.

4. Conclusion

Based on the cross-cultural multi-communication ability training system, relying on the cross-school credit platform to practice the integration teaching mode of diversified communication courses is conducive to making full use of modern educational technology, sharing excellent teaching resources among universities, and cultivating new engineering talents with high professional quality who can meet the needs of contemporary workplace. Focusing on the needs of globalization, Meet the national industrial needs, New engineering colleges and universities should adopt the three-wheel drive mode of academic education, engineering education and vocational quality education, spread high-quality education, high-quality industrial technology and high-quality culture to cooperative countries, and cultivate cross-disciplinary and compound professional and technical talents with high professional quality and ability, and devote themselves to promoting national and local economic development. The effective strategies of cultivating students' professional quality ability in new engineering colleges should be deeply studied and reformed according to the actual situation of each school, and the teaching mode of multi-integration professional quality course and the professional quality education system with its own characteristics should be explored through continuous practice.

Acknowledgements

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