

Cultivation of Cross-cultural Adaptability of Application-oriented University Students under the Background of Internationalization

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Abstract: Under the background of internationalization, the communication between countries is more and more close, which requires the cross-cultural adaptability(CCA) of talents. The cultivation of CCA of application-oriented university students has a great impact on their future development. The cultural foundation of application-oriented university students is relatively weak, but their practical ability is very strong, which requires changing the traditional talent training objectives, combining the characteristics of application-oriented university students and the training objectives of CCA, promoting the effective combination of theory and practice, and improving the effectiveness of CCA training. This paper mainly studies the cultivation of CCA of application-oriented university students under the background of internationalization. This paper analyzes the causes of cross-cultural maladjustment, and then puts forward some measures to cultivate students' CCA in application-oriented universities. In order to understand the problems of application-oriented university students' specific cross-cultural adaptation, this paper adopts the form of questionnaire survey. The results show that the most common problem of application-oriented university students in cross-cultural adaptation is the language problem which accounts for 27%, followed by the interpersonal problem which accounts for 23%, which is also caused by the differences of language and culture in the final analysis. In addition, there are still work situation problems accounting for 13%, psychological problems accounting for 12%, problems caused by natural environment accounting for 11%, problems caused by daily life accounting for 9%, and values problems accounting for 5%.

1. Introduction

After the reform and opening up, China has gradually moved to the world, especially after China's accession to the WTO, China's foreign trade is changing with each passing day, and domestic enterprises are gradually going abroad to the world, which requires a large number of talents with foreign language skills [1-2]. As the backbone of today's society, the application-oriented university Students need to cultivate foreign language ability and their CCA cannot be underestimated [3]. In fact, cross culture is to have a deep understanding of different culture which is different from or in conflict with the national culture, and to be able to give corresponding tolerance to this culture under the condition of fully understanding its culture, so as to accept and adapt to this cultural form [4-5]. CCA is not only a necessity of the new era, but also an inevitable requirement of the implementation of quality education. At present, the research on the CCA of application-oriented university students in China is still at the primary stage, lacking of theoretical guidance, so it has not been able to explore an effective way to cultivate the CCA of application-oriented university students [6-7]. This paper takes the internationalization background as the research premise, and explores the teaching methods and means of cultivating CCA of application-oriented university students under this background [8].

In the research on the cultivation of CCA of application-oriented university students under the background of internationalization, many scholars at home and abroad have studied it and made some achievements. Heggernes pointed out that, of course, there is still a big gap between China and western developed countries in economy, culture and science. To shorten this gap, we need to cultivate more talents, and these talents also need to learn from foreign advanced technology to promote the development of China's economy, culture and science and technology [9]. Konrad and others have made further analysis and research on adaptive ability on the basis of predecessors, thus giving a more detailed description of adaptive ability. They believe that adaptive ability is the sum of grammatical ability, discourse ability, sociolinguistic ability and strategic ability [10].

This paper mainly studies the cultivation of CCA of application-oriented university students under the background of internationalization. This paper analyzes the causes of cross-cultural maladjustment, including maladjustment to natural environment, culture, social environment, social status, interpersonal relationship and material environment, as well as the common symptoms of individuals. Then, it puts forward some measures to cultivate the students' CCA in application-oriented universities, such as cultivating teachers' CCA, strengthening the awareness of CCA education, and improving students' comprehensive ability. In order to understand the problems of application-oriented university students' specific cross-cultural adaptation, this paper adopts the form of questionnaire survey.

2. The Research on the Cultivation of Students' CCA in Applied Universities

2.1. Causes of Intercultural Maladjustment

In a different cultural environment, emotion is the fact that causes physiological and physical changes and has the greatest impact on personal activities and life. In other words, emotion dominates the direction of individual adaptive behavior. We call this state emotional maladjustment because of the abnormal or obstacles in emotion and the inability to take appropriate actions to the environment. If people fall into emotional maladjustment, they will have psychological tension, psychological contradiction, disharmony with the environment, dissatisfaction, frustration and so on. Emotional maladjustment is formed by the interaction of various factors. If we consider this, the causes of individual emotional maladjustment are the pressure of different cultures and the response to cultural shock. From mild confusion, panic to mental disorder, the state of symptoms is different.

