The Problems of Intercultural Education Colleges and Universities Face and Their Countermeasures

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Abstract

The diversity of university culture brought about by the internationalization of higher education, which makes intercultural education become a research perspective of educational administrators in colleges and universities. This paper tries to analyze the phenomenon of cultural conflict in colleges and universities from the intercultural perspective, and thinks that the language conflict, the different values and the lack of intercultural knowledge of teachers are the main factors. In order to cope with the shortage of intercultural education, colleges and universities should focus on cultivating intercultural knowledge and awareness of teachers and students, and instruct students to do intercultural practice, and meet different educational needs of students with multicultural background on this basis in colleges and universities.

Keywords

Colleges and Universities, Intercultural Education, Education Management.

1. The Related Concepts and Their Meanings of Intercultural Education

The meaning of "culture" is largely the people's understanding of life experience of and belief and value of behavior basis in a group. With a broad and simple definition, "culture" represents an individual social public experience, that experience affects the formation of the world outlook of the members of society. "Cross-culture" is the interaction that defines people with different backgrounds [1]. UNESCO put forward intercultural education in the "role of education in cultural development" for the first time. This article argues that culture education include "recognize the equivalent dignity of all cultures and the unbreakable link between cultural heritage and modern cultures", and "intercultural or multicultural education". Interculturality and multiculturality are the knowledge and understanding of different cultures, as well as the establishment of positive exchanges and mutual enrichment relationships between the various cultural components within a country and different cultures around the world. The intercultural or multicultural education are "promoting respect, mutual understanding and enrichment of cultural diversity", "promoting respect for cultural diversity, enhance understanding and the culture of different groups that can be identified", "enhancing international understanding and making it possible to fight against all kinds of exclusion phenomenon, " the purpose should be that people understand the culture of its own people to appreciate the culture of the people in neighboring countries and ultimately appreciate the worldwide culture." [2]"Intercultural education" is that educated people who inherit a certain kind of culture are made educational activities of other related cultural groups , instruct educated people understand cultural differences, overcome cultural interference, shorten cultural distance and resolve cultural conflicts through education, cultivate students' equal, tolerant, open and objective cultural identity mentality, master the intercultural exchanges, comparison, abandonment, and communication ability, and ultimately achieve inter-cultural exchanges effectively and smoothly [3].

It can be seen from the above definition that intercultural education is a interaction of heterogeneous culture, which contains the co-adaptation and mutual integration process after various different cultures make contact, the purpose of intercultural education is to make people with different cultural background can recognize, respect, tolerate, appreciate each other's culture, in order to achieve the elimination of cultural conflict and build a harmonious international campus.

2. The Problems Intercultural Education Face under the Multicultural Environment

2.1 Language and Cultural Barriers

Language is the carrier of culture, first, culture gives people an intuitive impression through the language. At the same time, language is the main medium of intercultural communication, but also one of the important factors that influences intercultural communication. Students who have the same language background are easy to communicate with each other. On the contrary, the language is different, each other's wishes are difficult to express, and communication are out of the question. For students with different cultural backgrounds, the influence of the language and culture of mother tongue on their thinking and behavioral habits are ingrained, and the self-identity obtained in the language and culture context of mother tongue is also deep-rooted. If people who have got the cultural identity of mother tongue, no longer learn a second language and culture to other countries, this self-identity will not be disturbed, the mind and emotion will always maintain a balance and harmony in the psychology and physiology. However, if you want to learn language and culture in other countries, the first self-identity associated with the language and culture of the mother tongue in order to resist the acquisition of the second self-identity, it will form a barrier or self-boundary, isolate him from the interference of new language and culture, which is negative transfer role of mother tongue. Different cultures require different forms of language expression and behavior, which is a stipulation of language and culture, intercultural communication process involves the language protocol, cultural conventions as well, these differences of two stipulations in different cultures is the root cause leading to cultural communication obstacle. Linguists said that the faults in intercultural communication as pragmatic failures, when this fault is serious, which can lead to cultural shock [5].

Even worse, linguistic discomfort leads to students' learning-weariness and resistance; it is more difficult for educators to cope with.

