

Research on Cross-Cultural Communication Mode Based on the Improvement of Mass Humanistic Quality

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Abstract: Cross-cultural pedagogy is an effective way to cultivate multi-cultural qualities, which has far-reaching significance for improving the comprehensive quality of college students. Cross-cultural pedagogy has a relatively mature theory and training scheme in western education and is widely used in higher education. Cross-cultural communication is when people from different cultural backgrounds communicate with each other. Its importance and uniqueness lie in the fact that the differences in cultures, the inherent backgrounds, experiences, and assumptions of communicators will make communication extremely difficult. This paper mainly discusses the cross-cultural communication mode based on the demand of improving the mass humanistic quality, explores the training methods and ways to improve students' humanistic quality, and makes efforts to incorporate the spiritual connotation of cross-cultural pedagogy into the teaching and training work. Colleges and universities should actively explore new ways of humanistic quality education, pay attention to the different influences of traditional and new media on humanistic quality education, and build an effective education model to cultivate high-quality talents for socialist modernization.

1. Introduction

Cross-cultural communication is when people from different cultural backgrounds communicate with each other. Its importance and uniqueness lie in the differences in cultures. The inherent backgrounds, experiences, and assumptions of communicators will make communication extremely difficult, sometimes even impossible, to achieve[1]. Cross-cultural communication research has gradually become an essential field of communication research. Humanistic quality mainly refers to a quality that integrates humanistic knowledge, personal ability, thoughts, feelings, and other aspects[2]. With the development of today's world economy and the deepening of cultural exchanges and cooperation, intercultural pedagogy has gradually shown its importance. International communication capacity building is a project to strengthen the country with a culture and is also a symbol of national cultural soft power. However, due to various reasons, China's international communication ability still lags behind the needs of economic and social development, and its overall ability to master the right to speak internationally is not strong[3]. The purpose of

focusing on higher education is not only to cultivate specialized talents but also to cultivate a group of knowledge groups capable of solving many problems in the future society and have a strong sense of responsibility to society and even the whole of humankind. Strengthening the humanistic quality education of college students is a requirement of the party's educational policy. It is also an urgent requirement for many problems in this group in recent years[4].

International communication is limited to common languages, such as English, and many non-common languages. Therefore, we should not only advocate interdisciplinary collaboration to cultivate intercultural communication talents but also break down the walls of colleges and the barriers between schools and enterprises[5]. Core literacy is an essential concept in quality education, which emphasizes the ability to teach, learn and move, and forms an interactive relationship with static and abstract qualities[6]. Cross-cultural communication teaching and cultivating college students' humanistic qualities are an organic unity. Especially with the deepening of cooperation and exchanges in economy and culture today, the importance of cross-cultural communication has become increasingly prominent, and cross-cultural communication teaching is facing some new situations and tasks [7]. Phenomenally, communication is the flow of information. In essence, communication is the relationship between people. This paper explores the training methods and ways to improve students' humanistic quality and focuses on bringing the spiritual connotation of cross-cultural pedagogy into the teaching and training work.

2. The Significance of Intercultural Education

2.1 The Needs of the Characteristics of the Era of Cross-Cultural Communication

In the process of informatization of the whole society, with the establishment of a modern society in which science and humanities are increasingly integrated, it naturally becomes the first choice of educational research to cultivate all-around talents with both advanced scientific knowledge and rich humanistic qualities. Therefore, cultivating and educating college students' humanistic qualities is of great significance from the perspective of intercultural communication teaching[8]. Under the current background of diversified economic and cultural development, close interpersonal communication and cooperation between countries are increasingly frequent, so students need to learn cross-cultural pedagogy. The knowledge society also puts higher requirements on college students. From the perspective of the mode of communication effect, it is often imperceptible and lasts for a long time. It is not as direct and obvious as the early ideological propaganda, but it needs a long period of observation and thinking before it can be identified. The relationship between communication elements in the new media perspective is shown in Figure 1.