And this is not an instant spiritual blow, but a persistent phenomenon in a certain period of time. Cross-cultural maladjustment can be divided into four categories:

(1) Inadaptability to the natural environment (it refers to the influence of natural factors such as climate, water and soil);

(2) Maladjustment to culture and social environment (it refers to the cultural influence of nationality, nationality, racial view, mass media, customs, habits, etc.);

(3) Maladjustment to social status and interpersonal relationship (it is influenced by language, values, way of thinking and interpersonal communication relationship)

(4) Inadaptability to the physical environment (it includes the impact of food, living environment, dense or sparse population, means of transportation, pollution, etc.).

There are five common symptoms of cross-cultural problems

(1) Physical symptoms (insomnia, loss of appetite, headache, shoulder pain, etc.);

(2) Psychological symptoms (negative fear, depression, frustration, easy to be emotional, autistic mood);

(3) The symptoms of interpersonal relationship (isolation, hostility and high attitude, quarrels, obsession and delusion of victimization);

(4) The symptoms of intelligence (mostly the loss of self-confidence caused by the difficulties encountered in the work, the anxiety caused by the expectation of achievements, etc.);

(5) Other symptoms in social life (increased probability of traffic accidents, closed door, or repeated mistakes, etc.).

In the process of cross-cultural adaptation, if there are all kinds of emotional disorders and emotional maladjustment, individuals should understand the problems they encounter in spirit and living environment as soon as possible, and get timely psychological assistance.

2.2. Cultivation Measures of Intercultural Adaptability

(1) Cultivating Teachers' CCA

In the process of accumulating cultural knowledge and ability, teachers and students will be gradually strict with the requirements. Skills and culture are indispensable. Without culture, skills are vulgar. Without culture, skills are Utopian. Therefore, students in application-oriented universities are essential for the accumulation of knowledge. Our students must understand that the material and spiritual aspects co-exist in this world. Application-oriented foreign language education in universities is to enable students to have the ability of cross-cultural communication, which requires high-quality teachers. This requires that teachers not only have a good command of foreign language, but also have a good understanding of foreign cultural background. At the same time, we should be clear about the differences between the East and the West in the way of thinking and value orientation. These all need teachers' usual accumulation, such as reading more foreign books, newspapers and magazines, which can help them understand foreign society, politics, economy, culture, history and geography, and also help them understand foreign religion and customs. Of course, it's not enough to talk on paper. If you have the opportunity, it's very helpful for the improvement of teachers' cultural accomplishment to take part in some academic exchange activities and experience the local culture personally. Only when teachers have a strong ability of cross-cultural adaptation, can students identify the differences between their own culture and foreign culture, and know the cultural uniqueness of different nationalities, so as to realize the effective teaching of cross-cultural adaptation. With the improvement of students' CCA, it brings new challenges to teachers. In the face of such challenges, teachers should appropriately go abroad

for training, carry out more cultural lectures and theoretical seminars, and conduct more academic exchanges, so as to ensure that our teachers have a higher level of CCA.

(2) Strengthening the Awareness of Intercultural Adaptation Education

After China's accession to the WTO, with many foreign-funded enterprises investing in China to build factories, the economy has also been in rapid development. However, the rapid development of economy and society needs a large number of talents. Cultivating a large number of comprehensive talents in line with social development is the historical mission of application-oriented universities. Universities should attach great importance to the cultivation of students' CCA. In this way, students' comprehensive ability can be cultivated, and more talents can be sent to the country. In order to achieve this goal, the education department should strengthen the guidance of application-oriented universities in cross-cultural adaptation teaching, improve the comprehensive level of application-oriented universities, and enhance students' awareness of cross-cultural adaptation ability. It should be targeted when formulating foreign language and international culture teaching goals. At the same time, we should increase the training of foreign language teachers in CCA teaching. In the foreign language teaching of application-oriented universities, the application of language and communicative competence should be taken as the starting point of teaching content design, and the CCA should be taken as its dominant objective. In teaching, teachers should know that cross-cultural adaptation teaching is an important part of it. Teachers should teach language and cultural knowledge at the same time. And teachers have the obligation to tell students to cultivate their awareness of cross-cultural adaptation. When teaching students a foreign language, teachers should not only pay attention to the teaching of sentence structure, but also bring culture into teaching, so that students can identify different cultures while learning. At the same time, they should strengthen students' learning of foreign language function, communication and application, so that students can master the use of authentic foreign language in communication. In order to achieve this goal, it is necessary to have a team of teachers with high cross-cultural adaptation knowledge literacy. In order to better organize learning, teachers should use appropriate methods in the teaching process. At the same time, students should understand the relevant foreign cultural background, the differences in world outlook and words between China and foreign countries, as well as the differences in body and language. Only in this way can the learning objectives be achieved smoothly and students have the awareness of cross-cultural adaptation when they use English.

