

Investigation and Strategy Research on the Management of International Students in Higher Vocational Colleges from the Perspective of the Belt and Road Initiative

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Abstract: The education of international students in higher vocational colleges has developed rapidly in recent years. However, higher vocational colleges have the shortcomings such as late start and lack of experience. Taking the education management of international students in Hainan College of Economics and Business as an example, this article finds out the problems existing in the management of students, analyzes and discusses their causes and solutions, and explores the management strategies of international students in higher vocational colleges from the perspective of “the Silk Road Economic Belt and the 21st-Century Maritime Silk Road”, so as to improve the management and teaching level of higher vocational colleges.

Keywords: higher vocational colleges; international student; administration; problems; strategy

1 Introduction

The proposal of the "the Belt and Road" is an important innovation for China and other countries along the Belt and Road to build political mutual trust and promote economic cooperation. At the same time, it also has far-reaching significance to accelerate the internationalization of China's higher vocational education, promote teaching reform, optimize educational management, and improve the training level of higher vocational talents.[1] In the new era, with the continuous improvement of China's comprehensive national strength and international influence, China's education for international students studying in China has developed rapidly. In terms of the scale of studying abroad, China has become the third largest importer of international students in the world after the United States and the United Kingdom.[2] In 2016, the Ministry of Education issued the “Education Action to Promote the Joint Construction of the ‘the Belt and Road’”, which further clearly proposed the establishment of the Silk Road Scholarship-Chinese Government Scholarship. In the next five years, 10000 new students from countries along the Belt and Road will be funded to study or research in China every year to cultivate industry leading talents and excellent skilled talents for countries along the Belt and Road.[3] Hainan, as a necessary zone for the Silk Road on the ocean, has an important strategic position. At the same time, the Party Central Committee and the State Council should build Hainan Province into a

national free trade pilot zone and an international free trade port. The increase in the number of international students coming to Hainan has driven cultural exchanges between China and countries along the the Belt and Road, and also promoted the self-improvement and reform of colleges and universities. The scale of international students in Hainan's colleges and universities will be expanded.

Currently, due to the low level of basic education and inadequate selection mechanisms in some countries, the level of international students in China is uneven. Moreover, these international students come from many different countries, and there are many differences in lifestyle, cultural beliefs, and other aspects. Therefore, at the early stage of enrollment, many international students in China are faced with unfamiliar regions, human relationships, habits, cultures, etc. The uncomfortableness has caused their homesickness, psychological loneliness, and even a sense of fear.[1]In the face of different cultural backgrounds, appropriate cultural exchange can enable international students to smoothly accept and adapt, otherwise it will lead to confrontational psychology among international students, making life and learning unable to adapt to the Chinese environment. These discomfort will bring great difficulties to the management of international students. At the same time, language barrier and economic tension are also problems faced in the management of international students.

Attempts are made to find ways and means to strengthen and improve the reform of international student management, improve the management level of international students, and guide international students to adapt to our country's environment and abide by our laws and regulations, as well as college rules and regulations. The purpose of this study is to carry out assimilation management and introduce psychological intervention guidance to alleviate the pressure on relevant departments, colleges, and international student counselors, so that international students can adapt to local life and learning as soon as possible, enable them to play an important role in enhancing trust, resolving doubts, and building mutual trust, become the main force of the New Silk Road Economic Belt, and better serve economic construction.

2 Relevant literature review

"Studying abroad" has been a relatively common phenomenon in various countries around the world since ancient times, ranging from ancient Greek scholars who traveled before BC to Kentoshi, the ambassadors dispatched to Tang arranged by Japan to China, and even to the number of international students commonly seen around the world today. With the development of history, the number of international students is increasing. According to relevant data, in 2016, the total number of international students from various countries in the world exceeded 5 million, such as the education power of the United States, which has a group of over 1 million international students. The large number of special populations from different countries and cultures naturally poses a variety of management issues. How to help them overcome cultural differences, obtain a good education, and achieve the purpose of studying abroad has become a hot issue that Chinese and foreign scholars have been paying attention to for a long time.[4]

2.1 Research situation abroad

Zhang Jieyun mentioned that the "internationalization of higher education" in the United States has always served its own national global development strategy. The management of foreign

