

Research on Methods and Ways to Cultivate the Environmental Adaptive Capability of University Students from the Xinjiang Minor Nationality

Zhi-Wang DING^{1,a}, Zhen-Yu HU^{2,b} and Hong-Juan LI^{3,c,*}

^{1,2}Student Affairs Office, Jiangxi University of Traditional Chinese Medicine, Nanchang, Jiangxi, China

³International Education College, Jiangxi University of Traditional Chinese Medicine, Nanchang, Jiangxi, China

^a80522024@qq.com, ^b491673015@qq.com, ^c249556449@qq.com

*Corresponding author

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Abstract. In order to cultivate modern construction talents from Xinjiang minor nationality, the government had created more opportunities for them to further study in the universities at mainland. Due to big differences in culture, it is very challenge for the Xinjiang minor nationality students to adapt themselves to the new environment. This article is to research and analyze the current lifestyle of Xinjiang's university students, to find out the issues that they are facing and its root causes, so that we can propose the cultivate methods and ways to increase the environmental adaptive capability of Xinjiang minor nationality university students. It is also to encourage some creative ideas which can constantly enrich our country education theory and management theory on minor nationalities and theoretical exploration on a new education mode.

Introduction

Since ancient times, China is a multi-ethnic country. Due to historical reasons and the implementation of reformation on opening to the outside world policy, the economic and cultural gaps between the eastern and western regions of China have become more significant. At the beginning of twenty-first century, in order to promote the further development of the economy and culture at the central and western regions, the government implemented the strategy of "The Great Western Development". It is gradually shifted the economic and cultural construction center from the east coast areas to the central and western regions. With the continuous development of the strategy of "Western Development", the demand of economic development and social construction talents in the western region is increasing. However, due to the education level of Western China is lags behind, the cultivation of professionalism and talents are extremely shortage. To overcome this, while developing the western region education, the government also provides more opportunities to Xinjiang minor nationality students to further studies at the mainland's universities. After the new Xinjiang minor nationality students move to mainland, especially at the east coast areas, ethnic is different, learning life had change, common language is also changed and insufficient of preparatory education makes them more difficult to adapt to the new environment, hard to survive, and seriously impacting their normal study life.

Factors that Affecting the Environmental Adaptive Capability of Xinjiang Minor Nationality

Changes of Learning Environment

Due to differences in culture and ethics, the challenges that Xinjiang students facing in the mainland university life are more than their parents expected, especially on the necessities, such as cloth, food, accommodation and transportation. This makes Xinjiang students need time to adapt to the new living environment. Some more, Xinjiang students generally have their own religions, and most of the Han students don't understand about their religions and the taboos. This easily makes conflict in

the daily life between Xinjiang and Han students. At the same time, Xinjiang student's mindset and language habits are also different with Han students. While communicating with Han students, Xinjiang students will unconsciously use their own way to resolve when issue arise. This easily conflict with Han students and make them far and far away from Han students. This is impacting the harmony between Han and Xinjiang students and increasing the challenges of Xinjiang students to adapt.

From learning perspective, the standard of high education in mainland high school education is higher than Xinjiang. This increases the expectation of Xinjiang student's standard which is undoubtedly a huge challenge for them. Due to the level of education at western China is lag behind, and there are certain gaps between the syllabus and communication, this make most of the Xinjiang students' cultural quality generally is low, knowledge is narrower, single-minded and self-learning ability is weak. While learning at university, Xinjiang students need to spend more time to learn and understand the professional knowledge comparing with Han students, this make their learning efficiency is low, hard to achieve the learning objectives, and finally poor result. In addition, most of the Xinjiang university students are selected from the batch of outstanding students, but when come to mainland universities, due to poor result, they are being degraded to the batch of poor students. This huge contrast factor makes Xinjiang students cannot adapt.

The Difference of Culture

For individuals, from normal daily life activities, the ways of getting along with people, until the world vision, vision on life and values, all of them are the result of cultural influence. Culture influences people behavior, ways of communication, mindset and values, and influences people's cognitive activities and practical activities. The ethnic of Han and the minor nationality are large different in culture, and the effects of culture on human features are long lasting. Xinjiang students find it difficult to adapt to the new cultural environment, this builds a communication barrier between them and Han's teachers and students. Studies of acculturation have shown that it is necessary for individuals to gain social support when they are adapting to the new environment. For Xinjiang students, good teacher-student relationship and student-student relationship are very important. But the cultural differences cause the relationships are not so close as expected which has postponed their adaptation to the environment.

