

## **Influencing Factors and Strategies of Uyghur-Han Intercultural Communication at Colleges and Universities**

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**Abstract:** Intercultural communication refers to communication between two parties with different cultural backgrounds and using different languages. It is implemented through translation. Translation as a language exchange is not only a process of language conversion, but also a process of cultural transplantation. Sociologists tell us that all cultures are unique and different. Uyghur and Han have two different cultural models. In terms of the behavior and cognition of intercultural communication, this paper participates in observation and case interviews through the interaction of festivals and group activities, the mutual help of learning, the state of friendship, and the interaction of “Human and Han nationality” in the dormitory. These four main aspects describe the specific content of cross-cultural communication between high school students. They pointed out that their cross-cultural communication has the characteristics of low frequency of communication, shallow degree of communication and unbalanced communication foundation.

**Keywords:** Colleges and Universities; Uyghur; Han Nationality; Intercultural Communication

### **Introduction**

The introduction of intercultural communication into China has developed rapidly and a large number of scientific research results have been produced, but there are not many results of cross-cultural research on Uyghur and Han. With the rapid development of Xinjiang society, the cross-cultural communication activities between Uyghur and Han have become more and more frequent, and more and more problems have arisen. Many problems arise because they do not understand each other's culture and customs. The purpose of communication is to communicate effectively and obtain useful information, which requires the use of linguistic or non-verbal behavior. Every language or non-verbal behavior contains the profound cultural connotations and ideas of its use of the nation. In the process of inter-cultural communication, because of the lack of understanding of the customs or habits of each other's culture, it often causes unnecessary misunderstandings or contradictions between Uyghur and Han. There are many differences between Uyghur and Han nationality college culture. Heterogeneous culture can easily lead to inter-ethnic barriers and even inter-ethnic contradictions. When Uyghur and Han are engaged in intercultural communication, they are prone to estrangement and even conflict. Therefore, it is imperative to conduct Uyghur-Han intercultural communication research. In this regard, this paper proposes to open cross-cultural communication courses in colleges and universities, to help Uyghur and Han students cultivate a certain cross-cultural awareness, build a cross-cultural knowledge framework, and enhance cross-cultural communication skills.

### **I. Uyghur-Han Intercultural Communication Conflict Phenomenon and Analysis**

#### **1.1. Etiquette Culture**

Etiquette is a kind of cultural behavior that every nation attaches to. The most commonly used is greeting etiquette. Greeting etiquette is a very important part of interpersonal communication, but the different cultures of the nation, the manner of greeting etiquette is not the same, and some ways even

make people feel awkward in intercultural communication. Face-to-face greetings are a common way of greeting between Uyghur women, especially for female relatives or friends with a particularly close relationship. Historically, Uyghur has been a nomadic-majority-producing nation, creating a cheerful, unrestrained, and passionate personality of the nation, enabling Uyghur people to accept the intimate contact with the veneer when they meet each other.

### 1.2. Food Culture

Due to the differences in the production and lifestyle of the Han-Uyghur two ethnic groups, the geographical differences, and the differences in religious beliefs, the food culture of the two ethnic groups is very different. Sometimes, in the process of Han-Uyghur's intercultural communication, not understanding the other's food culture will also create obstacles to intercultural communication. On one occasion, a Han alumnus of the author spoke about a Han-Uyghur cross-cultural communication case about diet. The emergence of Uyghur crusty pancake is closely related to Uyghur's transition from a grazing economy to an oasis-type production, as well as the geography and climate of their lives and the belief in Islam. Therefore, Uyghur crusty pancake has long been an essential spiritual belief of Uyghur. They gave Uyghur crusty pancake a symbolic sense of beauty, wealth, sacredness, and gradually created folk culture and taboos related to Uyghur crusty pancake. In folk beliefs, Uyghur crusty pancake is considered a sacred spirit, and Uyghur's table is respected by Uyghur crusty pancake. The people also swear by Uyghur crusty pancake, often carrying Uyghur crusty pancake as a souvenir or amulet on long trips.

### 1.3. Gesture Culture

The communication between people, in addition to using language, also uses gestures, gestures play a decisive role in interpersonal communication, and cannot achieve the effects of language tools. But in different cultures, the meaning of gestures will be different. If you don't understand the meaning of gestures in another culture, you will make mistakes in intercultural communication. The Han people can use one hand to represent the ten numbers from 1 to 10, while the Uyghur people need to use two watches from the beginning. When the Han people referred to "6", they stretched their thumbs and little fingers and bent the rest of the three fingers. When the "7" is indicated, the thumb, index finger and middle finger are twisted together. When expressing "8", only the thumb and forefinger are stretched at a right angle. When the "10" is indicated, the middle finger is fastened on the index finger, and the other three fingers or the two fingers are crossed to form a "ten" shape. The Uyghur person said that when he was "6", he extended the five fingers of one hand and the thumb of the other hand, indicating that the "five fingers" of one hand and the index finger of the other hand were "7". When "8" is indicated, the five fingers of one hand and the thumb, forefinger and middle finger of the other hand indicate that the ten fingers are all extended when "10" is indicated.

