

Exploring Multicultural Education and Cross-cultural Education in the Context of Globalization

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Abstract: The traditional concept of cross-cultural education views cross-cultural communication as the adaptation of one culture to another. This cross-cultural communication perspective is a one-way, static, and submissive perspective, which is difficult to adapt to the process of globalization and the situation of multicultural exchange. Based on the study of the relationship between cross-cultural cognition and intercultural communication competence cultivation, this paper believes that under the multicultural background, by investigating the understanding and attitude of overseas students from countries along the "the Belt and Road" towards Chinese culture and cultural courses, it summarizes the problems and status quo faced by the dissemination of Chinese traditional culture, and proposes targeted measures to improve teaching methods and broaden cultural Pathogen transmission, Intended to enhance the ability and effectiveness of international Chinese language education in disseminating traditional Chinese culture.

Keywords: Multicultural Education, i Cross cultural Education, Globalization

1. INTRODUCTION

The world today is gradually forming a global village, with increasingly strengthened exchanges between different ethnic groups and countries, and increasingly extensive and in-depth exchanges between different ethnic groups and countries. An era of multicultural integration is approaching. Many fields, especially science and technology, as well as economic and cultural fields, are showing a trend of convergence. The process of global integration forces us to reflect on our cultural identity and roles. After joining the World Trade Organization, China has become increasingly involved in global affairs and gradually integrated into the wave of globalization. This also requires that our cross-cultural communication should no longer rest on traditional concepts.

The questionnaire questions cover aspects such as students' nationality, interest and views on Chinese culture, and their vision for Chinese culture courses. A total of 82 questionnaires were distributed, and 82 valid responses were collected. The statistical system automatically generated the answers, which were then rechecked to ensure statistical accuracy. Multicultural education is to enable minority students or immigrant students to enjoy equal educational opportunities, understand their own national culture and adapt to the culture of other nations to better survive; The purpose of cross-cultural education is to better understand the culture of other countries or ethnic groups to hope for better communication with them.

Socrates is an ancient Greek philosopher. His famous saying "Know Yourself" has become the driving force for human beings to explore the true meaning of their own lives for many years. It is also the basis for people to understand and respect each other in different cultural backgrounds. The Socrates program proposed by the European Union is based on this idea, aiming to explore and utilize the rich cultural and educational resources of various countries, integrate, and connect relevant cross-border educational exchange projects through vertical and horizontal scale plans, strengthen the "European domain" awareness, and cultivate active global citizens. Understanding cross-cultural communication as

simply a leap between local culture and target language culture has clearly fallen behind the development of global economy and society.

Based on exploring the correlation between cross-cultural cognition and cross-cultural communication ability, this article proposes that participants in cross-cultural communication must clarify the subjectivity of cultural interaction, and establish dynamic cross-cultural communication concepts on this basis, to cultivate and improve their own cross-cultural communication ability. By analyzing the survey results, it is concluded that there are the following current situations and problems in cultural dissemination in international Chinese language education.

(1) Most international students are in the stage of being new to China and having a sense of freshness and curiosity about Chinese culture. The college bears the responsibility of disseminating excellent traditional Chinese culture and Weifang folk culture.

(2) Classroom, internet, and television are the main ways for students to understand Chinese culture. However, making Chinese friends and reading books are less common, and the channels are relatively limited.

(3) International students hope to hold more cultural activities in the classroom and look forward to going out on campus for cultural experiences. In the process of globalization, rapidly flowing talents all have a certain cultural foundation, and in the process of mobility, they can consciously or unconsciously bring their own culture (the culture of their own nation) into other cultures, absorb them, and form cultural exchanges.

2. THE PROPOSED METHODOLOGY

2.1 Strategies for achieving cross-cultural communication in the context of globalization.

Talent mobility in the context of globalization is also an important form of cross-cultural education. To achieve this

goal, we plan to support innovative, multilateral, and student-centered projects, and carry out effective, long-term, transatlantic cooperation in the field of higher education and vocational training; It also supports international education projects that promote new forms of cooperation between the European Community and the United States, and supports research and lectures on European Community affairs and European American relations through the Fulbright EU Foundation project. The so-called knowledge culture refers to the cultural background knowledge that does not have a direct impact on the understanding and use of a certain word or sentence when people from two different cultural backgrounds engage in communication. The so-called communicative culture refers to people influenced by two different cultural backgrounds who misunderstand due to a lack of cultural background knowledge about a certain word or sentence during communication.

This cultural knowledge that directly affects communication is called communicative culture. In class cultural teaching is mainly based on hands-on experience, and includes questioning, discussion, and other links to improve students' cultural understanding ability. Strengthen intra school cooperation and allow Chinese and foreign students to enter each other's classrooms. For example, foreign students follow Chinese students to learn Chinese traditional songs and dances to stimulate their interest in Chinese literature and art. At the college level, an off campus cultural experience platform should be provided. The office of Weifang International Kite Festival held the activity of "I take kites to visit Weifang", and the college organized overseas students to fly kites in cultural attractions such as Qingzhou Gongyuan, Shenfu Street, My Garden, Fucai Gate Tower, etc. International students have experienced kite culture and develop a strong interest in traditional cultures such as history, architecture, and geography, achieving good results in cultural dissemination. Strengthen multicultural and cross-cultural education.

