Research on Management of International Students in China on the Background of Cultural Differences

Hehong Xiu

College of International Education, Bohai University, Jinzhou, 121013, China

281705713@qq.com

Keywords: cultural differences; international students in China; management; problems; countermeasures

Abstract: The cultural differences of international students in China are mainly manifested in cultural traditions, thinking styles, moral concepts, customs and habits, values, educational environments and social etiquette. In view of the problems existing in the management of international students in China, the countermeasures for the management of international students in the background of cultural differences are put forward: correctly understand the cultural differences, respect the customs and habits of foreign students in China; cultivate cross-cultural communication skills, help international students integrate into local life; and constantly enrich management model, promote the assimilation management of international students in China; further improve the management system and strengthen the legal awareness of international students in China; make good use of incentives and focus on the emotional education of international students in China; improve the quality of the management team and build an information management platform for international students in China.

1. Introduction

International student education is an important part of the international development of higher education. It can effectively promote communication and cooperation in education, culture and technology between different countries and nationalities. It is an important platform for university communication and cooperation between different countries. Quality has become an important measure of the international level of colleges and universities. Under the influence of commonality and similarity, the development model of human society has caused the universality of culture. Each culture is composed of two parts: social life and ideology, which reflects the common material and spiritual needs of people. However, the specific performance of the cultural category has its own characteristics, which creates differences in cultural communication. The language habits, traditional customs and lifestyles of various nationalities and countries are different, and each has its own unique cultural characteristics. International students from different countries and nationalities will inevitably encounter various problems caused by cultural differences during their cross-cultural communication.

Cultural differences come from the different historical and cultural backgrounds of various nationalities, and are the sign of distinguishing different nationalities and countries. They are also a major factor hindering the communication of nationalities in different countries. Cultural differences are a double-edged sword. Proper use of cultural differences can promote cross-cultural communication, Ignoring cultural differences can hinder cross-cultural communication. The management of international students in China refers to the management of international students from different countries and different cultural background in the world in terms of thoughts, study and life. It cannot be like the institutionalized management of Chinese students, but should start from the cultural differences of different countries. Combining knowledge, belief, art, morality, law, customs, etc. Through the research of this topic, we provide research materials for the management of international students in China, and promote the sustainable development of education for international students in China. They have important theories for improving the quality of education

for international students, promoting the truth of the national education strategy, and enhancing the international competitiveness and having important significance and practical value of higher education.

2. Problems on Management of International Students in China

Through investigation, the problems existing in the management of international students in the future are summarized as follows:

(1) Enrollment management. Although the scale of international students coming to China has grown rapidly, the number of international students coming to China is still relatively small compared to the developed world of international student education. The main problems are: lack of school awareness, lack of relevant policy support and management system guarantees, insufficient enrollment promotion funds, and insufficient enrollment personnel, which affects the progress of enrollment work; single enrollment channel, including government scholarship and study abroad service agencies There are two types of government scholarships for enrollment: the number of study abroad service agencies is the main channel, but high fees are charged, which results in increased costs of studying in China; the quality of students varies, mostly from countries and regions with low levels of education. The country is mainly concentrated in Asian and African countries, with poor economic foundation and backward education.

(2) Teaching management. Teaching is the core link of international student education, and the current teaching management still has the following problems: the degree of internationalization of the curriculum is low, the degree of international integration is not high, and there are few full English courses, which cannot fully meet the needs of internationalization; many international students still use the training standards of domestic students, or refer to the domestic students' training programs and training plans, international students follow the Chinese students in class; the teaching team is low in internationalization, most teachers cannot teach English or bilingual, and some in English lectures are also carefully prepared before the class. They cannot adapt to the changes in the classroom, and it is difficult to meet the independent communication after the class. The teachers cannot timely understand the real problems of the international students and cannot give appropriate suggestions.

(3) Life management. The life management of international students belongs to logistics, and plays an important role in ensuring the smooth completion of their studies. The current problems are also more prominent. It is difficult for international students to communicate with management personnel, the quality of logistics management personnel is not high, and the service awareness is not enough. It is impossible to provide effective solutions to the confusion of foreign students in life; cooperation, the cost of coordination and communication between various departments is relatively high, and mutual refuge sometimes occurs. It is difficult for international students to obtain information. Most international students obtain information through the Internet or study abroad service intermediary agencies. Life assistance and information obtained through open channels are less. Many life problems have never been faced and cannot be solved.

(4) Management model. Affected by the traditional ideology and management model, whether it is in teaching management or life management, there are many disadvantages for international students coming to China, which cannot meet the needs of development at this stage. Most universities adopt "nanny", "service", "closed" and "isolated" management models for international students in China, and give special treatment to international students everywhere, treat them as VIPs, and replace management with full service. Although this kind of management model has alleviated the feelings of homesickness of international students coming to China to a certain extent, the special treatment given everywhere will make the international students have a superior emotion, which leads to the failure of the international students to abide by the management system, even it brings certain hidden dangers to campus security.

