

Cross-cultural teaching in the context of internationalization of higher education

Jing Wang¹, Kuchynska Oleksiivna Iryna², Zhipeng Yan¹

¹Blockchain Academy ,JiangXi University of Software Professional Technology, Nanchang, JiangXi ,330041

²Kamianets-Podilskyi Ivan Ohienko National University, Kamianets-Podilskyi, Ukraine

ABSTRACT

This paper discusses cross-cultural teaching in the context of internationalization of higher education. Firstly, it introduces the background and significance of internationalization of higher education and the important role of cross-cultural teaching. Then it expounds the theoretical basis of cross-cultural teaching, including its definition, connotation and main theoretical framework. Then it analyzes the cross-cultural teaching strategy, including the internationalization of teaching content, the integration of cross-cultural elements and the innovation of teaching methods. Finally, it discusses the challenges and countermeasures in the implementation of cross-cultural teaching, as well as the effectiveness and prospects of cross-cultural teaching.

KEYWORDS

Internationalization of higher education; Cross-cultural teaching; Teaching strategy; Cultural differences; Teaching effectiveness

With the deepening of globalization today, the internationalization of higher education has become an irreversible trend. Under this background, cross-cultural teaching is particularly important. It is not only related to the expansion of students' international vision, but also related to the deepening of cultural exchanges and understanding between countries. This paper aims to explore the cross-cultural teaching strategies and practices under the background of internationalization of higher education, analyze the current challenges and opportunities, and put forward corresponding countermeasures and suggestions. Through this study, we hope to provide useful reference for higher education institutions to better adapt to the trend of internationalization and cultivate internationally competitive talents.

Second, the theoretical basis of cross-cultural teaching

1 Definition and connotation of cross-cultural teaching

Cross-cultural teaching means that in the context of internationalization of higher education, teaching activities are no longer limited to a single cultural context, but integrate multi-cultural concepts and methods, aiming at cultivating talents with international vision and cross-cultural communication ability. Its core lies in breaking down cultural barriers and promoting communication and understanding between students and teachers in different cultural backgrounds. Under this teaching mode, teachers not only need to have solid subject knowledge, but also need to master cross-cultural communication skills, and be able to properly deal with teaching problems in different cultural backgrounds. In the process of learning, students need to

enhance their sensitivity and adaptability to foreign cultures, and learn to effectively communicate and collaborate in a multicultural environment. The connotation of cross-cultural teaching is very rich, which requires educators to pay attention to the cultural exchange and integration under the trend of globalization, and integrate international vision and global consciousness into classroom teaching^[1]. At the same time, it also emphasizes that while imparting knowledge, educators should pay attention to cultivating students' cross-cultural awareness and helping them to establish respect and tolerance towards different cultures. In terms of teaching methods, cross-cultural teaching advocates the use of diversified and interactive teaching means, such as case analysis, role playing, group discussion, etc., in order to stimulate students' learning interest and enthusiasm, and improve their cross-cultural communication ability. In addition, educators should also pay attention to the reform of the evaluation system, including cross-cultural competence in the student evaluation system, so as to comprehensively evaluate the comprehensive quality and development potential of students. Cross-cultural teaching is not only an inevitable requirement for the internationalization of higher education, but also an important way to train internationally competitive talents. Through intercultural teaching, we can better promote the communication and understanding between different cultures and promote the common development of global education.

2 Main theoretical framework of cross-cultural teaching

Under the background of internationalization of higher education, cross-cultural teaching is particularly important. This teaching philosophy aims to break down cultural barriers and promote communication and understanding between students from different cultural backgrounds. The main theoretical framework of intercultural teaching integrates multiple dimensions such as multicultural education, communicative language teaching and intercultural communicative competence to build a comprehensive and in-depth teaching system. The theory of multicultural education advocates respecting and tolerating diverse cultures in teaching and cultivating students' cross-cultural consciousness.^[2] It believes that education is not only the imparting of knowledge, but also the transmission of culture and the shaping of values. Therefore, educators need to pay attention to the learning needs of students in different cultural backgrounds, and adjust the teaching content and methods to adapt to the learning styles of students in different cultural backgrounds. Communicative language teaching theory emphasizes the importance of language as a communicative tool. In intercultural teaching, language is not only a tool of communication, but also a bridge of cultural understanding and exchange. Educators need to help students improve their language skills, especially speaking and listening skills, in order to communicate effectively in different cultural environments. The theory of intercultural communicative competence is the core of intercultural teaching. It requires students to have not only language skills, but also the ability to communicate effectively in different cultural contexts. This includes many aspects such as cultural sensitivity, cultural adaptability and communication strategies. Educators need to design a variety of teaching activities to help students improve cross-cultural communication skills to cope with the challenges brought by the era of globalization^[3].

