

# Research on the management countermeasures of assimilation of international students under the background of cultural shock

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**Abstract:** *With the development of China's economy and the increasingly extensive international exchanges, the "Chinese fever" continues to heat up all over the world, and the reason of teaching Chinese as a foreign language is booming. Under the favorable policies and environment at home and abroad, the cause of studying in China is developing by leaps and bounds. The following phenomenon was cultural shock among international students, which cause a lot of negative effects on their study and life. Since 2010, the Chinese government has strongly advocated the assimilation management of international students, requiring the same undifferentiated management with Chinese students. On the premise of solving the problem of cultural shock, how to effectively manage international students in the same way has become an important issue for relevant education administrators to solve urgently.*

**Keywords:** *culture shock, international students, assimilation management*

## 1. Introduction

Culture Shock refers to the mental symptoms of deeply anxiety caused by cultural conflict and maladjustment when people live or study in a non-native cultural environment. The description of the phenomenon of cultural shock in theoretical circles began to start in the first half of the 20th century.

In order to promote the further development of studying in China, the Ministry of Education of China formulated the Study in China Plan in 2010. The plan clearly points out that universities should actively promote the convergence of management and services between international students and Chinese students in the education management of international students. Under the mode of convergence management, the cultural shock of international students in China is particularly obvious, and the phenomenon of cross-cultural shock appears more widely and lasts longer, which is not conducive to personal development of international students, seriously affects the integration of Chinese and foreign students and hinders the international development of universities.

Under the background of assimilation management, this paper discusses the internal and external factors of the cross-cultural shock phenomenon of international students in China, and puts forward the corresponding precise ideological, political education countermeasures and service system optimization strategies, which provide effective coping strategies for the cross-cultural shock psychology of international students in China under the mode of assimilation management, and provide management support and guarantee for the development of international students in China.

## 2. Cultural shock

In 1955, Oberg, a famous Swedish anthropologist, clearly put forward this concept to describe the psychological impact when adapting to the new culture. When the international students in China are in a foreign country and in a brand-new environment and culture, they are the main part of the phenomenon of cultural shock, and the resulting unhealthy psychology seriously restricts the management and education of international students.

## ***2.1 Research status of cultural shock***

### ***2.1.1 International research status***

The description of the phenomenon of cultural shock in theoretical circles began to take shape in the first half of the 20th century. Until 1955, the famous Swedish anthropologist Oberg clearly put forward this concept. Later, some scholars explained the cultural shock, but in general, they still followed Oberg's initial viewpoint. Until 1980s, the cross-cultural adaptation study in the United States got rid of the idea of psychopathology and began to realize that "cultural shock" as a kind of psychological discomfort that has its profound social and cultural background, rather than simple mental disorder. Thus, the social psychological research of cultural shock was started. According to the cultural adaptation model studied by Lyegaard, Oberg pointed out that the psychological process of cultural shock can be divided into Honeymoon Phase, Negotiation Phase, Adjustment Phase and Mastering Phase.

Honeymoon Phase refers to the stage of people's psychological excitement brought by the new environment. When people come to a strange place, everything looks fresh, which satisfies people's curiosity. All kinds of longing for different places suddenly became a reality, just around the corner, and the excitement was beyond words. Negotiation Phase refers to the phase when people become familiar with different cultures and their psychological excitement disappears. The issue of cultural adaptation has been put on the agenda, which has brought negative psychology such as loss, disappointment and anxiety. Adjustment Phase refers to the phase when people try to adapt to different cultures. Facing the reality, adaptation is the best policy. Give up your original cultural habits and force yourself to absorb and adapt to the norms of different cultures. Mastering Phase refers to the stage when people gradually agree or accept different cultures after cultural adjustment. People have learned to live according to the rules of different cultures, and become more and more like local people. Their psychological anxiety and loss have gradually calmed down, and people's psychology has become normal. [1]

