



# Time implication of global Competence: connotation, reflection and cultivation

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## ABSTRACT

Under the background of the new era, global competence is the essential character and key ability that teenagers in the 21st century must possess to adapt to the future life in order to adapt to the development of the new era. By summarizing and analyzing the connotation and background of global competency, it is found that the existing research has some problems, such as lack of accurate definition of concept, hollow implementation approach, single evaluation subject, simple evaluation method, etc. Based on this, it puts forward some measures to cultivate students' global competency in China.

## 1. Introduction

Global competency refers to the knowledge, ability, attitude and values that contemporary adolescents need to analyze local and global cross-cultural issues with the strengthening of globalization. The ability to interact effectively with others and take responsible actions for sustainable development and collective well-being [J]. *Foreign language teaching*, 2019, 40(04):50-55. The Organization for

## 2. Definition and background of global competency

Global competence was first proposed in the field of higher education in the United States in 1988 (Tang, 2019). Now it has been gradually involved in other stages of education, and has occupied the status of universal attention and research within the scope of global education. The development of global competency education is not accidental, but inevitable based on social background. In the era of rapid development of Internet and information technology in the new century, global competency is not only identified as a trend of education, but also recognized as the educational concept that global competency can open up students' thinking and promote the development of various aspects. Today's young people will be living with people from different backgrounds and cultures and work, as the main place of students learning, the school should shoulder the responsibility, encourage students to participate in the activities about global problems, global knowledge accumulation, give students as much as possible to create a global activities and learning environment, providing students with a comprehensive global education. In the era of globalization, every citizen will encounter new opportunities, especially the young. The organization for economic cooperation and development (OECD) study of global education is very thorough, always pay attention to the internationalization of the global student education, therefore, the definition of a global competency has called

Economic Cooperation and Development (OECD) included global competencies in PISA for the first time in 2018. The research on the connotation and practice of global competency is helpful for China to learn from the successful experience of other countries and regions in global competency training. It is helpful for China to build a team of teachers with global competence; It is helpful to enhance students' global awareness, cultivate their own global competence, and promote China's education to be in line with international standards.

for sexual and most persuasive, the OECD global competency define as: "the global competence is to point to in the perspective of the multiple perspectives, critically analyze global and cross-cultural problems in basic skills; To identify cultural differences that influence people's ability to think about themselves and others; The ability to communicate candidly, appropriately and effectively with people from different social backgrounds on the basis of human dignity (Schleicher 2016)" generation. They must take the initiative to meet the arrival of the new environment.

In 1993, Richard Lambert, then director of The American Foreign Language Center, proposed the concept of Global Competence in the American Association for International Educational Exchange. And global competency should include five main parts: Knowledge, Empathy, Approval, Foreign Language Competence and Task Performance. (Lambert, 1993) The United States is the first country to put forward global competency. As a great educational power, the United States attaches great importance to global education and global competency education for its citizens. In 2012, the Asia Society and the Council of Chief State School Officers jointly released a report entitled "Global Competency education: Preparing our young People for the Integration of the World, the report makes an in-depth analysis and

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interpretation of global competency and interprets it as: Global competency refers to the ability to understand global issues and to accept actions and solve practical problems in a directional manner (Mansilla, 2011).

With the active preparation and participation of experts who developed the GLOBAL Competency Assessment and OECD member countries, a new and compelling Global competency Framework was developed in 2018, which defines global competency as follows: Global competence refers to the ability of contemporary adolescents to properly communicate and effectively communicate with people from different backgrounds and knowledge and analyze regional, world and cross-cultural issues in order to improve their international competitiveness and have the perspective of global communication (Zhan, 2018). In 2018, OECD included global competency in PISA for the first time, which was also the first time that global competency was included in a large international conference. The global competency assessment is divided into two modules: the first module is cognitive test, which mainly focuses on students' judgment of cross-cultural understanding ability and their cognitive ability in dealing with global problems; The second module examines students' understanding of global education and their own cultural and religious beliefs of their own country, other countries and regions by means of a questionnaire survey. It also includes the messages sent by schools and teachers on whether they are concerned about their students' global competence. In addition, in the student evaluation system of global competency education, one is formative evaluation, the core of which is performative evaluation, which requires real-time feedback on the performance of teachers and students. Performative evaluation is more important than summative evaluation. The characteristic of formative evaluation lies in that the indicators adopted not only contain the level of performance, but also make a comprehensive description of the actions and behaviors occurring at each level. The second is the construction of standardized tests. It is clearly stated in PISA Literacy Framework that students' global competence can be assessed in the form of cognitive tests and questionnaires. As mentioned above, the assessment includes two parts: cognitive tests and questionnaires. The ability of students to take measures to solve practical problems is evaluated by designing certain scenarios (Tang Lifang 2019). PISA is not only one of the most comprehensive and reliable indicators of student ability in the world, it is also a powerful tool that countries and economies use to fine-tune their education policies.

