

On the Path Exploration of Strengthening Cross-cultural Education for Overseas Students

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Abstract: With the improvement of higher education level, the quality of education has been steadily improved, and talent training and social innovation have been greatly developed. In this way, the number of overseas students will gradually increase. Due to their cultural background, overseas students are quite different from China in terms of values, ways of thinking, religion, etc. Let foreign students have a preliminary understanding of Chinese culture. At present, foreign students are facing different cultural environments. Therefore, the study of cross-cultural teaching and management of foreign students can effectively promote the work of foreign students in universities and improve the overall impression of Chinese students on China.

Keywords: Overseas students; Cross-cultural; Path exploration

Introduction

Cross-culture is an important part of school education in the new era. The faculty of colleges and universities should fully recognize the cross-cultural relationship, so that the international education and teaching quality of Chinese colleges and universities can be comprehensively improved. The teaching reform and innovation of learning courses, constantly improve the curriculum, give full play to the role of cross-cultural, actively participate in multi-cultural activities, and experience the differences between different cultures. It is necessary to pay attention to teacher training and strengthen students' cross-cultural communication.

1. Overview of cross-cultural education for overseas students

At the beginning of the 20th century, cross-cultural content began to appear. When the concept of cross-cultural first came into being, it was mainly because of some reasons that entering a new cultural background would produce many different views, behaviors and conflicts, such as changes in values and lifestyles. At the same time, the pressure is also increasing. Therefore, this paper proposes a new theory of intercultural communication, which aims to solve various problems faced by different cultural backgrounds. Language is an important part of intercultural communication and learning. If foreign students only know a small amount of Chinese, it will not only make them feel uncomfortable in their daily life and study, but also affect normal social interaction; In addition, due to the influence of cultural factors, people's living habits and interests are different, so it is difficult to expand interpersonal relationships. Generally speaking, if overseas students have clearer learning objectives, they can better integrate into the local society and culture.

2. Current situation of cross-cultural education for overseas students

2.1 Unable to meet the diversified needs of overseas students

The teaching content of China's higher education is not international enough, which is mainly reflected in many aspects such as educational objectives, curriculum design, etc. The main problem is that the construction of education discipline is not perfect. Many colleges and universities that can accept overseas students lack a perfect teaching system, even for overseas students. At the same time, the internationalization of curriculum and education is also low, so how to respond to the needs of overseas students becomes a problem. Generally speaking, there are two ways for overseas students to study in China: one is

to understand the language and culture of their country, and the other is to understand the professional knowledge in a certain field. If overseas students want to know more, they need to know the professional settings of domestic universities to meet their requirements.

2.2 The teaching content and concept cannot really attract overseas students

Due to the influence of traditional education, cultural environment and other factors, college teaching materials and teaching ideas can not adapt to overseas students. First, some colleges and universities pay less attention to the national basic courses and core professional courses, while they do not pay enough attention to the professional training of overseas students. Second, there is no unified learning evaluation management system in China at present. In this context, it is difficult for overseas students to receive systematic training and improve their professional abilities. As a result, the motivation of foreign students to learn has declined. It is difficult for foreign students to be interested in teaching methods, and because of the language barrier, foreign students will not share resources with local students, which is generally less attractive to foreign students.

China's culture is so vast that foreign students are more willing to take the initiative to learn. However, after this stage, they will face a new education evaluation and curriculum evaluation, and overseas students will enter an era of "cultural shock". At this time, foreign students have rejected and resisted all kinds of phenomena in life and study. In this case, it is necessary to strengthen students' adaptability. In the face of "cultural exclusion", teachers should also have a deep understanding of the causes of this exclusion, whether it is the problem of students themselves or the problem of teaching methods, which will play a positive role in improving teaching quality.

