



PRACTICUM REPORT

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.....GOVERNMENT SECONDARY SCHOOL.....

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**Praise for the practicum in Educational Administration
to Ms. Xue Yang**

Xue Yang abides by discipline and studies seriously during her internship in our school. I am open-minded to consult my tutor, personally participate in the management of international students, and I am full of enthusiasm for the education and teaching of international students. Through this internship, her professional theory level and management skills have been greatly improved. International students also recognize her work. She is a very hard-working and friendly teacher. I hope she can make greater progress in the future!

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(.....)

.....Xue Yang.....

.....Position.....

Tongren Polytechnic College

Official stamp

Abstract

With the increasingly close political, economic and cultural exchanges between China and other countries in the world, the growth of international students is also showing a trend of rapid growth. The influx of a large number of foreign students is a severe test for the management of foreign students in China. There are many examples of conflicts between managers and foreign students caused by cultural differences.

Through the contact with Southeast Asian students in Tongren Polytechnic College, the author found that in dormitory management and teaching management, due to cultural reasons such as different ways of thinking, foreign students and managers have unpleasant events. Through in-depth investigation, interviews with teachers and students and other research methods, we hope to find out the existing problems, and finally put forward relevant suggestions.

This paper is divided into five parts. The first part mainly introduces the research background, research methods and research significance; The second part is the literature review, respectively, from the "Southeast Asian students" research, cultural differences and Southeast Asian students as the object of foreign student management literature review, while listing the research methods and theoretical basis, to lay the foundation for the following writing; The third part is the case of dormitory management, trying to find out the attitude and problems of Southeast Asian students when facing cultural differences in management, and make further interpretation closely combined with the relevant theoretical knowledge of cross-cultural management; The fourth part summarizes the above research problems and gives the corresponding improvement methods; The fifth part summarizes the full text, puts forward the shortcomings of the research and future research ideas. There is no right or wrong in culture itself. Cultural conflict is not only caused by one side of the communication. The main way to reduce the conflict is for both sides of the communication to participate together. By using cultural differences, people with different cultural backgrounds, different languages and different religious beliefs can maximize their

advantages and minimize their differences, so as to achieve the goal of optimal management.

Keywords: Southeast Asian students, Cross cultural management conflict, Case study, Countermeasure

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.....6, 2021.....

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SECTION ONE

INTRODUCTION

1.1 Background

It has been more than 60 years since China began to recruit foreign students in the 1950s. Now, entering the 21st century, China's international student education has entered a new stage. Foreign students are an important part of college students. On the one hand, they have something in common with their native students, that is, they have something in common in student management; On the other hand, there are so many differences between foreign students in value concept, cultural background and the resulting way of thinking, learning methods, living habits and so on, that there are some problems in the management of foreign students in Colleges and universities. Due to the geographical location and other advantages, Southeast Asian students account for the majority of the students studying in Guizhou in recent years. Although Southeast Asian countries are close to the cities in Southwest China in geographical location, they are still quite different from China in the way of life and communication. Whether the understanding of cultural differences and its possible consequences is accurate, whether the understanding is profound, and whether the coping strategies are appropriate, to a certain extent, determines the success of the management of international students in Colleges and universities, and the success or failure of the management is related to whether the purpose of international students to study in China is achieved.

At present, I work in Tongren Polytechnic College, and I am also in the stage of graduate study. I have been practicing part-time in the Student Work Department of the school of international education since the second semester of graduate students. My main job is to serve as the education management of international students, responsible for a series of problems such as teaching management and daily management of international students. At the same time, he also served as a teacher of oral English, Chinese character writing and hsk4 in different classes. In the direct contact with foreign students, the author found some cases of foreign students, teachers and managers not adapting to

management due to cultural differences in administration and teaching. These maladjustment behaviors not only cause inconvenience to the management of international students, but also hinder the development of international student education in China.

In order to clearly study the cultural conflicts caused by cultural differences in the management of foreign students in Chinese universities, and to provide more convenient services for foreign students to study and live in China, this paper will start from the cases of cultural conflicts in the management of foreign students, This paper focuses on the cross-cultural management differences caused by cultural differences in the management of Southeast Asian students, analyzes real cases, and finds the best solution from specific cases, hoping to provide some reference for the education and management of foreign students..

1.2 Research Significance

The education and management of international students has always been an important problem for colleges and universities to realize the internationalization of education. For the special group of international students, education management service must have its own special methods, which can not be equal to Chinese students. This paper will analyze the cross-cultural conflicts encountered in the management of international students in Tongren Polytechnic College, and try to find an ideal mode of education and management of international students.

1.2.1 Theoretical significance

The management of foreign students is a problem that every Chinese University that enrolls foreign students will face. The management system and cultural differences are bound to be the direct obstacles for foreign students to integrate into local life as soon as possible.

The original intention of cross-cultural management is to develop a flexible and flexible management mode in the face of cultural differences in different countries in transnational operation, combine the advantages and disadvantages of internal competition, properly deal with different cultural conflicts, create a unique cultural management of the enterprise itself, and finally achieve the strategic objectives of the enterprise. In fact, the management of international students is similar to that of multinational enterprises. The

management of international students in Colleges and universities, like the management of multinational enterprises, is to educate and manage students from different countries and cultures. Therefore, in the way of management, we should consider the cultural differences of different countries, and seek the best management mode from the cultural aspect.

The combination of enterprise cross-cultural management and international student management in Colleges and universities will make the management of international students more humanized, which is also a new attempt for the management of international students. This paper applies the principles of cross-cultural management to the management of international students in Colleges and universities, starting from the accommodation, teaching and other aspects, makes a new interpretation of the principles of cross-cultural management, and makes a new attempt to the management of international students.

1.2.2 Practical significance

In order to promote the development of international student education in Chinese universities and provide the best service for the logistics management of international students, the cultural conflict in the management of international students has become an important issue that can not be ignored. This paper will provide specific reference and guidance for the management of foreign students due to cultural conflicts. Combined with the management system of Tongren Polytechnic College, it will provide some reference for the management of foreign students in Colleges and universities, and also provide reference for foreign students to better adapt to the management mode of Chinese Colleges and universities.

SECTION TWO

LITERATURE REVIEW

2.1 Description of the organization

Tongren Polytechnic College is the first higher vocational college in Guizhou Province to recruit international students. It always adheres to the international school

running idea of "based on ASEAN, facing Asia and looking around the world". It has successively carried out cooperative school running with more than 20 foreign colleges and universities (Zhao Yan Gao Caiyun, 2017). At present, there are 348 international students studying in 32 countries, including Myanmar, Cambodia, Laos, Indonesia, Vietnam, Kazakhstan, Morocco, Zimbabwe, etc., which is the vocational college with the largest number of foreign students and countries in Guizhou Province.

2.2. Research on "Southeast Asian students"

Southeast Asian countries refer to Thailand, Vietnam, Myanmar, Laos, Cambodia, Indonesia, East Timor, Malaysia, Philippines, Brunei and Singapore, a total of 11 countries in Southeast Asia. In this study, relying on the geographical advantages of Guizhou Province, the Southeast Asian students in this paper mainly refer to the students studying in Tongren Polytechnic College in Laos, Vietnam, Myanmar and Cambodia, not involving Thailand, Indonesia, the Philippines, Malaysia, the East Indies and Cambodia Singapore and Brunei are seven "maritime countries" or "island countries" in Southeast Asia.

Wang Yifeng and Nong Meidong (2015) used the cross-cultural sensitivity scale (ISS) to investigate the cross-cultural sensitivity of 160 Southeast Asian students from five universities in Guangxi. The results show that the intercultural sensitivity of Southeast Asian students is in the middle level; Among the five factors, communication pleasure and communication participation are higher, followed by communication focus and communication confidence, with the lowest sense of difference identity; Pearson correlation analysis shows that there is a correlation between multiple factors of intercultural sensitivity. Novera (2004) analyzed the cultural problems faced by Indonesian students in Australia during the adjustment period, especially in the interaction with classmates and the handling of teacher-student relationship. The difficulties faced by Indonesian students include mastering academic English, meeting the academic requirements of Australia and the shortage of Muslim public service facilities. He also put forward suggestions to improve pre study training and degree courses. Warden, Chen and caskey (2005) found that there are differences in values and behaviors between mainland students and Southeast Asian students in Taiwan, especially in their online forum posts. Mainland students send less information than Southeast Asian students, while both are less than western students.