The main theoretical framework of intercultural teaching is a comprehensive teaching system, which covers multiple aspects such as multicultural education, communicative language teaching and intercultural communicative competence. In the context of internationalization of higher education, this theoretical framework is of great significance for cultivating students' cross-cultural awareness and competence.

3 Cultural differences and cross-cultural adaptation

Cultural difference is an important factor that cannot be ignored in cross-cultural teaching. Under different cultural backgrounds, people may have significant differences in social behaviors, values, ways of thinking and other aspects. These differences may lead to misunderstanding, conflict and even confrontation. Therefore, teachers need to guide students to face up to and respect these cultural differences. Cross-cultural adaptation is a process in which an individual or group ADAPTS to the new cultural environment by adjusting their own behavior, cognition and emotion when they are exposed to different cultures. In intercultural teaching, students need to learn how to effectively communicate, learn and live in a new cultural environment. This includes understanding and respecting local cultural practices, values and ways of behaving, as well as learning to solve problems and cope with challenges in a new cultural environment. In order to help students better adapt to different cultures, teachers can take a series of measures. First, teachers can provide background knowledge and practical information about the target culture, so that students can better understand and integrate into the new cultural environment. Secondly, teachers can encourage students to actively participate in cultural exchange activities, such as cultural festivals and art exhibitions, so as to enhance students' perceptual understanding and practical experience of the target culture. Finally, teachers can provide psychological support to help students relieve stress and anxiety during acculturation.

4 Construction of cross-cultural teaching strategies

In today's increasingly accelerated globalization, cross-cultural communication skills become more and more important. In order to cultivate students' ability, teachers need to carefully construct cross-cultural teaching strategies. Below, we will explore these strategies in detail and provide specific implementation methods and examples.

4.1 Cultivate students' cultural sensitivity

In cross-cultural teaching, it is very important to improve students' cultural sensitivity. In order to achieve this goal, teachers can adopt a variety of teaching methods. Among them, cultural comparison activities are a productive way. By allowing students to compare the characteristics of different cultures, they can gain a deeper understanding of cultural differences. For example, teachers can organize a comparison activity between Chinese and Western festival cultures. Before the activity, the teachers divided the students into several groups and assigned different holiday themes, such as Spring Festival and Christmas, Mid-Autumn Festival and Thanksgiving. Students need to collect relevant information, understand the origin of the festival, celebration, symbolic meaning, etc., and make a comparative analysis. In class, each group takes turns presenting their research results, while other students make comments and ask questions. Through such activities, students can not only increase their understanding of different cultures, but also improve their cultural sensitivity and critical thinking skills. In addition, role-playing games are also an effective means to cultivate students' cultural sensitivity. Teachers can design some role-playing games involving different cultural backgrounds, so that students can experience cultural differences in simulated situations. For example, teachers can set up a scene of a multinational company, and let students play the role of employees in different countries to communicate business. In the game, students need to apply their knowledge and adjust their communication methods according to the cultural background of the characters to achieve the goal of cooperation. Such games can help students better understand communication habits and expectations in different cultural contexts

and improve their cross-cultural communication skills.

4.2 Encourage students to carry out cross-cultural practice

Cross-cultural practice is the key link to improve students' cross-cultural communication ability. In order to encourage students to actively participate in practice, teachers can recommend some excellent international exchange programs, such as school visits and exchanges, short-term study and so on. These programs usually include visits to local cultural sites and interaction with local students, allowing students to experience the charm of different cultures. At the same time, teachers can also share some successful international exchange cases to stimulate students' enthusiasm to participate in practice. In addition to international exchange programs, teachers can arrange internships for students in multinational companies or international organizations, or participate in international volunteering activities. These hands-on opportunities provide students with a deeper understanding of work environments and social responsibilities in different cultures. For example, teachers can organize students to participate in volunteer service activities of international environmental protection organizations, so that they can experience different cultural attitudes and solutions to environmental protection problems in practice. Such practical experience can not only improve students' cross-cultural communication skills, but also cultivate their global awareness and social responsibility.

