

# Models and Strategies for Cultivating and Developing Cultural Intelligence Quotient of College and University Students in Hainan

Bo Sun <sup>1</sup>

<sup>1</sup> Hainan College of Foreign Studies, Wenchang, Hainan, 5713211

346591653@163.com

**KEYWORDS:** Culture Intelligence; Students in Hainan University; Low Level

**ABSTRACT:** Cultural intelligence refers that when communicate with other people from different cultures, people deal to take effective measures to adapt to the new culture capacity. Structure and Measurement of cultural intelligence, and other related constructs relationships and different development methods became the focus of current research; in addition, there are empirical studies showing that intellectual culture has a significant influence on the results of a number of variables, such as cognitive outcomes, results emotional and behavioral outcomes. This paper studies the cultural intelligence of a more comprehensive summary and points out the countermeasures to improve student culture intelligence in Hainan.

## I. Introduction

American psychologist Gardner in 1983 proposed the theory of Multiple Intelligences. He proposed the formation of a variety of human nervous system intelligences unrelated. Intellectually diverse connotation that includes beyond typical standard IQ logic, language, mathematical intelligence, there are more forms of intelligence, such as cultural intellectual, emotional, intellectual and other music. Earley and Ang first proposed the concept of cultural intelligence. They believe that cultural intelligence is the ability to collect individual in different cultures process information, make judgments, to take measures to effectively adapt to the new culture capacity. Cultural intelligence is the correct interpretation of the strange behavior of the individual internal factors. This ability to adapt to multicultural theory is based on Gardner's Theory of Multiple Intelligences. Thomas that cultural intelligence consists of three parts, cross-cultural sensitivity scenario, cultural knowledge and behavioral skills to deal with all cross-cultural adaptation of the composition of the ability or potential. This is a hybrid of mental models. Many scholars believe that cultural intelligence is a structure that contains both content and contain process. It is not a personal background of widespread cultural impact of specific capacity of the structure, and to address the specific cultural context of the other. Peterson from commercialization explained the operation of cultural intelligence. He believes that cultural intelligence is the individual industry practitioners to improve communication in order to better work environment, ability to maintain harmonious and cooperative relations with customers from different cultures, partners and colleagues. This capability includes four aspects of language ability, inner ability (or emotional competence), interpersonal skills, etc.

## II. Cultural Intelligence Cultural Intelligence Features of Hainan University Students

Students of Hainan higher overall cultural level of intelligence, but there is a difference between individuals, the level of development of each individual on the internal dimensions are different, the size of the average scores of each turn is motivated Cultural Intelligence> meta-cognitive cultural intelligence> behavioral cultural intelligence> cognitive cultural intelligence> open cognitive features. The impact of the intellectual and cultural level of college students Hainan biggest problem is awareness of cultural and intellectual openness cognitive tendency features. Cultural intelligence is the biggest factor standard differential cognitive, and shows that we score the maximum degree of dispersion in this regard. Cultural Intelligence exists on gender, type of discipline, ethnic and other differences between variables; male and female students motivational and intellectual culture in general intellectual culture significantly different, the level of girls than boys. Meta-cognition line cultural intelligence, behavioral and cultural intelligence, open-cognitive features girls are better than boys, but there was no significant difference only in the intellectual and cultural dimensions of cognitive boys than girls, but there is no significant difference . In the meta-cognitive dimension of cultural intelligence, liberal arts and science and engineering have significant differences. In the cognitive dimension of cultural intelligence, liberal arts and science and engineering have significant differences. In the motivational dimension of intellectual culture, science and engineering and liberal arts have significant differences, science and engineering and art sports also have significant differences. Behavioral and cultural dimensions of intelligence, liberal arts and science and engineering there are significant differences. In an open cognitive dimension tendency, there is no difference of three types of discipline. Cultural Intelligence overall scoring, liberal arts and science and engineering have significant differences.

### **III. The Reason of Low Level of Cultural Intellectual Development**

Cognitive cultural intelligence is reflected in the individual's cultural knowledge to grasp the situation. Differences in education to some extent reflected the differences in general intelligence. Therefore, the findings reflect the culture of intelligence and general intelligence links. However, research in this area is less need for further research and verification. Meta-cognitive intelligence reflects the culture of the individual cultural awareness activities planned for adjustment capability. The results showed that Mongolian students have more flexible than the Han students' Cognitive Control. Year is a time variable, reflecting the law of development of things. Cognitive culture with grade rise, increase significantly. This is college students college life have a close relationship. First, many students at the university will be a lot of contact with people from other cultures; learning second, related courses will increase knowledge of cultural content. Therefore, the students of cognitive cultural intelligence will be rises with increasing grade.

