

Adaptation Problems in Xinjiang Minority Students in Guangdong Universities and Possible Suggestions

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Abstract. The education and management of the minority students from Xinjiang in universities is an important component of the ideological and political education work in related universities. There are dramatic distinctions of natural and social environment between Xinjiang and Guangdong province. After Xinjiang minority students enter the Guangdong universities, they may encounter a lot of adaptation problems such as, daily life habit frustrations, learning maladaptation, interpersonal and employment confusion, and so on. This paper begins by describing adaptation problems faced by Xinjiang minority students in Guangdong universities, and then proposes quality suggestions to service their comprehensive growth and health success.

Introduction

In recent years, along with our country comprehensive counterpart support construction and development in Xinjiang, especially in terms of education, the universities in China increased enrollment plan in Xinjiang. Gradually, there are more and more Xinjiang minority students in the campus. College students from ethnic minorities is a beautiful scenery of campus life in Guangdong. With the development of Xinjiang province in China, there are more and more Xinjiang minority college students from Xinjiang Uyghur Autonomous region. As a special minority group, special care are needed to help them accommodate themselves to the new environment. Due to the specific culture, their growth environment and customs, they had formed a unique pattern of thinking and behavior. As they enter the college with natural and social environment distinctively different from that in Xinjiang, they might experience culture shock and would inevitably encounter adaptation problems. [1] Analysis of this common issue of this group in the universities, find an effective way to solve this problem and promote their all-round development is the major task of ideological and political higher education in Guangdong universities.

Frustrations of Xinjiang Minority Students in Guangdong Universities

All ethnic minority students possess their own characteristics in terms of the environment where they grew up, their way of thinking, their attitude toward learning, and their basic educational background. They have come long distances from their native places and families. Faced, however, with a strange environment and culture, they cannot help but experience many frustrations and fill with bewilderment. [2]

Daily life Habit Frustrations

First, there are obvious distinction between the hot and humid natural environment of Guangdong and the arid climate of Xinjiang. Some students may be unable to acclimatize to life in the new climate, and feel physical discomfort, which might trigger anxiety. Second, as a coastal provinces, the consumption level in Guangdong is higher than that in Xinjiang. Thus, the cost of living for the Xinjiang minority students is relatively higher, which may be a burden for their parents. Despite

Guangdong universities actively implement a series of policies to guarantee the particularity of their living habits, such as set up halal restaurant, strengthen national unity education, propagate national culture and increase the psychological health education to service their comprehensive growth and health success. However, natural and humane environment distinctions, after all, were hard to avoid.

Learning Maladaptation

They are excellent students, chosen from among tens of thousands of students in Xinjiang, but their elementary knowledge and basic skills are far inferior to those students in Guangdong of the same age. Before coming to the university, Xinjiang minority students accepted the local Uygur language, which makes them formed a unique way of learning and thinking. This is incompatible with the Guangdong universities dominated by Chinese language teaching, and may form language barrier. After entering the university, with the increase of competitors, the language barrier, different ways of thinking and other disadvantages appeared constantly, make Xinjiang minority college students' superiority gradually disappear, some of them "cannot keep up", lost and confused in studying.[3] A series of problems are likely to lead to ethnic minority students' anxiety, inferiority, depression and even serious psychological problems.

Interpersonal Confusion

Due to the differences in cultural background, the interpersonal communication of the Xinjiang minority students has its unique features, as compared with the college students from the mainland. Regulated by the native culture environment and customs, Xinjiang ethnic minority students accepted their nation's religious beliefs, customs, habits and customs by osmosis. In order to avoid contact with religious taboos, interpersonal communication is often limited to the students within the same ethnic groups. Sometimes, inappropriate expression of national consciousness, not only the influence the other ethnic groups, but also may lead to conflict. In addition, Xinjiang minority students often come from remote, rural areas, they just receive basic education. After coming to Guangdong universities, they may therefore have a sense of inferiority, which may affect the lives of minority nationalities in Xinjiang. Therefore, their interpersonal communication issue should be widely concerned.

