

# Cultivation of International Understanding Literacy for Teachers: Problems, Causes, and Solutions

Nan Wu

Chongqing Shapingba District Teacher Training College, Chongqing, China  
Email: 775223083@qq.com

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## Abstract

In the context of the era of globalization, the international understanding literacy of teachers is crucial for cultivating students with a global perspective. However, there are certain deficiencies among primary and secondary school teachers in areas such as international vision, cross-cultural communication, teaching content, and professional development. This study aims to deeply analyze the causes of these issues and propose practical countermeasures and suggestions. By strengthening international vision education, providing cross-cultural communication training, integrating international teaching content, increasing professional development opportunities, establishing a support system, and reforming the evaluation system, the international literacy of teachers can be effectively improved. This will promote the comprehensive development of students and contribute to building an open, inclusive, and interconnected world.

## Keywords

International Understanding Literacy, Problems, Causes, Solutions

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## 1. Main Issues

### 1.1. Lack of International Vision

Some teachers do not have a comprehensive grasp of basic knowledge about world history, geography, and culture, making it difficult for them to introduce international cases and perspectives in teaching (Qiao, 2021). The content and methods of teaching are often limited to the national education system, lacking understanding and application of international educational concepts and practices. There are fewer opportunities for exchanges with international peers, and

there is insufficient understanding of international educational trends and dynamics (Xiong & Li, 2010). In addition, some teachers are accustomed to localized thinking patterns and lack the ability to analyze and solve problems from a global perspective.

### **1.2. Limited Cross-Cultural Communication Ability**

When communicating with students or colleagues from different cultural backgrounds, teachers may encounter barriers and find it difficult to understand or adapt to the other party's communication habits and behavior (Teng, Yang, & Zhou, 2023). In teaching practice, there may be a lack of effective strategies to integrate a multicultural perspective into the curriculum and teaching activities, leading to single-dimensional teaching content that fails to meet the needs of students from different cultural backgrounds. Moreover, teachers may lack sufficient sensitivity and understanding of international educational trends and cross-cultural issues, making it difficult to inspire students' recognition and respect for global diversity. There may also be a lack of appropriate skills and strategies for resolving conflicts and misunderstandings arising from cultural differences.

### **1.3. Limited Teaching Content**

In primary and secondary education, the teaching content often overemphasizes national culture and knowledge, lacking recognition and integration of a global perspective and multiculturalism (Zhang & Zhang, 2009). This limitation is reflected in the singularity of textbook content, which often only includes the perspectives of national authors, neglecting the introduction of international authors and cross-cultural cases. Teaching methods may be too traditional, focusing on lectures rather than promoting students' critical thinking and cross-cultural communication. In addition, the student evaluation system may only focus on the mastery of national cultural knowledge, neglecting the cultivation of international understanding and cultural adaptability.

### **1.4. Scarcity of Professional Development Opportunities**

Teachers have relatively limited opportunities for professional development and continuing education, especially advanced training focused on international education and cross-cultural communication (Wang & Gu, 2018). Due to funding limitations, teachers find it difficult to obtain financial support to participate in domestic and international conferences, seminars, or further education courses. Moreover, with the heavy burden of daily teaching tasks, it is difficult for teachers to find time to participate in additional professional development activities. Poor information channels prevent teachers from understanding and obtaining professional development opportunities. The monolithic nature of career development paths and the lack of opportunities for exchange and cooperation with international peers also limit teachers' international vision and teaching innovation.

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## 2. Cause Analysis

### 2.1. Educational Resource Constraints

Insufficient financial investment leads to an inability to purchase necessary teaching materials and support high-level training programs, thus affecting the quality of teachers' professional development. The scarcity of professional training resources, including a lack of specialized training courses and experienced trainers, limits teachers' opportunities to learn from international advanced educational concepts. The limitations of information channels also hinder teachers' ability to access international educational resources, and insufficient application of educational technology restricts teachers' use of online learning and distance education resources.

### 2.2. Insufficient Training Opportunities

The uneven distribution of training resources across different regions and schools results in teachers in resource-poor areas finding it difficult to obtain necessary training (Yi & Zhang, 2022). Existing training content may be disconnected from the actual needs of teachers, with schedules conflicting with their busy work routines. Additionally, financial constraints make it difficult for teachers to participate in training. Moreover, the lack of a campus culture that encourages continuous professional development for teachers, along with the scarcity of international exchange opportunities, further limits the expansion of teachers' international horizons.

