



Research on Cultivating Cross Cultural Communication Literacy of College Students for the International Communication of Chinese Culture

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Abstract: With the ongoing dissemination of Chinese culture overseas, higher requirements have been put forward for the cross-cultural communication ability of college students. As the core subject of Chinese culture dissemination globally, the cross-cultural communication literacy of college students will directly determine and affect the effectiveness of Chinese culture dissemination to the world stage. This article combines the national cultural communication strategy layout to deeply analyze the shortcomings of current college students in cross-cultural communication literacy, such as shallow cultural cognition, limited cross-cultural communication ability, and insufficient innovation awareness. Based on the latest educational policy guidance, starting from four dimensions of constructing curriculum system, building diversified practice platforms, cultivating digital communication ability, and enhancing cultural identity, practical and effective paths of cultivating students for international communication are proposed, aiming to enhance college students' cross-cultural communication ability, provide talent support and practical reference for Chinese culture to accurately and efficiently go global, and promote the stable development of international communication industry for Chinese culture.

Keywords: Chinese culture; international communication; college students' cross-cultural communication; communication literacy

1. Introduction

In the context of sustained globalization, the dissemination of Chinese culture has gradually become an important way to enhance the cultural soft power of China and shape its national image. In recent years, China has continuously promoted the internationalization of Chinese culture, and an increasing number of young people have participated in foreign cultural communication activities through identities such as international students and cultural exchange volunteers, becoming the backbone of telling Chinese stories and spreading Chinese voices[1]. But at the same time, higher requirements have been put forward for the cultivation of China's international communication talents, requiring them to possess better cross-cultural communication literacy. As the backbone of the youth group, college students have strong professional knowledge reserves and innovative abilities, and are the main force in the dissemination of Chinese culture to the world. Although Chinese universities have attached sufficient importance to cross-cultural education, some students still lack a profound understanding of the connotation of Chinese culture and have limited cross-cultural communication skills, which seriously affects and restricts the quality of Chinese culture's international dissemination. Therefore, exploring the cultivation path of cross-cultural communication literacy among college students can not only respond to the requirements of national cultural communication policies, but also solve the current communication difficulties and lay a talent foundation for the cultivation of cultural communication talents in the new era.

2. Building an integrated curriculum system to strengthen the foundation of cross-cultural communication literacy

The cultivation of cross-cultural communication literacy among college students first requires universities to take curriculum construction as a guide, break through the barriers of single subject teaching, and build a curriculum system that integrates cross-cultural thoughts effectively. One is to integrate the core content of excellent traditional Chinese culture into the general education courses of universities based on national policy requirements, deepen the core connotation of traditional thinking, and help students form a complete framework of Chinese cultural knowledge from multiple dimensions such as historical context, philosophical core, and contemporary values, avoiding problems such as cognitive ambiguity and shallow understanding in the process of Chinese cultural proliferation, and clarifying the core spirit of complex Chinese cultural connotations to the world[2]. One way is to add courses such as "Introduction to Chinese Culture" and "Study of Chinese Classics" to general education courses in universities, so that students can comprehensively understand the development and core connotations of Chinese culture, solve the problem of fragmented cultural cognition among college students, and

help students lay the foundation of the context for the international outreach of Chinese culture. The second is to establish a curriculum system for the students whose major are relative to cross-cultural communication, and to integrate content such as cross-cultural communication studies, the second language learning and international communication studies, breaking down disciplinary barriers, and through in-depth analysis of cultural differences and communication taboos between different countries so as to guide students to accurately identify cultural differences, adapt to multicultural contexts, and avoid cultural misunderstandings and discourse conflicts in international cultural communication. The third is to combine course teaching with digital teaching, fully utilize online courses and virtual simulation teaching platforms, enrich international cultural communication resources, broaden the learning content and resources for students, implement the requirements of the plan according to the requirements and needs from Ministry of Education for digital global communication, help college students to carry out cross-cultural communication knowledge anytime and anywhere, improve cross-cultural communication literacy and language communication ability.

3. Building a diversified practice platform to enhance cross-cultural communication practical skills

Cultivating cross-cultural communication literacy among college students cannot be limited to theoretical levels alone. Universities need to rely on diverse practical scenarios to help students accumulate experience in cultural communication globally and strengthen their practical skills. On the one hand, universities can establish diversified and normalized practical platforms, rely on international cultural exchange activities, organize cultural exchange activities between domestic students and international students who are studying in China, spread traditional Chinese culture, intangible cultural heritage skills, and tell Chinese stories through daily interactions, allowing students to face different cultural contexts and enhance their cross-cultural communication skills. On the other hand, college students are encouraged and supported to actively participate in volunteer projects relating to the international cultural communication. Through immersive activities including cross-national youth study tours and field research conducted abroad, students can personally experience the thinking differences of different cultural backgrounds, improve cultural expression and communication skills, and solve the problem of the disconnect between theoretical learning and practical communication. College students are motivated to be engaged in volunteer work at overseas Chinese cultural centers, where they are able to give guided tours of cultural exhibitions, support staff with daily operations, and help run traditional festival events, along with other related tasks. Based on real cultural communication scenarios, it is anticipated to help students accumulate practical experience in cross-cultural communication.

