

Research on the Management Practice of International Students from Vocational Colleges in China

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Abstract: International students in China are an important bridge for the “the Belt and Road” initiative to connect people. Due to the special nature of international students, the management of international students is both universal and special. The homeroom teacher for international students is the specific organizer and manager of international student management work. How to leverage the practical effectiveness of the manager plays an important role in improving the quality of training for international students in China and spreading excellent traditional Chinese culture. This article takes the attributes of Chinese international students as the basis for analysis, aiming to summarize and enhance the comprehensive management ability of managers in cross-cultural communication and professional basic knowledge, and combine work practice to propose relevant suggestions.

Keywords: Management Practice for International Students in China

The “the Belt and Road” initiative proposed by China has achieved rich results in the development process of the past decade. In terms of promoting educational cooperation and exchange, the preferential policies for international students in China have also attracted more international students to come and study in China. The increasing number of international students requires managers to constantly summarize their experience and improve their management level in practical work. The direct manager of international students in China, as a bridge between students and schools, is the specific practitioner of international student management work in China, which directly affects the effectiveness of international student management work. And improving the comprehensive management ability of managers in terms of professional knowledge and cross-cultural communication will help to improve the standardization and refinement of management of foreign students in China, and provide a solid guarantee for high-quality training of urgently needed technical and skilled talents along the “the Belt and Road”.

1. The characteristics of management work for international students studying in China.

Compared to domestic student management, the management of international students in China has its own characteristics, mainly including the following.

1.1 The particularity of the management object

Due to factors such as nationality, race, cultural customs, and religious beliefs, the management of international students in China is relatively complex. In areas such as school teaching management, daily accommodation and dietary arrangements, mobile and online services, and disease medical services, it is important to understand the dialectical relationship between universality and particularity and handle it properly in order to smoothly manage international students from different cultural backgrounds while complying with Chinese laws and regulations as well as university management systems.

1.2 Self nature of service methods

Due to the differences in backgrounds of international students studying in China, managers should focus on guidance rather than mandatory management in service management. Based on the management experience of international students in China, they are more concerned about expressing themselves and their sense of freedom. In the management process, especially in some unexpected events, the rules and regulations of Chinese universities face situations where they conflict or do not fully comply with personal wishes. Compulsory implementation will increase the resistance of international students studying in China, bringing public opinion pressure to management work.

1.3 Cross cultural nature of communication mechanisms

International students in vocational colleges come from different countries, with varying cultural backgrounds, educational experiences, and historical traditions. Therefore, in the process of communication, managers of international students in China should be familiar with and master the cultural backgrounds of international students from different countries, attach importance to diversity management, and provide tailored teaching from a cross-cultural perspective in order to achieve targeted and help international students alleviate the psychological pressure caused by differences in life and learning. Especially for some international students who have just arrived in an unfamiliar environment and are impacted by different cultures, only through comprehensive communication through multiple channels can they reduce the negative impact of cultural differences and ensure the effectiveness of communication. For example, organizing group friendly competitions with domestic students gradually allows international students to naturally integrate into their daily lives.

2. Main practices and experiences in managing international students studying in China

2.1 Convergence management mechanism

The so-called convergence management refers to integrating management in certain aspects according to the requirements of domestic

students and the characteristics of international students, while acknowledging the differences between international students and domestic students, ultimately achieving the standards of domestic students. The reason for doing so is, on the one hand, because international students are essentially students and must abide by the rules and regulations of their host country. They cannot develop a sense of superiority and privilege due to their special identity; On the other hand, for themselves, international students do indeed have differences from domestic students, and even their future work and life may be different from domestic students. Therefore, tolerance and understanding should also be given in education.

Human beings are social animals and urgently need a sense of identity with the attributes provided by their peers. In the management of international students, managers have found that some international students should not have communication barriers even though they have passed the HSK Level 6 exam. However, in real life, due to the complexity of the Chinese language, international students still face various confusions in communication, and solving these confusions requires a comprehensive integration of life and study. To this end, cultural exchange activities can be organized in collaboration with on campus clubs and other international student clubs, promoting communication and exchange between new and old students, helping them overcome differences and seek common progress. By participating in daily life, we have expanded our circle of friends and life, broadened our horizons, and enhanced our understanding of traditional Chinese culture and lifestyle habits.