4.3 Use modern educational technology to assist cross-cultural teaching

Modern educational technology provides rich teaching resources and interactive platforms for cross-cultural teaching. Teachers can use online learning platforms to expose students to quality teaching resources from around the world. For example, teachers can recommend some well-known MOOCs platforms, such as Coursera and edX, and guide students to choose courses related to their majors or interests. Courses on these platforms are often taught by professors from the world's top universities and cover cutting-edge knowledge in various fields. By studying these courses, students are able to gain a more comprehensive understanding of knowledge systems and teaching methods in different cultural contexts. In addition, teachers can use virtual reality technology to create simulated cross-cultural communication scenarios for students. Virtual reality technology can simulate real business negotiations, social gatherings and other scenes, so that students can practice cross-cultural communication in a virtual environment. For example, teachers can design a virtual business negotiation environment in which students negotiate with virtual characters from different cultural backgrounds. Through such exercises, students can better master the skills and strategies of cross-cultural communication and improve their adaptability in practical scenarios.

4.4 Regularly assess the development of students' intercultural communication skills

Regular assessment of students' intercultural communication development is essential to ensure teaching effectiveness. Teachers can set clear assessment standards, refer to the international common intercultural communication ability assessment model, and evaluate the curriculum content and the actual situation of students. Assessment criteria can include aspects such as cultural sensitivity, communication skills, and problem-solving skills. In the assessment process, teachers can adopt a variety of assessment methods to gain a more comprehensive understanding of students' intercultural communication skills. In addition to traditional written assignments and exams, teachers can also organize students to conduct oral presentations, role play performances and other activities. For example, teachers can ask students to give an oral presentation on a certain cross-cultural topic, demonstrating their understanding and communication skills of different cultures. Or

organize students to conduct role play performances of cross-cultural business negotiations to assess their communication skills and adaptability in real situations. At the same time, teachers should timely feedback the evaluation results to students and provide guidance and suggestions for specific problems. Feedback can include the student's strengths and weaknesses in cross-cultural communication, as well as directions and ways to improve. Through regular assessment and timely feedback, students can better understand their progress and areas for improvement, so as to improve their cross-cultural communication skills in a more targeted manner.

5 innovation and application of teaching methods and means

Under the background of internationalization of higher education, the innovation and application of cross-cultural teaching methods and means are particularly important. This is not only related to the quality of teaching, but also directly affects the cultivation of students' cross-cultural communication ability. This chapter will discuss in detail from three aspects: multi-culture and interactive teaching methods, the application of modern educational technology and practical teaching.

5.1 Multicultural and interactive teaching methods

With the wave of globalization, the field of higher education is undergoing unprecedented changes. A striking feature of this change is the diversity of the student body, which comes from all over the world and has different cultural backgrounds and learning styles. In this context, traditional teaching methods have been unable to meet the needs, multicultural and interactive teaching methods came into being.

Multicultural teaching methods, as the name implies, emphasize respect and tolerance for all cultures. In today's globalized world, cultural diversity is no longer a novelty, but an indispensable part of our lives. Therefore, how to integrate such multicultural elements into teaching is particularly important. Teachers should guide students to understand and appreciate different cultures, and cultivate students' cross-cultural awareness through cultural comparison and cultural exchange. For example, teachers can design some classroom discussion topics involving multiculturalism and encourage students to analyze and discuss problems from different cultural perspectives. This approach not only enhances students' cultural sensitivity and enables them to better understand and accept different cultures, but also exercises their critical thinking skills and enables them to see and solve problems from multiple perspectives.

At the same time, interactive teaching methods are also effective means to cope with the diversity of student groups. This method focuses on students' participation and cooperation, and stimulates students' learning interest and initiative through group discussion, role play, debate and other forms. In interactive teaching, students are no longer passive recipients, but become subjects of learning, and they can understand and master knowledge more deeply in the interaction. In addition, interactive teaching develops students' teamwork and leadership skills, laying a solid foundation for their future careers.