2.2 Campus Culture Conflict Brought About by the Differences in Values

Value also belongs to the cultural category. Values are the key of organizational culture. The identity of organizational culture is mainly the identity of the value, and values are difficulty of identity. This is because different nationalities and countries have different values [6]. Colleges and universities as multicultural organization, where there are student groups with different cultural background, must be a variety of values. For example, the core value of western culture is the relationship between man and material, this value is characterized by the emphasis on individual independence and initiative, advocate completely free of individual action and belief. They pay attention to the development of personality, they think that a person should be independent and self-esteem; it is as a person and receive attention and respect with these. Therefore, western schools generally do not interfere with students' life; do not take more management under the guidance of this kind of values. Students who have this kind of values are generally reluctant to participate in collective activities, like to act alone, look for interested extra-curricular activities. While the easterners' values are different, it emphasizes the moral norms, attach importance to collective interests. Individuals are attached to the collective; the collective interests are paramount, when the personal interests and collective interests in conflict, stress the interests of the whole, advocate personal interests obey the collective interests. The Sitaram has studied the value system of different cultures and divided them into the first, second, third and negligible four levels in accordance with its importance. For example, personal independence, money, punctuality, enterprising spirit, emphasis on efficiency, frankness are the first in the western culture values, and individual independence, money, punctuality, enterprising spirit, focus on efficiency are third in the Eastern culture. The gratitude, peace, satisfaction, humility, view of karma, collective consciousness, and respect for the elderly are the first in the Oriental culture, Muslim culture think that individual independence and peace are negligible; The Oriental culture, African culture and Muslim culture all think that unconventional or unorthodox can be ignored [7].

It is precisely because the values of the various groups in colleges and universities are different; university culture has a re-examination and improvement problem in the internationalization

background. In the practice of students' education and management in colleges and universities in China, this kind of campus conflict based on the difference of value often occurs. For Chinese students, they learn a lot of foreign cultural knowledge, but it is difficult to use the correct attitude and peaceful mind to deal with for many phenomena, such as in the 9.11 incident, the nationalist view of neglecting individual life are universal in the college students, The TOFEL examination institute in China sued New Oriental Education & Technology Group for its intellectual property rights violation. The legal dispute also stimulates nationalist protests. A football game will be rendered as a country "revenge". These kinds of nationalist sentiment even have been shown in early childhood education.

2.3 College Educators Lack Corresponding Intercultural Thinking and Knowledge Level in the Face of Intercultural Education

Intercultural education is similar to other educational behaviors, which also contains both teaching and learning   aspects, and these two are interactive. Students with different cultural backgrounds, how to adapt to a cultural atmosphere which is different from homeland environment, and obtain relevant knowledge, in addition to the student's subjective initiative, the role of teachers is very important. In reality, intercultural education in colleges and universities still cannot make students satisfied, a big reason is ascribed to the lack of enough intercultural knowledge of teachers themselves, so the solution thinking is their own country in the face of an intercultural issues, it is difficult to improve education effect. There is a good example to illustrate this point well: a group of students watch the movie "Goodbye Sarah" under the leadership of the teacher, the film is told about that her daughter fell in love with a "pagan", her Jewish parents "breaking up affectionate couples", break up the young man rudely. In the discussion after class, most of the students criticized the Jewish parents, said that they destroyed the happiness of young people, but there is a Hui nationality students stand up and talk that loving with infidels are guilty, Jewish parents are not wrong. The problem is submitted to the teacher, the teacher discuss own views from the anti-feudal point of view, the results is that the Hui nationality students and students' parents are very dissatisfied. From an intercultural perspective, this case shows that our students' education lack intercultural factors, that is to say, our existing higher education is basically based on the same culture or nationality, national culture, it does not reflect intercultural or multicultural factors to a large extent. This also shows that colleges and universities should update the educational ideas, improve the teaching methods, and create an active teaching environment with cultural tolerance and stimulating creativity. It is necessary for teachers to give some intercultural education and training so that they understand that students' behaviors are different from different countries, different nationalities and different cultural backgrounds, tolerate the unacceptable performance and way of thinking in our national concept. In teaching methods, teachers should weaken the supreme authority given by Chinese ancient culture as much as possible, and build classroom into learning places where different cultures are tolerant and communicated, so that students from different cultural backgrounds can feel classroom atmosphere that are loose, full of humanity, and encourage creativity brought about by new ideas.

3.   The Countermeasures and Measures of Intercultural Education

3.1 The Acquisition of Intercultural Knowledge

The shortcomings and inadequacies of cross-cultural education in colleges and universities are due to the lack of intercultural knowledge teaching. Most of the students do not understand the history, culture, religion and even customs of the target language country, so that there is a lack of intercultural knowledge in practical communication. Of course, this acquisition of this knowledge first learns the language of the target language country. Although the students left the country as the "fish left the water", but go to the target language country, it likes "fish come into a new waters", although do not know the "water" depth, but they will adapt over time. Because they have environment where they can directly contact and communicate with different culture. The key is to that they should actively communicate with local teachers and students, use the local language as far as possible, so that themselves in foreign language learning environment are as much as possible, for instance, shopping, go shopping, dining, and participate in various activities with local teachers and

students in a persistent way, it will eliminate language barriers, and other local deeper culture such as lifestyle, values and other knowledge are got more quickly.

Any kind of culture cannot exist alone, it must be associated and contact with other cultures and contact and communication will produce cultural adaptation problems. Therefore, cultural adaptation is not unilateral, but a mutual process [8]. Intercultural education not only makes the foreign students adapt to local culture, the students in homeland face intercultural education as well. Many college students have studied foreign language for more than ten years, still cannot directly communicate with foreign languages, it can be said that our lack of education. Intercultural education should first change the teaching mode of college students' foreign language, from exam-oriented education to practical communication.