3. The path of cross-cultural education for overseas students

3.1 Actively cultivate teachers with global vision and international level

First of all, education is more and more inclined to cross-cultural communication. Therefore, we should constantly improve the overall quality of foreign teachers, strengthen the training of skills, constantly improve the performance evaluation system of teachers and students, and cultivate teachers with strong teaching skills, high comprehensive quality, and a sense of humanistic care, which is the backbone of supporting the education of foreign students. In the cross-cultural collaborative education system, teachers play an important role, and their words and deeds can make foreign students have a profound impact on them. First of all, we should continue to provide educators with the opportunity to accept international education, so that their comprehensive quality and teaching level can be continuously improved, and cultivate excellent teachers who are in line with the international vision, have a clear grasp of the management of international processes, and have bilingual teaching ability. Secondly, cultivate students' international education ability, encourage university teachers to participate in internal training and other related work, so as to master the current international advanced technology and improve the comprehensive quality and teaching ability of teachers. Finally, by employing foreign teachers, we can attract more international talents and absorb foreign advanced technology and scientific research achievements, so as to effectively guarantee the quality of our education abroad.

3.2 Create a multicultural education management environment

The biggest goal of students studying in China is to receive a good education in their own cultural environment, so as to obtain the unique educational resources of the country. Students studying abroad in China should start from their own cultural background, so that they can better integrate into their own educational environment, so as to achieve their purpose of studying abroad, and create a relaxed cultural atmosphere conducive to their development. On the one hand, we should strengthen cultural exchanges among overseas students and actively participate in various cultural exchanges. In the process of communication, foreign students will feel different cultural backgrounds and characteristics. In teaching, we should correctly recognize the impact of multiculturalism on foreign students and abandon its cultural superiority. In the education of foreign students, we should make full use of the positive influence of multiculturalism, mobilize the full participation of students, absorb the favorable factors of various cultures, improve the teaching level and improve the teaching environment.

3.3 Establish diversified courses in line with international standards

From the perspective of talent culture, foreign student education is an educational method to gradually shorten the gap with foreign talents and integrate into the national culture. It is required that colleges and universities should build diversified curriculum systems to meet the new requirements of education in the world today and promote its diversified development. On the one hand, the school should offer more diversified Chinese courses for foreign students, taking English and Chinese grammar as introductory courses, so as to improve the basic communication ability of foreign students and lay a good foundation for the study of Chinese and cross-cultural education. On the other hand, we should establish an international education system

that is compatible with the professional ability of overseas students, clarify the basic quality of overseas students, conform to the industrial technical specifications, and promote the development of international standard courses. At the same time, it is necessary to establish a qualified talent training plan, ensure the combination of production, study and research, strengthen the cooperation with scientific research institutes, give full play to the technological advantages of enterprises, promote the efficient sharing of social resources, and ensure the international standardization of teaching quality load of skills certification courses.

3.4 Clarify the concept of cross-culture transportable education

In practice, teachers pay too much attention to the content of textbooks, which will make students lose interest in studying abroad. Therefore, teachers should constantly increase the syllabus in teaching, let foreign students complete teaching tasks independently, and improve their understanding of the knowledge they have learned. First of all, teachers can make students gradually aware of the differences between language ability and different cultures through communication and understanding of relevant cross-cultural knowledge, so as to obtain happy learning. Secondly, in the establishment of the curriculum system, teachers should pay attention to the knowledge transfer of students, so that students can better understand Chinese culture, so that foreign students can convert from traditional interpretation content to more efficient knowledge experience, and realize the transfer of knowledge and culture.

4. Conclusion

To sum up, with the development of China's economy and society, China's cultural development has attracted more foreign students to come to China for exchange and study. Therefore, the number of overseas students is increasing. How to effectively train and manage foreign students has become a major issue facing Chinese universities. Although overseas students have made great progress in education and management in the past few years, they still face great challenges in terms of work content. Therefore, strengthening the connotation of cross-cultural communication, building a cross-cultural teaching system, and establishing a perfect and unified management system are the problems to be solved urgently.

References

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