## **II. Important Factors Affecting Intercultural Communication between Uyghur and Han Middle School Students**

### 2.1. Religion and Customs

Uyghur and the Han people have large or small differences in many aspects such as religious beliefs, customs, language and culture. Therefore, the two ethnic groups are prone to various problems in the process of intercultural communication, which creates obstacles to intercultural communication. In the intercultural communication between Uyghur students and Han students in Ruoqiang County, the most obvious influencing factors are the differences between religious beliefs and customs.

### 2.2. National Psychological Distance

The concept of ethnic psychological distance refers to the sense of distance between different

ethnic groups due to differences in national culture and ethnic cognition. The cultural systems of different ethnic groups are different. When individuals are in contact with foreign cultures, they will always be carefully examined and treated with caution, or have a certain national psychological distance and exclusive reaction to their culture. Because of the differences in national culture in the real society, it is an objective existence that cannot be avoided in inter-ethnic communication. Therefore, the national psychological distance generally exists in the process of inter-ethnic communication.

### 2.3. Educational Dilemma

Subject to the objective disadvantages of the growing environment, the students of the folk language class have a poor cultural foundation, a low starting point, and relatively low enthusiasm for learning. Although the teachers are trying hard to teach, the students are desperately learning, but the results are still far behind. Some Uyghur students in the folk language class have difficulties in using language communication, and the learning foundation is relatively weak. Coupled with the increasing number of courses and the increasing difficulty of coursework, this has caused a strong sense of frustration. At the same time of strong self-esteem, they gradually formed a certain degree of inferiority complex in their psychology. They felt that their academic performance was poor and they had no confidence in whether they could get into the ideal university. Under such psychological gaps, their desire to learn has weakened.

## **III. The Implementation Strategy and Path of Uyghur-Han Intercultural Communication at Colleges and Universities**

### 3.1. Cultivate Cross-cultural Awareness

“Cross-cultural awareness” refers to a specific thinking that people with different cultural backgrounds hold in the process of communication. This kind of thinking can ensure that communicators communicate accurately. Uyghur and Han nationality colleges and universities account for a relatively high proportion. Therefore, when educating them, they should be guided to objectively understand the diversity of culture, cultivate students’ open mind, learn to be inclusive, highly sensitive, respectful and appreciative, and delay the subjective evaluation and judgment of other cultures. This will help them form a good cross-cultural awareness and develop a certain intercultural communication ability.

### 3.2. Build an Intercultural Knowledge Framework

Analyze the geopolitical context of colleges and universities and clarify the scope of intercultural communication. According to the students’ academic situation, analyze the advantages and disadvantages of the university’s cross-cultural curriculum, and then clarify the teaching objectives of the relevant courses, formulate specific plans for cultivating cross-cultural communication skills, and clarify the teaching plan. Determining the content of cross-cultural communication courses should focus on the teaching of cross-cultural knowledge, while focusing on the cultivation of cultural critical awareness and communication skills. While Uyghur students learn Chinese culture, Han students should be familiar with Uyghur’s language and customs as much as possible to learn Uyghur’s excellent culture.

### 3.3. Improve Cross-cultural Communication Skills

The national unity is closely linked to the teaching methods and the innovation of teaching content. Most of the Uyghur students in colleges and universities come from ethnic gathering areas, and their understanding of the world is very limited, but they are eager for knowledge, and they have great enthusiasm for learning Chinese all the time. If educators in colleges and universities can explore some effective teaching methods, they will carry out some teaching and practice projects of cooperation

between the Uyghur people and the Han nationality. While studying cultural knowledge, both Uyghur and Han can improve cross-cultural communication skills, enhance mutual cultural identity and inter-ethnic experience, and have a useful role in the construction of multicultural ideology.

### **Conclusion**

The cross-cultural exchanges between Uyghur students and Han students include religious, cultural and psychological aspects. Among them, cultural factors mainly include language differences, family, parental influence and other growth environment differences. Psychological factors mainly include ethnic psychological distance and interpersonal cognitive bias. The national psychological distance refers to the distance psychology between different ethnic groups due to differences in national culture and ethnic cognition. It is precisely because of the huge differences between Uyghur and Han cultural customs that they inevitably have conflicts in communication. Therefore, the study of Uyghur Chinese intercultural communication has important practical significance and far-reaching historical significance. It can be seen that in the university's language, cultural curriculum and national unity education, it is very important to cultivate cross-cultural awareness, build a cross-cultural knowledge framework, and improve intercultural communication skills.

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