students in American colleges and universities, like the management of domestic students, emphasizes their commonality. The colleges and universities will not arrange specialized teachers, classrooms, courses, canteens, dormitories, etc. for foreign students, saving manpower, material resources, and financial resources. The college or university requires international students to be consistent with domestic students in terms of student status management, teaching arrangements, and codes of conduct. The school mainly provides services to international students in terms of rights protection and life assistance through freshmen's enrollment and other activities, student associations and specialized consulting departments. The logistics service guarantee is entrusted to a special social service system [5]. The management system of international student education in the United States reflects collaborative and professional management. Li Huilin pointed out through research that German universities have formed a unique management model of "streamlining and integration of institutions", "student convergence and autonomy", and "socialization of life services" in student affairs management, which has been continuously recognized by universities worldwide [6]. Xu Haining et al. proposed in their article that universities in the United Kingdom are only responsible for the recruitment and teaching management of international students, while the government and relevant social departments are responsible for the immigration, migrant work, legal supervision, and other affairs of international students. The majority of accommodation issues are rental housing, and non-profit organizations are responsible for in-depth cultural exchanges. [7] Through research and analysis, Belford analyzed the need for cross-cultural adaptation of international students after entering the destination country, and the main influencing factors include: language issues, economic issues, lifestyle issues, environmental adaptation, etc. [8]. Through research, Leswett et al. conducted surveys from aspects such as influencing factors and psychological factors in life, and found that foreign students' life adaptation problems mainly include: language issues, economic issues, cultural habits, interpersonal issues, health issues, emotional stress issues, homesickness issues, and other issues [9].

In summary, the management of international students in foreign countries have developed relatively mature, mainly due to the socialization of life services, unified teaching management, and socialized supervision. There are no management issues such as life and logistics services in Chinese universities, and they are mainly responsible for enrollment, teaching and employment of students. Therefore, foreign research on the assimilation management, psychological intervention, and institutional streamlining of international students is worthy of reference by the government and universities in China.

2.2 Domestic research status

Since the establishment of the P. R. C, The number of international students coming to China has increased with the economic growth of our country, and certain research has been made on cross-cultural adaptation, management models, and related policies. Gu Ying pointed out that the convergence management of universities in mainland China is still in the development stage, Setting up management institutions and personnel at both the college and grass-roots units usually adopts a controlled management model. The trend of assimilation management for foreign students in mainland universities is to assign ideological and political education, mental health education, and career development education to international student counselors with centralized functions. They are also responsible for cultural exchange activities and helping poor students. Their main shortcomings are that the management effect is extensive but not specialized,

and the ability of management personnel does not meet the requirements. It is proposed that mainland universities should firmly adhere to the direction of "less differences and more similarities" based on the current situation of "similarities with differences". While learning from universities in Europe, the United States, Hong Kong and Taiwan, we will further strengthen support for grassroots student organizations, and consolidate and develop the advantages of China's college counselor system [10]. Wang Zhanming pointed out in his article that the management situation of international students mainly involves issues such as outdated concepts, outdated systems, and outdated teams. Therefore, it is necessary to improve the construction of management concepts, systems, and teams in a targeted manner to provide guarantee for China's strategy of deepening opening up, thriving education, and rejuvenating the country through culture [11]. Huang Kaifeng proposed to strengthen the team construction, full-time counselor team construction for international students, and strengthen the construction of living hardware environment to provide ideas for the management of international students in the entire university system [12]. Hou Weizheng proposed that strengthening the management of international students must improve scientific and reasonable management mechanisms, improve scientific and effective management systems, establish a scientific and complete management framework, and create scientific and smooth management channels [13]. Lu Sunqi proposed to face up to cultural differences, strengthen communication and exchange, establish a reasonable management system and cultivate cross-cultural management concepts to improve the cross-cultural management system of vocational colleges [14].

Through searching and consulting the above and other relevant documents, it can be found that the research on the education and management of international students in modern times has started earlier and is relatively mature in foreign countries than in China. The management of international students in domestic undergraduate universities is superior to that in vocational colleges in terms of management, teaching, and psychology. Therefore, research in this area is very necessary and can provide reference for relevant management.

3 Research design

Using a hybrid research method that combines qualitative and quantitative methods can better exploit their respective advantages [15]. Use literature research to determine the content of the questionnaire and interview survey. Through a questionnaire survey of foreign students, interviews with managers and teachers, and quantitative research based on data analysis, identify existing problems, and combine qualitative research to explore the causes and solutions to find management improvement strategies. The research model is shown in Figure 1.

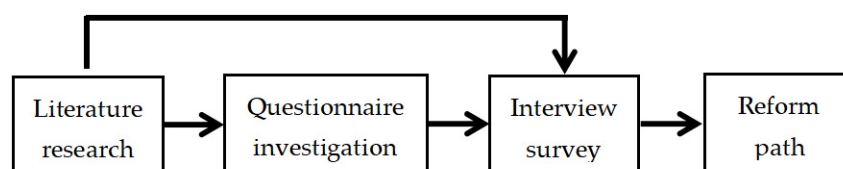


Fig. 1. Research mode process.

3.1 Research object

Hainan College of Economics and Business is one of the earliest vocational colleges in China to carry out international student education. It has trained more than 1000 international students, and has achieved certain results in international student education and management. This study focuses on international students, teachers, and management personnel from Hainan College of Economics and Business.