Although there are different opinions on the connotation of global competency, the concept of "global competency" is put forward under the same background and focuses on the ability of teenagers to cope with the future life, which is of clear practical significance. From the studies of the above scholars, we can understand global competency as follows: In the new era, especially in the context of globalization and digitalization, global competency refers to the knowledge and skills, emotional attitudes and values that adolescents must acquire in order to adapt to the changing world and improve their ability to communicate with people from different cultural backgrounds and people from other countries. This ability and literacy can help teenagers better adapt to the society and promote personal development in many aspects.

### 3. Reflections on global competency research

#### 3.1 The concept is not clearly defined

T An overview of relevant literature shows that the definition of global competency is unclear. Although scholars and organizations at home and abroad have conducted in-depth exploration on the concept of global competency, no consensus has been reached at present, which directly leads to different opinions among countries and regions when discussing the concept of global competency, and no consensus has been formed. Not only that, some scholars and institutions will also literacy and skills, we should first understand

the meaning, literacy and skills has essentially difference, literacy is absorbed by the personal learning results applied to the corresponding scenario ability, and skill is the ability to master and use some special techniques. Moreover, literacy is not limited to cognitive factors such as theories and concepts, but also includes technical skills, interpersonal skills and other practical aspects.

#### 3.2 The implementation approach is vague and not in place

In terms of the current form of research, there are no specific implementation approaches for global competency, most of which are proposed for international adolescents. As most adolescents rarely participate in global activities, the implementation approaches should be specific and try to cover a wide range of adolescents. Zhou Xiaoyong (2017) believes that although it is under the background of globalization, the pressure of examination-oriented education is inevitable, which makes it difficult for schools and teachers to truly transfer the skills, attitudes and values advocated by global competency to students. Under the background of exam-oriented education and college entrance pressure, most teachers are "fractional", which makes global competency education in vain. Even though there are still a few global competency courses in some schools, there is no independent curriculum system for global competency. At present, the curriculum reform of basic education is still in full swing. We should seize this opportunity to bring core literacy and global competence into the new round of curriculum reform (Thessaloniki, 2014).

In addition, scholars for the global competency research are mostly single global competency, however, issues of global competence is a comprehensive, contains many aspects, and multiple dimensions, should not only study alone, to implement the specific life, teenagers should also be combined with science literacy, at the same time of cultivating students' science literacy, Integrate global competencies. In addition, one of the implementation paths of global competency education is global competency penetration and interdisciplinary integration courses. Therefore, the combination of global competency education and disciplinary literacy has obvious advantages.

#### 3.3 The evaluation subject is single and the evaluation method is linear

Integrated predecessors' research, the global competency evaluation as the main body of the single evaluation method is more teachers, for example, Asia society's global education center adopts the way of performance assessment, to evaluate the global competence of students, this requires teachers to have higher professional class evaluation way, used in the global competency of universality, disadvantages is a waste of time and effort, not easy to spread, Focusing on teachers' evaluation of students in a single aspect; PISA evaluates global competency by means of cognitive tests and questionnaires. The disadvantage of this evaluation method is that it is difficult to evaluate global competency in the context of local culture and society, which involves relatively narrow aspects. (Tang, 2019)

In view of the complexity and uniqueness of global competency evaluation, it is necessary to integrate multiple methods and perspectives. Global competency evaluation should not only ensure teachers' evaluation status, but also adhere to the principle of students' subjectivity, and try to let students participate in the evaluation as the main body, so as to ensure students' autonomy and personality development in the process of cultivating global competency. At the same time, can adopt diversity evaluation way, according to the global competency training content flexible use different evaluation methods, involved in the multi-dimensional global competency cultivation can comprehensive use of a variety of evaluation methods, such as combining formative evaluation and process evaluation, make comprehensive evaluation way, promote

the development of students in flexible ways.

### 1. Global competency training measures

With the advent of the era of globalization, the world has gradually become a whole. Today's teenagers are facing unprecedented opportunities and challenges, and this generation needs new abilities to cope with and adapt to globalization. To put it simply, under the new world background, it is of great significance to conduct global competency education for teenagers. In particular, as Korea's overall national strength and international competitiveness continue to rise, today's youth should be fully prepared if they are to be equipped with the ability to adapt to future life. Therefore, we need to learn from the useful experience of other countries and regions to improve the ability of young people to cope with the future life, so as to cultivate students' global competence.

#### 4.1 Learn excellent examples from other regions and draw on practical experience for school curriculum construction

With the advent of the era of globalization, global competency has received more and more attention and recognition from the international community. At the same time, in the context of modern international trends, all countries and regions should consider taking measures to cope with this international challenge. Education reform is one of the effective ways to strengthen global education. Australia pays special attention to the necessity of cross-culture in the implementation of school curriculum. The government requires local students not only to master the local language, be familiar with their own culture, religious belief and local customs, but also to understand and master the language, culture, religious belief and local customs of other countries and regions. At the same time, most countries that attach more importance to internationalization and global education, such as Singapore, have also added international education elements. In 2015, relevant education departments reset their curriculum structure and updated the offering of innovative global courses. Referring to the curriculum structure reform in Singapore, the Chinese government said in the Outline of The National Medium - and Long-term Education Reform and Development Plan (2010-2020) that "only by focusing on the selection and cultivation of top talents with international awareness can the prosperity of the national economy be promoted."