### ***2.1.2 Research Status in China***

With the rapid development of globalization and the increasing international exchanges, on the basis of theoretical discussion, the academic circles began to focus on the cultivation of intercultural communicative competence behind cultural shock, especially for the group of international students studying in China, in order to help them really overcome the troubles caused by cultural shock. The first research method is Abstract Theoretical Analysis reported by Guo Zhien in "Study on Cultural Shock in the Perspective of Cross-cultural Communication".[2] This paper made a detailed analysis of the phenomenon of cultural shock in cross-cultural adaptation from four aspects: cultural shock and cross-cultural adaptation, cultural shock and communication, cultural shock research in the perspective of cross-cultural communication theory, and cross-cultural communication psychological framework of cultural shock research. The second research method is the Investigation Method, which is represented by Li Zecheng's "Analysis and Countermeasures of Cultural Shock of International Students in Colleges and Universities - Taking Pakistan International Students in Colleges and Universities in Central China as an example".[3] With the increase of the number of international students in Pakistan, providing better education for international students had become an important task for them to attract more foreign students. "Cultural shock" was the only way for international students to adapt to Chinese culture. This paper analyzed the causes of "cultural shock" of Pakistani foreign students from the aspects of dietary, lifestyle, language and cultural stereotype, and puts forward solving strategies from three different aspects.

## **3. Convergence management**

In order to adapt to the development of the new situation, the educational management methods suitable for international students in China have become the main research topics for major universities. After discussion and practice for many years, the "convergent management" pattern has become the consensus of universities in the management of international students. In 2010, China's Ministry of Education formulated the "Study in China" plan to start the convergent management of international students. During developed countries, assimilation management has long been the basic way of education and management for international students. This kind of management can not only enable international students to receive the education of different cultures more quickly, but also integrate into the diversified background more quickly. With the deepening of globalization, the traditional

specialized management of international students has caused great waste of educational resources, and now the assimilation management has become the trend of international student management in colleges and universities.

### ***3.1 Research status of assimilation management***

#### ***3.1.1 International research status***

Clark Eerr in United States believed that internationalization is an irreversible historical trend of the times and higher education should actively promote the internationalization process on the basis of nationalization. He pointed out that the convergence of higher education was a process rather than end point, in the book "Higher education can't avoid history-a problem in the 21st century". Although in the fields of language and ideology, the internationalization of learning still faced many obstacles that need to be overcome, under the current background of internationalization, the internationalization of higher education learning had become the inevitable trend of university development and progress. Therefore, universities around the world should actively carry out the practice of higher education convergence on the basis of respecting and developing national characteristics. [4] The Spanish educator Oort Gasset emphasized the "student-oriented" educational philosophy, and the student-centered hierarchical higher education practice. He advocated coincided with the idea of "teaching students in accordance with their aptitude" in China. The enlightenment for the assimilation management of international students was to respect the characteristics of international students, and took corresponding management measures according to different characteristics of international students, which could improve the management efficiency of international students; He emphasized that teachers' function was to teach and educate people, and teachers' professional teaching ability should be emphasized instead of scientific research ability, which inspired us to pay more attention to the evaluation of their comprehensive quality and teaching ability when evaluating foreign students' teachers. [5]

#### ***3.1.2 Research Status in China***

In view of the problems existing in the process of assimilation management and how to improve assimilation management, scholars have expressed their opinions, made rich research from different angles such as international student enrollment, teaching management and daily affairs management, and given their own suggestions. Fu Yunhui believed in his article "Practice and Research on the Convergence Management of International Students in China" that the convergence management mode became the main trend of international student management in Chinese universities. [6] From the perspective of achieving the convergence management of international students in China, this paper analyzed the concrete practical measures for universities to promote the convergence management of international students, and provided countermeasures from the aspects of formulating unified norms of international student management, respecting cultural differences of international students and providing guarantee for the convergence management of international students, so as to promote the convergence management service of international students in China. Huang Zhan and Liu Jing pointed out in "Analysis on the Theory and Practice of Convergence Education Management for International Students in Colleges and Universities" that with the accelerating process of internationalization of China's higher education, the convergence education management for international students in China and Chinese students is the general trend, and the original "isolated" education management model is gradually developing towards the "convergence" education management model. [7] Establishing the work goal of "international vision, Chinese-foreign integration, local action and Chinese characteristics" and carrying out conceptual innovation and practical exploration on the convergent education management are beneficial attempts for Chinese universities to carry out the convergent education management of Chinese and foreign students.