Therefore, teachers should pay attention to these differences when they assign tasks and discuss online.

2.3 Research on the management of foreign students in the context of cultural differences

Influenced by geographical environment, historical background, values and other factors, world culture is divided into American culture, Asian culture, Middle East culture and other different cultural types. Different cultural types determine that the management of foreign students must be different from that of Chinese students. If we do not pay attention to the cultural customs and customs of each country, we will unconsciously touch the cultural taboos of the other country in the management process, resulting in the effect of getting twice the result with half the effort in the management process. Lin Dong, Xu Shoukun, pan Na and Yang Mingxing (2013) take globalization and regional economic integration as the background, and merge Chinese and foreign teachers and foreign students into a group of people who need to implement cross-cultural management. They think that the cultural gap and language differences between China and the West lead to the failure to integrate with China's management system. Through the analysis of their cultural characteristics and identity characteristics, establish the people-oriented management concept of international students, put forward the relevant views of cross-cultural management. Fang Fengxia, Xu Shoukun and Wang Lujia (2013) pointed out that the main reasons for influencing international students' intercultural communication are customs and values, ways of thinking, differences in living environment, language communication barriers and changes in teaching methods. Through the analysis of the reasons, this paper puts forward four suggestions: strengthening the language transitional training, strengthening the cross-cultural communication training of foreign students, promoting the development of campus cultural activities and improving the participation of foreign students in campus activities, which will play a role in promoting the development of the education and management of foreign students. Wang Yuexin (2014) in the article "problems and Countermeasures of cross-cultural management of foreign students in Colleges and universities", the author puts forward the following problems for foreign

students in China: excessive tolerance of foreign students in Colleges and universities, extra care for the group of foreign students, etc; There are some problems in the teaching management, such as the disconnection between Chinese teaching classroom and life, the backward teaching materials and so on; In cross-cultural communication, managers are not familiar with the language of foreign students. From the perspective of management, this paper analyzes the problem one-to-one, and finally gives the countermeasures.

2.4 A study on the management of overseas students in Southeast Asian countries

Zhou Wanxin and Luo Yanlong (2012) investigated the social support of Southeast Asian students in Yunnan, China, and found that the circle of friends of Southeast Asian students is divided into three circles from the inside to the outside. The first is a relatively single cultural circle that only interacts with their own students. The second is the binomial cultural circle, which interacts with students from other countries as well as with students from other countries, and the third is the pluralistic cultural circle, which interacts with students from many countries. The degree of their participation in Chinese social and cultural life is generally low, and their participation in social and cultural life is positively correlated with their cross-cultural adaptation. The main ways of their participation are using Chinese, traveling and visiting cultural exhibitions, watching movies and TV works, and reading Chinese newspapers. They basically do not participate in academic activities or other academic related extracurricular activities. Their overall evaluation of social support from China is average. Kuroda (2014) analyzed that in recent years, some colleges and universities in China have provided English based degree education methods for foreign students, and believed that this method has effectively promoted the excellent image of China and improved the education level of foreign students in Chinese colleges and universities. He believes that the continuous review of English Teaching for international students and its integration into the higher education system are the key to the further development of this new education method. 06} Lin qiongfang and Wu Lixia (2014) studied

the expectations of Southeast Asian students studying in China on their teaching or life in China, and used the self-made questionnaire "expectations of Southeast Asian students studying abroad" to test 267 Southeast Asian students. It is found that the main expectation of Southeast Asian students is to learn Chinese culture; The expectation of Vietnamese students to study Chinese culture in China is significantly higher than that of Lao students; Male students in Southeast Asia receive more financial aid than female students. Mao Xiaoling and Lu Yongchen (2014) surveyed 300 Southeast Asian students by using the self revised "adaptability of Southeast Asian students to China" questionnaire. The results showed that Southeast Asian students faced more difficulties in coming to China, especially in interpersonal adaptation; Vietnamese students have more difficulties in interpersonal adaptation than Laotian students, and their learning adaptability is stronger than Laotian students; The adaptability of Southeast Asian students who come to China for half a year to one year is the best.

2.5 Literature review

By combing the literature of the above scholars, we can see that the research on the education and management of foreign students can be divided into two categories. One is the improper management caused by the cultural differences in the management of foreign students, or the research on the difficult adaptation of foreign students. In such articles, the author is based on cross-cultural management, points out the cultural problems in the management of foreign students in Colleges and universities, and gives the corresponding suggestions. There are few literatures on student management in Southeast Asian countries, and there are few literatures on management friction caused by culture. Therefore, based on the above two kinds of writing methods and from the cultural perspective, this paper analyzes the friction cases between the foreign students and the managers caused by cultural differences in the management of Southeast Asian students in Tongren Polytechnic College, and makes statistical analysis of the data, so as to put forward practical behavior guidance for the foreign students and the managers respectively.

SECTION THREE

METHODOLOGY

3.1 Research ideas

In order to distinguish from previous studies, this paper does not focus on the management of pure foreign students, nor does it focus on the cultural adaptation of pure foreign students, but adopts the empirical method of combining qualitative and quantitative. Through the steps of "finding problems, extracting cases, investigating and analyzing, putting forward suggestions", this paper investigates the cultural adjustment of Southeast Asian students in Chinese universities.

"Finding problems" refers to the author's practical experience of internship in the Graduate Office and substituting lessons for foreign students, making full use of network resources, understanding the needs of Southeast Asian students, listening to their requirements, starting from the most basic problems of foreign students, finding out the cultural conflicts encountered by Southeast Asian students in their life and study in Tongren Polytechnic.

"Extracting cases" is the focus of this study. It extracts the cases of Southeast Asian students who are difficult to adapt due to cultural conflicts from the discomfort events reflected by students in university management, and analyzes the causes of the students' life and learning obstacles from specific cases.

"Investigation and analysis" is conducted by interviewing foreign students, teachers and administrators of Tongren Polytechnic College.

"Making suggestions" is based on the three parts of "finding problems", "extracting cases" and "investigation and analysis", which respectively give suggestions to foreign students, foreign student teachers and foreign student management personnel in Colleges and universities, and seek the best scheme of foreign student management.

This study is committed to explore and seek countermeasures to improve the management and service of international students, so as to better realize the concept of international education. At the same time, this paper can provide the corresponding

theoretical guidance for the management of foreign students in Colleges and universities, provide the corresponding practical help for the foreign students in China, and improve the management ability of university managers and the cross-cultural communication ability of foreign students from many aspects.

3.2 Research methods

This paper adopts the following research methods

3.2.1 Literature method: Based on the library collection of Tongren Polytechnic College and CNK payroll database, this study widely collects books, journals and papers related to cultural customs and cross-cultural management in Southeast Asian countries, and provides relevant theoretical basis for this study by analyzing and sorting these materials.

3.2.2 Case analysis method: case analysis is to restore the real case, give the participants a process of recording and reflecting on their own experience, and also give the researchers an opportunity to cultivate the ability of discovering, analyzing and solving problems. This paper will collect the cultural conflict problems encountered by foreign students in Tongren Polytechnic College, and show the cases through dormitory and teaching, so as to provide an example basis for the next theoretical analysis.

3.2.3 Interview method: conduct one-to-one or one-to-many interviews with university administrators, teachers and overseas students in Southeast Asia, and more directly summarize and sort out the problems and suggestions put forward by overseas students through the form of question and answer.

The design of the interview content is mainly divided into two stages: the first stage is to understand the basic situation of Southeast Asian students before they come to China, and also to understand their personal information, because the previous experience will affect their cross-cultural adaptation. The second stage is the understanding of their adaptation to Chinese social and cultural activities, such as: natural environment, social environment, learning adaptation, school environment adaptation and social interaction adaptation.

