

Research on the Educational and Psychological Strategies of Overseas Chinese Students from the Perspective of Intercultural Communication

¹Wang Xueying, ²Zhou Qianzhu

¹ International Business School, Heilongjiang International University, Harbin, Heilongjiang, China.
wangxueying@hiu.net.cn

² International Business School, Heilongjiang International University, Harbin, Heilongjiang, China.
zqz_2010@sina.com

Abstract: With the deepening of globalization in the 21st century, cross-cultural education has become a new trend of thought in the internationalization of education. How to transform the rich cross-cultural resources into teaching resources and integrate them organically with the cross-cultural classroom is a new topic brought by the new trend of thought. Based on the introduction of the current situation of international students in China, this article focuses on the psychological problems of international students due to factors such as lifestyles, study conditions, social culture, etc. It analyzes the causes of the problems in detail, and proposes corresponding psychological problems and educational countermeasures to help international students successfully complete their studies and to achieve the goal of studying in China. Through analyzing the current situation of cross-cultural teaching in China, this article focuses on the educational and psychological strategies of overseas Chinese students from the perspective of intercultural communication.

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Key words: International students in China, cross-cultural communication, psychological strategies

Introduction

With the continuous advancement of the globalization process, China's comprehensive national strength and higher education level have been significantly improved, and the number of international students in China has also been increasing, fully demonstrating the tremendous progress in China's education service level and international influence. However, due to different cultural differences, this also brings severe challenges to the education system and management mode of Chinese students studying in China, especially in the cross-cultural context which exists a series of problems such as mental health, way of thinking, and emotional communication. Therefore, under the cross-cultural background, the research on the educational strategies of overseas Chinese students has become the focus of social attention. Under the cross-cultural background, colleges and universities must attach great importance to the education of international students in China, and adjust their education strategies closely in accordance with the physical and mental health and learning status of the

international students in China, and effectively meet the actual needs of the international students in China so as to promote the reform of the education system of Chinese universities. This article will focus on the importance of cross-cultural classroom education and management systems in universities. Meanwhile, it explores the multi-dimensional construction of cross-cultural classrooms and explains the psychological problems and educational countermeasures of international students in China.

1. Colleges and universities should pay attention to the importance of cross-cultural classroom education and management systems

1.1 Colleges and universities should give full play to the important role of classroom teaching

After international students arrive in a new cultural environment, they often encounter cross-cultural adaptation problems in social and psychological conditions due to cultural differences, differences in education systems and ways of thinking, language barriers, and social acceptance.

Cross-cultural adaptation is a cross-cultural cognitive process that every international student must go through. Helping every international student to smoothly through the process of cross-cultural adaptation plays a pivotal role in the education and training of international students. Classroom teaching is designed according to the cultural differences and realistic needs of international students in China. It can gradually enhance their cross-cultural awareness so that they can gradually adapt to the atmosphere of classroom teaching in our country's colleges and universities, and effectively improve classroom teaching efficiency so as to ensure the rapid improvement of the comprehensive ability of international students in China.

As an important part of the construction and development of an all-round management education model, it is necessary to attach importance to the construction of a cross-cultural classroom education model for international students coming to China. In the process of college education management, classroom teaching is an important way for international students from colleges and universities to improve their comprehensive abilities. Therefore, college education administrators must continuously improve the level and efficiency of classroom teaching. They could start from the reality of the physical and mental development of international students, formulate target-oriented classroom teaching programs for international students in China, adhere to and implement the teaching principles of equality and respect, and gradually improve the cross-cultural awareness diversity of international students. The above methods could further strengthen the management of international students' cross-cultural adaptability, and effectively improve the effectiveness of classroom teaching for international students in colleges and universities.

1.2 Colleges and universities should improve the cross-cultural education management system for international students in China

The cross-cultural education management system for international students ensures that international students in China can enjoy the basic educational dividends, so that the educational programs for international students in China can be followed. At the same time, colleges and universities should make full use of the incentive mechanism to give corresponding material rewards and spiritual incentives to international students who perform well and perform well. The incentive mechanism could enhance the enthusiasm of foreign students in China while ensuring the smooth progress of cross-cultural education for

foreign students in China.

It is necessary to establish a sound education management system to provide a good external framework for the management of cross-cultural education for international students in China, and to ensure that the cross-cultural education program for international students in China is based on evidence and rules to follow. At the same time, in the process of cross-cultural education management for international students in China, the authority and continuity of the system should be continuously strengthened to achieve the sustainable development and continuous improvement of the cross-cultural education management system for international students in China. In addition, we must pay attention to the spiritual and material rewards for international students in China. For those international students with excellent performance and strong comprehensive abilities, they can give full play to their exemplary and leading role. In the process of setting an example, it can encourage other international students to better improve their own learning and cognitive ability.