In general, multi-culture and interactive teaching methods are the inevitable trend of internationalization of higher education, and also the key to improve students' cross-cultural communication skills. Teachers need to renew their teaching ideas and innovate teaching methods to meet the needs of higher education under the background of globalization.

5.2 Application of modern educational technology in cross-cultural teaching

With the rapid development of science and technology, modern educational technology provides unprecedented possibilities for cross-cultural teaching. The application of modern education technology such as online learning platform, virtual reality technology and artificial intelligence has not only greatly enriched the teaching means, but also significantly improved the teaching effect. Online learning platforms break the constraints of time and space, allowing students to study anytime, anywhere. Through this platform, students not only have access to high-quality teaching resources around the world, but also have real-time exchanges and discussions with classmates around the world. This kind of cross-cultural communication can not only enhance students' language communication skills, but also broaden their international perspective, so that they have a deeper understanding and understanding of different cultures. Virtual reality technology brings a new experience to cross-cultural teaching. Through virtual reality technology, students can experience the culture and lifestyle of different countries. This intuitive and vivid teaching method can undoubtedly deepen students' understanding of cultural differences and commonalities. For example, using virtual reality technology, students can visit places of interest around the world and feel the charm of different cultures in a virtual environment. Or by simulating life scenes in different countries, understand and experience various cultural customs and lifestyles. In addition, artificial intelligence is also playing an increasingly important role in cross-cultural teaching. Intelligent teaching assistants can help students learn more efficiently by providing personalized learning suggestions based on their learning style and progress. Meanwhile, intelligent translation tools can help students overcome the language barrier

6 Cross-cultural teaching strategies in the context of internationalization of higher education

6.1 Internationalization of teaching content and integration of cross-cultural elements

In today's increasingly prevalent globalization, the internationalization of higher education has become an irreversible trend. Under this background, the internationalization of teaching content and the integration of cross-cultural elements become more and more important. They are not only the inevitable requirements of responding to the trend of global education, but also an important means to train students to have an international perspective and cross-cultural communication skills. The internationalization of teaching content means that we need to choose and build a knowledge system from a global perspective. Traditional teaching content is often limited to the culture and history of a certain country or region, but in the trend of internationalization, we must break this limitation and introduce a wider range of topics and knowledge with global significance. This includes not only the history, culture, science and technology, economy and other aspects of the world, but also global issues, such as climate change, global poverty, international cooperation and so on. Through the study of these contents, students can have a more comprehensive understanding of the world and form a broad international vision.

At the same time, the integration of cross-cultural elements is also crucial. In the diversified world, the communication and collision between different cultures are becoming more and more frequent. Therefore, it is particularly important to train students to have cross-cultural communication skills. In teaching, we should pay attention to introducing elements of different cultures, so that students can understand and respect various cultural backgrounds. This will not only broaden students' horizons, but also help them become more comfortable and confident in future international exchanges. In order to achieve this goal, educators need to put in a great effort.

First, they need to constantly update their knowledge system, keep up with the pace of globalization, and keep abreast of the latest international developments and research results. Second, they need to carefully design and select content to ensure that it is both international and cross-cultural. Finally, they also need to pay attention to the design of practical links, so that students can truly experience the charm of internationalization and cross-cultural challenges in practice. The internationalization of teaching content and the integration of cross-cultural elements is a long and complicated process. But only in this way can we cultivate people with a truly international perspective and intercultural communication skills to contribute to a globalized world.

6.2 Innovation and application of teaching methods and means

In the tide of internationalization of higher education, the innovation and application of teaching methods and means have become the key to improve the quality of education. Traditional teaching methods tend to focus on the indoctrination of knowledge, but ignore the students' subjectivity and practice. However, in the context of cross-cultural teaching, we need to shift this concept to focus on student participation and experience. The innovation of teaching method is firstly reflected in the diversified teaching mode. In addition to the traditional lecture teaching, we can also introduce more interactive, discussion-style teaching methods. For example, through case studies, group discussions, role playing and other ways to encourage students to actively participate in class activities, improve their learning interest and initiative. These teaching methods not only enhance students' understanding and memory, but also develop their critical thinking and problem-solving skills. At the same time, the innovation of teaching means is also crucial. With the progress of science and technology and the development of the Internet, we can make use of more modern educational technology to assist teaching. For example, the use of multimedia teaching courseware, network teaching platform and other tools can enrich the teaching content and form, improve the teaching effect. In addition, we can also use virtual reality, augmented reality and other technical means to create a more real and vivid teaching environment, so that students can learn and experience in a simulated situation.