Methods of data collection: mainly chat interviews, comparative method. The interview time is mainly based on the language expression ability and language speed of the interviewees, and each interviewee's time is about 30 minutes. The researcher and the interviewee agree on the meeting time, interview place and interview items in advance, and fully respect the interviewee. During the interview, fully understand the interviewee's point of view, let them relax and adapt to the conversation process, and carefully listen to the interviewee's ideas and voices.

3.3 Theoretical basis

3.3.1 Cultural dimension theory

The theory of cross-cultural management is a kind of management theory gradually formed in the United States in the 1970s. Its predecessor is cultural anthropology. Cross cultural management, also known as "cross cultural management", refers to the flexible management of people, things, goods, production, supply and marketing with cultural differences, including the design of practical organizational structure and management mechanism under different cultural backgrounds, and the proper handling of competitive advantages and disadvantages caused by cultural conflicts and integration, So as to maximize the potential of employees and achieve the strategic objectives of the enterprise.

The theory of cross-cultural management comes from the comparison of American and Japanese multinational companies. So far, the most influential theory in cross-cultural management is the cultural dimension theory put forward by Geert Hofstede. Hofstede summed up four dimensions to identify national culture: individualism and collectivism, power distance, uncertainty avoidance, rigidity and flexibility. After the 1980s, Hofstede continued his previous investigation and confirmed a new cultural dimension: long-term orientation and short-term orientation.

3.3.1.1 Individualism and collectivism

Individualism and collectivism are relative. In the mode of individualism, people are more concerned about the interests of themselves and their relatives and friends, emphasizing individual independence and pursuing their own goals. Collectivism, on the contrary, emphasizes the distance between people, puts the collective interests above the individual interests, and believes that the collective interests are greater than everything.

3.3.1.2 Power distance

Right distance refers to the acceptance of unequal distribution of rights by people in a society. Hofstede can be divided into high right distance (HPD) and low right distance (LPD) according to the size of right distance. In HPD culture, there is a serious hierarchy between people and a large social distance. The superior has absolute leadership, and the subordinate is satisfied with the imperative management. In LPD culture, people are more equal, the social distance is small, and the subordinates are not so afraid of the superior leaders.

3.3.1.3 Uncertainty avoidance

Uncertainty aversion refers to the degree to which people encounter non-traditional behaviors and the cultural scale to bear risks. We all live in an unknown world, and the uncertainties we encounter are infinite. People in the low uncertainty avoidance culture are more daring, adventurous and adventurous. People in high uncertainty avoidance culture are nervous. Everything needs a certain written proof. They dare not take risks. At the same time, they can hardly bear strange ideas different from themselves.

3.3.1.4 Rigidity and flexibility

Rigidity and flexibility are the cultural dimensions of social value standards. In the rigid society, men's masculine, tall and powerful, enterprising ideology is the main body. In the flexible society, it is just opposite to the rigid society, emphasizing women's soft beauty. In such a society, we should pay attention to gentleness and modesty.

3.3.1.5 Long term orientation and short term orientation

Long term orientation and short-term orientation are the direct orientation of a country's values. In the long-term oriented society, people pay more attention to what will happen in the future, while in the short-term oriented society, people generally pay attention to the present and the past.

In fact, management is also a kind of culture, which mainly embodies the guiding ideology and management style of managers. This paper mainly refers to GERT Hofstede's theory of cultural dimension in cross-cultural management, and extends its theoretical basis to the management of international students in Colleges and universities. Through the common characteristics of multi-national cultural blending between multinational companies

and international students management in Colleges and universities, this paper aims to study the coping strategies in the face of cultural conflicts in the management of international students in Colleges and universities.

3.3.2 The theory of cultural adjustment

Cross cultural adaptation was first studied by foreign scholars. In English, it is expressed as "cross cultural adaptation", "cross cultural adjustment", "assimilation" and "acculturation". In Chinese, it is translated as "cross cultural adaptation", "cross cultural adaptation", "assimilation" and "assimilation".

The theory of cultural adaptation has long been concerned by anthropologists and sociologists. In recent years, more and more psychologists have joined in the theoretical research. As a matter of fact, as long as the two races of different cultural patterns come into contact with each other, they will encounter the problem of cultural adaptability. Some ethnic groups adjust themselves better and have little influence on cultural adaptation, but some ethnic groups adjust their culture slowly and are difficult to integrate into the new culture.

3.3.3 Cultural conflict

"Cultural shock" was first put forward by Oberg in his academic paper in 1969. In this paper, he summarized various symptoms of cultural maladjustment, and believed that cultural conflict refers to a person's psychological discomfort after entering a new cultural environment, which has been widely spread since then. In China, it was Hu Wenzhong (1999) who first introduced the concept of "Intercultural Communication" and translated cultural shock into "cultural shock" in an introduction to intercultural communication. According to the Oxford English Chinese dictionary, the definition of cultural shock is: "a feeling of conflict and anxiety that sb. May feel when they live in or visit another country.", Thus, it causes cultural collision in values, behavior and other aspects. Cultural differences can cause people's psychological reactions and produce certain cultural conflicts. The "cultural conflict" in this paper refers to the friction between Southeast Asian students from different countries and university teachers and administrators due to the differences in cultural customs and ways of thinking.

SECTION FOUR

CASE STUDY AND ANALYSIS OF INTERCULTURAL COMMUNICATION CONFLICT IN THE MANAGEMENT OF INTERNATIONAL STUDENTS IN COLLEGES AND UNIVERSITIES

In this section, based on Tongren Polytechnic College, we restore the management friction cases caused by cultural differences in dormitory and teaching management, and interview foreign students, then analyze the results, and finally present them in the most intuitive way, I hope to improve the management service of Tongren Polytechnic College for foreign students, and at the same time make a contribution to the management of foreign students.

4.1 Dormitory management(The concept of privacy)

Dormitory is one of the important places for students to have leisure and entertainment besides study. The quality of dormitory environment directly determines the students' learning situation. Therefore, to create a stable living environment for students is the principle of every school. However, in recent years, there are more and more reports of cultural conflicts among university administrators, teachers and international students due to different opinions on management regulations. In this paper, we selected two cases of cultural conflicts encountered by Southeast Asian students in dormitory management, combined with interviews with students, we further analyzed the data, hoping to "suit the remedy to the case" from the cases and data, and find out the root cause.

4.1.1 Topic description

No matter what country you come from, everyone will guard your privacy. However, due to the different cultural customs between China and Southeast Asian countries, the two sides have different views on privacy. In this case study, the author expounds and analyzes

the case of the housekeeper entering the dormitory to confiscate the prohibited articles, and then makes the corresponding interpretation of the management of such events.

4.1.2 Case description

In foreign countries, whether it is the United States, Britain, Sweden and other western countries, or Asia, Southeast Asia and other Eastern countries, Chinese people pay more attention to personal belongings. As a student, it is inevitable that the dormitory teachers check the hygiene or the use of contraband articles in the way of "checking dormitory". International students often encounter such a situation: when students are not in the dormitory, the dormitory management teacher enters the dormitory to check the hygiene by himself, and confiscates the students' rice cookers and other relatively high-power prohibited electrical appliances. When the students return to the dormitory, they find that their "personal property" has been taken away by others without their knowledge. No matter which university in China, the high-power electrical appliances used in the kitchen, such as rice cookers, induction cooker and so on, are all prohibited articles, and students are not allowed to use them in the dormitory. In this regard, students do not understand that although the goods violate school discipline, they buy them with their own money, which belongs to personal goods. Teachers can't just take away their personal belongings. In addition, the students themselves are not in the dormitory, so the teachers take their personal belongings away without prior notice, which also causes the dissatisfaction of the students.

4.1.3 Case analysis

In the name of "checking dormitories", the dormitory management teachers enter students' dormitories at will. In Chinese colleges and universities, this is a very common thing. Chinese students will not have any complaints because it is common for them. Although there is dissatisfaction, this is the practice of Chinese schools, and no one will refute it. Generally, there is no need to emphasize the contraband articles in dormitories.

Chinese students know very well that they will take the initiative to "hide them" when they leave the dormitories, so as to avoid unnecessary troubles caused by the dormitory management teachers. But for foreign students, it is difficult for them to accept.