1.3 Innovative methods of education and management for international students

The education system and teaching methods received by international students before coming to China are different. Schools should establish a sound international student education management system based on their own actual conditions, combine their own characteristics. They should carry out in-depth and detailed market research for international students in China, and formulate scientific teaching plans. Reasonably set up courses for international students, combine their own characteristics and needs, and innovate teaching methods for international students. At the same time, strengthening the team of teachers and counselors for international students is the fundamental guarantee for improving the quality of education management. On this basis, we can innovate the education and management methods of international students, and adopt cross-cultural education management models, such as adopting Chinese students and international students pairing, organizing senior students from different countries to participate in international student management, etc., and to help international students improve their adaptability. Besides, to eliminate their discomfort in the process of cultural change can rationally help them face the cross-cultural transition period and spend a happy and fulfilling academic career in China.

2. Exploring the multi-dimensional construction of cross-cultural classrooms

2.1 Current status and problems of intercultural teaching for international students in China

In the research on cross-cultural communication and teaching in China, empirical papers have a small proportion for a long time, and general discourse and speculative papers are mostly. The international mainstream cross-cultural communication research has two obvious characteristics: one is that the research content is interdisciplinary; the other is that the research method is empirical. In the same period, empirical research papers in environmental construction American journals dominated, while in Chinese journals, the cross-cultural communication papers based on empirical research were less than 1%. Among them, the education of Chinese as a foreign language is a new subject with a relatively small audience. The content and purpose of cross-cultural courses are mainly to let students understand the general situation of China and cultural traditions, know the contrast between the national culture and the Chinese culture, and the training is achieved from different cultural factors. Integration of thinking would be trained. In terms of teaching methods, due to the unified requirements of the syllabus and the lack of real-world materials from outside the country, domestic cross-cultural teaching is mainly dependent on language teaching. This traditional teaching method that emphasizes external knowledge and communicative behavior ignores the process of students' perception of cultural commonality and individuality. Excessive cultural introduction cannot cultivate students' sensitivity and insight into cross-cultural communication. Excessive emphasis on being in the countryside cannot help international students coming to China form a positive attitude towards different cultures. In addition, classroom lectures, cultural lectures, and group discussions are currently the main teaching methods and methods for cross-cultural courses. The lack of experience-based real-world materials and in-depth introductions by local residents, and the lack of experience and practicality in interacting with different cultures, restrict students of cross-cultural category which affects the improvement of students' cross-cultural sensitivity and cross-cultural skills.

2.2 Multi-dimensional construction of cross-cultural classrooms

Screen out-of-territory real-life materials suitable for cross-cultural classrooms, and realize culturally diversified experiences in cross-cultural classrooms. With the development of the education of foreign

students in China, the abundant resources of foreign students have made it possible to select multiple regions of real-world materials from outside the region. In the selection of real-world materials outside the territory, the content and area of the real-world materials outside the territory can be screened according to different intercontinental classifications. The materials should avoid comprehensive introduction to various aspects of a specific culture in the course, and avoid excessive emphasis on English-speaking countries. Emphasizing on the culture of a single continent, a single developed country or a developing country may affect students to form a macro international vision. Diversified foreign real-world materials can not only enrich students' cultural understanding of English-speaking countries, but also help students expand their horizons to unfamiliar non-English-speaking countries, thus forming a multi-point and multi-faceted cross-cultural accumulation. In this way, opportunities for Chinese students and international students to be language partners for each other would be created and cross-cultural learning in the classroom beyond the classroom would be extended. By interacting with foreign students in China as language partners, Chinese students can apply the cross-cultural theories they have learned in the campus context and realize the practical application of cross-cultural competence in the campus context. In the process of cross-cultural teaching, teachers should try to strengthen the connection between Chinese education and foreign language education, and enrich the one-dimensional cross-cultural courses that have been conducted in the monolingual and monolingual environment in the past. In classroom teaching, international students are required to use alternate Chinese and English language methods to complete the introduction of local culture. In classroom activities, Chinese and foreign students are encouraged to use Chinese and English bilingualism to have direct dialogues on cultural differences, different cultural phenomena, different lifestyle choices, etc. In the process of cross-cultural teaching, we compare the vocabulary usage, fluency, and on-the-spot expression of Chinese and English with foreign students of the same age and educational background. Students would experience the process of comparison, conflict, negotiation, and thinking in the classroom. The communication process not only makes the international students in China realize the importance of seeing the world from different perspectives, but also enables Chinese students to gain reflection on their own second language knowledge and language level, which is helpful to promote their English learning.

2.3 The significance of the multi-dimensional construction of cross-cultural classrooms

Constructing a multi-dimensional cross-cultural classroom is intended to make a breakthrough in cultivating students' cross-cultural comprehensive ability:

1) Through the introduction of real-world materials from outside the classroom, direct dialogues with local residents can form an emotional resonance with people of the culture;

2) Through cultural comparisons from different perspectives, the process would help students understand more cross-cultural knowledge, perceive the characteristics and commonalities of cultures, and think objectively about different cultural phenomena;

3) Improve students' thinking ability in terms of self-regulation ability, cognitive ability and emotional characteristics by combining theoretical teaching in cross-cultural classrooms;

4) By strengthening students' participation in the classroom, students can experience the diversity of culture firsthand

5) Through the participation of international students in China, the process could make up for the shortcomings of the teacher as the only instructor in the cross-cultural classroom, to maximize strengths and avoid weaknesses, and help students enrich cross-cultural sensitivity from different perspectives.