In addition to the innovation of teaching methods and means, we should also pay attention to the integration of cross-cultural elements. In teaching, students can understand and respect diverse cultures by introducing cases of different cultures and discussing problems in different cultural backgrounds. At the same time, students can also be encouraged to participate in international exchange programs, learning foreign languages and other activities to improve their cross-cultural communication skills and international vision. The innovation and application of teaching methods and means is a process of constant exploration and practice. Educators need to keep an open mind and innovative thinking, and constantly try new teaching methods and means to adapt to the needs of internationalization of higher education. At the same time, educators also need to pay attention to the feedback and needs of students, and constantly adjust and optimize teaching methods and means to improve the quality and effect of teaching. Only in this way can we cultivate highly qualified people with an international perspective and intercultural communication skills to contribute to the development of globalization.

7 Challenges and countermeasures in the implementation of cross-cultural teaching

7.1 Teaching difficulties and coping strategies brought about by cultural differences

Under the background of internationalization of higher education, cross-cultural teaching has

become a key link to improve the quality of education. As one of the core challenges in cross-cultural teaching, cultural differences directly affect the transmission of teaching content and the realization of teaching effect. The teaching difficulties caused by cultural differences are mainly reflected in the following aspects. First of all, students with different cultural backgrounds may have great differences in understanding, acceptance and interest in teaching content, which puts higher requirements on teachers' teaching methods and strategies. Cultural differences may lead to communication barriers, which makes it difficult for teachers to accurately grasp the needs and problems of students in the teaching process, and thus affect the teaching effect. Cultural differences may also lead to conflicts and misunderstandings of values, which may not only cause friction in the teaching process, but also adversely affect students' learning experience and future development. In view of these teaching difficulties, we need to adopt a series of coping strategies. First of all, teachers should strengthen the understanding of students' cultural background, respect and tolerate the differences between different cultures, and avoid cultural bias or misunderstanding in teaching. Teachers should focus on cultivating students' cross-cultural awareness and ability, stimulate students' learning interest and enthusiasm through diversified teaching methods and means, and promote students' understanding and acceptance of different cultures. In addition, teachers should also strengthen the communication and exchange between students, establish a good teacher-student relationship, in order to better understand the needs and problems of students, and timely adjust the teaching strategy. In short, teaching difficulties caused by cultural differences are unavoidable problems in cross-cultural teaching, but as long as we adopt scientific and effective coping strategies, we can overcome these difficulties and achieve high-quality cross-cultural teaching.

7.2 The role and orientation of teachers in cross-cultural teaching

In cross-cultural teaching, the role of teachers is far more than the traditional knowledge imparted. They are first and foremost a cultural navigator, guiding students through a sea of different cultures, not only giving directions, but also explaining various cultural phenomena encountered along the way. This requires teachers themselves to have profound cultural literacy and keen cultural insight. They need to be able to recognize the subtle differences between different cultures and incorporate these differences into their teaching so that students can learn in contrast and gain a deeper understanding of cultural diversity. In addition to cultural navigation, teachers are also Bridges of cross-cultural communication. In cross-cultural classrooms, students may come from different cultural backgrounds, and there may be significant differences in their learning styles, communication habits and values. Teachers need excellent communication skills to ensure that information is not misinterpreted or distorted in the process. This not only requires teachers to master multiple languages, but also requires them to understand the communication habits and expectations in different cultural backgrounds in order to better adapt and adjust their teaching methods. In addition, teachers are an important source of emotional support for students. In cross-cultural learning, students may encounter various challenges and confusion, and may even produce psychological pressure brought about by cultural conflicts. Teachers need to pay attention to the emotional needs of students and provide necessary support and help. By listening, understanding and encouraging students, teachers can help students build self-confidence and overcome difficulties and challenges in cross-cultural learning. Teachers also play the role of innovators in cross-cultural teaching. They need to constantly explore new teaching methods and means to adapt to the learning needs of students from different cultural backgrounds. By designing culturally sensitive teaching activities, teachers can stimulate students' interest in learning and promote their active participation and in-depth thinking in cross-cultural learning. In order to better fulfill these

roles, teachers need continuous self-improvement and professional development. They need to follow the latest developments in cultural studies and understand the history and current situation of different cultures in order to be able to provide accurate cultural interpretations in their teaching. At the same time, teachers also need to improve their cross-cultural communication ability through practice, and learn how to establish effective interaction and cooperation with students from different cultural backgrounds.