On the other hand, Xinjiang minor nationality students and the mainland students are separately forming their behavior, communication mode, mindset and values based on their original cultural environment. All these have their own characteristics, different on each other, so issues are occurred during the communication process. When issues occur in the new environment, the Xinjiang students still use their original mindset and values to deal which will cause some more issues. Moreover, the mainland universities syllabus generally emphasizes standard values and behavior of Han's culture, lack of transitional teaching to minority culture. This make Xinjiang students feel uncomfortable and hard to accept and corresponds in short period of time.

Changes in Common Language

According to Wolf's hypothesis, language determines man's thinking. However, social constructivism believes that human experience determines the cognitive level of people. Different experiences will give people different ways of thinking, resulting people understanding things in different ways, some more use different languages to express these things. As a communication tool, language is an indispensable tool for people to communicate and exchange ideas with each other, so that human knowledge can be continuously transmitted and inherited. The process of students learning is to acquire cultural knowledge and cognit it, this needs language as a media to achieve.

From high school to university, the media language in school has changed from Uighur which is very familiar by Xinjiang minor nationality students to Chinese. Uighur is their mother tongue, and Chinese is not commonly used in their environment before. When they study in mainland universities, Chinese as a media teaching language becomes a big challenge for them to study. In the process of learning Uygur language, the Uyghur's thoughts and habits had been planted to Xinjiang minor nationality student's mind, which causes major barrier for them to learn Chinese

and understanding some special Chinese words. For example, in the mainland, Chinese medicine colleges and universities generally will be an ancient medical curriculum, the course of Chinese language especially classical Chinese basic requirements are even difficult for most of the Han students, not to say Xinjiang minor nationality students who are not familiar with Chinese before. The Classic Chinese for them are just like "mumbo-jumbo". Nouns and vocabularies which involve some of the specific Chinese culture will further make them difficult to learn and imagine. Moreover, in the mainland universities, most of the students and teachers are majority Chinese and Chinese speaking, it is difficult for Xinjiang minor nationality students to adapt because they are only small group of people. They already used to their own language to communicate and not familiar with Chinese to communicate with Han students. Consequently, language differences are one of the barriers for them to adapt the learning environment in mainland universities.

Insufficient Preparatory Education

Preparatory education stage is to consolidate the basic knowledge of ethnic to minor nationality students, improve their Chinese level, broaden their knowledge, improve their learning capability, enhance their ability to adapt to university learning, is a transition stage and important process to help minor nationality students to better adapt the university life. However, there are still many problems in the current preparatory education, some places are still not emphasis enough on the preparatory education. Lack of experience of preparatory education, preparatory education policies and systems are not perfect for some of the places and schools, big differences in standards of preparatory education at different locations, standardization of preparatory education contents have to be improved, teacher resources are not matching the preparatory education courses, all these have big influences. Relevant research shows the curriculums that been setup in the preparatory education are too basic which are not able to meet the expected result that combines real basic education and professional education which resulting in preparatory education is not proper transit to university education. In year 2005, the provisions of national education division of the Ministry of Education promulgated the "Ordinary High School Preparatory Education Class for Minor Nationality, Ethnic Management Class" had specified the subjects like Chinese language, mathematics, foreign language, computer, Marx's national ideological theory, politic thinking and etc. must use standardize textbooks. The preparatory education standards of minor nationality students are not even, using standardize textbooks is hard to guarantee preparatory education staff quality, resulting hard to guarantee the preparatory education effectiveness. More importantly, in the current preparatory education has not formed a standard education model. Therefore, the evaluation of the effectiveness of preparatory education is also difficult to implement. The effectiveness of preparatory education is hard to monitor. Xinjiang minor nationality students are interfering by above various kinds of factors in preparatory education, this make them not able to effectively culture the ability to adapt the mainland university study life, thus affecting their future in university life adaptation.

Methods and Ways to Cultivate the Adaptability of Xinjiang Minor Nationality Students

Due to the ability and process of Xinjiang minor nationality students to adapt the mainland environment are affected by above four aspects, we must find the correct owners to resolve the issues. In the process of Xinjiang minor nationality students in mainland universities, students, universities and related education departments are the three indispensable important elements, so this article is to discuss the methods and ways to train them the capability to adapt the environment from three aspects above which regards to students, universities and related education departments.

Learning

God help those who help themselves. After entering university, different ways of management and education methods comparing to high school life and preparatory education life makes Xinjiang minor nationality university students encounter some problems. This is a big challenge for them to adapt. Students are the center of education, Xinjiang minor nationality students should proactively

adapt themselves to the environment in the mainland, should not excuse by cultural, linguistic and living habits. Research has shown that when students encounter various problems, if students themselves can aggressively and proactively to seek for solutions, during the process, students will learn the lessons and it will help to adjust and balance themselves to better adapt to university life. Therefore, after entering the university, Xinjiang minor nationality students should think and act positively, brave to front all the challenges, aggressively take the initiative to seek the right way to resolve problems, develop the self-confidence, learn to ask for help from others, modestly study and finally will success in their study.