3. Mental problems counseling and educational countermeasures for international students in China.

3.1 Psychological problems of cross-cultural adaptation and analysis of causes

Cross-cultural psychology studies the commonalities and differences of people's psychology in different cultural backgrounds and the impact of culture on people. After investigation and research, the anxiety, tension, loneliness, insecurity and homesickness of international students in the process of cross-cultural adaptation further lead to psychological problems such as fear, autism, and depression. In severe cases, they may even have behavioral disorders, social problems and mental diseases such as hypofunction. Based on the questionnaire and interview results, the author analyzes and sorts out the reasons for the psychological problems of Chinese students studying in our country, which can be attributed to the following four aspects: psychological problems in life and analysis of the causes. Survival is the first instinct of mankind. Psychological problems arising from life factors are the first difficulties faced by international students who

come to China. They are also the basic problems that need to be solved first. These problems include many factors, including diet, living environment, climate, transportation, medical and health, personal economic status, etc. The above-mentioned life factors can cause psychological problems such as anxiety, tension, irritability and even depression for international students to varying degrees. Psychological problems and causes analysis in academic aspects. Acquiring professional skills and successfully completing their studies are the ultimate goals of the vast majority of international students studying in China. The psychological problems of foreign students in China due to academic factors mainly come from two aspects. On the one hand, they are caused by language barriers. On the other hand, they are not adapted to China's education system and classroom teaching methods. The differences in learning habits and methods make international students experience great pressure. Psychological problems in social and cultural adaptation and analysis of their causes. Culture is the product of human social practice, and practice is the foundation of culture. International students in China who live and study without experiencing Chinese social practice will naturally have a lot of discomfort, which in turn will lead to psychological problems. The adaptation problems of international students in China due to social and cultural adaptation factors mainly include poor communication with Chinese people, inability to quickly integrate into Chinese social culture, and cultural shock. Personal psychological adaptation problems and reasons analysis. Due to personal psychological adaptation factors, international students in China have psychological problems such as anxiety, loneliness, and homesickness at a shallow level, and a lack of social identity at a deeper level, and denial of self-worth. Further psychological problems such as depression and autism will occur. Due to language barriers, it is difficult for international students to communicate effectively with Chinese people. The limitations of interpersonal communication are obvious. As communication is the basic attribute of human existence. If there is a lack of communication in life, it is easy to cause misunderstandings, disputes and disputes, which will aggravate the psychology of international students. Problems, severe cases may even suffer from mental problems such as severely impaired social function and disorder of will and behavior.

3.2 Psychological counseling and educational countermeasures for international students in China

Strengthen humanistic care and social support services. International students come from all over the

world. They have different social and cultural backgrounds, and are a multicultural group. Institutions of higher learning should gradually shift from a single culture to a multicultural management model, and strengthen cultural exchanges between overseas students and Chinese students. In the daily management process, it is necessary to recognize and understand their own problems from the cultural perspective of international students. These services guide them to actively find the causes of the problems and help them solve practical problems. At the same time, strengthen the humanistic care for international students could makes them truly feel the care and support from the school and teachers. Schools should use rich campus cultural activities as the carrier to regularly organize college students' science, technology, culture and art festivals international students' cultural experience, networking and other activities could provide international students with a platform for cross-cultural exchanges and create a multicultural atmosphere. Pay attention to the mental health education of international students. After coming to China, international students will lose their original social culture and social support system in a short period of time. They lack the support for emotional and social communication, and are prone to various psychological problems and personality disorders. Therefore, relevant departments from education to universities should pay more attention to the special group of international students. Universities strengthen the construction of mental health consultation departments in universities in terms of policies, talent training, and financial support. Nowadays, due to the relatively small number of foreign students in colleges and universities, and other objective factors, domestic colleges and universities lack professional talents for mental health education and psychological problem counseling for foreign students. With the continuous growth of the scale of foreign students, relevant education departments should start to cultivate relevant professional talents should be improved. The construction of the mental health education team for international students in colleges and universities. On this basis, international student management cadres and professional teachers should strengthen their attention to the mental health of international students in the process of education management. They could also maintain communication with mental health teachers, form an educational joint force, and do a good job in the coordination of mental health education for international students in China.

Conclusion

College education managers should pay attention to the cross-cultural education of foreign students in China, and adjust the education management strategy of colleges and universities in time according to the reality of the physical and mental development of international students in China. Only in this way, the actual needs of the study and development of foreign students in out country could be effectively meet. The quality of education management has extremely important practical significance. In this regard, universities should start with management concepts, cultural exchanges, team building, system integrity and model construction to continuously improve the cross-cultural education management system for international students in China. Thus, the sustainable development of higher education could be achieved.

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