7.3 Role and orientation of students in cross-cultural teaching

In cross-cultural teaching, the role of students can not be ignored. They are not only the recipients of knowledge, but also the participants and promoters of cultural exchanges. Students need to actively integrate into the cross-cultural learning environment, actively explore and adapt to the characteristics of different cultures. By participating in class discussions, group work and other activities, students can enhance their understanding of different cultures, while also having the opportunity to present their own cultural background and perspectives. Student initiative is crucial in cross-cultural learning. They need to learn to question, reflect and think critically in order to gain a deeper understanding of cultural diversity and complexity. Through active learning and practice, students can develop their cross-cultural awareness and ability to lay a solid foundation for future international exchanges and cooperation. In addition to learning initiative, students are also required to demonstrate an open and inclusive attitude in cross-cultural communication. They need to respect and understand classmates and teachers from different cultural backgrounds, learn to find common ground in differences, and build harmonious interpersonal relationships. This not only helps to improve the individual's social skills, but also helps to create a positive and inclusive learning atmosphere. In intercultural teaching, the role of students also includes being ambassadors of cultural exchange. By sharing their cultural background and experiences, they can enhance the understanding of their own culture among other students and teachers. At the same time, students can also learn different cultural knowledge and experience from other students and teachers to enrich their cultural vision. In order to better fulfill these roles, students need to have a certain cross-cultural awareness and ability. This includes sensitivity to different cultures, the ability to understand and respect differences, and the ability to communicate effectively in different cultural environments. Students can enhance their intercultural competence by participating in cultural exchange activities organized by the school, reading books and articles on cultural diversity, and building friendships with people from different cultural backgrounds.

7.4 Teacher-student interaction and cooperation in cross-cultural teaching

In intercultural teaching, the interaction and cooperative relationship between teachers and students are crucial. This kind of interaction is not only teaching questions and answers and exchanges, but also a deep cultural collision and integration. Teachers need to pay attention to the needs of students and encourage them to express their opinions and questions, while also giving positive feedback and guidance. Students need to take the initiative to participate in class discussions and activities, have the courage to express their own opinions, and learn to listen to and respect the opinions of others. In order to establish good teacher-student interaction, teachers need to create an open, inclusive and creative learning environment. They can design a variety of teaching activities and tasks to stimulate students' learning interest and enthusiasm, and can also use modern technological means such as online communication platforms to enhance interaction and communication with students. In addition, teachers can regularly organize students to have group discussions, role play and other activities to promote cooperation and communication

between them. In cross-cultural teaching, students also need to exert their own subjective initiative and actively participate in various learning activities. They can enhance their understanding and acceptance of different cultures through interaction with teachers and classmates, and also take this opportunity to improve their communication skills and teamwork spirit. In order to better adapt to the cross-cultural learning environment, students can also take the initiative to seek the help and support of teachers and classmates to jointly solve the problems and challenges encountered in learning. In summary, the interaction and cooperation between teachers and students in cross-cultural teaching is one of the key factors to improve the quality and effect of teaching. Only by establishing a good relationship between teachers and students, strengthening cooperation and communication, and jointly dealing with the challenges brought by cultural differences, can we realize the true cross-cultural teaching and learning. This not only helps to develop students' intercultural awareness and competence, but also lays a solid foundation for their future development and international cooperation.

8 Evaluation and feedback of cross-cultural teaching

8.1 Evaluation methods of cross-cultural teaching effect

The evaluation of cross-cultural teaching effect is an important link to measure whether the teaching strategy is effective and whether it achieves the expected goal. The evaluation methods are mainly divided into two categories: qualitative and quantitative.