In addition, some college students lack basic intercultural knowledge and literacy in China. They do not know the historical relations among the Turkish, Thailand nationality, Dai, Vietnam and Jing nationality. They lack a systematic understanding of the cultural history of China and foreign countries. This makes our students unable to understand the impact of the East Turkestan (East Turkestan), Pan-Turkism, and the Central Asian national problems on China, and do not know the impact of the "World Miao People's Congress" on the Chinese Miao Nationality. Therefore, colleges and universities should pay attention to the accumulation of multicultural materials and information, properly increase education content of the various countries, nations, all levels of culture and even the marginal culture in the education process, so that students obtain relevant information, establish the basic intercultural knowledge base, instruct students to master the values of their respective cultures and behavioral characteristics.

3.2 The Development of Intercultural Awareness

According to the viewpoint of some foreign scholars, intercultural awareness is cognitive sensitivity of participants with intercultural communication on cultural factors, they are usually can be divided into four levels: (1) those cognition which are considered as strange surface culture phenomenon (2) those significant cultural characteristics cognition which are opposite to the mother tongue culture and considered to be incredible and lacks concept; (3) Through the rational analysis and obtain the cognition of cultural characteristics; (4) perceive different culture from the perspective of different cultures. The last level is the highest realm of intercultural awareness, participants were asked from to "cultural empathy" and "culture absorption" skill. The so-called empathy, it is put yourself in others' position and understand bitterness and joy, situation of the holders with different culture, make oneself "feel" the mood of the opposite side, and cause emotional resonance. The ability of cultural empathy determines whether communicators can get rid of the influence of their own life background and national culture, and consciously and spontaneously avoid and overcome cultural conflict caused by values, ideology, ethical norms, ways of thinking and language habits differences and so on, and ensure the smooth progress of intercultural communication. "Cultural Absorption" is based on the full understanding of different cultural differences, make oneself into their own cultural background to observe and think about the problem [9]. Thus, developing intercultural awareness is to help educated people to develop respect, open, tolerant and equal intercultural mentality and objective, unbiased intercultural viewpoint.

For a long time, due to the lack of awareness of intercultural education, it is difficult for educated students to cultivate a real intercultural awareness, teachers do not point out the inherent nationalist tendencies in Chinese culture. There is a collective supremacy in Chinese culture, students are less likely to observe the individual, and more observe the collective represented by this person in cultural observation, therefore, students often regard a foreign person's personal view as the opinion of their country. Cultivating intercultural awareness is to eliminate these self-centered, paranoid cultural awareness, through the emphasis on multicultural thinking training, emphasis on empathy, judge another person's feelings by one's own, develop tolerant and not narrow mind, open and not closed thinking.

3.3 Instruct Students to Do Intercultural Training

The purpose of intercultural education is to let students learn to interact with foreign cultures and learn the excellent elements of foreign cultures. After acquiring relevant intercultural knowledge and developing intercultural awareness, it is necessary to do intercultural training. Specifically, intercultural training is by teaching, discussion, simulation and other means within a certain period of time, make in intercultural cognition and communicative competence of systematic training for students, help them master required knowledge and skills that communicate with people from different cultures background, adapt and modify their own mentality and behavior in order to effectively make intercultural communication [10].

Intercultural training is actually the practice of intercultural theory and knowledge; consolidate students' intercultural learning in practice. Since it is practice, of course, they are mainly the form except classroom teaching. For example, in order to understand the Western culture, students can be encouraged to see healthy foreign films, and directly communicate with foreign teachers and so on. Organize college teachers into foreign investment, foreign-funded enterprises, joint venture and other foreign-related enterprises; and strengthen the training of teachers in the form of practice. In this process, teachers can fully understand the employment needs of foreign-related enterprises and understand the training standards of international talent, also better combine theory and practice, create a real teaching scene that reflect internationalization, serve the comprehensive development of students [11]. Therefore, the differences between the two cultures are magnified, that is to say, those value differences, thinking patterns differences factors that may lead to cultural shock or cultural conflict, are artificially magnified in front of intercultural communicators, so that they are personally on the scene by using reading, discussion, critical thinking, role-playing and so on [12].

4. Conclusion

The profound meaning of the internationalization of higher education is to cultivate talents with a broad international perspective, a sense of global responsibility, respect for the culture of other countries and the rights of others, love peace for the future society. The diversification of university culture brought about by the internationalization of higher education has become an objective fact. It is more difficult than before for today's university education management workers to make cross-cultural communication with students. Because the main characteristics of intercultural communication are their difference, people from different cultural backgrounds bring their different perceptions, values, norms, beliefs and minds into the communication process, when we explain the information from another culture, we are always understand in accordance with our own cultural background and decoding method determined by the cultural background. Therefore, the results of colleges and universities in the intercultural education are unsatisfactory. Studying college education management under the new situation, then talents with international view and world consciousness are cultivated, and harmonious campus culture is built only under the intercultural perspective.

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