

# Influence of Cross-cultural Adaptation Theory on Educational Management of Foreign Students in Colleges and Universities

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**Abstract:** The educational management of cross-cultural adaptation of foreign students is in an important period of challenge. We should set up new ideas, constantly improve the teaching management methods of foreign students, standardize the process of teaching management, and improve the teaching quality. Summing up the most suitable teaching management methods for them will help foreign students to realize their cross-cultural adaptation process as soon as possible, to integrate into the foreign cultural environment, and to achieve the goal of studying abroad satisfactorily. In order to continuously promote the education management of foreign students in colleges and universities reasonable and sustainable development. Cross-cultural adaptation can be divided into two dimensions: psychological dimension and sociocultural adaptation dimension. In order to adapt to the local culture and life, foreign students take the initiative to understand Chinese social culture, people-oriented, emotional touching, respect for the religious beliefs, traditional customs and national habits of foreign students, and promote the level of foreign students' education management.

**Keywords:** Cross-cultural adaptation Theory; College students; Education; Management

## 1. Introduction

In order to learn more advanced scientific knowledge and technology and to understand different cultural values, more and more students choose to study abroad to enrich themselves. Foreign students' education can deepen the exchange of foreign students, form a diversified campus culture atmosphere, improve the comprehensive quality and competitiveness of domestic students, and develop the medical students' education in China, which will further enhance the comprehensive strength of Chinese education[1]. Because of the differences in different countries, regions, nationalities, cultural backgrounds and religious beliefs, the traditional educational management mode of college students in China will face different degrees of malpractice in the face of foreign students of different nationalities. This not only brings vitality and vitality to higher education, but also puts forward higher requirements for the educational management of foreign students. To fully understand and solve the problems of teaching management in the cross-cultural adaptation environment for foreign students, and to explore the suitable channels for the sustainable development of the teaching management of foreign students in colleges and universities[2].

## 2. Theoretical Study of Intercultural Adaptation

The early classical theories of cross-cultural adaptation are the U-shaped and W-shaped curves of Lysgaard and Gullahorn, which show that after entering a new cultural environment for the first time, people slide from the initial novelty, curiosity, and possession of happiness to depression. Rise to a sense of recovery. Anderson puts forward a dialectical model of cross-cultural adaptation, which holds that cross-cultural adaptation is a conscious process, which is dynamic and closely related to the learning process[3].

Taylor also proposed a cross-cultural adaptation transformation model, which he believes has 10 stages, including the state or premise adjustment before the transition and the result embodiment after the transformation. Cross-cultural adaptation is not a simple "assimilation", it is a reflection of the interdependent and coexistence relationship among the cultural characteristics. It includes two aspects of psychological adaptation and social adaptation. In contact with other cultures, many people often involuntarily create a "cultural egocentricity", using their own culture as a criterion to judge whether the behavior of other cultures is correct or appropriate. It is easy to create conflicts in contact with other cultures that affect

their adaptation. Only by understanding the conflicting value factors can we change the cognitive style to adapt to the local culture, that is cross-cultural adaptation[4].

Cross-cultural adaptation is generally considered to consist of three parts: willingness, behavior and cognition. The emotional component is the psychological well-being of the foreign students, the behavioral component is the interaction between the foreign students and the local culture, and the cognitive component is the attitude of the foreign students to the local culture and the acceptance of the local values[5].

Cross-cultural adaptation can be divided into two dimensions: psychological dimension and sociocultural adaptation dimension. The psychological dimension is based on mental health, while sociocultural adaptation is based on the effective contact with the local social members and the difficulties experienced by the students in the local society.

### **3. Main Problems of Cross-cultural Adaptation of Foreign Students in China**

From the current survey results, the main problems of cross-cultural adaptation of foreign students are expressed as follows:

#### **3.1. Level of Chinese for foreign students needs to be improved**

According to the results of the survey, the Chinese level of international students is generally not high. 20.00% of the students are at the primary level and 35.00% are at the intermediate level, and only 20.00% are at the advanced level. Language difficulties play an important role in the study and adaptation of foreign students. Language problems hinder their learning process and social and cultural communication, lead to their negative perception, and affect their understanding of the contents of the course[6]. Make it difficult for foreign students to participate in the academic activities carried out by the school. According to the analysis of the results, the level of Chinese has a significant impact on the interpersonal adaptation of international students, and the interpersonal adaptation of international students at the primary level of Chinese is significantly lower than that of the students at the middle and advanced levels.

