

The Influence of Cross-cultural Sensitivity on the Cultural Adaptation Strategies of Minority Students in Mainland Universities

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Abstract: With the development of communication theory research and its application in Chinese teaching of ethnic minorities in mainland China, The importance of culture is getting more extensive in Chinese education. In the teaching of Chinese universities in ethnic minority areas, Due to the different cultural backgrounds of students and Chinese language, students used to think that Chinese is an empty and abstract language, which is far from their own life. Therefore, it makes learning more difficult and teaching hard to achieve the expected goal. Cross-cultural sensitivity has two main characteristics. The first is inclusive personality, including thinking from multiple perspectives, advancing with the times and broad concepts, tolerance for vagueness. Second is social relations, which refers to the ability to accept and change roles. The purpose of this paper is to explore the influence mechanism of cross-cultural sensitivity on the cultural adaptation strategies of minority students in the mainland, and adopts cross-cultural sensitivity scale, ethnic identity scale and cultural adaptation strategy scale.

Keywords: Cross-cultural communication; Cross-cultural sensitivity; Minority nationalities in the mainland; Cultural adaptation strategies

Introduction

With the development of times and technical progress. cross-cultural communication has become the objective reality that cannot be ignored. Due to different cultural backgrounds, people's way of thinking and value orientation inevitably encounter communication barriers. Under this circumstance, people's communication is getting easy. Cross cultural ability and enhancement, cross-border, cross-ethnic learning and cross-cultural exchange research and smooth cross-cultural exchange are very important. Intercultural communication has become an objective reality that cannot be ignored. People with different cultural backgrounds, ways of thinking and value orientation will inevitably encounter communication obstacles. In this situation, the cultivation and enhancement of intercultural competence and the study and research of intercultural communication are very important for the smooth communication of cross-border, inter-ethnic and intercultural. Cross-cultural sensitivity is the sensibility of individuals to promote appropriate and effective behaviors in cross-cultural communication on the basis of understanding and appreciating cultural differences. It is the core competence of cross-cultural communication. At present, the cross-cultural sensitivity of minority students in the Mainland is relatively low. In the context of the new era, mainland minority students often face cross-cultural exchanges between international and domestic regions. It is the responsibility of higher education to help ethnic minority students across the mainland to strengthen cross-cultural sensitivity. Enhancing the cross-cultural sensitivity of ethnic minority students in the Mainland can in turn promote the development of all human beings and ultimately promote the development of higher education. Colleges and universities can conduct a wide range of humanities lectures and general courses to promote the differential identity and social participation of science and engineering students. It is hoped that this research can attract more scholars and attract more scholars' attention to the research in this field. At the same time, it can also provide theoretical and practical reference for the cultural adaptability of minority students in the mainland universities.

I. National identity and acculturation of minority students in mainland universities

Minority students from mainland universities have a higher sense of belonging and cultural identity to their own nationality than the Han nationality, while their social identity is lower than the Han nationality. Generally speaking, in China, ethnic minorities have strong emotional attachment to their nationality. They have a high degree of identity with national culture, while their social identity is not high. The minority groups' recognition of the social conditions of the nation (the identification of economic and educational conditions) is low, indicating that they have a positive and appreciation attitude towards the social conditions and cultural resources of the Han people, while they are not satisfied with the social conditions of their own nationality. This suggests that the state should accelerate the development of economic and educational development in ethnic minority areas. Minority students from mainland universities tend to adopt integration strategies in ethnic exchanges. This is the most ideal adaptation strategy, indicating that their cultural adaptation is good. People with high cross-cultural sensitivity are more sensitive to the differences between their own nationality and foreign nationality, and they have an attitude of appreciating and understanding the differences. The cross-cultural sensitivity of ethnic minority students in mainland universities has a positive impact on the identity of the Han nationality. The reason is because ethnic minority students with higher cross-cultural sensitivity have higher sensitivity to ethnic differences. They are more likely to accept Han culture. Cross-cultural sensitivity can also promote the recognition of ethnic minority students in mainland universities. Because the communication among ethnic groups is a process of comparative learning, the ethnic minority students in mainland universities have deepened their understanding of the Han nationality and the ethnic group. Therefore, cross-cultural sensitivity has improved the recognition of the Han nationality students in the mainland, while also increasing their recognition of the nation.

II. The necessity and significance of enhancing the cross-cultural sensitivity of minority students in mainland universities

2.1 As time goes by, higher education has the responsibility to help college students improve cross-cultural sensitivity

At present, with the development of globalization, the cultural exchanges between countries and regions are wider and deeper than ever before. In this new era of context, college students are often objectively or implicitly in cross-cultural communication. Explicit cross-cultural communication is mainly carried out on two levels: First, the exchange of international culture. With the continuation of globalization and the deepening of China's participation in the world stage, the links between college students and the world are increasing, and the frequency of opportunities for exchanges with different national cultures in the world is increasing. For instance, college students take foreign teacher courses. There are more and more international cultural exchanges, such as studying abroad, and contacts with minority students of foreign universities in the mainland. The second is cultural exchanges between various regions of the country. College students usually come from all corners of the country. They carry the culture of their hometown and gather together. They also need cross-cultural exchanges between domestic and foreign regions.