3. Main Manifestations of Cultural Differences for International Students in China

Culture is the common psychological program for people in an environment, not the individual characteristic, but the psychological program shared by many functions with the same education and life experience. The world's culture is rich and colorful, and this procedure is different for different groups, regions, and countries. According to Geert Hofstede, cultural differences can be divided into four dimensions: power distance, uncertainty avoidance, individualism and collectivism, masculine versus femininity. In reality, the main cultural differences faced by international students coming to China are as follows:

(1) Differences in cultural traditions. The Chinese cultural tradition is the culture with large power distance. Confucianism emphasizes the ritual and music system, has a strong hierarchy, and teachers have absolute authority. Western culture advocates individualism, emphasizing individual freedom and personal achievements. The privileges are not tolerated for Europeans and Americans. Students are more casual in class and have their own judgments on moral standards and right or wrong. The family clan in Africa has a strong concept, and the chief has great power. It belongs to a category with a large power distance, and individualism is not obvious.

(2) Different in ways of thinking. Chinese culture is based on the oriental tradition deeply influenced by Confucianism and Taoism, full of imagination and relying on intuition, and the main characteristics of dialectic and holistic thinking are the main methods. Western civilization is built on the tradition of ancient Greece and has a strong abstraction. It is characterized by logic and individual thinking in its way of thinking. Due to different ways of thinking, the attribution of Chinese and Western behavior towards people is the opposite. Westerners emphasize the role of the individual, and Chinese emphasize the environment and the role of others.

(3) Differences in moral concepts. Western culture is a reflective culture, Chinese culture is an experiential culture, the moral orientation of the individual in the West and the moral orientation of China in the home country are very different, making the ethical systems and moral codes of China and the West have different characteristics. China emphasizes human relations, the West emphasizes contract; China emphasizes morality, and the West emphasizes utility; China's morality emphasizes moderation, and the West emphasizes competition; China emphasizes emotional experience and comprehension; the West emphasizes rational thinking and argumentation.

(4) Differences in customs and habits. In the course of historical development, various ethnic groups have formed different behaviors and lifestyles due to differences in social and natural environments. "Hundreds of different winds, thousands of different customs" shows that customs and habits differ greatly. For example, when Chinese people meet, they ask about their age, marriage, and income, but they are more disgusted in the West. They think that these involve personal privacy. "Thank you" is rarely used among Chinese family members, and "thank you" in Westerners is used in almost all occasions.

(5) Differences in values. Values are the spiritual essence of national culture, determine the characteristics and style of culture, and are the standard for the public to judge things. Affected by historical development and ways of thinking, once a nation's values are formed, they will be firmly rooted in people's hearts and control their behavior. Under the new cultural environment, foreign students from other countries will habitually use their own cultural values as the standard to measure the things around them and the behavior of others, which may cause cultural conflicts.

(6) Differences in education environment. China's higher education is mainly government-run, and education management is carried out in accordance with Chinese-style strict rules and regulations, and education of students' ideological ethics and organizational discipline is achieved through "inculcation". In foreign countries, especially in western developed countries, the educational philosophy is to encourage students to learn independently and innovate freely. Different management methods have led to foreign students in Western countries and ASEAN countries not adapting to the traditional management model, thereby affecting the enthusiasm and initiative of learning.

(7) Differences in social etiquette. Etiquette is a civilized norm of etiquette developed and

inherited by a nation under specific historical conditions and geographical environment. It is a symbol and embodiment of a cultural form. Chinese and Western cultures exhibit different etiquette forms in terms of appellation and addressing, meeting, feasting, and ladies first. My own gratitude is expressed directly. For example, when Chinese people receive gifts, they often put them aside and do not look at them; when Westerners receive gifts, they open it immediately in front of the guests and claim to be good.

4. Countermeasures on Management of International Students in China on the Background of Cultural Differences

The international students in China come from different countries and regions. The cultural differences determine the particularity of management. It is necessary to fully understand the many factors that affect the cultural adaptation of international students in China, help international students to smoothly cross the period of cultural adaptation, and promote the continuous development of the management of international students in China.

(1) Recognize cultural differences correctly and respect the customs of international students in China. International students from China come from different countries and regions, and cultural customs are very different. In the management of international students in China, managers must respect and recognize the existence of cultural differences, earnestly study the customs and customs of various countries, and become cross-cultural messengers. It is necessary to tolerate the phenomenon that is unacceptable to traditional Chinese ideas, must be accustomed to the way of life of many foreigners, as well as eating habits, religious beliefs and national costumes. At the same time, the concept of cultural diversity and equality must be established without rich and poor and skin color discriminating against international cultures.