Qualitative assessment is mainly conducted through observation, interview and document analysis. The observation method allows teachers to visually see students' performance in cross-cultural communication, such as verbal expression, non-verbal communication, problem-solving strategies, etc. Interviews can provide insight into students' understanding and application of cross-cultural knowledge, as well as the difficulties and challenges they encounter in the communication process. Document analysis is the content analysis of students' learning outcomes, such as assignments, reports, etc., in order to assess the development of students' cross-cultural competence. Quantitative evaluation collects data through standardized tests, questionnaires, etc., and uses statistical methods to analyze the teaching effect. For example, a multi-dimensional cross-cultural competence test can be designed to allow students to take the test before and after the teaching, and evaluate the teaching effect by comparing the score changes. In addition, questionnaire survey is also a commonly used quantitative assessment method, which can collect data on students' teaching satisfaction and self-perceived improvement of cross-cultural competence.

8.2 Evaluation criteria for students' cross-cultural competence

To evaluate students' cross-cultural competence, we need to consider many aspects comprehensively. The first is the mastery of cultural knowledge, including the degree of understanding, understanding and respect for different cultures. The second is the use of communication skills, such as language accuracy, clarity of expression, non-verbal communication ability. The second is cross-cultural adaptability, that is, students' ability to adjust their behavior in different cultural contexts, as well as strategies to deal with cultural conflicts and misunderstandings. Finally, the ability to solve problems, especially in cross-cultural situations, students can flexibly apply their knowledge to find appropriate solutions. In order to evaluate students' intercultural competence more specifically, a detailed evaluation standard system can be developed, including specific indicators and grading standards. For example, cross-cultural

competence can be divided into several levels, each corresponding to different performance and requirements. This can not only evaluate students' ability level more objectively, but also provide students with clear direction and goals for improvement.

8.3 Teaching feedback and path of continuous improvement

Teaching feedback is the key link to improve teaching strategy and improve teaching effect. First of all, teachers need to collect and analyze students' feedback regularly, including their understanding of the learning content, their preference for learning styles, and their feelings about the teaching progress. This information can be obtained through classroom observation, after-class interview, questionnaire survey, etc. After collecting feedback information, teachers need to conduct in-depth analysis and summary to find out the problems and shortcomings in teaching. Then, according to these problems, specific improvement measures are formulated, such as adjusting the teaching content, optimizing the teaching method, and strengthening the practice link. At the same time, teachers also need to communicate with students in a timely manner to understand their learning needs and expectations in order to better meet their learning needs. In order to continuously improve the teaching effect, teachers can also establish a teaching archive to record the process and results of each round of teaching, including students' homework, test results, feedback information, etc. By comparing different rounds of teaching portfolios, teachers can clearly see the progress and changes in teaching,

9 Mary

This paper discusses cross-cultural teaching in the context of internationalization of higher education. This paper first analyzes the background and significance of internationalization of higher education, and emphasizes the importance of cross-cultural teaching. Then, the paper expounds the theoretical basis of cross-cultural teaching, including its definition, connotation and main theoretical framework. On this basis, the paper discusses the cross-cultural teaching strategies, such as the internationalization of teaching content and the integration of cross-cultural elements, as well as the innovation and application of teaching methods and means. The paper also deeply discusses the challenges and countermeasures in the implementation of cross-cultural teaching, including the teaching difficulties and coping strategies brought by cultural differences, as well as the roles and positioning of teachers and students in cross-cultural teaching. This paper summarizes the effect and prospect of cross-cultural teaching in the internationalization of higher education, and puts forward some suggestions and reflections on the future of cross-cultural teaching. On the whole, this paper aims to promote the research and practice of intercultural teaching in the context of internationalization of higher education, and promote the communication and understanding between different cultures.

References

- [1] Yang Xiang. Research on Intercultural Teaching of College English under the background of Internationalization of Higher Education [J]. Science and Fortune, 2018, 000(033):83.
- [2] Li Ying, Chen Yu, Lu Ming. A Brief analysis on the Cultivation of Intercultural Communicative Competence in College English Teaching under the background of Internationalization of Higher Education [J]. Nobody (occurrence peak), 2015. DOI: CNKI: SUN: CZZX. 0.2015-15-146.
- [3] Li Ying, Chen Yu, Lu Ming. A Brief analysis on the Cultivation of Intercultural Communicative Competence in College English Teaching under the background of Internationalization of Higher Education [J]. Red Son, 2015.