4.1.3.1 Analysis of the use of prohibited articles by foreign students

In school accommodation, international students inevitably have to be restricted by many rules, which makes them feel at a loss. While lamenting that these rules protect the safety of international students, we have to admit that these rules have brought a lot of inconvenience to their daily life.

Regulations on dormitory management of Tongren Polytechnic College

Student dormitory is an important place for students to study and live in school. In order to create a civilized, safe, hygienic and comfortable dormitory environment and promote the construction of school spirit to a new level, the regulations are hereby formulated.

1、 Admission requirements

Dormitory check in flow chart

Take the registration form → check in by the dormitory management department → register by the dormitory administrator → issue the dormitory key → issue the bed number → check in the dormitory

2、 Requirements for leaving bed

Graduation departure flow chart

Take the departure form → check in by the dormitory management department → register by the dormitory administrator → check the dormitory articles (clean the dormitory and return the key) → sign by the dormitory administrator → leave the dormitory

Flow chart of internship leaving bed

Hold the internship certificate of the secondary college→ check in by the dormitory management department→ register by the dormitory administrator→ check the dormitory articles (clean the dormitory and return the key)→ sign by the dormitory administrator→ leave the dormitory

3、 Safety management

Article 1 in the living area, students should strictly abide by the "code of conduct for college students", abide by the school discipline and rules, advocate friendship and mutual assistance, oppose selfishness, respect the labor of dormitory management personnel, obey management and cooperate with work. Create a clean, beautiful, quiet and safe learning and living environment.

Article 2 the allocation and adjustment of student dormitories shall be in the charge of the dormitory management section of the student affairs department.

Article 3 once the student dormitories are divided, they will not be adjusted in principle. Students must stay in the designated rooms and beds, and they are not allowed to change by themselves. If individual adjustment is needed due to special circumstances, it can be adjusted only after the approval of the dormitory management department, and the violator shall be subject to disciplinary action.

Article 4 no one is allowed to use any excuse to occupy the vacant dormitory room. If it is found, it shall be removed immediately and the relevant personnel shall be held responsible.

Article 5 students shall have the right to use and the duty to keep the indoor furniture and facilities.

1. Students should check the furniture provided for them when they move in. They should take good care of it after they move in. They should not be damaged or lost. They should not damage other public facilities artificially. If the sewer is blocked by people, they should pay for it by themselves.

2. When the students leave school after graduation, leave their internship or adjust their dormitories, the warden shall make a comprehensive inventory of the indoor furniture and facilities, and handle the relevant procedures only when the indoor furniture and facilities are in good condition. For any damage, loss of furniture and destruction of public facilities, the residential management department shall directly investigate the responsibility of the parties concerned, and make compensation according to the degree of damage and the price of the lost furniture. Those who damage furniture and public facilities seriously shall be reported to the school for disciplinary action.

3. If the students find that the furniture and facilities are damaged naturally, they are not allowed to deal with it by themselves. They should report to the student affairs center in time and report to the dormitory administrator.

4、 Health management.

Do a good job in the sanitation of the surrounding environment and internal affairs of the dormitory, and create a good learning and living environment.

1. It is not allowed to spit, pour water, throw melon skin, fruit shell, paper scraps, cigarette ends, wine bottles and other debris to the window and public places.

2. It is not allowed to scribble, depict and post randomly on the wall. It is not allowed to burn waste paper and other sundries in indoor corridors and other places.

3. Pay attention to cleanliness and hygiene, living utensils are placed neatly, the air is fresh, and the layout is beautiful and generous. A classmate is arranged to be on duty every day, and the daily work of the students on duty is arranged and supervised by the dormitory director.

4. Keep a good outdoor sanitary environment and protect green spots and public facilities. It is strictly forbidden to pollute the environment, trample on the lawn, damage public facilities and other bad behaviors.

5. Students' dormitories carry out daily civilized and hygienic evaluation, and the evaluation results will be used as an important basis for the evaluation of civilized dormitories, advanced classes and advanced individuals.

6. Students living in dormitories need to work out a dormitory convention together. The dormitories implement the responsibility system of the head of the dormitories, and the health duty system must be established. Do a small sweep every day and a big sweep every Monday.

5、 Life order management.

Strengthen the management of water and electricity in the dormitory, vigorously advocate saving water and electricity, and ensure the safety of electricity.

1. All students should form a good habit of using water and electricity, and consciously save water and electricity resources. It is necessary to put an end to long running water and long light, so that the water stops when people walk and the light goes out when people walk.

2. It is forbidden to connect power lines randomly, use electric heaters and turn on small stoves. Once it is found out, the instruments used shall be confiscated, and the additional wires shall be removed. The dormitory administrator should check the students' electricity use frequently. If any illegal electricity use is found, it should be reported to the student affairs department directly. The student affairs department will report the situation to the secondary college where it is located. The secondary college will take disciplinary actions against the students who violate the discipline according to the requirements. If the secondary college fails to take disciplinary action against the

student within the prescribed time limit, it will be deemed that the student is given a serious warning.

6、 Discipline management (sleeping time, requirements)

1. Each dormitory building has one building leader (student) and one to two deputy building leaders. At the same time, each secondary college sets up a dormitory management group (each secondary college selects several male and female students as the floor leaders). The head of each building is responsible for the hygiene and discipline of the building under the leadership of the dormitory management teachers and the members of the management team under the leadership of the secondary colleges.

2. Students' dormitories are opened and closed according to their work and rest time. If they enter the dormitories at abnormal time, they should show their valid certificates and register to explain the reasons. Those who return late twice or refuse to show their valid certificates and forcibly enter the dormitories should make disciplinary records and copy to the secondary college where the students belong.

3. Students should take good care of their certificates, valuable tickets, cash, passbooks, valuables and articles for study and daily use.

4. Enhance the awareness of safety and fire prevention. It is not allowed to store inflammable, explosive and harmful articles, set off fireworks, and light candles (except for special circumstances) in student dormitories.

5. Keep the corridor and stairs unobstructed. Do not park bicycles or pile up disordered articles in the corridor and stairs.

6. Students are forbidden to buy, sell, engage in business, drink, fight, gamble, copy, spread and watch pornographic publications, and spread superstitious ideas and pseudoscience in the dormitory building. Once found, they should make disciplinary records and report to the secondary colleges for disciplinary treatment.

7. Keep the room quiet. It is not allowed to play, fight and make noise in dormitory and corridor; It is forbidden to play tape recorders, playing musical instruments, making loud noise, making noise or disturbing the surrounding environment in the dormitory. If the circumstances are serious, record the violation of discipline.

8. It is not allowed to use the fire-fighting facilities in the dormitory building casually, and the damage should be compensated according to the price.

9. No one is allowed to stay in the dormitory without the approval of the dormitory management department

10. Students are not allowed to enter or leave the dormitory of opposite sex (except for official business).

11. It is strictly forbidden to keep all kinds of pets in the dormitory. Once found, it will be dealt with seriously.

12. During the student's sleeping period, the relevant staff carried out spot check on the internal hygiene of the dormitory, which was evaluated as dirty, messy and poor, and recorded for more than three times (including three times). The student affairs department will inform the secondary college of the situation, and the secondary college shall take disciplinary actions against the students who violate the discipline. If the secondary college fails to take disciplinary action against the student in the dormitory within the specified time limit, the student in the dormitory will be given a serious warning.

13. Those whose violation records have not been cancelled shall not participate in the evaluation.

7、 Organization and management.

The five level management system of Student Affairs Department, dormitory management department of secondary college, full-time dormitory administrator, head teacher and student cadre was implemented. Counselors (head teachers) of secondary colleges enter the dormitory at least twice a month to strengthen dormitory management.

1. The students in each residential area should care about and pay attention to the construction of residential area with the spirit of master, self-discipline, obey the management, be civilized and polite, respect the work of the staff, support the work of the staff, and make their own efforts to realize the benign interaction of residential area management and service.

2. Students should pay accommodation fee for their accommodation, and the standard of accommodation fee shall be subject to the relevant documents of the higher authorities.

3. Measures for rewards and punishments in student dormitories in addition to these Provisions, other measures for rewards and punishments shall be implemented in accordance with the relevant provisions of the regulations on students' disciplinary actions and regulations on discipline, health inspection, evaluation, rewards and punishments in student dormitories.