In addition, it is necessary to establish a cross-cultural practice platform on campus, through organizing cross-cultural communication competitions, planning competitions for overseas Chinese cultural outreach and engaging in other activities, to create an environment conducive to local cultural communication. College students are required to independently plan and design cultural communication plans, find entry points for international cultural communication, and enhance their ability to adapt to situations and interpret culture. At the same time, college students are encouraged and empowered to participate in international volunteer services, cross-border cultural exchanges, and other volunteer activities. Through continuous hands-on practice, it is aimed to enhance their cross-cultural communication skills and to overcome the pedagogical dilemma arising from the disconnect between theoretical knowledge and practical application.

4. Developing students' digital communication skills to meet the cultural communication demands of the new era

Digital literacy is an important component of cross-cultural communication literacy among college students[3]. With the popularization and development of digital technology, higher requirements have been put forward for the cultivation of cultural communication talents in universities, which can promote the innovative dissemination of Chinese culture. First, courses related to digital communication can be set up, including short video production, cross-border new media operation, multilingual content creation and other contents into the curriculum system, changing the single mode of traditional graphic communication, allowing students to carry out creative practice on popular overseas platforms such as Tiktok, and accurately connect with the information receiving habits of overseas audiences. For example, presenting traditional Chinese festivals and intangible cultural heritage skills in the form of short videos can visually showcase the charm of Chinese culture and avoid obscure and difficult to understand communication methods. Secondly, relying on the deployment of the Ministry of Education's "Overseas Dissemination Project of Chinese Classics", college students are guided to participate in practical projects such as multilingual cultural content translation and digital cultural product adaptation, and promote traditional Chinese culture to the world through digital dissemination. The third is to strengthen the cross-cultural digital

communication ability of college students, combine the cultural habits and values of overseas audiences, enrich the content presentation form, change the rigid output mode, dynamically adjust the content style according to the characteristics of audiences with different cultural backgrounds, strengthen audience engagement and emotional impact of Chinese cultural digital communication, and promote the deep integration of cross-cultural communication and digital communication.

5. Enhance students' cultural identity and adhere to the core position of cross-cultural communication

The ultimate goal of cross-cultural communication is not cultural compromise. Firm cultural identity is the ideological foundation for college students to carry out the dissemination of Chinese culture globally. It is necessary for universities to cultivate cultural identity throughout the entire process of cross-cultural communication education and adhere to the ideal beliefs of college students in cross-cultural communication. One is to deepen the education of excellent traditional Chinese culture, with campus cultural activities serving as the core carrier, and making full use of practical activities such as special lectures, cultural exhibitions, and classic recitation, so as to deepen college students' understanding and mastery of Chinese culture. In this way, students are equipped to perceive cultural identity and pride through immersive experiences, therefore preventing students from blindly following in cross-cultural communication. The second is to help college students establish the correct concept of cross-cultural communication, requiring students to take cultural exchange and mutual learning as the guide, not only to respect the cultural development differences of different countries, but also to actively practice the connotation of Chinese culture, and avoid cognitive misunderstandings of cultural hegemony or cultural compromise. For example, in the process of cultural dissemination to foreign countries, college students not only need to convey the development logic and value concepts of Chinese culture, demonstrate the profoundness of Chinese culture, but also respect the differences between different cultures. They cannot define other cultures based on subjective cultural standards, nor can they ignore the core connotations of Chinese culture in order to meet the needs of the other party. Thirdly, guided by the latest policy orientation, students are guided to clarify their cultural stance in cross-cultural communication, maintain a clear cultural consciousness, and enhance their sense of responsibility and mission, thereby helping them grow into capable practitioners of cultural exchange.

6. Conclusion

In summary, cultivating cross-cultural communication literacy among college students is a vital goal of educational reform, which requires teachers to continuously optimize teaching modes and fully establish students' learning subject status. Due to various factors, there are still many problems with the cross-cultural communication literacy of current college students, such as low cultural awareness, insufficient communication skills, and weak creative awareness, which hinder the formation of communication abilities. Next, universities should base themselves on the latest policy guidance, and actively connect with the actual needs of the international dissemination of Chinese culture. On this basis, they should continuously optimize the cultivation path of cross-cultural communication literacy among college students, while also enhancing their awareness of Chinese culture dissemination and cross-cultural communication skills for the purpose of offering a sustainable talent pool in the course of promoting Chinese culture to the world.

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