## **4. The assimilation management strategy to solve the problem of cultural shock**

### ***4.1 Strictly control enrollment conditions***

Graded management of international students through entrance examination can ensure the quality of international students, so that international students can better adapt to the convergent management after entering campus. First of all, we should formulate detailed enrollment policies for international students and set detailed admission standards from Chinese proficiency to academic qualifications.

Secondly, when international students enter the campus, they should be organized to take entrance tests of Chinese proficiency and professional knowledge, and divided into classes according to the test results of listening, speaking, reading, writing and so on. Classes with different languages and professional foundations adopt different teaching plans and teaching progress. Finally, it is necessary to formulate a perfect scholarship assessment system for international students, comprehensively evaluate international students from aspects of academic achievement and classroom performance, and the process of evaluating scholarships should be fair, just and open.

#### ***4.2 Ideological education***

Ideological education is an important part for international student education. Only when international students have a sense of cultural identity and can be integrated into the Chinese cultural environment, the negative impact of cross-cultural shock can be eliminated and the teaching work can be carried out smoothly. Therefore, the educational administrators of international students should refer to the Chinese student model and carry out various educational activities for international students to improve their sense of identity. The ultimate goal of implementing the assimilation management of international students in China is to improve the quality of international students' education, maintain campus security and stabilize the educational order. Specifically, through practical activities such as theme class meeting, visiting campus, walking into classroom, etc., international students can improve their understanding of campus, college and major, and guide them to establish feelings of respecting teachers and loving campus. At the same time, we can also infiltrate ideological education content in the process of professional knowledge education, and guide international students to identify with all aspects of China ideologically in a quiet way, so as to cultivate their feelings of knowing China, loving China and friendship with China.

#### ***4.3 Mental health education***

Mental health is an important problem for all kinds of students, as well as for international students. Being in a foreign country and influenced by cultural shock, the mental health of international students is more serious, which needs the attention of managers. With the increase of the enrollment of international students in China, the mental health of international students has become a new problem in the management of international students' education, and various situations emerge one after another. To solve these problems, school administrators should provide corresponding mental health services, care for their study and life, and take appropriate flexible measures to help them solve their psychological difficulties while adhering to the principles. For example, psychological lectures can be held regularly, students can be invited to have discussions, and various cultural exchange activities between Chinese and foreign students can be organized to create an atmosphere of study and life for international students, help them overcome psychological difficulties, integrate into the new group as soon as possible, and avoid adverse psychological reactions caused by cultural collisions.

#### ***4.4 Cultural differences***

Each country has its own different cultural forms, and each culture has its own reasons for existence. We can't conduct completely unified didactic management for international students because of cultural differences, which will only increase the difficulty of management and even cause more intense cultural shock problems for international students. In order to achieve practical results, the assimilation management of international students in China must be based on respecting cultural differences, and strive to formulate educational management policies that not only meet the actual needs of students, but also achieve the effect of assimilation management. When colleges and universities carry out ideological education activities for international students and formulate educational management regulations for international students, they must respect cultural differences, refer to the educational management modes of Chinese students, formulate and improve educational management modes suitable for international students, so that international students in China can successfully complete their studies in China in compliance with Chinese laws and regulations.

#### ***4.5 Site and personnel support***

In order to implement the assimilation management of international students in China, universities must invest the necessary places, human and material resources. With this guarantee, all aspects of work on international students can be carried out smoothly. On the one hand, relevant departments of

colleges and universities need to provide international students with the same educational management service facilities as Chinese students. For example, set up departments related to international student enrollment in the admissions office. Set up the academic affairs office for international students in the academic affairs office. Set up an international student affairs management section in the student affairs office. Set up a special psychological counseling room for international students, etc. On the other hand, colleges and universities need to establish a strong political, professional and comprehensive management team for international students to provide professional ideological education, academic guidance, psychological counseling and other services for international students to ensure the smooth development of international student work.

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