#### **3.2. Foreign students have limited access to Chinese social culture**

The problem of cross-cultural adaptation of foreign students is mainly caused by different ways of life, values, beliefs, etc. The best way to solve this problem is for students to take the initiative to understand the social culture of China[7]. Some studies have shown that the high expectations of foreign students in the host country will increase their difficulties in cross-cultural adaptation, and through understanding the social culture of the host

country, it will help students to prepare for the difficulties they will face and thus form the correct expectations. Reduce their cross-cultural adaptation difficulties. In order to take into account the particularity of the overseas students, Chinese universities often manage them separately from the Chinese students. However, this often makes them "isolated" from the Chinese students and cannot be integrated into the social activities of the mainstream culture of our country. Moreover, the unique communication style of "family members, acquaintances and strangers" makes many Chinese people unwilling to include overseas students in their social circle, and they do not want to take the initiative to express their friendship to foreign students. Many foreign students feel Chinese students are very cold to them and so on; all these make students only like to communicate among the groups they are familiar with and lack effective channels to understand Chinese society and culture more deeply. From the results of the investigation, it is found that it is relatively difficult for foreign students to adapt to local etiquette, to participate in volunteer activities of Chinese students and to attend cultural classes in China, which is related to these reasons[8].

#### **3.3. Function of cross-cultural adaptive psychological service for foreign students is not perfect**

At present, the main students in charge of foreign students are teachers and staff who stay in charge. These two teams can provide study, research, residence permits, performance management, archives and other services for foreign students. However, there are no specialized institutions or professionals to undertake the corresponding responsibilities for the cross-cultural adaptation of foreign students. Although many studies show that the cross-cultural adaptation of foreign students is good and their social and cultural adaptation is at a moderate level, it is very likely that students are unwilling to show that they have difficulties in adapting. Adaptation is a process, inevitably accompanied by changes in individual values, habits of life, thinking, etc., resulting in emotional fluctuations, if the international students can provide special cross-cultural adaptation psychological services, the problem of cross-cultural adaptation can be effectively prevented and treated in time, which is helpful to the better completion of cross-cultural adaptation. Nowadays, international students pay more and more attention to cross-cultural adaptation, so it is necessary and urgent to perfect the psychological service of cross-cultural adaptation.

### **4. Solutions to the Main Problems in the Process of Intercultural Adaptation of Foreign Students**

**4.1. People oriented, sentimental and respectful, respecting foreign students' religious beliefs, traditional customs and national habits**

The larger proportion of the students in the school are Hinduism from India, Islam in Pakistan, and Christianity. Our school fully respects the religious and cultural background of the foreign students, combines the different religions and cultures, allows them to carry out religious activities in the normal range, and provides their religious activities. To meet the needs of the international students, to respect the national habits of the students, the way of thinking, the interests and the privacy, and to be fully inclusive with the principle of mutual understanding[9].

**4.2. Open up a way to understand Chinese social culture for foreign students, to create a harmonious campus culture atmosphere**

Every semester, it needs to set up one or two Chinese courses for foreign students in a planned way, so as to minimize the language communication barriers. And set up related activities such as social and cultural appreciation of China, so that international students can learn about Chinese culture in the activities; organize students to study the rules for overseas students and the laws and regulations of China; and actively organize students to participate in the style and style. In order to promote the students to enter the role as soon as possible and improve their survival ability and self-confidence in our country, we should give full play to the strength of the campus and the society and promote the international students to enter the role as soon as possible, such as collective activities and social public welfare activities. At the same time, Chinese students are encouraged to establish friendship with foreign students, strengthen communication, help them to understand and accept cultural differences, so that they can gradually understand our school conditions and national conditions. Moreover, it will be an important direction for students to live in the same dormitory with Chinese students or in Chinese families.