3.2 Questionnaire survey

In this study, 138 international students and graduates from Hainan College of Economics and Business were selected as the subjects of the questionnaire, and 129 valid questionnaires were collected. The basic information of the questionnaire is shown in Figure 2 and Table 1. It can be seen from Figure 1 that international students of this college mainly come from countries along the "the Belt and Road".

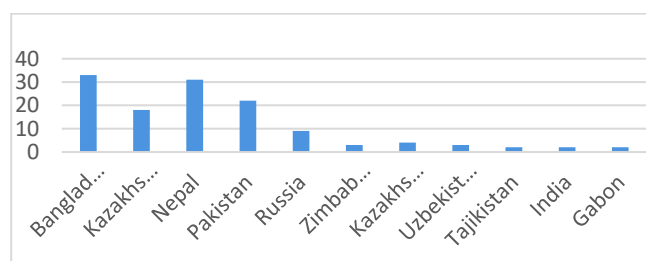


Fig. 2. Countries of International Students Participating in the Survey.

Table 1. Statistical table of basic information of survey subjects.

Project category	Option	Number of people	Proportion
gender	male	78	60.47%
	female	51	39.53%
grade	freshman	15	11.63%
	sophomore	24	18.6%
	junior	72	55.81%
	graduated	18	13.95%
total		129	100%

3.3 Interview survey

The interview survey was conducted with individual international students, international student counselors, teaching management personnel, and some teachers as the research objects, consisting of 3 students, 5 management personnel, and 5 teachers. The interview objects were numbered X1-X3 and L1-L10.

3.4 Analytical methods

Questionnaire and interview surveys were used to find out the main problems in the management of international students. The questionnaire was analyzed using SPSS23, and the Alpha

coefficient of satisfaction with the college was 0.976, and the KMO value was 0.840. This indicates that the reliability and validity of the questionnaire are relatively high, the design of the questionnaire is reasonable, and the results are relatively reliable. The questionnaire was analyzed for correlation and influencing factors, and then the causes and solutions of the problems were found through interviews and literature methods.

4 Conclusions and Findings

The results of the questionnaire survey show that 88.37% of international students choose "language issues" as the most difficult options for learning in China, followed by cultural differences (32.56%), economic issues (25.58%), teaching issues (16.28%), and finally living habits (13.95%). The satisfaction of international students in various aspects at Hainan College of Economics and Business is shown in Table 2. In terms of management needs, the ranking is as follows: improving teaching and training facilities (30.23%), improving accommodation and catering conditions (27.91%), improving management service level (23.26%), and improving teaching level (18.6%). In terms of teaching needs, the ranking is: improving teachers' English proficiency (44.19%), increasing practical training programs (37.21%), reforming teaching methods (11.63%), and improving teachers' teaching proficiency (6.98%). The improvement of various abilities of international students after studying in Hainan College of Economics and Business can be seen in Figure 3, and the overall satisfaction with the college can be seen in Figure 4.

Table 2. Multifaceted Satisfaction Survey Results of International Students at Hainan College of Economics and Business.

Option	Very satisfied	Satisfied	General	Dissatisfied	Very dissatisfied
teaching level (Chinese as a foreign language)	39(30.23%)	48(37.21%)	24(18.6%)	12(9.3%)	6(4.65%)
Teaching level (professional courses)	30(23.26%)	60(46.51%)	27(20.93%)	6(4.65%)	6(4.65%)
Chinese language teacher team strength	42(32.56%)	42(32.56%)	33(25.58%)	9(6.98%)	3(2.33%)
Professional course teacher team strength	27(20.93%)	48(41.86%)	36(27.91%)	9(6.98%)	3(2.33%)
Team strength of international student counselors	36(27.91%)	42(32.56%)	39(30.23%)	9(6.98%)	3(2.33%)
School facilities (training room)	30(23.26%)	42(32.56%)	39(30.23%)	15(11.63%)	3(2.33%)
school canteen	36(27.91%)	33(25.58%)	48(37.21%)	9(6.98%)	3(2.33%)

Conditions and Management of School Dormitory	36(27.91%)	36(27.91%)	33(25.58%)	21(16.28%)	3(2.33%)
Teacher's teaching method	30(23.26%)	48(37.21%)	36(27.91%)	12(9.3%)	3(2.33%)
Management methods for international students	39(30.2%)	48(37.21%)	30(23.26%)	9(6.98%)	3(2.33%)
School staff have the ability to solve students' problems	45(34.8%)	36(27.91%)	27(20.93%)	18(13.95%)	3(2.33%)
Teachers and counselors' care for students	48(41.8%)	39(30.23%)	18(13.95%)	15(11.63%)	3(2.33%)

4.1 Language issues

According to the results of questions 5, 6, 9 (1), and 9 (2) of the questionnaire, as well as the correlation analysis and influencing factor analysis, it can be seen that language problems still rank first among the difficulties encountered by foreign students, which is consistent with the impact issues studied in literature [10]. Although there are many translation software and current mobile phones are highly intelligent, language issues have not been resolved well.