4. In addition to strictly abiding by the regulations, all the students should also strictly abide by other regulations or rules related to dormitory management.

8、 The regulations shall come into effect as of the date of promulgation. In case of any inconsistency between the original regulations and the regulations, the regulations shall prevail.

It can be clearly seen from the management regulations that the school classifies "electric stove, fast heating, electric blanket, induction cooker, microwave oven, electric iron, electric frying pan, electric casserole, electric rice cooker, electric kettle, electric cup, heater, hand warmer, electric hand warmer, electric splint, hair dryer and other electrical appliances that are easy to cause safety hazards" as prohibited articles.

The "kitchen utensils" are the most confiscated, which means that students are the most different from China in terms of diet. In Thailand, Myanmar, Vietnam and other countries, the weather is relatively hot, and students' food intake is relatively small, that is, students are used to eating less and eating more. This feature of diet leads to international students to give up the convenient food environment of the school and buy their own materials to cook. In the Tongren Polytechnic College investigated by the author, the kitchen is specially set up for foreign students, but there are some disadvantages in this humanized consideration. Through the author's field investigation and interview, we know that the use of the kitchen specially set for foreign students is to pay, charged six yuan an hour. In addition, the use of the kitchen is not anytime and anywhere, but a time limit. That is to say, the kitchen can basically guarantee the students' daily cooking, but if they want to make soup, the time is not allowed. Even though the school has taken the students' diet into consideration and actively provided the students with the best possible conditions, the students are still dissatisfied, so they will still use the prohibited items. We can understand this from the interview

Cai said: "there are too many meals in the school. We can't finish them. It's a waste to buy food with so much money, but we can't eat so much. So we want to cook by ourselves. "

Xie: "the school kitchen is not enough, the time is so short, and a lot of students want to use it, I can't use it when I go late."

Yang: "the strangest thing is that the school has arranged a kitchen for us this semester, which means that I can use an electric cooker. But I put the rice cooker in the dormitory. When I'm away, the teacher will confiscate it if he finds it. But when I put the rice cooker in the kitchen, he will confiscate it if I put it back in the dormitory. I don't know what to do

From the interview, we get several reasons for the use of prohibited articles by foreign students: secondly, the reasons for the use of prohibited articles by foreign students mainly focus on: first, they are not satisfied with the school kitchen and cook in the dormitory. As the foreign students said, although the school has set up a special kitchen for them, which provides them with certain convenience to cook food, the restrictions on the use time and price of the kitchen make the foreign students have certain psychological vigilance in the use process; Second, it is inconvenient to use on hot water. In the school, although there is a good heating system, the water temperature is just moderate, which can not meet the needs of some students. Finally, the dissatisfaction with the dormitory lies in the fact that students dislike the fact that kitchen utensils must be confiscated no matter whether they can cook or not. Although the kitchen is set up, the personal belongings will be lost in the public kitchen and confiscated in the dormitory, resulting in a dilemma for students.

4.1.3.2 The attitude of students after their personal belongings are confiscated

International students think that although the articles are illegal, they are all bought by themselves. There is no need to hide them, and others have no right to take them away. But in fact, as long as the dormitory teachers see such illegal articles as kitchen utensils, they will confiscate them, and most of them are produced when the students are not in the dormitory. In this regard, we interviewed two students from Thailand and Vietnam, hoping to get a more detailed answer

Author: have your dormitory supplies been confiscated by the dormitory management teacher? If it has been confiscated, can you understand the reason why Mr. Su Guan did so?

Classmate she: "of course, it was confiscated. We like several students to make our favorite food together, but if we use rice cookers, electric frying pans and other prohibited items at the same time, the dormitory will be powered off, which I understand, because we have violated the rules. But when our pots are seen by the teacher, the teacher will take them away. Why don't they come back? We bought it ourselves

Ruan: "sometimes when we are in class and there is no one in the dormitory, when we come back from class, we find that our own things have been taken away by the

teacher. We only find that there is a warning notice for us to use contraband articles on the desk, but we should tell us when we take our things away." It can be seen from the interview that the students still have some complaints about the confiscation of their personal belongings by the dormitory management teacher. The foreign students do not understand why the dormitory management teacher must confiscate the students' personal belongings.

To sum up, foreign students don't understand the fact that the dormitory teachers confiscate students' personal belongings, which is shown in the following two aspects. In the behavior: first, the teacher in the dormitory no one's case at will into the student dormitory and take away prohibited articles. Although foreign students know that the prohibited electrical appliances can not be used, it is still difficult for them to accept the housekeeper to confiscate the items purchased by students without telling them. Second, the teacher confiscates the prohibited articles purchased by students at their own expense and does not return them; In terms of attitude: first, Southeast Asian students generally put up with it in silence and seldom take the initiative to consult with the dormitory teachers; Secondly, girls are more ashamed than boys to ask the reason why their belongings have been confiscated.

4.2 Teaching management(Late for class)

Students' natural duty is to study, and teaching management is naturally the most direct and main way for foreign students to come to China. Due to the influence of cultural customs and other reasons, in teaching, students will naturally inadvertently reveal behaviors that do not conform to the Chinese people's ideas.

4.2.1 Topic description

Different countries have different time concepts. In China, Chinese students strictly abide by the class time and there is no doubt about it. But for students from Southeast Asian countries, the habit of "slow pace" in China is out of place. In their eyes, such incidents as students being late for class, leaving early... Are not worth studying at all, but in China, the fact is quite the opposite. In this case, the author, referring to the flexible management system in cross-cultural management, interprets the cultural differences

caused by students' "view of time", analyzes the root causes of the problems, and hopes to find solutions to the problems.

4.2.2 Case description

Southeast Asian countries, especially Thailand, Vietnam, Laos and other countries, because of the hot weather, students are used to taking a bath every day to wash their sweat stains. Come to China, this habit is still maintained. But because most of the students' bath time is habitually arranged in the morning, it will cause a problem for teaching: late. Of course, not all Southeast Asian students are used to taking a bath in the morning. Sleeping in is another important reason for being late.

No matter what the reason is, being late is one of the most common problems of Southeast Asian students in classroom teaching. After a period of teaching, the author found that the students from Indonesia are the students from several Southeast Asian countries, relatively speaking, they abide by the concept of time. The author observed in one semester that the lateness rate of Indonesian students is only 5%, while the lateness rate of students from Thailand, Vietnam and Laos is as high as 60%, and the lateness time is getting longer and longer. For this part of students with high lateness rate, the absence rate is also relatively high. Comparatively speaking, Chinese college students are much better than the foreign students in these countries in observing class time. For Chinese students, being late is not a glorious thing. If the students arrive at the classroom and the teacher is already in class, the students will sneak in through the back door and find a seat in the back row. But most foreign students are different. Being late is the same as having nothing. They still walk into the classroom slowly, as if nothing happened.

4.2.3 Case analysis

Foreign students go to China to study alone, without the discipline of their parents and elders, they are easy to indulge themselves in China and have no self-control ability in learning; The objective reasons are as follows: 1. The supervision of school and class is not strict. The school has no very clear rules for this phenomenon, and the class does not strictly monitor this phenomenon, which leads to this phenomenon repeatedly; 2. Teachers are not strict with the rules and regulations of late management. Students are not punished for being late, and they are not alert to being late psychologically, so they allow themselves

to be late; 3. The influence of class atmosphere. There are many students who are late in class. When students see this phenomenon, they will inevitably follow suit; From the perspective of cultural reasons: most Southeast Asian students are free and loose in nature, hot weather is the main reason for students to develop lazy character. Therefore, students are late for class.

The problem of college students being late and absent from work is indeed a problem worthy of study. In the process of implementing school rules and regulations, it is inevitable for students to understand external information in their own way of thinking. In the process of understanding, there will inevitably be some deviation, leading to misunderstanding. Therefore, in the discussion of students' class time, 60% of the students admit that they will be late for class, which indicates that international students do not regard being late as very important. Chinese and foreign students will be late for class, but the frequency and time of international students are far more serious than Chinese students, among which Cambodian and Lao students are the most serious. From the self feedback of the students, more than 70% of the students in four countries are still ashamed of being late. Among them, the students in Laos are tested in the questionnaire, and the degree of shame reaches 90%. Self understanding of bad behavior is the best way to correct the phenomenon, but from the perspective of students' behavior, the free and casual attitude still exists.