2.2 Build a platform to promote communication

In the daily management of international students coming to China, managers should actively play a bridging role, build communication and exchange platforms, and encourage them to integrate into the school and surrounding environment. One is to establish a class meeting system, where weekly class meetings involve recent student learning and life issues. The second is to enhance the understanding of China among international students and organize student team activities. Organizing international students to participate in a variety of professional, cultural, sports and other competitions and activities, through which they have the opportunity to take a walk in other provinces and cities, not only to have more exposure to Chinese culture, but also to improve their Chinese communication skills, thereby enhancing their personal identity and sense of value, and better promoting their integration and development with the environment.

2.3 Improvement of learning mode

The learning courses for domestic students mainly consist of three modules, namely “public elective courses+compulsory courses+public platform courses”. If international students also follow the same curriculum system for teaching, problems will immediately arise, such as how to arrange ideological and political education and what to teach specifically. To this end, the college takes professional joint training as the starting point, adopts professional co construction, joint teaching, and bilingual teaching models, and through researching talent training programs that match the characteristics of international students in China, it can not only enable them to learn useful professional knowledge, but also avoid learning and communication difficulties caused by cultural differences. In professional course teaching, especially in some science and engineering courses, although many students have no problem communicating in Chinese daily, there are often differences in understanding professional vocabulary, especially in specific contexts, which leads to teaching difficulties. In order to help them improve their learning, as managers of international students studying in China, they should actively communicate with their teachers and use professional training courses to digest the theoretical knowledge they have learned. This not only enhances teaching effectiveness but also enhances students’ practical abilities.

2.4 Train student cadres to participate in it

Young international students have active thinking, strong self-awareness, and unique perspectives on many things, often making it difficult to demand unified action from everyone. Therefore, in practical management, we should try to select students with strong understanding ability and responsibility to communicate first, and then drive surrounding students. This not only increases the interest of international students in participating in management, satisfies their self-awareness improvement, but also enables all students to learn understanding and respect through communication. For example, in practical work, establishing a peer responsibility system, through which they establish their own internal communication and management mechanisms, and conducting intrusive management at key time points and through specific cases, can help the class enter a track of positive interaction, and enable international students to better integrate through their own internal development.

3. Suggestions for improving the management system for international students studying in China

3.1 Establish and improve the management mechanism for international students studying in China

Improving management mechanisms can enable managers of international students studying in China to work step by step, avoiding being at a loss in emergency situations. Establish a sound management system for international students studying in China, and clarify corresponding job responsibilities. On the one hand, it can help managers clarify their job responsibilities; On the other hand, it helps to enhance the emergency response capabilities of managers and handle emergency matters in accordance with relevant procedures. In terms of management awareness, schools should establish the concept of balancing management and service. International student management is cross-cultural communication and coordination, and blindly managing can easily lead to a rebellious mentality. It is necessary to enhance the cross-cultural communication awareness of managers and play a role in regulating and integrating students from multiple cultural backgrounds.

3.2 Professionalization and professionalization of management for international students studying in China

Due to the limitations of the scale of international students coming to China and related institutional mechanisms, most vocational colleges are managed by part-time staff. In addition to managing international students, they also undertake other administrative or counselor work for Chinese students. Given the complexity of the role of international student managers and the heavy workload, it is recommended to implement a professional system for international student homeroom teachers, so that teachers have the time and energy to focus on the management and practice of international students. At the same time, support should also be provided in scientific research to enable the homeroom teachers of international students to study new problems and methods based on their actual work, and promote the improvement of overall management capabilities.

3.3 The spirit of constant change

Overall, the management of international students from vocational colleges in China is still in a stage of continuous innovation. From the enrollment process to the training process and ultimately employment for international students, it is necessary to continuously optimize the construction of institutional mechanisms. With the business expansion of Chinese enterprises in the “the Belt and Road” countries, in terms of enrollment, we can carry out the joint enrollment training model, focus on the training of skilled talents, and seek the focus of student development from practical business. Teachers need to design theoretical and practical courses, teaching methods, and improvements in a reasonable manner. Only by adhering to the spirit of reform can they comprehensively enhance the management of international students and complete their teaching management work with high standards.

4. Conclusion

The managers of international students in China bear direct responsibility for their lives and education, and their quality directly affects the management and adaptation of international students. Schools should pay attention to the differences in the management of international students and domestic students, establish rules and regulations from different perspectives, comprehensively improve the management practices of international students, refine the work practices of international student homeroom teachers, and improve the management of international students from multiple aspects. At the same time, modern teaching management concepts should be introduced to attract more international students to study in China, and promote the two-way exchange mechanism of Chinese vocational education.

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