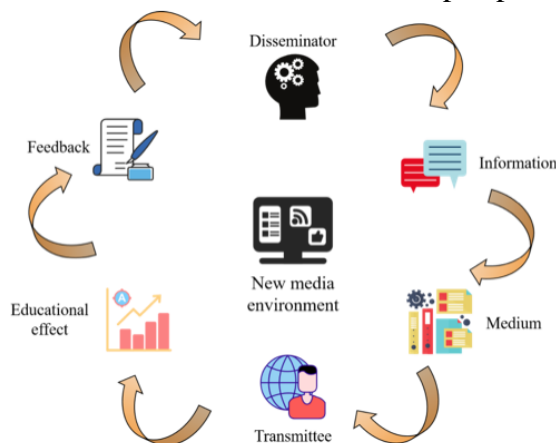


Figure 1: The Relationship between Communication Elements in the Perspective of New Media

In the context of cross-cultural communication, humanistic quality education for college students is a very important topic. In reality, today's college students are faced with more choices in interests, values, orientations, and other aspects than before, and there are more and more opportunities for international communication, communication, and dissemination. When they go to work or pursue further studies in their studies, they are also one of the important forces for cross-cultural communication and exchange[9]. In today's context, college students' humanistic quality education can be defined as taking teachers as the leading factor and students as the main body. The goal of education and training is to provide society and the market with versatile talents and have both ability and political integrity. The main body of additional training becomes professionals who meet the needs of social construction.

2.2 The Need to Boost the Spread of Chinese Culture

In order to better cultivate students' humanistic qualities, various types of cross-cultural courses can be offered. In the course of cross-cultural education, students can not only learn the language, history, and literature of another country but also make a comparative analysis of the humanistic knowledge between the two countries, which is conducive to improving students' humanistic quality and cultivating their comprehensive quality. Education should serve social practice activities and provide them with necessary theoretical methods and practical basis. With the establishment of new world economic, political, and media systems, cultural soft power has become an essential factor in the world economic and social competition system[10]. With the development of social history, the connotation of humanistic quality has also changed. With the rapid development of modern industry and science, and technology, the connotation of humanistic quality began to advocate the harmonious road of sustainable development, green development, and scientific development and changed from extensive development to intensive development.

Strengthening college students' humanistic quality education can boost China's overall cultural communication ability, help understand the communication relationship among countries and the social and economic motivation behind the competition for communication power worldwide, and train college students to look at many global and national phenomena from an international perspective and an in-depth perspective. The connotation of intercultural pedagogy is rich, including linguistics, international relations, and anthropology. Therefore, in intercultural education, contemporary college students can have an in-depth understanding of the humanistic knowledge of various countries, thus making the structure of students' humanistic knowledge more perfect and rich. Cross-cultural communication education and humanistic quality education in colleges and universities should help them establish a clear world outlook and methodology, especially in terms of cultural identity and national pride, to cultivate the qualities and abilities that meet the needs of the times.

3. Composition of Humanistic Quality Training

In today's society, the connotation and extension of humanistic quality have been greatly expanded. Cross-cultural communication involves the exchange and communication between subjects in different cultural contexts. It comes from the differences in nationalities, history, geography, climate, and other aspects, and there will be differences in cultural characteristics, artistic abilities, psychological trends, and other aspects. From the function of humanistic quality education, it can help students establish a correct world outlook, outlook on life and values, understand the history and national conditions, and inspire patriotism and collectivism. The humanistic spirit of China's traditional culture is characterized by its emphasis on people's moral cultivation, which advocates that people should become noble-minded with ideals through their

cultivation and study. From the perspective of knowledge, cross-cultural humanistic quality is based on one's own culture, as well as the knowledge and mastery of other cultures, which not only requires the trainees to master the cultural context, historical evolution, group characteristics, and group differences in other cultural contexts, but also requires the trainees to master the ways and paths of communication and dissemination between different cultures. From the perspective of the healthy development of the whole society, we must strengthen the humanistic quality education of college students. Many social and economic problems in modern society are complex and comprehensive. If college students, as an intellectual group, have a low overall cultural quality, they will not be able to play their due role in society and will be out of proportion with their social status, which will naturally affect the overall healthy development of the whole society.

4. The Path of Humanistic Quality Cultivation from the Perspective of Cross-Culture

4.1 Change the Concept of Education

In today's context, in cross-cultural communication teaching, to cultivate and cultivate the artistic quality of college students, we must expand the coverage of educational support theory and cultivate college students in a three-dimensional and all-around way from various angles. The education of cross-cultural communication is only to provide a macro framework, a complete set of theoretical systems, an effective scientific and standardized method, and more content systems, which need to be supported and deepened by applied disciplines such as commerce, tourism, and trade. Ideological and political education is more political, policy-oriented, and direct. In contrast, humanistic quality education focuses on introducing and imparting all outstanding spiritual and cultural achievements at all times, at home and abroad, so that students are influenced by subtle influences and gradually internalize them into personality charm. The mode of audience acceptance and communication is shown in Figure 2.