Cultural differences lead to great differences in the attitude of foreign students and Chinese students in class. The differences in students' thinking remind us that teaching management should be treated differently. If the students are late for class or absent from work to a certain limit, the teacher should cancel their qualification to take the exam according to the rules, that is, they fail in the course. However, after investigation, most of the teachers did not do so. At the end of the exam, most of the teachers would let the foreign students continue to take part in the exam, so it formed the bad behavior of the foreign students, such as letting them be late for class.

SECTION FIVE

DISCUSSION, RECOMMENDATION and CONCLUSION

In order to improve the management system of Southeast Asian students in Colleges and universities, and improve the degree of cultural adaptation of foreign students in the managed, direct and effective cultural management and adaptation strategies are particularly important. On the basis of summarizing and analyzing the cultural conflict cases in the previous two chapters, this chapter puts forward corresponding improvement strategies for university administrators (teachers, administrators) and Southeast Asian students, aiming to open a new cross-cultural management system for foreign students and provide reference for the cultural management of Southeast Asian students.

5.1 Discussion and Recommendation

5.1.1 Cultural conflict adjustment in dormitory management

Dormitory management is a problem that any university will encounter, but for Southeast Asian students, how to adapt to the local conditions and customs of Guizhou Province and university management system in the dormitory, and for managers, how to understand the cultural characteristics and behavior taboos of Southeast Asian countries become the focus of this section.

5.1.1.1 Management organization of international students in Colleges and Universities

In view of the management obstacles encountered by dormitory managers in cross-cultural management and the implicit and introverted cultural nature of Southeast Asian students, colleges and universities should adjust the cultural conflicts between the two sides from the perspective of their own development, start from the general direction, change the original dogmatic management structure, and achieve humanized management system in action. To improve the effectiveness of the management of international students, colleges and universities need to set up a team of management personnel who not only have cross-cultural communication skills, but also can correctly handle the emergencies of international students and correctly use communication skills.

5.1.1.1.1 Strengthen the cultural training of managers and manage students in different countries

In the final analysis, cultural exchange is the exchange of people and feelings. Therefore, we should pay full attention to the important role of people in the process of cultural export and eliminate cultural barriers. In terms of dormitory management for foreign students, Tongren Polytechnic allocates foreign students from the same or similar countries to live in the same dormitory or the same dormitory floor, which is very reasonable. It not only takes into account the cultural differences of different cultural circles, but also reduces the language communication barriers for foreign students to a certain extent. But in the arrangement of dormitory managers, there are usually different management teachers on duty every day. The teachers on duty usually manage the whole dormitory or different teachers manage different floors. There is no clear national personnel arrangement.

Therefore, in the management of foreign students in Colleges and universities, it is suggested that the corresponding foreign student management teachers should be assigned according to the students' country, that is, a management teacher is specially responsible for students from European and American countries, or a management teacher is specially responsible for students from Southeast Asian countries, In the training purpose is more targeted at the same time to reduce the burden of the training of residential teachers, targeted student management. In this way, when some countries want to take off their shoes to enter such a cultural problem, the dormitory teachers can deal with it calmly. In addition, the learning results of the training of the residential management teachers should be included in the personnel assessment indicators to urge the residential management teachers to study seriously. If conditions permit, professional teachers who can understand their own language should also be provided on the student floors of different countries in case of emergency. For example, in Europe and the United States and other countries, students living floors can be equipped with professional language teachers who understand English; In Southeast Asian countries, professional language teachers who understand Thai, Cambodian, Burmese and other languages can be equipped to help students solve problems and avoid language barriers in case of emergencies at night.

5.1.1.1.2 Training management workers' operation skills to reduce conflicts and frictions

In cross-cultural communication, we are inevitably in contact with more than one ethnic group with different cultural backgrounds. Cultural differences will reduce the sense of security and comfort in communication, and different cultural differences will lead to interpersonal communication errors. In recent years, the enrollment of Southeast Asian students in Tongren Polytechnic College is gradually showing the characteristics of low age. Many foreign students are very young. After they come to Yunnan to study, they have low basic ability of self-care, and their ability of self-regulation and self-management in case of emergency is too weak. When encountering the disappointments, they simply don't go to class, hide in the dormitory, drink too much or make some practical jokes, which brings unfavorable conditions to the dormitory management.

Therefore, in addition to regular training of cross-cultural communication skills, the necessary management expertise and practical ability are also necessary. The training content should include cross-cultural management, psychology, culture and other aspects of skills training, which can be enriched by special lectures, real scene simulation, language learning and other different modes. Through systematic training, the ability to analyze, deal with and deal with cultural problems or other emergencies is trained.

5.1.1.1.3 Complete the network management system and establish the "complaint" mailbox

From the previous analysis, it can be seen that students from Southeast Asian countries are deeply influenced by the oriental cultural circle. Like Chinese, they are also high context cultural countries. When people in high context countries are wronged or treated unfairly, they will not directly complain to others, but they have hope in their heart that others can understand themselves. Therefore, in the process of dormitory management, foreign students will not take the initiative to "appeal" when they encounter the situation that they do not adapt to the behavior of the managers. At this time, it is very practical to improve the network management system.

Here, the simplest way is to set up a "complaint mailbox". Foreign students who are dissatisfied with the management staff can send an email anonymously to the designated

mailbox, and then the special person in charge can check the problems reflected by the students in the mailbox regularly, and deal with the students' complaints in a timely and effective manner. In this way, we can avoid the inconvenience of students and managers directly solving problems face to face, make up for the characteristics of Southeast Asian students who are euphemistic and dare not speak frankly, and give them a platform and opportunity to safeguard their rights.

5.1.1.2 Dormitory managers of international students in Colleges and Universities

On the issue of dormitory management, the most influential one is the dormitory management teacher, so the foreign student managers in this section refer to the dormitory management workers. In the dormitory management, the management quality of managers plays a very important role in the management of international students. Today's management of international students can not follow the old management methods, and the conflicts caused by cultural differences need more scientific and effective cross-cultural management. David A. LIX, an American scholar of cross-cultural conflict, once said that almost all the failures of cross-cultural communication are caused by the neglect of cultural differences. This sentence is also used in the management of colleges and universities. In the context of multi-cultural integration, cultural adaptation and integration is the focus of our research.

5.1.1.2.1 Strengthen cross-cultural management awareness and reduce management risk

On the issue of dormitory management, the "concept of privacy" cases cited in this paper are caused by cultural differences in the process of communication between foreign students and managers. In the case, if Chinese students use illegal electrical appliances, the dormitory management teachers can confiscate the illegal appliances as they should. In the "Tongren Polytechnic College Student Handbook" in the "Tongren Polytechnic College student dormitory management regulations" Chapter 5 also has the explicit provision: "it is forbidden to connect the power line randomly, it is forbidden to use the electric heater, it is forbidden to turn on the small stove. Once it is found out, the instruments used shall be confiscated, and the additional wires shall be removed. Therefore, confiscating the illegal

equipment is the best way to warn the students. But for Southeast Asian students, the rules and regulations in the system are just a piece of paper. The best way to manage the students is to combine the actual practice.

The cultural differences between managers and international students can easily lead to management risks from the perspective of management, that is, the risks that the management methods, ideas and habits of managers can not be effectively applied to the new cultural environment. After all, the teachers of the dormitory management are not from a professional background. They must have a shallow understanding of cross-cultural management, and the risk of management is imminent. Kluchhohn pointed out that culture can be divided into dominant culture and recessive culture. Dominant culture is easy to detect and change. Chinese students also have the concept of privacy and sense of space existence mentioned in the case, but it is not as obvious as students from Southeast Asian countries. In this case, the cultural differences between the two countries are not particularly big. Managers can adopt the strategy of assimilation and integration to make up for the differences in the management process, and make the alienation the same. That is to say, in the case of privacy, managers can deal with the prohibited articles in another way, such as "warning" but not confiscating, In the "warning" notice, inform what punishment will be given if the same mistake is made for the second time.