The questionnaire is part of a comprehensive survey of American society in 1985. The questionnaire mainly investigate individuals involved in the important issues discussed in person and characteristics, these human relations and contact constitutes a social network, referred to as social network. This is a typical method of social research in order to study the self-centered research. Questionnaire related to the variable main social network size, compactness, convergence, heterogeneity and so on. Depending on the study, the variables involved are different. Students' social network heterogeneity reflects the complexity of a social network and phase characteristics of the members of the opposite sex. This study investigated college students' discussion network age, nationality, origin, and gender heterogeneity. According to statistics data show that college students tend to the same nation, the same sex, the same place of origin, as well as people of similar age to discuss important issues. At the same time, the object that is to discuss the social contact between

members of the network are also very close. Therefore, by selecting the trend of intra-group influence, Students discussion network heterogeneity is relatively low.

The higher the intellectual culture of the cultural identity of the students is also higher. Regression analysis, intellectual culture cultural identity has significant predictive power that social network is one of the factors affecting the culture of intelligence. Analyze the reasons, students with high cultural intelligence of understanding of other cultures and master the ability to use, while its own cultural characteristics have a clear knowledge and understanding, which is to improve the cultural identity of the individual is of positive significance. Cognitive cultural intelligence, motivational and behavioral Cultural Intelligence Cultural Intelligence and Mongolian culture into a significant positive correlation. Meta-cognitive cultural intelligence, motivational and behavioral Cultural Intelligence Cultural Intelligence and Han culture as a significant positive correlation. Meta-cognitive intellectual culture reflects that college students have the cultural awareness and perception, meta-cognitive cultural intelligence enables individuals to make policy at any time, monitoring and correction. Cognitive cultural intelligence reflects the individual to grasp and understand the cultural knowledge.

More social networks and culture of each indicator and its intelligence have become a significant factor related to the cultural and social networks have significant predictive power of intelligence. Social network size, heterogeneity and cultural intelligence and all factors showed a significant positive correlation, social and cultural intelligence network convergence and all factors significant negative correlation. Social network scale reflects the individual interpersonal supports. The larger social network, demonstrate that individuals get more sources of information, but also includes cultural aspects. Therefore, the level of individual intellectual culture will be relatively high. Social network heterogeneity is reflected in the complexity of the social network, the more complex the social network, the more internal forms of communication. Therefore, a central figure in the information society derive network is greater, broader; and social network convergence is reflected in the choice of the individual tends to contact the object, the higher the convergence, fewer individual exchanges reflect the type of object, individual and cultural intelligence little impact, or even a hindrance.

#### **IV. The Advice to Enhance Students Cultural Intelligence**

In the increasingly rapid development of cross-cultural today, college students should enhance the understanding of cultural differences of awareness, on different cultural backgrounds individual perspective on the issue, in order to effectively cope with the pressure from the school to adapt, geography and culture, and many other. Future integration into the multicultural society, more efficient learning, work and life while fostering a culture of intelligence. Cultural intelligence as a capability can be obtained by gradually lifting nurture, through cross-cultural training to improve students cultural intelligence living in remote or non-ethnic, national and cultural college students, as well as some imagine they were going to enter another cultural learning, college students living or working to provide meaningful guidance.

Assess understanding of their cultural intelligence. For willingness to enhance their cultural intelligence students should first have a periodic assessment of the current situation of cultural intelligence. Cultural Intelligence Scale (CQS) Reliability and Validity of the scale for domestic student population measured fine, it is an ideal evaluation tool. By assessing the strengths and weaknesses of their own cultural intellect on four dimensions we have a preliminary understanding, to the benefit of more targeted training and awareness.

Increase their cross-cultural behavior. As a result of this study shows, it has significantly higher in other countries or regions of non-ethnic life experiences of the students did not score their cultural intellectual life experiences of the students in different places. Behavior personal experience under the real situation, it is possible to have a comprehensive and integrated cultural intelligence feedback checks. For example, feel that they lack the cognitive cultural intelligence in a cross-cultural experience in life, you can enhance cross-cultural knowledge of reserves, learning some typical cases of cross-cultural adaptation schools, thereby facilitating individual study summary.

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For college students, only in writing and slogan cultural knowledge of the effect of education is effective. Movies and novels as college students loved propagation vector which, if good use is the ability to effectively enhance college students understand the local cultural traditions in different geographical or cultural College, habits vivid teaching material.

On college campuses, we are seeing more competition and game, and for college students in terms of different cultural backgrounds, to improve the cultural intelligence to help them more efficiently adapt to college life and learning, cooperation projects demonstrating its unique role. For example, Tibetan pot village dance, Tibetan students can teach other peoples Students jump Zhuang pot action essentials; such as tourism COLLEGE organization "in my hometown a place of interest" and "away from the school nearest beauty", so that among college students a better understanding of each other their life background, also introduced College location tourist attractions, cultural traditions, customs facilitate adaptation.

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