(3) Improve Students' Comprehensive Ability

Schools should not only pay attention to the cultivation of students' CCA, but also pay attention to the improvement of students' comprehensive ability. In foreign language teaching, in addition to cultivating students' good basic knowledge of foreign language, oral English is also one of the abilities that students need to exercise. So students can not only listen and speak, but also read and write. At the same time, in order to ensure that students will not have some unnecessary misunderstandings in international exchanges, teachers should ensure that students have a general understanding of the cultural knowledge of some countries and know the cultural connotation of some countries. Finally, etiquette should not be left behind, including language, behavior, diet and clothing. In order to consolidate students' learning in cross-cultural adaptation, schools should improve the learning assessment system and evaluate students timely.

2.3. Weight Algorithm of Questionnaire Evaluation Index

This paper mainly studies the cultivation of CCA of application-oriented university students

under the background of internationalization, studies and understands the cultivation of CCA of university students, and makes quantitative feedback on the cultivation, so as to determine the specific results of the cultivation of CCA and improve its shortcomings. Therefore, in order to quantify the results of feedback on the cultivation of CCA and facilitate the analysis of CCA of application-oriented university students, the questionnaire survey results used in this paper use the method of weighted summary, the formula is as follows:

$$A = \sum_{i=1}^l \lambda_i \left[\sum_{j=1}^m \lambda_{ij} \left(\sum_{k=1}^n \lambda_{ijk} a_{ijk} \right) \right] \quad (1)$$

At the same time, when the evaluation method is designed to collect and process the information, it will also use the weighted sum scoring method to evaluate the CCA of application-oriented university students, the calculation formula is as follows:

$$S = \sum_{i=1}^n Q_i S_i (i = 1, 2, \dots, n) \quad (2)$$

Among them, A and S are the comprehensive scores, and the indicators are i, j, k through the analysis and processing of the indicators, the evaluation information data is calculated to evaluate the application-oriented university students' CCA, so as to understand the performance of the application-oriented university students' CCA.

3. Experimental Study

3.1. Subjects

In order to understand the problems of the application-oriented university students' specific cross-cultural adaptation, this paper adopts the form of questionnaire survey. The main survey object is the application-oriented university students, through the statistical integration of the feedback results of the questionnaire to understand the cultivation of cross-cultural adaptation ability.

3.2. Experimental Process Steps

This paper studies and analyzes the causes of cross-cultural maladjustment, and then puts forward some measures to cultivate students' CCA in application-oriented universities. In order to understand the problems of the application-oriented university students' specific cross-cultural adaptation, this paper adopts the form of questionnaire survey. This paper analyzes the corresponding situations of male and female students in application-oriented universities when they encounter the types of problems in cross-cultural adaptation, so as to understand the specific differences.

4. Experimental Research and Analysis on the Cultivation of CCA of Application-Oriented University Students

4.1. Analysis of the Main Types of Cross-Cultural Adaptation Problems

Cross culture is a process of communication between people with different cultural affiliation.

In the process of cultivating students' CCA in application-oriented universities, the process of adaptation is a process of multi-faceted integration, in which all kinds of problems will be encountered. In order to understand the problems of the application-oriented university students' specific cross-cultural adaptation, this paper adopts the form of questionnaire survey, through the distribution of network questionnaire. The statistical results of the questionnaire are shown in Figure 1.