School is the main place to cultivate students, and students' learning of global competence is mainly transmitted through the classroom. To strengthen the penetration of global competency courses in all subjects, global competency education should not only rely on foreign language and social science courses, but should be integrated into the curriculum of all subjects, so that students can know and understand global competency more frequently and continuously in a richer curriculum context. (Gu Lilan, 2020) Only when the teaching content of global competency is integrated into the curriculum, can students physically realize that global competency is closely related to themselves.

#### 4.2 Cultivate a strong contingent of teachers and improve their global competence

Economic, cultural, technological, environmental and political forces are affecting every person on the planet, making the interdependence of nations and peoples more necessary than ever before. Simply put, if individuals are to thrive in the future, schools must prepare their students and equip them with global capabilities, and schooling is ultimately delivered by teachers as subjects.

First of all, the global competency consciousness and ability of the students are on global competence teaching skills and competency theory knowledge of the world's teachers to training and education, fernando ramo, professor of Harvard University thinks, no matter what the teachers have education honors and titles, no matter adopt what kind of teaching mode, just as teachers should keep in mind: It is a life's work to train our students to be global-

minded, not just to pass on knowledge. Therefore, we need to focus on the cultivation of teachers' global awareness and global ability, and enhance teachers' global concept and motivation to promote their professional development. For example, teachers' international literacy can be enhanced by participating in seminars on international issues so as to convey their global thinking to students. Teachers' global awareness can also be stimulated by participating in international curriculum development so as to increase their diversified perspectives (Sun Xuxin 2020). For example, the United States attaches great importance to the training of teachers' global competency, and made a very good example, in the late 1980 s, scholars put forward the global competency in the United States, some other famous education organization and professional advice on the update and develop of teacher's professional standards, to strengthen the global competency ability in the status of teachers' professional standards, In order to strengthen the standards of global competency of teachers in all sectors of society, especially in the education sector (Zhang Rong 2018). One of the most representative organization was founded in 1966, the vision of "to world affairs and international understanding education" foundation, the organization not only requires the students to understand the world within the scope of the problem, and very pay attention to training in promoting teachers' global competency, and published in 2008, called "the era of global teacher preparation: The Change Imperative report further identifies the knowledge, attitudes, skills and values that teachers and students should possess in global competency education.

Second, teachers should also pay attention to for the use of teaching methods, the global competency in teaching is different from common curriculum teaching, should not only include classical teaching method also want to innovate, so that it can be help the global competency of teaching methods, teaching, such as leading group teaching, scene teaching, the zetetic classroom activities such as the diversity of teaching methods. This unique teaching method can be organized into a systematic method system, which can not only enable students to participate in the implementation of international issues, enhance the expansion of students' awareness of globalization, but also help teachers enrich their teaching ideas and enhance sustainable global thinking. Through research, we can find that the teaching methods with the concept of global competency have the following common characteristics: develop students' global thinking; Pay attention to students' global needs; Attention to vary from person to person; Promoting teaching by situation; Students as the main body; Scaffolding learning as the main line; Pay special attention to global events. Therefore, teachers focus on developing and trying to explore teaching methods conducive to global competency cultivation, so as to promote the updating of teaching methods more suitable for global competency education (Tang Lifang, 2019).

#### 4.3 Improve students' global consciousness and cultivate students' global competence

We should not only cultivate globally competitive and responsible Chinese citizens, but also cultivate Chinese people who can tell China's stories and make China's voice heard. In recent years, China's comprehensive national strength has significantly increased and China is increasingly moving to the center of the world stage. Although China has become the second largest economy in the world, we must realize that international interaction is a two-way process. We cannot just export, but ignore the input. There is no doubt that in the process of the development of globalization, we will certainly face a lot of problems. How to shape a better national image is a realistic problem that our country must face in the process of rising up. In order to do this job, teenagers should shoulder the important mission of the global competency education focuses on training students in the face of international problems reveal the ability of cross-cultural communication, through the cultivation of students

has become the core literacy education keywords, core accomplishment is the key to the contemporary teenagers must develop literacy, not only plays an important role in the growth of the teenagers own construction, but also for the development of basic education in our country also has a very important role in promoting, more and more get the wide attention of the society, one of the students' literacy is an important part of the core is "global competency". All round the world within the scope of core literacy framework system, announced by the state education department and international organization, will be "global competence" as an important dimension to explain the core literacy, and are extremely concerned about the development of students "global competency", the development of students "global competency" plays an important role on the development of students' core accomplishment (zhao, 2019). Whether it works depends ultimately on the students themselves, whether they have the right attitude to learn, whether they have access to learning opportunities, whether they have access to specialized courses, and whether schools, teachers and parents provide information on activities that promote global competency. Therefore, it is particularly important to cultivate students' initiative and initiative in learning. Only in this way can they contact with people from different cultural backgrounds, strengthen cooperation and jointly promote the development of society.

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