

Innovative Strategies for Intercultural Competence in Humanities Liberal Studies Courses under the Construction of Curriculum Civics in the New Era

Lan Wu^{1*}

¹ Chongqing College of Mobile Communication, Hechuan, Chongqing, China

Email Address

dalai7019@aliyun.com (Lan Wu)

*Correspondence: dalai7019@aliyun.com

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Abstract:

This article primarily revolves around the analysis of innovative strategies for cultivating cross-cultural competence in humanities-oriented general education courses within the context of curriculum ideological construction in the new era. Firstly, content innovation encourages the integration of diverse cultural elements and a global perspective, encouraging students to understand and explore various issues from multiple angles and levels. Secondly, instructional method innovation advocates for active teaching methods such as scenario simulation and role-playing, allowing students to experience and comprehend the complexity and significance of cross-cultural communication through practice. Lastly, assessment method innovation involves implementing diverse assessment methods. In addition to traditional written exams and reports, it also considers student engagement, depth of thinking, and innovative ability. The aim is to comprehensively cultivate students' cross-cultural competence and prepare them to face future challenges in a globalized context.

Keywords:

The Construction of Curriculum Civics in the New Era, Humanities Liberal Studies Courses, Intercultural Competence, Innovative Strategies

1. Introduction

Globalization has brought unprecedented opportunities and challenges to cross-cultural communication. How to enhance students' Intercultural competence through humanities liberal studies courses in the context of new era curriculum ideological construction has become a focus of attention for educators and researchers.

2. Introduction of Multicultural Elements

2.1. Introducing Diverse Cultural Elements

In curriculum design, teachers with diverse cultural backgrounds and perspectives contribute to course content that includes cultures from around the world. These cultures include those from both the East and West, developed and developing countries, as well as various minority cultures. Teachers offer information about the history, traditions, values, and other facets of each culture, assisting students in comprehending and appreciating diverse cultural backgrounds and perspectives.

2.1.1. Discussing Global Themes

Global themes such as environmental protection, human rights, and food safety are important components of multicultural communication. When discussing environmental protection, teaching students about “green” environmentalism and conservation practices in developing countries helps to emphasize that protecting the environment is a responsibility that we share as a global community. In the realm of human rights, including regulations for the protection of human rights from multiple nations helps students understand that honoring human rights is an ethical principle acknowledged universally.

2.1.2. Understanding and perspectives from different cultures and countries

When discussing these topics, it is important to present diverse cultural and national viewpoints. For instance, when examining food safety, discuss the strict standards applied in Europe, the issues encountered in Asia, and the challenges faced in Africa. This approach helps students recognize the variety of problems and comprehend that each culture and country has its unique outlooks and solutions.

2.2. Broadening Global Perspectives

During the teaching process, encourage students to approach problem-solving from a global perspective. For instance, guide students to focus on global events and understand the cultural, social, and political contexts behind these events, thereby expanding their international outlook.

2.2.1. Focusing on Global Events

In the classroom, teachers introduce current international news and events, encouraging students to pay attention and engage in in-depth discussions. For example, if significant international political events occur, students are urged to comprehend the event’s background, analyze various perspectives and viewpoints, and gain an understanding of the event’s global impact.

2.2.2. Understanding the Context behind Global Events

Global events are often influenced by specific cultural, social, and political contexts. Thus, it is crucial to explore the underlying cultural, social, and political factors when analyzing such events. For example, when discussing the refugee problem in Europe, it is vital to comprehend the political and war climate in the origin countries, the destination countries’ socio-economic situations, as well as global issues such as human rights and humanitarian concerns. Teachers should lead students in exploring these topics by first acknowledging the contextual backgrounds and proceeding with comprehensive analysis and discussion.

2.2.3. Analyzing Issues and Seeking Solutions

After comprehending the context of events, teachers should encourage students to approach these problems with a global perspective and contemplate potential solutions. This involves understanding the roles of various countries and international organizations, considering issues of global fairness and resource allocation, as well as exploring global topics such as sustainable development.

2.2.4. Encouraging Intercultural Communication

In addition to fostering a global perspective, teachers should also encourage students to engage in intercultural communication. This can be achieved through organizing international cultural activities, inviting foreign students to share their cultures, or arranging participation in overseas exchange programs, among other approaches.