**4.3. Pay attention to Humanistic Care and provide Intercultural Psychological Counseling Service for Foreign students**

The process of cross-cultural adaptation of international students is not only a process of physical adaptation, but also a process of psychological adaptation. If they can provide cross-cultural psychological counseling, psychological assistance and other services on the basis of providing regular services for foreign students, It will help them to successfully complete the process of cross-cultural psychological adaptation. Through consultation, it also strengthens the emotional communication between teachers and students, embodies humanistic concern, gains their respect and trust, and at any time understands the psychological trends of foreign students, finds out the

unhealthy tendencies in the thinking of foreign students, and promptly defuses and resolves psychological problems. To do a good job in investigating and resolving the contradictions of foreign students, and to encourage them to observe, analyze and understand our country from the perspective of Chinese society and culture.

**4.4. Perfect teaching management system, strengthen study guidance, form scientific operating mechanism**

Because of their different religious beliefs and cultural backgrounds, foreign students have different understandings and understandings of our culture and educational methods. Therefore, on the basis of extensively soliciting foreign students' opinions and suggestions on teaching management, our school attaches importance to collecting feedback information, taking the local educational characteristics of the countries where the students come from and sending students as a reference, and adopting a tolerant attitude. To formulate the development plan of our university's foreign students' education, the training plan of foreign students and so on, to constantly and effectively adjust every link of teaching management, and form a scientific, effective and reasonable teaching management mode. As far as possible, students in the scientific operating mechanism, play their potential, learning useful.

**5. Management Countermeasures of Intercultural Adaptation of Foreign Students in China**

The following suggestions are put forward from the perspective of foreign student management workers in order to better promote the cross-cultural adaptation of international students.

**5.1. Strengthen the Chinese language training for Foreign students**

As an important tool of communication and communication, language plays an important role in the cross-cultural adaptation of foreign students. Foreign students are encouraged to communicate with locals in Chinese. In a word, students should be exposed in different forms to the environment of using Chinese, so that they can improve their own Chinese level as soon as possible, so that they have the will and motivation to constantly understand Chinese social culture, and comprehensively and objectively understand China.

**5.2. Establishing a way for foreign students to understand Chinese Social Culture**

Qualified colleges and universities can implement the management of Chinese and foreign students, including arranging students and Chinese students to live together, foreign students can also take some cultural courses of

Chinese students, and often organize foreign students and Chinese students friendship activities. At the same time, a permanent mechanism of exchange between Chinese students and foreign students should be set up so that international students and Chinese students can communicate with each other on a regular basis.

### 5.3. Provide cross-cultural psychological counseling for international students

The cross-cultural adaptation of foreign students is not only the adaptation of life habits and ways, but also the process of psychological adaptation. When adapting to a new culture, there will be psychological problems such as loneliness, anxiety, homesickness, etc. However, if these problems cannot be solved well, it will be unfavorable for foreign students to adapt to study and life in China. Therefore, it is necessary to provide cross-cultural psychological counseling on the basis of the routine service for foreign students. Considering the particularity of foreign students, qualified colleges can set up psychological counseling institutions specially for foreign students, and employ experienced consultants to provide cross-cultural psychological counseling for foreign students. The forms of psychological counseling can be diversified, such as group counseling for the majority of students with less adaptation difficulties, and individual counseling for the students with greater difficulty in adaptation.

## 6 . Conclusions

Cross-cultural education and management is an important link in the education and teaching of foreign students. It is not only an important link for foreign students to adapt to the life of foreign students, but also an important evaluation index for the work of foreign students in schools. Cross-cultural adaptation is not only on the surface of culture, but also on the connotation of culture. It is impossible to adapt completely, because it is related to the

cultural traditions of different ethnic groups. But we can deal with cross-cultural problems and reduce conflicts by studying, finding problems and responding to them. Adopting the theory of cross-cultural adaptation to manage the teaching of foreign students in colleges and universities, changing the cognitive style of foreign students through cross-cultural adaptation, so as to adapt to the local culture and life, and the students take the initiative to understand the social culture of China. To encourage foreign students to communicate with the local people in Chinese, to create a way for them to understand Chinese social culture, and to promote the educational management level of foreign students in colleges and universities.

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