

An Analysis on the Cultivation Path of College Students' Global Competence Based on the Extracurricular Activities

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Abstract: In the context of globalization, the research focusing on global competence is increasing. Based on the research of domestic and foreign scholars on global competence, the author believes that the connotation of global competence should include five dimensions: tolerance and understanding of multiculturalism, foreign language application ability, Chinese cultural knowledge and communication ability, cross-cultural communication and cooperation ability, and global competitiveness in professional fields. Cultivating college students' global competence is a systematic project. In building a multi-level training system, we need not only to attach importance to the first classroom education, but also to give full play to the educational function of the extracurricular activities, so as to promote the realization of the targeted training goal of college students' global competence. This paper analyzes the importance of global competence training for college students, explains the positive role of the extracurricular activities in global competence training for college students, and explores the path of global competence cultivation for college students based on the extracurricular activities in combination with the current situation of global competence training for college students.

Keywords: Global Competence, College Student, Extracurricular activities

1. Introduction

At present, the world is in the midst of great changes that have not taken place in a century. We should all the more deeply understand and accurately grasp the current trend of world development, seize and make good use of the important strategic opportunities for China's development, which requires a large number of high-quality talents who can participate in global governance and global competition. As the builders and successors of the cause of socialism with Chinese characteristics, college students shoulder the mission and future, so it is a necessary choice for colleges and universities in the process of talent training in the new era to cultivate global competence of college students. The second class has its unique advantages compared with the first class. Making good use of the second class can promote the effective cultivation of students' global competency. Based on the second class, educational activities and mode innovation is an effective way to realize the cultivation of students' global competency.

2. Global competence cultivation of college students

2.1. Importance of global competence training for college students

In the era of globalization, the level of national economic and social opening-up is constantly improving, and transnational and cross-cultural exchanges and cooperation are increasingly frequent. This also puts forward higher requirements for China to participate in global governance. In terms of the talent training objectives of China's colleges and universities, the Opinions of the Ministry of Education and Other Eight Departments on Accelerating and Expanding the Opening up of Education in the New Era in June 2020 put forward a clear requirement of "enhancing the international competitiveness of China's higher education talent training, and accelerating the training of high-level international talents with a global perspective". Global competence is the indispensable quality of these professionals. Therefore, strengthening the cultivation of global competence is not only an important way to improve our ability to participate in global competition and cooperation, but also of great strategic significance to the construction of a talent power in China. [1] However, from the practice of universities in China, there are still some problems in the cultivation of global competence of college students, such as the lack of a curriculum system for global competence improvement, the lack of cultural self-identity leading to a lack

of thinking and analysis of multicultural understanding, the obvious gap between universities in various regions in the global competence education level of college students, and the weak faculty. [2]

For college students themselves, in the face of fierce competition in the talent market, the process of cultivating college students' global competence is the process of constantly enriching and improving their comprehensive quality and knowledge and skills, which will play a positive role in promoting college students to better cope with employment competition and smooth employment and entrepreneurship when they enter society in the future, and will also play a certain role in promoting college students' career development and the realization of their life goals.

2.2. The positive role of the extracurricular activities in the cultivation of college students' global competence

Generally, the extracurricular activities refers to "all kinds of meaningful extracurricular activities, including intellectual, academic, literary, fitness, public welfare and so on, organized and guided by students in addition to the teaching activities (i.e. the first class) specified in the school's teaching plan, which is an important supplement to the first class." [3] At present, in terms of global competence training, most universities pay more attention to the first classroom in practice. Although the first classroom is important, the global competence training needs multi-level and multi-dimensional joint efforts. Due to the limitations of curriculum, training program, time and space, it is difficult to cultivate global competence only by relying on the first classroom, so it is particularly important to give full play to the positive role of the extracurricular activities in global competence training.

3. Global competence training path for college students based on the extracurricular activities

3.1. Building a global competence training system based on the extracurricular activities

The extracurricular activities can better meet the diversified, diverse and multi-level learning needs of college students, so it has become an important position for colleges to implement the fundamental task of building morality and educating people, and it also has certain advantages in the global competence training of college students. The cultivation of college students' global competence should start from its connotation, and proceed from five dimensions: tolerance and understanding of multiculturalism, foreign language application ability, Chinese cultural knowledge and communication ability, cross-cultural communication and cooperation ability, and global competitiveness in professional fields. [4] For these five dimensions of global competence, we can develop five corresponding extracurricular activities curriculum modules through modular training. Each module is composed of expert lectures, workshops, cultural experiences, subject competitions, international exchanges and other forms of courses and activities. For example, in the "multicultural inclusion and understanding" module, lectures related to world history and culture, travel experience sharing meetings and other activities can be set up; In the module of "Chinese cultural knowledge and communication ability", there are immersion practical education activities such as visiting museums, intangible cultural heritage exhibitions, Chinese character competitions, poetry competitions, etc. The activities of different modules are designed to improve the ability of a certain dimension of global competence. These five modules constitute the basic training mode of global competence and meet the diversified needs of students for global competence through various channels. In addition, we should also improve the global competence training guarantee system of the extracurricular activities. In order to give full play to the educational function of the extracurricular activities, a special team of instructors should be established to select teachers with excellent quality and international consciousness to strengthen the guidance of the extracurricular activities construction and provide teacher guarantee for global competence training. At the same time, to give full play to the role of the extracurricular activities report card, we can improve the relevant systems and implementation rules to encourage students to actively participate in the relevant activities of global competence training, and provide institutional guarantee for them.