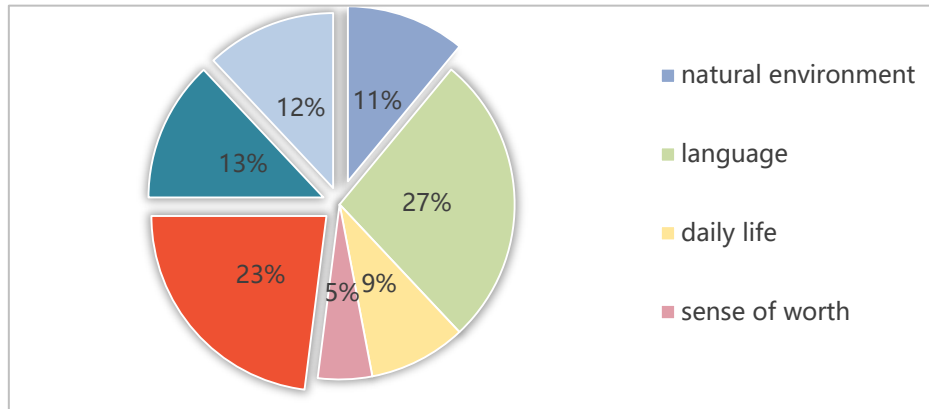


Figure 1: Analysis of the main types of intercultural adaptation problems

As can be seen from Figure 1, among the main types of problems in cross-cultural adaptation, the most common problem is the language problem accounting for 27%, followed by the interpersonal problem accounting for 23%, which is also caused by the differences in language and culture in the final analysis. In addition, there are still work situation problems accounting for 13%, psychological problems accounting for 12%, problems caused by natural environment accounting for 11%, problems caused by daily life accounting for 9%, and values problems accounting for 5%.

4.2. Cross Cultural Adaptation Analysis

This paper studies the specific cultivation of CCA through questionnaire survey, and makes statistics on the coping coefficient of boys and girls to different types of problems in the questionnaire survey. The data results are shown in Table 1.

Table 1: Analysis of the adaptation of male and female students to cross-cultural in Applied Universities

	Natural environment	Language	Daily life	Sense of worth	Interpersonal communication	Working conditions	Psychological endurance
boy	3.14	2.15	2.43	2.49	3.22	2.81	2.97
girl	2.75	2.21	2.58	2.44	2.61	2.53	2.54
average value	2.95	2.18	2.5	2.47	2.92	2.67	2.76

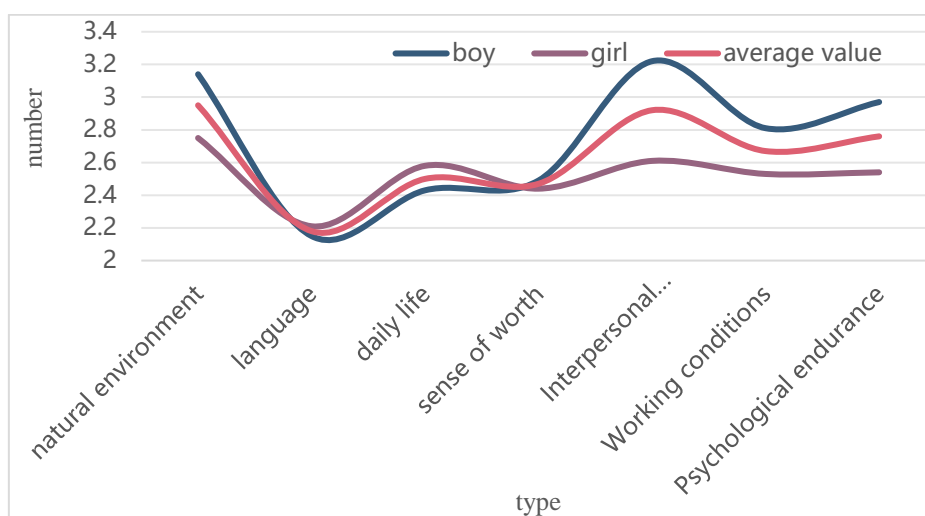


Figure 2: Analysis of the adaptation of male and female students to cross-cultural in Applied Universities

From Figure 2, we can see that different groups have different coping abilities in different aspects. In the face of interpersonal communication, work pressure and psychological endurance, boys are higher than average level and girls are lower than average level, while in language and daily life, girls' average level is higher than that of boys.

5. Conclusion

CCA is not only a necessity of the new era, but also an inevitable requirement of the implementation of quality education. It takes a long time to cultivate CCA, which has strong practicality. To achieve this goal, we can't do it without rich knowledge and practical experience, and the joint efforts of teachers and students to explore a set of reasonable and effective teaching methods and means.

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