Therefore, it is a necessary skill to strengthen the cross-cultural management awareness of international student management workers. In the process of contacting with foreign students from such countries, managers should fully understand the cultural taboos of the target countries, give full play to the same cultural customs between the two countries, and make up for different behavior habits. Only when we are aware of it in thought, can we realize effective management in action.

5.1.1.2.2 Learn to listen and strive to pass the "communication pass"

In the case of "privacy concept", Southeast Asian students are very disgusted with the practice of "confiscating" prohibited articles and checking in dormitories without taking off their shoes. However, in the interview, we learned that when the rights and interests of students were threatened, only a small number of students' unions and the dormitories' teachers theorized, and the reason was that they were "reasonable but not clear". The

students feel that it is difficult to communicate with the dormitory teachers. The dormitory teachers feel that there are clear regulations in the school, and Chinese students and foreign students should follow them. In cross-cultural communication, foreign students and dormitory managers have different cultural backgrounds. In the process of communication, even if foreign students have a certain foundation in Chinese, they often use their own way of cultural understanding to explain the information transmitted by the managers. Therefore, it is very easy to cause misunderstanding between the two sides.

Therefore, for the dormitory management teachers, the most important thing in the process of communication with foreign students is to learn to actively listen and use the correct language and non-verbal communication. Learn to listen to the requirements of foreign students, respect students, calmly think from the perspective of students, reduce the communication barriers caused by cultural differences. No matter what environment we are in, cross-cultural communication is an issue worthy of attention. It is very necessary for both sides to learn how to correctly handle the language and cultural communication problems between managers and international students and understand certain communication skills.

5.1.1.3 Southeast Asian students in residence

Hu Wenzhong once pointed out that "in a broad sense, the communication between any two people is cross-cultural communication". What's more, in Colleges and universities, dormitory managers and Southeast Asian students are groups from different cultural backgrounds, and they collide with each other in thought and behavior. In such a collision of thoughts and behaviors, the focus of the study is how foreign students can effectively adapt themselves to China's dormitory management system while retaining their own culture.

5.1.1.3.1 A certain understanding of the destination country before going abroad

Southeast Asian students are a large group of foreign students in Tongren Polytechnic College. The cultural phenomenon that foreign students have been exposed to since childhood is the cultural brand that accompanies their life growth. In the dormitory management, more or less does not adapt to the existence of "symptoms" is a normal

phenomenon, in order to adjust their state as soon as possible to enter a new environment for learning and living, it is important to make preparations in advance to find out their most natural state of life.

Therefore, before going abroad, international students should have certain "psychological construction". Before coming to Guizhou, foreign students should have a general understanding of Guizhou's climate, diet and customs. For example, the weather in Guizhou is not as hot as that in Southeast Asian countries, the use of hot water in Chinese university dormitories, the management of university dormitory rules and regulations, students' adaptation to food, etc. After entering the school, it will not appear too unadaptable in life, gradually enhance their cultural sensitivity in the process of adapting to the habits, and gradually adapt and change their living habits in the process of constant adjustment. Although foreign students do not need to completely change their behavior habits and cultural views to cater to the cultural phenomenon of other countries, it is the first step to realize good cross-cultural communication to consciously understand and coordinate their cultural habits with those of the host country, so as to show that they are willing to and respect the cultural customs of the host country.

5.1.1.3.2 Learn self adjustment after coming to China

First of all, we should have a correct understanding of the differences between different cultures. Cultural differences refer to the social and cultural differences with value culture as the core, which are more likely to cause cultural conflicts. In Chinese colleges and universities, it is said that the dormitories do not have to take off their shoes when they enter the dormitories. Students are found using prohibited electrical appliances and confiscated of prohibited articles. Students also obey unconditionally. There is no criticism. In the eyes of foreign students, everything becomes so strange.

Therefore, foreign students should actively learn new cultural customs on the basis of maintaining their original cultural characteristics. Secondly, understand the reasons behind the differences, and actively treat different cultural phenomena. We should actively deal with cultural differences, effectively integrate new and old cultures, and properly handle the relationship between them. Finally, international students should actively integrate into the management system of Chinese universities“ Berry J W divides cross-

cultural adaptation into four ways: integration, assimilation, isolation and marginalization. Research shows that integration is the most healthy and ideal way among the four ways of adaptation. " Since foreign students come to China to study, cultural differences should not be an obstacle to their study. International students should take the initiative to abide by the Chinese University dormitory management regulations from the bottom of their hearts, and actively adapt to the management mode that the dormitory manager puts on shoes to enter the student dormitory for inspection. In terms of their daily necessities, since they are very clear about the prohibited articles ordered by colleges and universities, international students should take the initiative not to use them, and there will be no imagination that the dormitory teachers confiscate the students' prohibited articles and the students will not accept them.

5.1.2 Cultural conflict adjustment in teaching management

The conflict of classroom culture is the social interaction between different cultures in order to organize each other to achieve their goals, which may be hidden or open. The conflict of classroom culture is universal and inevitable. In the multi-cultural classroom culture, understanding the cultural characteristics of both sides and reducing the conflict of classroom culture is one of the focuses of this paper. As a professional teacher who deeply studies and trains the knowledge of cross-cultural communication with foreign students, his performance in the face of cultural conflict is also different. The cultural contradictions in the classroom directly affect the quality of a class, so the behavior habits of foreign students' teachers also directly affect the input of foreign students' knowledge.

5.1.2.1 Strictly implement the school classroom management regulations

With the idea of Oriental culture, China is a typical flexible management system in cross-cultural management. In such a cultural atmosphere, it is inevitable to encourage students' procrastination. Taking Tongren Polytechnic College as an example, the school has formulated strict school discipline and rules, but from the case analysis, most teachers in the real classroom will not implement management according to this. In the real classroom environment, foreign student teachers' management of foreign students is generally different from that of Chinese students, and their requirements are much looser,

which is a typical flexible management system. In the flexible management system, colleges and universities emphasize the management mode of "people-oriented" and "student-centered", that is, to fully liberate the nature of foreign students, so that they can learn knowledge in the most relaxed state. However, on the other hand, this kind of management will also encourage students to be late and other bad behaviors.

Therefore, in the classroom management of international students, the author suggests that we should not simply implement the flexible management mechanism, but combine the flexible management mechanism with the rigid management mechanism. Flexible management does not exclude the rigid elements in management. It is just a dialectical negation of the traditional management model, which shows the phenomenon that heavy things are less than people, tough means and lack of flexibility. It is a kind of sublation. Under the school's call for the implementation of "human management" system, teachers' rigid spirit should be appropriately enhanced, and the management should be institutionalized and standardized. Soft in addition to decisive, in strict accordance with the provisions of the school management order“ In view of the relatively slow learning attitude of students in Southeast Asia and South Asia, it is necessary to strengthen academic management, establish academic "early warning system", and make early warning and punishment for truancy and cheating, which can play a positive role in promoting the formation of a good "style of study". For the students who are late for class, make attendance records for each class. When the students are late or absent from class more than the number of times specified by the school, stop the opportunity of examination immediately, and punish them according to the regulations of the school. When there is such a situation around the international students that the students can't take the final exam or the graduation is affected due to the problem of being late, the students will know how to do it. Therefore, teachers should adopt the management method of combining hardness with softness in the problem of foreign students being late. Teachers should strictly check and urge students to abide by the teaching management system of Chinese universities

5.1.2.2 Introducing process teaching evaluation to improve teaching skills

Process teaching evaluation is an evaluation model formed gradually since 1980s, which can combine teaching process and teaching evaluation organically. It not only pays attention to the teaching process of teachers, but also pays attention to the learning process of students.

The main purpose of the implementation of classroom teaching process evaluation is to let students integrate into the classroom as soon as possible and achieve better development. Therefore, in the process of implementation, teachers should publish the classroom evaluation standards to students before class, and solicit students' opinions, so as to increase the feasibility of teachers' implementation. The evaluation criteria can be divided into bonus system and deduction system.

The bonus system mainly includes:

1. Students can actively raise their hands to answer questions in class and give rewards to individuals and groups;
2. If the students in the class can listen to the speech carefully and make some supplements, they will be rewarded;
3. Those who can solve problems for other students can also be rewarded.