2.3. Understanding and Exploring Issues from Multiple Angles and Perspectives

Teachers guide students to analyze issues from various angles, including historical, social, cultural, and psychological perspectives. Additionally, they encourage students to consider issues from both broad and narrow levels of analysis. For example, when analyzing a global situation, students should not only adopt a comprehensive point of view but also investigate particular details to understand the origins and effects of the issue.

2.3.1. Geographical Perspective

Students are guided by teachers to understand the natural factors of climate change through knowledge in fields such as climatology, geology, and ecology. Through the use of geographical knowledge, students analyze how Earth's climate patterns have changed and how these changes impact the global ecosystem.

2.3.2. Historical Perspective

By studying past climate changes and the influence of human activities on climate, students gain an understanding of climate change from a historical perspective. For example, students explore how the Industrial Revolution affected the global climate and how human activities have worsened climate change in recent decades.

2.3.3. Economic Perspective

In terms of the economy, teachers guide students in examining how climate change impacts the global economy from an economic perspective. For instance, students analyze the effects of climate change on agricultural production, explore how rising sea levels impact coastal economies, and investigate the ways in which climate change influences global trade and economic development.

2.3.4. Cultural Perspective

Different cultures have different perceptions of climate change and coping strategies, and teachers need to guide students to understand this. For example, explore the differences between the concerns and responses to climate change in Western cultures and the coping strategies in African or Asian cultures.

2.3.5. Psychological Perspective

By studying people's attitudes and behaviors towards climate change, students understand climate change from a psychological standpoint. For instance, they explore why some people deny the existence of climate change, how individuals cope with climate-related stress and anxiety, and how behavioral changes can be employed to address climate change.

This multidimensional teaching approach helps students comprehensively grasp the complexities of climate change, enabling them to more effectively tackle this global challenge.

2.4. Guiding students to make cross-cultural comparisons

By comparing the characteristics and differences of different cultures, students can understand the relativity of their own cultures, comprehend that there is no absolute superiority or inferiority, and enhance their respect and understanding of heterogeneous cultures.

3. Innovation of Teaching Methods for Intercultural Competence Cultivation in Humanities General Studies Courses

3.1. Scenario Simulation

Scenario simulation is a practical, objective teaching method in which teachers provide a context for students to practice solving real-life problems and challenges.

3.1.1. Designing Scenarios

Teachers must design a realistic, challenging scenario that allows students to encounter issues and challenges during the simulation that may arise in reality. For example, a cross-cultural business negotiation scenario can be designed where student actors represent business representatives from various cultural backgrounds.

3.1.2. Allocation of roles

Within the designed scenario, teachers need to assign different roles to students. These roles should reflect the characteristics of diverse cultural backgrounds, enabling students to understand and address problems from different cultural perspectives. Some students may assume the roles of business representatives from Western countries, while others may take on the roles of representatives from Asian or African cultures.

3.1.3. Simulated Practice

After roles are assigned, students begin the simulated practice. During the simulation, students need to think and act based on their assigned roles, aiming to achieve their goals. Teachers observe students' behaviors, provide feedback, and assist them in better understanding and addressing issues and challenges in cross-cultural communication.

3.1.4. Feedback and Reflection

After the simulation activity concludes, teachers need to organize students for feedback and reflection. Students share their experiences in the simulation activity, discuss the problems they encountered, and how they attempted to solve those issues. Teachers guide students to gain a deeper understanding of the complexity and

significance of cross-cultural communication and how they can apply the knowledge and skills they acquired during the simulation activity in real-life situations.

3.2. Role Play

Role play is a teaching method that enables students to understand issues from the perspectives of different roles. Teachers have students assume the roles of individuals from various cultural backgrounds, allowing them to experience and understand the perspectives and behaviors of these individuals. This method helps students gain a deeper understanding of cultural values and social norms, as well as how these differences influence people's communication.

3.2.1. Role Selection

Teachers need to select or create different roles for students. These roles should represent diverse cultural backgrounds and viewpoints. For example, in a course discussing globalization, teachers may have students assume roles such as national leaders, entrepreneurs, ordinary citizens, etc., to understand the impact of globalization on different groups.

3.2.2. Role Introduction

Teachers should provide sufficient background information for each role, including their cultural background, values, social status, personal beliefs, etc. This way, when students assume the roles, they can better understand the perspectives and behaviors of the characters they are portraying.

3.2.3. Scenario Setup

Next, the teacher creates one or more scenarios for students to enact their roles. These scenarios could be parliamentary debates, business meetings, community events, etc., allowing students to embody their roles in different contexts.

