

Study on the Cross-cultural Integration of International Students under the Background of the "Belt and Road"

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Abstract: With the rapid development of the times, the cultural barriers between countries have gradually disappeared, and the ethical thoughts of various countries are also presented in various ways. Culture is the foundation of a country. In today's cultural integration, countries have carried out cultural exchange activities, and now they have shown a trend of diversification and integration. In the context of cultural integration, China has proposed the "Belt and Road". With the launch of the "Belt and Road", China's traditional culture has been continuously displayed in front of all countries in the world, attracting many international students. Therefore, the issue of cross-cultural integration of international students in China is a subject that we need to study. This paper will analyze the cultural gap, personal cultural accomplishment and cultural integration between foreign countries and China, study the impact of international environment and national policy on cross-cultural integration, and propose corresponding solutions.

1. Introduction

At present, the "One Belt and One Road" is continuously advancing. All colleges and universities in China are actively responding to the call of the country, constantly attracting students from all over the world to study in China, understand Chinese culture, cultivate talents who are familiar with local culture, promote personnel exchanges, and spread Chinese traditional culture to the whole world. Therefore, this study has a significant and far-reaching impact on the cultural construction of Chinese characteristics.

2. Survey data and methods

This survey will use the questionnaire to survey international students along the "One Belt and One Road" of our school. The main contents of the survey include: the degree of similarity between foreign and Chinese customs and etiquette, the similarity of food culture, whether they are willing to learn Chinese culture, whether the teaching management method is the same, whether they understand the "One Belt and One Road", and whether there are family members coming to China. Score points with friends and the degree of self-cultural cross-cultural integration. In the 200 questionnaires sent out, 186 high-quality questionnaires were retrieved. After the integration analysis of data, text and other materials, you can draw a valid conclusion.

The questionnaire consists of two parts, one is the basic information of the individual, and the other is the overall situation.

Basic personal information includes nationality, gender, Chinese proficiency, time of coming to China, and number of Chinese friends. Among them, the Chinese level is divided into three levels: HSK1-2, HSK3-4 and HSK5-6. The overall situation is directed at life, learning, social culture and other aspects of the point of view, the answer is not right or wrong, according to their own real situation to make choices, each question can only choose one answer. The answer has four options: very agree, agree, disagree, and be uncertain.

There are 25 questions in the entire questionnaire. Question 1, China's climate is good. Question 2, my accommodation is very good. Question 3, I can adapt to Chinese food. Question 4, I often participate in activities organized by Chinese people. Question 5, I am very familiar with the "One Belt and One Road". Question 6, I have relatives here. Question 7, I am used to living in China now.

Question 8, the Chinese festival is very interesting. Question 9, I often don't understand Chinese behavior. Question 10, the Chinese way of making friends is very good. Question 11, the Chinese way of greeting is very good. Question 12, Chinese people often talk very strangely. Question 13, I think Chinese culture is very interesting. Question 14, I hope to make Chinese friends to learn Chinese well. Question 15, China's teaching model is very reasonable. Question 16, I often take the initiative to speak in class. Question 17, I think the quality of education here is not bad. Question 18, the educational facilities in my school are perfect. Question 19, learning here is very meaningful. Question 20, learning Chinese is very interesting. Question 21, I like the teaching mode here. Question 22, I am trying to learn Chinese well. Question 23, life after coming to China is similar to what I imagined. Question 24, I like to make friends with people here. Question 25, I really like to communicate with my family about the new things I have encountered in China.

3. The background of the “One Belt and One Road”

In September and October 2013, during his visit to Central Asia and Southeast Asian countries, Chinese President Xi Jinping proposed a major initiative to build the "One Belt and One Road" and received high attention from the international community. The "One Belt and One Road" is of great significance to studying abroad in China and brings opportunities for studying in China. In 2017, a total of 489,200 foreign students studied in higher education institutions in China, and the growth rate of scale has remained above 10% for two consecutive years, including 241,500 undergraduates, accounting for 49.38% of the total, an increase of 15.04%. At the same time, with the continuous advancement of the projects along the "One Belt and One Road", China has broadened the study channels for international students along the “Belt and Road”, and implemented preferential policies and employment policies for international students, attracting and receiving many countries along the "One Belt and One Road". Among them, the fastest growing number of students studying in China is India, Pakistan, Nepal and other countries, with an average increase of more than 20%.