Driven by modern technology, the process of globalization has accelerated, with frequent cultural exchanges and personnel mobility. Each country or region is home to people of different races and cultural backgrounds, which has led to a diversified population structure. Various cultures and values need to respect each other to ensure social stability and promote cultural exchange and development. The above international education cooperation plans reflect the geographical environment, historical processes, diverse cultures, economic development, and political landscape around the world. They also reflect contemporary people's ways of thinking and values, as well as their understanding and attitudes towards education. They are the product of social upheaval. Since the 1960s, people have gradually realized that economic development is closely related to political consciousness and social upheaval. To firmly occupy a place in the turbulent international situation, multicultural communication requires us to establish a sense of global cultural exchange and integration.

2.2 The Enlightenment of Multicultural Education and Cross-cultural Education on Education in China

Due to the dynamic and uncertain nature of communication, cross-cultural communication must pay attention to relevant factors such as communication location, time, language used, participant identity, etc., and cannot passively adapt to a particular culture according to traditional perspectives. For example, there are many English-speaking countries in the

world, and although English is widely used, their cultural traditions are different and even vastly different. Chinese language teachers should strengthen their awareness of combining language and cultural teaching. Appropriate use of situational teaching methods to enable students to acquire knowledge, skills, and experiences.

For example, when learning Chinese "daily greetings" communication culture, students are asked to perform the communication process of different roles in specific scenes. Familiar people can ask questions such as "Have you eaten yet" and "Where have you been" to deepen students' understanding of Chinese culture. Pay attention to extending cultural knowledge, such as when learning the expression of "date", introducing traditional holiday knowledge, setting holiday scenes, and allowing students to experience Chinese festivals. From the practice of multicultural and cross-cultural education in various countries or regions around the world, corresponding policy support is an important guarantee for the implementation and effective implementation of multicultural and cross-cultural education. To promote multicultural and cross-cultural education, corresponding policies must be formulated, and of course, the formulation of policies should be based on the research of relevant theories. In the era of multiculturalism, cross-cultural communication is inevitably diverse.

So, how to achieve both parties' goals in the communication process? Taking English teaching in China as an example, is it in line with mainstream British and American culture or the cultures of both parties in communication? How can both parties predict whether the entire cross-cultural communication process follows the culture of the other party, the culture of the target language, or their own culture? Chinese traditional culture is vast and profound, and when choosing teaching content, certain principles should be followed: firstly, content that reflects the essence of Chinese traditional culture; secondly, projects that still exist in contemporary and social contexts, or projects that have a significant impact on contemporary people's thinking patterns and lifestyles; thirdly, regional unique culture. Weifang Vocational College has selected Paper Cuttings, traditional Chinese painting, calligraphy, tea art, Peking Opera facial makeup, Taijiquan, traditional festivals, traditional food, traditional clothing, Weifang Intangible cultural heritage, etc. as the content of traditional culture communication.

Multicultural and cross-cultural education must be localized, and curriculum construction strengthened. From the practice of multicultural education and cross-cultural education, each country or region pays attention to localization issues when implementing it, strengthens corresponding curriculum construction, and attempts to solve the main problems faced by the country, such as race issues in the United States and ethnic issues in Canada. They all add relevant educational content to the curriculum of primary and secondary schools and even universities. China must make corresponding adjustments to the concepts, themes, and value orientations of multicultural and cross-cultural education based on its national conditions. With the strong advocacy and active efforts of UNESCO, multicultural education has been responded to in many countries and regions around the world and has begun to be implemented in the formulation of educational policies, research on educational theories, and exploration of educational practices. Whether it is the determination of goals, the selection of content, or the implementation and evaluation of management, educational development is no longer based on a single mainstream

culture and disregards the existence and value of other cultures.

3. CONCLUSION

Currently, the process of globalization is accelerating, and multicultural communication is constantly penetrating various fields of social life. We should have a multicultural awareness and concept, which not only cultivates students' multicultural cognitive abilities, but also cultivates dynamic cross-cultural communication abilities, emphasizing the subjectivity and cultural connotations of local culture. Cross cultural communication in the context of globalization should not only be a simple leap, but also a process of mutual consultation, coordination, and adaptation to the development of communication. Learn to observe and examine national cultures from the perspective of their own culture and other cultures, view the relationship between their own culture and different cultures with the concept of multiculturalism, eliminate cultural prejudice, enhance the national self-esteem and self-confidence of minority students, make the curriculum content better reflect the differences between regions, cultures, and students, and improve the efficiency of education.

4. REFERENCES

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