2.2 Enhancing the cross-cultural sensitivity of minority students in mainland universities in turn can promote the development of higher education

Enhancing the cross-cultural sensitivity of minority students in mainland universities can promote the literacy of students and help achieve the goal of cultivating people, thus promoting the development of higher education. Individuals with higher cross-cultural sensitivity are more tolerant and relaxed, rather than relying on their own experience and culture as a single reference object in the subconscious to measure the culture of each other. In the face of unfamiliar cultural phenomena, we can also objectively treat and tolerate these issue. It is not easy for us to make simple and biased arguments, and we tend to use rational thinking to analyze the reasons behind it. In addition, college students with higher cross-cultural sensibilities are likely to gain more intellectual and spiritual pleasures than those who with lower cross-cultural sensitivity when reading or enjoying similar activities.

III. Strategies to enhance cross-cultural sensitivity of minority students in mainland universities

This paper uses the ISS questionnaire designed and developed by Chen and Starosta to empirically investigate the cross-cultural sensitivity of minority students in the universities and to provide a new way to improve the cross-cultural sensitivity of minority students in mainland universities. The overall level of cross-cultural sensitivity is shown in Figure 1.

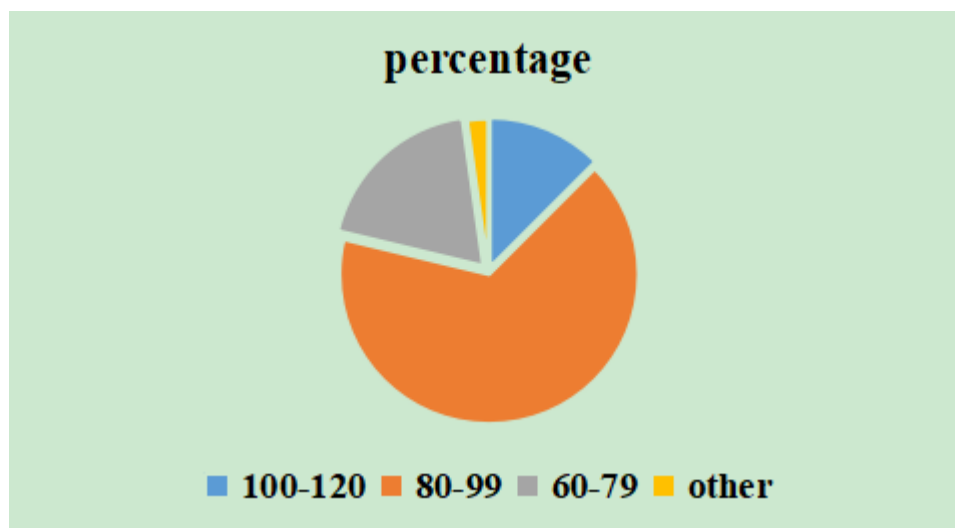


Figure 1. Overall cross-cultural sensitivity

It can be seen from Figure 1 that the score of 66.25% of the questionnaires is between 80 and 99. The cross-cultural sensitivity of minority students in most mainland universities is above-middle level, and 12.5% of students have higher cross-cultural sensitivity, 19%. Students are less cross-culturally sensitive. From the data analysis, students scored the lowest in "communication confidence" and "communication pleasure" at all levels. According to descriptive statistics on the results of "communication confidence", The study found that most students in minority colleges believe that they can speak and integrate other cultures as much as possible in cross-cultural communication. but they are not sure whether they have confidence or always know how to do. The positive and optimistic attitude of self-esteem people can be transformed into self-confidence, so as to actively agree and accept cultural differences. The main reason for the low level of communication confidence among ethnic minority students at mainland universities is the lack of self-esteem and self-confidence. Therefore, the way for minority students from mainland universities to improve their communication confidence is to build self-esteem and self-confidence in cross-cultural communication.

According to the descriptive statistics of the scores in “Communication Fun”, it is found that most students are not discouraged when interacting with people of different cultures. Some students are not sure whether they will feel uneasy or unable to relax. People with a high degree of self-monitoring know how to use environmental cues to guide self-expression and adapt to various social situations. The main reason for the low level of communication fun of students is the low self-monitoring ability and low ability to adapt to various communication environments. Therefore, schools should provide more opportunities for minority students from mainland universities to learn new cultures. Schools can appropriately introduce the country's customs, history and culture in classroom teaching. In order to enable minority students from mainland universities to have a general understanding of the target culture. By learning books and personal experience, students can realize the diversity of society, culture and civilization, and understand fresh things with an inclusive and understanding attitude, so as to better help ethnic minority students in mainland universities to deepen their understanding of new culture and adapt to the new cultural environment.

Conclusion

With the development of the times, the ties between different countries and regions are getting closer, cross-cultural exchanges are expanding and deepening, cross-cultural sensitivity has become the core competence of cross-cultural exchanges, while the importance of ethnic minority colleges as a new social technology and ideas for students in the mainland is self-evident. Minority students in colleges and universities should pay attention to the surrounding language information and non-verbal information, get fresh feelings from different cultures, do not to draw conclusions quickly and pay attention to the development of foreign language language ability to improve the concentration of communication and the students of mainland minority students. The pleasure and confidence of communication will effectively improve the cross-cultural sensitivity of minority students in mainland universities, reinforce their cross-cultural communication ability, and help to achieve the goal of cultivating higher education for all. In order to improve the cross-cultural communication ability of minority students in mainland universities, we must pay attention to improve their level of cross-cultural sensitivity, cross-cultural sensitivity determines the effectiveness of cross-cultural communication to a certain extent.

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