3.2.4. Role Play

Based on the background information of their assigned roles, students engage in role-play within the established scenarios. Through interactions with other roles, students come to understand and experience the complexity and significance of intercultural communication.

3.2.5. Reflection and Discussion

After the role-play is concluded, the teacher guides students in reflection and discussion. Students share their experiences during the role play, discuss their understanding of their roles, and elaborate on how they navigated challenges in intercultural communication. This process of reflection and discussion deepens students' comprehension of intercultural communication and enhances their intercultural competence.

3.3. Group Discussions

Group discussions encourage collaborative learning among students, fostering a deeper understanding of intercultural communication through interaction and dialogue. The teacher organizes students into groups, where they discuss their experiences and

insights from simulation activities, as well as their understanding of and strategies for intercultural communication.

3.3.1. Group Formation

The teacher needs to create appropriate groups based on factors such as students' interests, backgrounds, and abilities. This diversity within groups ensures a variety of perspectives and thoughts.

3.3.2. Discussion Topic Setting

The teacher assigns each group a specific discussion topic. This topic should be relevant to the main content of the course and provoke students' deep thinking and discussion about intercultural communication issues. For instance, discussing how globalization impacts intercultural communication or exploring communication strategies in different cultural contexts.

3.3.3. Guiding Discussions

In group discussions, the teacher's role is that of a facilitator and motivator. They need to provide prompts when necessary to guide students' thinking and offer feedback at appropriate times to stimulate enthusiastic and positive discussions.

3.3.4 Sharing and Feedback

After the discussions, each group shares their findings and perspectives with the whole class. Students from other groups and the teacher provide feedback and comments on their viewpoints. This process not only helps students broaden their horizons but also enhances their critical thinking skills.

3.3.5. Reflection and Summary

Following the sharing and feedback session, the teacher should guide students in reflecting and summarizing. They discuss their experiences during the group discussions, reflect on their discussion process and outcomes, and summarize their new insights and understanding of intercultural communication.

4. Innovation of Assessment Methods for Intercultural Competence Cultivation in Humanities General Studies Courses

4.1. Classroom Engagement

Evaluate students' performance in classroom discussions, group activities, role plays, and scenario simulations. These activities aim to enhance students' intercultural understanding and communication skills, and their level of engagement reflects their grasp and application of the content.

4.2. Depth of Thinking

Through methods such as essay writing, oral presentations, or group discussions, assess students' understanding and reflection on intercultural topics in the course. Determine whether they can comprehend and analyze the historical, social, and political contexts behind cultures and whether they can demonstrate depth and uniqueness in their understanding of intercultural communication.

4.3. Innovative Ability

Observe whether students can propose novel viewpoints, strategies, or solutions when addressing intercultural problems, presenting opinions, or designing projects, thereby evaluating their innovation capabilities.

4.4. Traditional Exams and Reports

In written exams and reports, design questions related to intercultural knowledge and skills, such as strategies for intercultural communication or problem-solving from a global perspective. Examine whether students can demonstrate strong intercultural understanding and analytical abilities in their answers.

Through these diverse assessment methods, educators can comprehensively evaluate not only students' knowledge acquisition but also their intercultural competence. This approach contributes to enhancing teaching effectiveness and cultivating students' global perspectives and intercultural communication skills.

5. Conclusions

As globalization continues to deepen, the cultivation of intercultural competence is gaining increasing attention. Under the framework of the new era's curriculum and ideological construction, innovative strategies for developing intercultural competence in humanities liberal studies courses should keep pace with the times and continually explore new approaches. Through content innovation, the introduction of diverse cultural elements and a global perspective, students are encouraged to understand and discuss various issues from multiple angles and dimensions. Active teaching methods, such as scenario simulations and role plays, allow students to experience and comprehend the complexity and significance of intercultural communication through practical engagement. Simultaneously, diverse assessment methods are implemented, considering not only traditional written exams and reports but also students' participation, depth of thinking, and innovation abilities, aiming to comprehensively evaluate their intercultural competence. This approach helps foster students' enthusiasm and innovation, enhances their intercultural communication skills, and prepares them to face future challenges in the context of globalization. The goal of education is not only to impart knowledge but also to nurture citizens with a global perspective and intercultural competence. This is the educational objective pursued by humanities liberal studies courses under the new era's curriculum and ideological construction.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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