(2) Develop cross-cultural communication skills and help international students integrate into local life. The purpose of cross-cultural communicative competence training is to enhance cross-cultural awareness and cross-cultural communicative competence, understand and respect cultural differences, eliminate conflicts in understanding and communication caused by differences in cultural backgrounds, and bring the two cultures together. Chinese society should provide support for international students in learning, life, emotion, communication and cognition, improve the ability to use foreign languages as communicative languages, ease the pressure of cultural adaptation, and reduce the uncertainty and anxiety faced in heterogeneous cultures. More quickly integrated into the new learning environment and local living environment.

(3) Continuously enrich the management model and promote the assimilation management of international students coming to China. The cultures of different countries in the world are very different. On the basis of understanding the cultural customs and habits of various countries, the management staff of international students strengthens the adaptation of international students to Chinese cultural work, adopts different management focuses for international students from Europe, America, Africa and East Asia, and gradually implements the management of convergence. Convergence management is an internationally common way of managing international students. It can provide equal learning and evaluation opportunities for students from different cultural backgrounds, but it is not simple assimilation management, but focuses on cultural differences and convergence in a multicultural background management.

(4) Further improve the management system and strengthen the legal awareness of international students in China. Improve the management system for international students in China. International students who violate school disciplines must be handled in strict accordance with the rules and regulations. They should be treated in the same way as Chinese students and opposed to a mild and light treatment. We must also pay attention to the applicability of the system. If it is too strict, it will restrain foreign students and even cause the opposite effect. In addition, the concept of legal system has been deeply ingrained in the minds of people in most countries in the world. Law is the embodiment of the will of the country and the symbol of national sovereignty. It is necessary to strengthen legal education, establish the dignity of Chinese law, and let foreign students understand Chinese law and abide by Chinese law.

(5) Make good use of incentives and pay attention to the emotional education of international students in China. Give full play to the role of international students as backbone, and use encouragement and commendation and other spiritual motivation methods to stimulate international students' enterprising and positive enthusiasm, provide various conditions and opportunities to display talents, and meet the high-level needs of international students' self-esteem and self-fulfillment. Emotional education can promote the individual development of students and the healthy development of the whole society, respect and cultivate the social emotional quality of international students, develop self-emotional control capabilities, and promote foreign students to have a positive emotional experience in learning, life and surrounding environment, forming an independent and perfecting personality characteristics.

(6) Improve the quality of the management team and build an information management platform for international students in China. Improve the service consciousness of management personnel, improve the level of foreign languages, take the initiative to serve international students, enhance the ability to communicate with international students, care about the study and life of international students, take the initiative to understand the dynamics of students' thinking, and take care of special students. Based on modern information technology, a comprehensive management platform is built to provide multilingual mutual translation functions, and one-stop handling of relevant work involving international students is implemented, and big data is used to analyze the problems caused by cultural differences. Good at using various carriers, encouraging international students to participate, enhancing understanding in communication, and establishing friendship in communication.

5. Conclusion

Cultural differences have an important impact on the students and lives of international students in China, but they are not necessarily all negative and negative. Cultural differences do not necessarily lead to cultural conflicts, and similar cultures may not be able to live in harmony. There are no two same cultures in the world. Each culture is formed by the influence of special geographical and historical factors. Each culture has a meaning of existence and also has characteristics different from other cultures. Therefore, we must maintain an objective, equal and respectful attitude towards foreign cultures. In the process of practice, the management personnel of international students should thoroughly study the cultural differences of different countries, and constantly explore new effective management methods to create a beautiful and harmonious learning and living atmosphere for international students in China, and further improve the quality of the management of studying abroad in China.

References

[1] T. X. Hu, "An analysis of the management of overseas students in China based on cultural differences," Management Observer, vol. 39, no. 30, pp. 99-100, 2019.

[2] K. F. Fu, "A Study of Intercultural Management of Overseas Students in China from the Perspective of Cultural Differences," Technology and Innovation Management, vol. 35, no. 4, pp. 374-376, 2014.

[3] N. Hu, "Study on management countermeasures of foreign students from the perspective of cultural differences," Theory Research, vol. 55, no. 17, pp. 231-232, 2014.

[4] L. X. Song, "On the cultural differences and management of foreign students," Technological Development of Enterprise, vol. 30, no. 1, pp. 158-160, 2011.

[5] Y. Tian, Q. H. Wu, "Management of Foreign Students based on Cultural Differences Perspective: Take China University of Geosciences as an example," The Guide of Science & Education, vol. 5, no. 1, pp. 216-217, 2013.

[6] B. F. Qiang, "Management of overseas students in China based on cultural differences," Modern Education Management, vol. 30, no. 2, pp. 88-91, 2010.