Employment Confusion

Xinjiang minority students lack intention to job-hunting, employment, sense of competition and active employment consciousness is not strong. And influenced by local customs and religion, they incline to go home for work. But because of professional, geographical and other restrictions, Xinjiang local enterprises rarely come to recruit from Guangdong Province. So Xinjiang minority students depends mainly on the Internet to get employment information. But the Internet is full of false information, which make their employment difficult. Some of the Xinjiang minority students choose to stay in Guangdong, but there is prejudice from the society for ethnic minority graduates. Therefore, all the above reasons affect the minority students in the mainland employment and affect the minority graduates employment rate.

Suggestions

There are adaptation problems in daily life, studying, interpersonal communication and employment and other aspects. Guangdong universities should be aware of the importance of the education of ethnic minority. And the development of minority education management should integrate with reality. Suggestions are as follows:

Overall Layout of Ethnic Minority Students in Xinjiang

Guangdong universities should depict the overall layout of the management of minority students in Xinjiang, according to the actual situation of the university. Establish a leading group and a dedicated office, and made unified arrangements. Establish student affairs office of minority student's management and set up a working group in each school. There is a clear division of responsibilities at

all groups, and each group will perform their respective functions. The leading group develop overall strategy, the other groups cooperate effectively, and the college counselors implement the policy. All of the ethnic minority education and management groups cooperate and improve the pertinence, timeliness of ethnic minority students education and management.

Enhancing the Level of Refinement in Management of Xinjiang Minority Students

For Xinjiang minority students to create a good living, learning environment, Guangdong must constantly improve minority education in colleges and universities student work level of refinement, eliminates the “raw” way to deal with problems, targeted education management method of determining and distinguishing. Raising the level of refinement in student management work, we should fully understand the student's practical difficulties, give the Xinjiang minority students comprehensive care and help. Can be mainly start from two aspects: Firstly, reduce the gap within the minority students. For example, when they celebrate their traditional festivals, we can hold a party or forum, with representatives of all national student or related leaders. It would deepen mutual understanding and reduce the distance between teachers and students. Secondly, we could the student congress, study group and regular generation forum, in-depth Xinjiang minority students, understand the relevant situation and their practical difficulties, solicit their opinions and suggestions, and take corresponding measures to solve the relevant problems. Secondly, by convening student congress, holding learning group and regular seminars, we could understand their situation and practical difficulties, seek their opinion suggestion and take appropriate measures to solve the corresponding problems. Such as Jinan university student congress gather opinions from ethnic minority students and solve the problem of no serving breakfast in halal restaurants.

Create a Multi-cultural Atmosphere in Campus

Cultural education is a vital component of education in university. University culture should be diverse and colorful, should provide a good platform for all the ethnic minorities. For example, Jinan University has set up halal restaurant for minority students in Xinjiang, respect their cultural habits, and provide the necessary conditions and facilities. [4] In addition, universities should hold campus multi-cultural activities. Such as Jinan University uphold the annual “International multi-culture in Jinan”. Which has become the characteristic comprehensive international traditional cultural activities in Jinan University. The multi-cultural activities, not only promoted the mutual understanding between different ethnic groups, also makes the minority students in Xinjiang willing to accept the new environment, integrate themselves into the university, gradually eliminate maladjustment of the life and human relations.

Establishing a Sound System of Psychological Support

Due to the change of the social and cultural environment of the minority students in Xinjiang, a series of adaptive problems may emerged, which may lead to psychological problems. Therefore, the psychological health education for the minority students in Xinjiang plays an essential part in solving their problems. We should pay close attention to the psychological status of the students in Xinjiang minority, solve the problems of the students with mental disorder. For students with mental disorders, we should build comprehensive records and regularly get to know their situations. Psychological Health Education center could carry out professional counseling, psychological lectures, peer counseling and so on to help minority students in Xinjiang to ease the pressure, enhance their psychological adjustment and interpersonal skills. [5]

Strengthening the Financial aid and Employment Guidance

Guangdong universities have established a sound scholarship system, to encourage Xinjiang minority students to face the challenge in college with self-reliance, positive and healthy attitude. So Xinjiang minority students from families with financial difficulties can integrate into the campus study and life better. Additionally, most of Xinjiang minority students choose to return hometown for work, Guangdong universities should integrate all possible resources, multi-channel access to get

recruitment information of Xinjiang enterprises. We could invite outstanding minority students in Xinjiang to share the experience of postgraduate employment, carry out small minority employment seminars and strengthen the Xinjiang minority students' awareness of employment.

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