3.2. Building a cross-cultural and interdisciplinary practice platform

Digital economic background, based on the second classroom, related colleges and universities to build the depth of cross-cultural, interdisciplinary communication platform, with the help of information technology support, explore new management mode, break through the traditional departments of centralized control mode, let students from different countries can come together, create a mixed cultural communication environment and atmosphere, let students have the opportunity to participate in cross-

cultural, interdisciplinary communication. In this regard, colleges and universities can build the international student apartment as the standard to build a dormitory building for Chinese and foreign students, so that Chinese and foreign students with the same gender can live in the same apartment dormitory, so that each student has a separate bedroom, public living room and toilet, which not only ensures students' personal privacy, but also makes their communication in common. In this way, students living in the same apartment can cooperate, communicate in daily life, and create a good interactive space. Combined with the diversity of cultural background and subject differentiation characteristics of Chinese and foreign students, we should also actively optimize the design of the apartment, so that students' interdisciplinary and cross-cultural ability can be effectively cultivated. Based on the construction of the second classroom education mode, it can also further build a cross-cultural and interdisciplinary practice platform to promote the cultivation of global competency. Try to provide students with sufficient global mobility opportunities to develop solid global practical skills. Some short-term communication projects can be carried out, so that the time span of the project is larger, so that the students can fully exchange and cooperate, so that the Chinese and foreign students can have enough time to get along with and communicate, so as to create a more suitable cross-cultural exchange environment. For example, to build an online foreign language learning and exchange platform, all Chinese and foreign students can participate in the topic communication and communication online, so as to create a good environment and atmosphere for their foreign language learning. For example, some short-term and medium-term exchange projects can be carried out to allow our students to "go out", "introduce overseas students and resources", improve the ability of college students to study, live and work under the multicultural background, and form an suitable cross-cultural exchange environment. It can also regularly select and subsidize students to carry out social practice in international organizations and overseas enterprises, so as to drive college students to participate in international affairs, broaden the international vision of young college students, and cultivate their international competitiveness in [5]. In addition, it is also a good model to provide students with a high-level cross-cultural and interdisciplinary exchange platform by holding Chinese and foreign academic forums and conducting scientific research project cooperation between Chinese and foreign schools, so as to meet the needs of global competitiveness in professional fields.

3.3. Cultivating students' autonomy in cross-cultural learning and highlighting students' dominant position

Relying on the extracurricular activities, promoting the cultivation of global competence of college students should change the current mode of student education and management, give play to students' subjective initiative in cross-cultural learning, and highlight students' dominant position. In this regard, we should make full use of the resources of foreign teachers, exchange students and foreign students, and encourage Chinese and foreign students to actively establish workshops or associations to achieve independent learning. Students who participate in the extracurricular activities in groups or groups have more driving force, and can actively participate in or even actively organize relevant extracurricular activities according to their interests and needs, so as to provide a smooth channel for communication between Chinese and foreign students and a platform for students to learn cross-cultural and interdisciplinary knowledge. It can cultivate students' comprehensive abilities such as multi-cultural understanding, cross-cultural communication and foreign language application, enrich students' knowledge structure through learning and practice, and promote the cultivation of students' global competence.

3.4. Carry out school-enterprise cooperation, so that students can get exercise in practice

Through the second classroom to improve college students' global competence, in addition to through the relevant education system construction, build the communication platform, also need to actively through cooperation, create better practice conditions for students, let students have the opportunity to enter the enterprise position, in the practice of their ability, in the cultivation of global competence. In the second class, the cultivation of students' global competence should be explored into the importance of cultivating global competence from the development trend of economic globalization, the business environment and business knowledge at home and abroad, and the language preference of business English. Let students know that cultivating global competency can effectively improve students' comprehensive quality and employment competitiveness, so that students can have a wider range of career selection. The curriculum of business English, minor languages and other majors is summarized into three aspects: language courses, basic business courses and professional business courses, and it is suggested that professional teachers use the original English teaching materials to create an overall

English learning atmosphere and help students learn authentic English. Through the introduction of BEC, IELTS and other English test programs carried out by the ULL T S (Cambridge English Language Assessment), the use of English in employment, and focus on the BEC test time, test process, test specifications and requirements for examiners.

In addition, teachers in relevant courses should also be strengthened, so that they should know how to improve students' interest and ability in learning foreign languages and foreign cultural knowledge, how to help students to enhance their competitiveness by obtaining certificates, and how to improve students' foreign language level and teachers' comprehensive quality through school-enterprise cooperation. Through the construction of school-enterprise cooperation, focus on providing students with internship opportunities, to realize data resource sharing and build teaching resources. Both sides can reach an important consensus on university-enterprise cooperation, the two sides will find a deeper and broader cooperation areas, out of a characteristics of integration development, jointly promote the teaching resources construction, such as practice base construction development, such outside the second classroom for students training more significant, can strengthen the cultivation of students' global competency.

4. Conclusion

The cultivation of college students' global competence should be based on China's practical needs for high-level talents' core literacy in the globalization era. Colleges and universities should also further strengthen the cultivation awareness of college students' global competence. From the five dimensions of global competence, we can reform the traditional education model, give full play to the role of the extracurricular activities in multi-level systematic cultivation, create a good learning environment and build necessary channels and platforms, in order to improve the relevant extracurricular activities education system, stimulate students' subjective initiative and make the cultivation of global competence of college students truly effective.

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