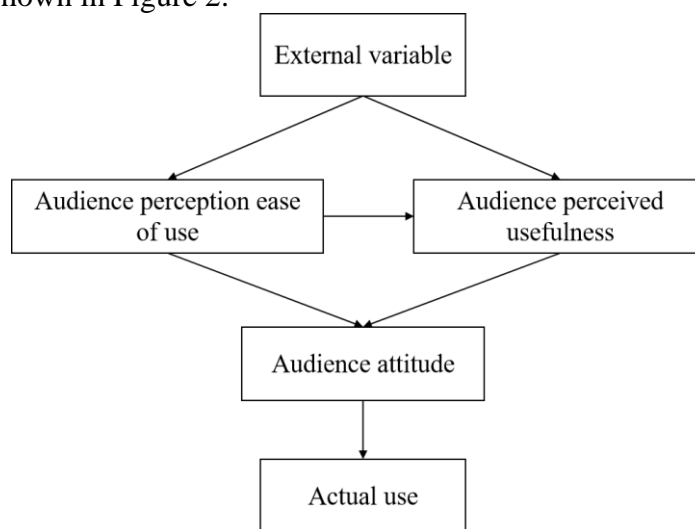


Figure 2: Audience Accepts the Mode of Communication.

Higher education is gradually developing in the direction of popularization and popularization, which is the ladder of lifelong learning for students. People with lifelong learning abilities are more adaptable to the development and changes of society. Cross-cultural pedagogy is an effective way to cultivate diverse humanistic qualities, and the cultivation of international talents should be regarded as the foothold of higher education. It is necessary to meet the needs of college students' career development as a starting point so that students can have a clear understanding of the humanities in various countries, develop an equal and open cross-cultural mentality, enhance

students cross-cultural understanding and communication ability, and lay a solid foundation for students' career development. To improve the humanistic quality of college students, it is far from enough to only rely on the perfection of knowledge structure, optimization, and expansion of knowledge fields but also to provide places for them to exercise their ability and practice themselves. Campus cultural activities are just such a platform. Network information circulation is conducive to the exchange and debate of academic and cultural ideas and has become another place to spread the traditional and modern humanistic spirit.

4.2 Strengthening the Humanistic Quality Education of College Students

Cross-cultural pedagogy can effectively improve students' innovative abilities. In humanistic quality education, innovation ability is an important part and indispensable. Otherwise, humanistic quality education will lack vitality. Cross-cultural pedagogy is a dynamic applied discipline. On the one hand, cross-cultural pedagogy is an activity of observing relevant norms. On the other hand, it belongs to the process of creating relevant norms. With the deepening of reform and opening up and the improvement and development of the socialist market economic system, the function of ideological and political work in the past has been relatively weak in the face of increasingly strengthened interest relations. Therefore, it is necessary to make full use of the favorable position of the second classroom while giving positive education guidance to students and strive to make the forms of humanistic quality education diversified, the contents systematized, and the methods refined, improve the educational effect, and strive to serve students' growth and success. Schools should provide learners with corresponding teaching and learning equipment so that they can truly appreciate the differences between cultures and realize that cultural knowledge is only the basis of learning. In the process of practical application, they should learn how to solve problems as the learning focus. Teachers should pay attention to cultivating students' innovative abilities, and learners should also pay attention to the cultivation of their own innovative abilities.

5. Conclusions

Humanistic quality has different requirements and performances in different historical stages, and the functions and functions of humanistic quality have different performances in different cultural contexts. China's humanistic quality education should be an essential part of the construction of the socialist moral system and also an important part of improving and strengthening China's national soft power. Cross-cultural pedagogy can effectively improve students' innovative abilities. In humanistic quality education, innovation ability is an important part and indispensable. Otherwise, humanistic quality education will lack vitality. Strengthening cross-cultural education in colleges and universities has far-reaching significance for improving the comprehensive quality of college students. Cross-cultural education has not only immediate value but also delayed value. It can reflect on teaching through different backgrounds and prom

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