The "One Belt and One Road" is the abbreviation of the two strategic guidelines of the “the Silk Road Economic Belt” and the “the 21st Century Maritime Silk Road” proposed by China. The proposal of this policy has a very strong role in promoting China's economic development. The purpose of this policy is to carry forward the spirit of China's traditional culture and the Silk Road on the basis of the original international trade and regional trade cooperation, deepen the economic cooperation between China and the countries along the line, break the cultural barriers, and form a diversified, balanced and inclusive an open cultural exchange platform to promote common progress and development. The implementation of the "One Belt and One Road" has led to the formation of an economic belt and has further promoted cultural exchanges among countries along the route. With the continuous advancement of policies, the influence of Chinese culture in the world is growing. More and more people like Chinese traditional culture, and at the same time bring new cultural forms to China. Through continuous communication, everyone has formed an era of economic and cultural integration. At the same time, this is also a diversified era. The national culture is more open and inclusive, and it has been continuously carried forward and moved to the international arena, affecting people from generation to generation.

4. Factors in cross-cultural integration of international students in China

In addition to facing the pressure of study, foreign students study and live in China. There are also difficulties in adapting to climate and diet. However, the most prominent problem is the difficulty in cross-cultural integration. Due to the personal factors of international students and the external factors of university management and teaching, there are various problems in the cross-cultural integration of international students in China.

4.1. Impact of cultural differences

According to the survey results, the cultural differences between the two countries have a very significant impact on the cross-cultural integration of international students in China. The greater

the difference between the motherland culture and Chinese culture of international students coming to China, the longer the time for foreign students to adapt, the greater the challenge that Chinese culture poses to the living habits and behavioral concepts of international students, and the more difficult it is to cross-cultural integration.

4.2. Impact of other factors

Several other important factors influencing the cross-cultural integration of international students in China are the level of understanding of other cultures in China, the individual's ability to adapt and cultural literacy, and the willingness to learn Chinese culture. The higher the individual's cultural literacy and adaptability, the easier it is to adapt to the life of the study abroad country. At the same time, actively and culturally learning cultural knowledge can accelerate the cultural integration of international students.

4.3. Ways to improve cultural integration

The establishment of the school culture integration course will help foreign students in China adapt to the living environment and behavioral concepts of our country. The survey results show that international students who have been taught through systematic cultural integration courses can integrate Chinese culture. The Cultural Integration Course for International Students shares a teaching system with Chinese students, which can effectively enhance the emotions of the two students, make the students feel kind, have a sense of identity with Chinese culture, and improve the degree of rapid cultural integration.

4.4. The benefits of family and friends for cultural integration

The data shows that the cultural integration of international students who have relatives and friends in China is better. The development of the "One Belt and One Road" has a strong influence on coastal countries. This background of cultural integration has a subtle influence on the ideological concepts of international students in China. At the same time, the "One Belt and One Road" has enhanced economic cooperation with foreign countries, leading to more and more people choosing to come to China to study and live. If foreign students come to China with relatives or friends in China, they will be more likely to accept Chinese culture and adapt to China's living environment and cultural environment as soon as possible.

5. Cross-cultural integration recommendations

Based on the results of the survey and analysis, the following three suggestions are proposed.

5.1. Enhance the confidence of international students in cross-cultural integration

Enhance the willingness of foreign students to learn Chinese culture actively, improve their comprehensive cultural literacy, and thus improve their cultural environment adaptability. Students stay away from their home country and come to China to study and communicate. The difference in language leads to the inability to communicate smoothly with classmates and teachers, so that the emotional sensitivity of international students is changeable. Schools should encourage foreign students to enhance their confidence in integrating into the new environment, thus creating positive emotions and truly achieving cross-cultural integration.

5.2. Creating an environment for cross-cultural integration of international students

Schools should set up an open cross-cultural integration course to enhance cultural exchanges between students from both countries, create a harmonious and relaxed campus learning environment, and let international students feel the joy of learning. After class, you can also organize Chinese and foreign student study groups to carry out Chinese and foreign cultural exchange activities, so that Chinese students studying in China can also introduce their own local culture, and also promote the improvement of their language skills. Achieve the goal of common growth.

5.3. Implementing integrated management of Chinese and foreign students

Reform the teaching management mechanism for foreign students in China, and implement integrated management of Chinese and foreign students to avoid the loss of Chinese friends due to different management. The unified management of Chinese and foreign students can not only facilitate the daily management of the school, but also enable foreign students in China to get to know Chinese learning partners and dispel the sense of loneliness, which is conducive to cross-cultural integration between China and foreign countries. Schools should not only impart knowledge, but also allow foreign students to accept passively. They should also hold more mutual appreciation activities between Chinese and foreign cultures, and influence the ideas of Chinese traditional culture.

6. Conclusion

The cross-cultural integration of international students in the context of the "One Belt and One Road" is an inevitable trend of the times. The vigorous development of the economy has enhanced the influence of Chinese culture and market competitiveness. The construction of the "One Belt and One Road" can enhance the educational and cultural exchanges between China and other countries, and cultivate a group of foreign youths who are friendly to China. It not only plays an important role in enhancing the soft power of China's culture, but also establishes the image of China to a certain extent. Colleges and universities have the responsibility to play a role in the development of the "One Belt and One Road" construction, and also have the obligation to promote Chinese culture to the world.

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