School Aspects

Established a mutual aid mechanism between teachers and students, actively improving the communication between Han students and minor nationality students.

Through continuous communication and exchange, guide the Han students to help Xinjiang minor nationality university students during the study and life. In addition, the teachers also need to put more efforts to the Xinjiang minor nationality students and guide them to adapt the mainland university environment, respect their religious beliefs and ethnic customs, pay attention to their mental health. Build a mechanism of one to one between Han and Xinjiang student, helping each other's, and also teacher and student, through cooperation between teachers and students in many aspects to help the Xinjiang minor nationality university students learning life. This will make the communication between Xinjiang minor nationality students and Han students and also teachers become better. Create a better relationship between teachers and students, so that Xinjiang minor nationality university students can better adapt to university learning life. At the same time, the school should carry out national unite education system of Xinjiang minor nationality students and Han students. For example, can carry out the celebration for Xinjiang minority festivals, support and advocacy within minority study class, style, life activities, let the Xinjiang minor nationality university students feel the kindness, tolerances, respect, love and happiness, so that can they can harmonious coexistence.

Improve Chinese Language Education in University and Improve Their Professional Knowledge Learning Ability. Obviously, the actual standard of Chinese language for Xinjiang minor nationality students is low and has become a major obstacle to their learning in university. Therefore, it is necessary for the relevant education departments to carry out their professional Chinese language teaching to improve Xinjiang students Chinese level that can let them better adapt to university life. There is a research which pointed out that there are still a lot of opportunities to improve regarding to the research on fundamental theory of teaching Chinese language. Most universities have not yet realized the importance and necessity of Chinese professional teaching to minor nationality students. In China, there are various types of professional Chinese textbooks for minority students, and the professional Chinese teaching materials are also quite instructive but lack of professional teachers for minority students in professional Chinese language learning. This causes the result of carry out the effectiveness of professional Chinese teaching in universities is not significant. Therefore, universities should pay attention to the combination of language and professional knowledge during teaching process. Combine the multiple characteristics of different standards of Xinjiang minor nationality students to develop the multi-level professional Chinese teaching training. Train and form the Chinese professional teacher resources team to pay attention to the teacher's teaching skills standards and improve the level of language capability standards of Xinjiang minor nationality students. Only after mastering the language, Xinjiang minority students will no longer feel strange and really can help them to overcome all the challenges in their learning life and improve their self-help ability.

Relevant Education Departments

Comprehensive Professional Chinese Education System. The relevant state education departments should focus on the research of teaching theory of Chinese language professional, enhance the training system of professional Chinese teachers, improve professional Chinese teaching theory, come out with professional Chinese education textbooks and the corresponding guidance materials, so that can improve the development of Chinese language education in the universities.

At the same time, we should improve the basic Chinese education in Xinjiang minority universities since high school and in the preparatory education. Long-term training on their Chinese mindsets can help to improve their Chinese level, and also improve their ability to adapt the learning life in mainland universities.2.3.2 Improve the Preparatory Education Management, and Explore a Better Preparatory Education Mechanism

Focusing on the existing problems in preparatory education, the relevant education authorities should strengthen the importance of preparatory education, improve the management of preparatory education, and establish a teaching system which suitable for preparatory education. First of all, the relevant departments should strengthen professional preparatory education teacher resources development, train more talents in preparatory education field. For example, we can try to set up an independent preparatory school, focus on it with the financial and policy support, optimize and integrate the preparatory education teacher resources to carry out preparatory education. Strengthen the reform of preparatory education, explore the curriculum setup in preparatory education, and build a scientific curriculum system. Secondly, instead of continuously implementing the simple teaching basic knowledge, the relevant departments should pay attention to the combination of basic knowledge education and university professional knowledge while writing the content of preparatory education on the other side. Preparatory schools should continue to explore a good teaching mode in preparatory education and practice, and then gradually form the standardized preparatory education syllabus. On the teaching materials, the relevant departments can organize the universities based on unity and combine their own characteristics to adjust accordingly. Through a variety of measurement, the preparatory education can be standardized and effective, thus consolidating the basic knowledge of ethnic Xinjiang minor nationality students and enhancing their adaptability to university life.

Only focusing on the actual situations of the Xinjiang minor nationality students' learning environment changes, language and religion differences and act accordingly from students, schools and the relevant departments to improve the formation of Xinjiang minor nationality students' ability to adapt to the mainland universities. By doing these only can improve the adapt capability of Xinjiang minor nationality students from various dimensions, improve the learning capability and centripetal force to entirely build a well-off society and huge contributing to achieve the China dream.

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Reference

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