The deduction system mainly includes:

1. Those who can't listen carefully and finish their homework will be criticized by deducting points or verbal warning;
2. In group activities, students who can't participate in activities and discussions well and just pretend to take part in the activities with books will be deducted points by teachers;
3. Those who do not abide by the classroom teaching discipline, such as playing with mobile phones, eating snacks and talking, will be deducted points.

In such a classroom evaluation mode, students' learning enthusiasm can be greatly improved, students can also participate in the classroom consciously and actively, and the classroom teaching atmosphere will be greatly improved. In addition, some simple and easy to understand knowledge points, students can also draw conclusions through their own discussion and analysis, which can increase students' memory and save teachers' teaching time. Students from passive knowledge recipients into active participants in the classroom,

the sense of achievement and the motivation to add points after answering the right questions urge students to actively enjoy the classroom and improve learning efficiency.

As a qualified foreign student teacher, in the aspect of "teaching", we should first learn to change the traditional teaching methods of primary and secondary schools in China, establish a good interactive relationship with students, avoid students' rebellious mood of being tired of learning, learn to play a variety of classroom roles, break through ourselves, constantly improve their teaching methods and improve their teaching skills, Change students' learning habits with their own exquisite teaching methods. In learning, we advocate heuristic teaching, increase classroom interaction, arouse students' thinking, make students actively learn from activities, and improve learning efficiency. Teachers can improve students' learning motivation through certain teaching methods and skills. With the improvement of teachers' teaching ability, the students' Union is "reluctant" not to come to class, and "reluctant" to waste everyone's time by putting on and taking off shoes, thus imperceptibly changing their behavior.

In addition, the teaching can also be combined with the local ethnic characteristics of Guizhou Province, such as the introduction of "Guizhou Ethnic Culture" and "Guizhou ethnic characteristics" in the curriculum, so as to expand students' horizons and open students' thinking. Let the students understand the relevant culture of Guizhou at the same time can also focus on learning.

5.1.3 Southeast Asian students

The main purpose of foreign students coming to Chinese universities is to study. In different cultural environments, foreign students' unconscious small actions may become cultural conflicts that Chinese teachers cannot accept. Under such conditions, foreign students should take some measures to reduce conflicts and maximize their learning efficiency.

5.1.3.1 Maintaining cultural sensitivity

The first step of successful cross-cultural communication is to understand and adapt to the cultural habits outside one's own country. If one side of the communication ignores the cultural characteristics of the other side and has no certain sensitivity to it, and only thinks and looks at the problem from the perspective of one's own habits, no matter how

sincere one is, it may cause artificial cultural conflicts. Southeast Asian students are not as extroverted as western students in expression and behavior. They have their own way of behavior and live in their favorite way. To study in China, far away from home, all the study and life rely on their own consciousness. From the author's own teaching experience, Indonesian students are better at being late for class and absent from work. Students will not come to class or late for personal reasons. Even if one day a little late, will also show special embarrassed, nodded to the teacher after entering the classroom. Students from other Southeast Asian countries, whether due to cultural or other reasons, get up late in the morning and are late for class or do not come to class directly, feel that it doesn't matter. They think that being late is not a serious thing, or they walk into the classroom as if nothing happened. In fact, this is a very bad behavior. For students themselves, they must be culturally sensitive, especially for those who are often late or absent from work. They should learn to "observe what they say" and try their best to put themselves into the classroom teaching mode in China. They should not waste their time and interrupt teachers' thinking because of their late and other improper behaviors. In the process of constant contact with the Chinese people, they develop certain cultural sensitivity and gradually absorb these cultural characteristics unconsciously. For a long time, foreign students' improper classroom behavior will be improved, and their cultural adjustment ability will also be improved subconsciously.

5.1.3.2 Cultivate the executive ability of finding and solving problems

In the process of contacting with foreign students, we are often told that "the teacher forces me to come to class", "the teacher will call the roll before class" and other situations that make foreign students very dissatisfied. In several Southeast Asian countries, the cultural nature of Vietnam, Myanmar and other countries is not very different from that of China. In addition to the rigid conditions such as teaching mode, there is generally not much cultural conflict in the classroom. However, Thailand, Laos and other countries in the classroom teaching, and China's strict teaching mode is different, so cultural conflicts occur from time to time.

In this case, the ability of students to find their own problems is very important. The average age of international students studying in Chinese universities is over 18 years old,

that is to say, they are adults and should have certain problem-solving ability. China's colleges and universities have strict requirements on students' class rate. In this case, students should follow the train of thought: if class rate is so strict, the classroom teaching environment should be more strict. Thai students think that happiness is the most important thing, everything they do is based on their own mood as the main reference, and they can use whatever way they are comfortable in class. In Thailand, students are required to wear uniform and shoes to class, but when they come to Chinese colleges and universities, they don't need to wear uniform clothes and shoes. It should be more relaxed for students, but students are more "intensified". They habitually wear slippers forbidden by Chinese students to class. In class, the most comfortable posture is the posture.

No matter in study or life, international students will find that there are more or less differences between China and their own country in one aspect. In the process of trying to adjust their own state, what students lack most is action ability, which needs teachers' supervision. No matter which country students, lazy is the nature of students. Compared with the Chinese students "hard-working, diligent" learning characteristics, foreign students' active learning action execution is slightly weak. For example, in the test of being late, even if students find that they have done something wrong and feel guilty, they have no desire to correct it. Of course, the cultivation of executive ability depends not only on the supervision of teachers, but also on the attitude of students themselves. When foreign students find that they are late for class, the teachers will not be happy, and they will take the initiative not to be late for class in the second class. In class, when they realize that their behavior norms are not appropriate, they actively learn from students from other countries who play an exemplary role in the class, ask their Chinese friends, restrain their bad classroom performance in class, truly "do as the Romans do" and reduce the cultural conflict between teachers and students.

In the process of cultural adaptation, the cultural cognition of the adjuster is a powerful guarantee for positive cultural adaptation. Therefore, in classroom teaching, students should be sensitive to the behavior of teachers and other students in the class, actively find problems, understand cultural differences, and change their inappropriate

behavior from their own point of view, so as to better adapt to the teaching mode of classroom management in Chinese universities.

5.2 Conclusion

The management of foreign students' dormitories is an issue that both administrators and international students should pay attention to. When China's dormitory management system, which has remained unchanged for a hundred years, encounters the cultural behavior collision of foreign students in the new era, the cultural conflict is inevitable. Nowadays, while much emphasis is put on the study of intercultural communication differences between China and the west, many people ignore the study of group culture of Southeast Asian students.

Southeast Asian students need to constantly adjust their adaptation, including psychological and physical adaptation. While maintaining their own national cultural customs, they also gradually accept Chinese culture and Chinese practices. When the dormitory management teachers confiscate their prohibited articles, the students should first stand in the perspective of Chinese thinking and think about whether their practice violates the dormitory management regulations. If it is, it should be punished. Good cross-cultural management awareness and service awareness are necessary for the teachers. In the work of students have a certain understanding of customs and taboos, communication on cultural differences have a keen sense of awareness, realize the real sense of cross-cultural management.

In the classroom management, the cultural conflict that foreign students can feel is not as serious as that of teachers. The obvious feeling of students is that the classroom in Chinese universities is too strict, so action is the main way to solve this problem. Therefore, foreign students should have a certain cultural sensitivity, be aware of cultural differences, and have the ability to change the status quo. Teachers should also change the traditional Chinese classroom teaching mode, adjust their own classroom management methods, and solve the cross-cultural contradictions between teachers and students in a more appropriate way.

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Appendix



Me



I was on the playground with the foreign students



I give students a lesson of national culture experience



My students are participating in the painting and calligraphy competition

Auto Bibliography

Student's NameXue Yang.....

Date of Birth ...31.8.1986.....

Education Level ...Bachelor Degree.....

Workplace ...Tongren Polytechnic College....

Work Experience8 year.....

Practicum report will need to be submitted within one week from the time of each phase.

Report can be submitted in person, by e-mail to Educational Administration Program.

(E-mail address will be let you know later.)