

Current Situation and Cultivation Strategies of College Students' Intercultural Communication Competence under "One Belt and One Road" Strategy

Hongwu Liu

School of Foreign Languages, Changchun Institute of Technology, Changchun 130012, Jilin, China

Abstract: *Based on the "One Belt And One Road" strategy, this paper discusses the intercultural communication competence of current college students. At present, the overall situation of intercultural communication among college students is not optimistic. Colleges and universities should take various measures to cultivate students' intercultural communicative competence, including establishing national language along "One Belt And One Road". Cultural elective courses, integrate "One Belt and One Road" intercultural communication knowledge and skills into language teaching, strengthen and manage the training and cooperation of talents along the Belt and Road, make full use of the conditions of "One Belt And One Road" countries to Chinese people, and carry out various forms of communication and interaction.*

Keywords: *"One Belt And One Road", Intercultural communication ability, strategy*

1. Elements of Intercultural Communication Competence

At present, scholars at home and abroad have different views on the elements of intercultural communicative competence. For example, Byram believes that intercultural communication skills include attitude, knowledge, interpretation/correlation skills, discovery/interaction skills and critical cultural awareness. Samovar & Porter summarized intercultural communication competence as motivation, knowledge and skill. Domestic scholars Wen Qiufang believe that intercultural communicative competence consists of two parts: communicative competence and intercultural competence. According to Zhang Hongling, intercultural communication competence includes: sensitivity/consciousness, attitude/emotion, knowledge and skills. Although scholars at home and abroad have different specific views on the elements of intercultural communication competence, they mainly include three aspects: consciousness/motivation, knowledge and skills.

2. Study Design and Survey Subjects

2.1. Study Design

This study adopts the questionnaire survey method. The questionnaire covers the general situation of intercultural communication, intercultural communication awareness/motivation, knowledge and skills of college students. Among them, the overall image of intercultural communication is mainly to investigate the frequency of intercultural communication behavior of college students; the former mainly tests college students' knowledge of politics, religion, geography, history, literature and values along the "One Belt And One Road" routes. The latter mainly tests students' daily communication in intercultural communication, such as greetings, sign language, facial expressions and emergency skills.

2.2. Survey Subjects

The research subjects were mainly from Jilin University, Northeast Normal University, Changchun University of Science and Technology, Northeast Dianli University, Yanbian University, Jilin Agricultural University and Changchun University of Technology. Eighty students were randomly selected from each school. A total of 590 questionnaires were sent out and 522 were effectively received. The subjects covered covered a variety of subjects. There was no significant difference

between the two types of students, accounting for 56.3% and 63.7% respectively. According to the distribution of grades, the largest number of students are sophomores (58.6%), followed by college juniors (38.9%); 87.7% of the college students have College English Test Band 4 or above. The distribution of grades, professional backgrounds and English proficiency in the survey ensured the validity of the survey results to a large extent.

3. Survey Results and Data Analysis

The survey shows that 39.6 percent of college students who have intercultural communication experience feel nervous because they don't know how to communicate with foreign friends. Almost all students (99.6%) worry that their foreign language proficiency is not enough to affect communication; 51.8% of the students felt embarrassed because of limited foreign language proficiency or cross-cultural communication, and only 4.6% of the students were able to communicate smoothly and happily. This situation reflects the psychological insecurity of college students in the process of intercultural communication.

This part is mainly in the form of scoring the number of questions answered by students: official cultural knowledge and general cultural knowledge are calculated by 100%, and statistical analysis of survey data is carried out by SPSS software, as shown in Table 1. The statistical results show that college students have a very limited understanding of the formal cultural knowledge of different countries in the "One Belt And One Road" initiative. General cultural knowledge and skills are superior to formal cultural knowledge.

Table 1: Proficiency and Skills of Intercultural Communication

Formal culture knowledge	Full Mark	Highest Score	Lowest	Average Standard	Difference
Common culture knowledge	100	40	0	16.2	4.1
(Body language, Gesture, Facial Expression)	100	80	30	43.4	8.3

4. Existing Problems

The survey results show that: at present, college students usually only account for 5% of different intercultural communication, and college students who have never had intercultural communication experience account for nearly 21%. The current situation of intercultural communication is far from the goal of internationalization of university personnel under the background of globalization. The cultivation of intercultural communicative competence of college students includes at least the following four aspects. Among the 447 college students with intercultural communication experience in this survey, 61.2% of them did not take the initiative, but occasionally exchanged because they met foreign friends. Another 20.7% never engage in intercultural communication activities, because "they do not think it is necessary or opportunity". College students' awareness of intercultural communication reflects the serious problems of college education in intercultural communication.

5. Cultivation Strategies and Recommendations

5.1. National Language Elective Courses along the "One Belt And One Road"

Li Yuming, former deputy director of the National Language Commission, said: "Although these countries can communicate in general languages like English, they have to really go to the local people and really understand the cultural mindset of their neighbors and countries. In order to be closer to the feelings of the local people, it is necessary to communicate in the language of the local customs. The implementation of the "One Belt And One Road" strategy requires a large number of professionals who understand the common language and the local national language.

At present, more than 50 official languages are spoken in countries along the Belt and Road, while only 10 languages are spoken in ordinary Chinese universities. The lack of coverage of non-common languages and the lack of language talents in some countries and regions have become the bottleneck restricting the construction of "One Belt And One Road". This requires universities to offer relevant language courses as soon as possible so that college students interested in the Belt and Road Initiative

can choose to study them.

5.2. The Elective Course of National Culture Knowledge is Offered Along "One Belt and One Road"

"One Belt And One Road" strategy urgently needs a large number of talents familiar with the local language, familiar with the local politics, economy, culture and cultural customs and human geography. In the survey, 87.2 percent of college students thought their school lacked the "One Belt And One Road" national cultural knowledge curriculum. This will directly affect the degree to which college students conform to the "One Belt And One Road" strategy. Therefore, it has become an urgent matter for colleges and universities to set up elective courses of national cultural knowledge along the "One Belt and One Road".

5.3. Integrate Intercultural Communication Knowledge and Skills into the Language Teaching Process

According to Stern, language teaching should focus on social, communication and cultural aspects, and put culture on the same level as grammar or language. In foreign language teaching, especially in the process of "One Belt And One Road" small language teaching, it is necessary to consciously integrate knowledge and skills in intercultural communication.

5.4. Strengthen Personnel Training Cooperation among Countries along the Belt and Road

At present, universities in China have established friendly and cooperative relations with developed countries in Europe and America. In order to realize the "One Belt And One Road" strategy, colleges and universities should strengthen the cooperation with universities, enterprises, governments and other countries in the "One Belt And One Road" countries, and establish various forms of cooperation. Including the exchange of students, the establishment of a more stable teaching practice base, summer visits, summer camps and other talent exchange and cooperation training.

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