### 2.3. Balancing Cultural Confidence and Openness

In the process of cultivating teachers' international understanding literacy, the balance between cultural confidence and openness is a key factor (Li, Teng, & Liu et al., 2023). Overemphasizing national culture while neglecting the value of other cultures may lead to a limitation in teachers' international perspectives. At the same time, the challenges of cross-cultural communication make it difficult for teachers to integrate cross-cultural elements while maintaining their own culture. Educational policies may support international understanding education in principle but lack specific guidance in implementation. Teacher training may also focus on the transmission of knowledge and skills, neglecting in-depth discussion of cultural balance.

### 2.4. Single Evaluation System

The current educational evaluation system may not fully encourage teachers to explore international understanding education. The evaluation system is singular, focusing on the mastery of national cultural knowledge and neglecting the cultivation of international understanding and cultural adaptability.

## 3. Suggestions for Solutions

### 3.1. Strengthen International Vision Education

Reform curriculum and teaching methods to include international issues and

multicultural content in the curriculum standards and implement interdisciplinary teaching (Zheng, 2017). Provide international education training and opportunities for teachers to participate in international exchanges to enhance their global perspective and cross-cultural teaching skills. Establish international exchange programs, such as student and teacher exchanges and international cooperative courses, to provide learners with practical cross-cultural experiences. Emphasize foreign language teaching, especially English, as an important tool for international communication. Celebrate different cultural festivals in school culture to promote respect and understanding of diversity.

### **3.2. Provide Cross-Cultural Communication Training**

Design specialized training courses covering cultural differences, communication skills, international etiquette, and conflict resolution. Establish a professional team of lecturers composed of cross-cultural communication experts and experienced trainers. Through case analysis and role-playing, allow teachers to practice communication strategies in simulated scenarios. Organize cultural experience activities, such as international festival celebrations, for teachers to personally experience different cultures. Provide language learning resources, especially those widely used in international communication. Create opportunities for teachers to engage in international exchanges, such as studying abroad and attending international conferences.

### **3.3. Integrate International Teaching Content**

Design courses that include global issues and cross-cultural understanding to ensure that teaching content has an international perspective (Yu & Deng, 2023). Select and use textbooks that reflect multiculturalism and international cases to provide students with global learning resources. Train teachers professionally to enhance their ability to integrate international educational resources. Encourage students to engage in interactive learning and discussions to deeply analyze educational practices from different cultures and countries. Establish cooperation with overseas schools to jointly develop international courses and promote international exchanges between teachers and students.

### **3.4. Increase Professional Development Opportunities**

Provide a variety of training formats, including online courses, seminars, and workshops, to meet the needs of different teachers. Establish a platform for teacher professional development, such as online communities and discussion platforms, to facilitate knowledge sharing and peer exchange. Encourage teachers to engage in self-driven learning while providing international exchange opportunities, such as overseas training and academic conferences, to broaden teachers' international horizons. Ensure that teachers have access to the necessary learning resources and financial support, and provide them with clear career development paths.

### 3.5. Establish a Support System

Develop supportive policies to provide teachers with time and financial support, reduce administrative burdens, and ensure they can focus on teaching and personal growth. Create online and offline professional development platforms for teachers to exchange experiences, share resources, and participate in professional discussions. Collaborate with teachers to develop personalized professional development plans to meet their individual interests and career goals. Establish incentive mechanisms, such as professional development rewards and certifications, to increase teachers' motivation to participate.

### 3.6. Reform the Evaluation System

Implement a diversified evaluation method that combines self-evaluation, peer evaluation, student feedback, and expert evaluation to comprehensively assess teachers' teaching effectiveness. Emphasize process-oriented evaluation, focusing on teachers' teaching strategies, student engagement, and classroom interaction, rather than just the teaching outcomes. Establish a developmental evaluation system that provides specific and timely feedback to help teachers identify their strengths and areas for improvement. Refer to international standards to ensure that the evaluation system is consistent with global educational trends and improve the efficiency and accuracy of evaluation through educational technology.

## 4. Conclusion

The international understanding literacy of teachers is key to cultivating citizens with a global perspective who can adapt to the challenges of globalization. By identifying existing problems, analyzing causes, and taking effective measures, the international literacy of teachers can be effectively improved. This will help them better participate in international exchanges and cooperation in the future, promote the comprehensive development of students, and contribute to building an open, inclusive, and interconnected world.

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### Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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