The intentional students mainly come from countries along the Belt and Road. Most of these countries' mother tongues are not English, but they mainly use Chinese and English to communicate in China, which adds obstacles to language communication.

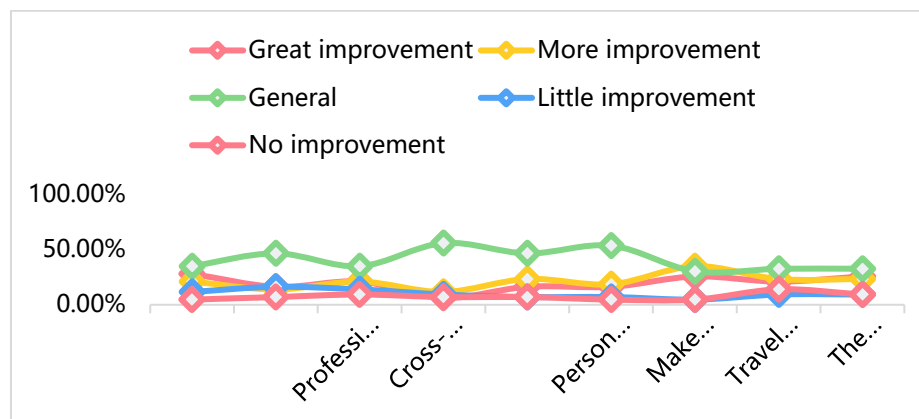


Fig. 3. Ability improvement after studying abroad at Hainan College of economics and Business

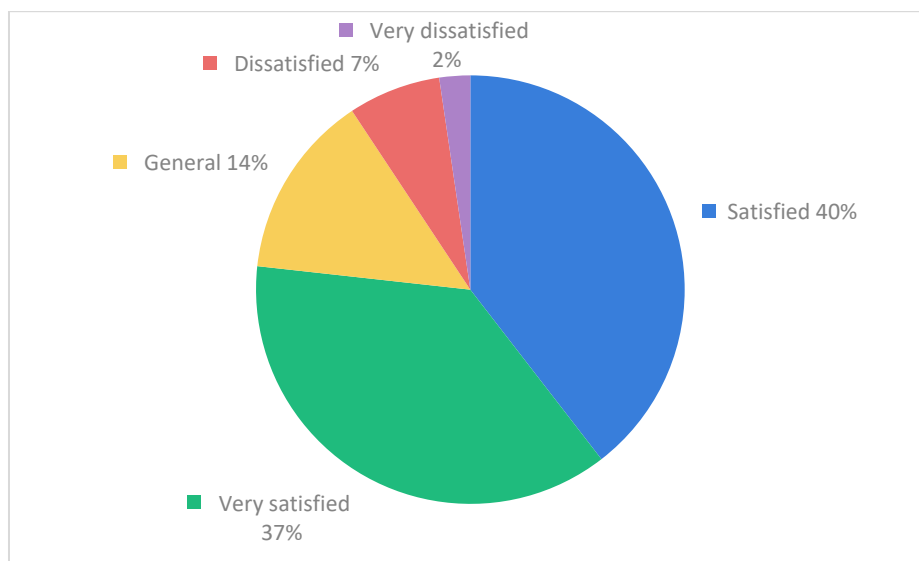


Fig. 4. Overall Satisfaction of International Students with the college

"Most intentional students' Chinese language courses are taught by Chinese language teachers, who are not proficient in English, so the language problems of students during the teaching process will also be prominent." (L2)

"Most professional course teachers in vocational colleges use less English and are not experienced. Specialized core course teachers are mainly busy with courses for domestic students, so they rarely participate in the teaching of foreign students." (L6)

Language issues are reflected in literature, student surveys, and teacher and management surveys.

4.2 Cultural differences

The number of international students in vocational colleges is relatively small, and they come from different countries with cultural differences. Students in vocational colleges have shorter school hours than in undergraduate colleges, and there is not much communication between students. Therefore, they do not have a deep understanding of Chinese culture.

"After we arrived in China, we were not familiar with everything. We met Chinese friends through some activities, but we did not have much contact. It was mainly through school classes and activities that we learned about some Chinese culture." (X1)

"International students and Chinese students differ in terms of teacher-student emotions. Chinese students often communicate with counselors during school and after graduation, while international students rarely communicate after graduation." (L5)

4.3 Economic issues

Some international students' families are relatively poor, which has been confirmed in both student questionnaires and teacher interviews. Scholarships are important for 51.16% of international students. Among the interviewees, 7 teachers mentioned that the financial difficulties of international students are a relatively large influencing factor in management work.

"One of the overseas students I was responsible for had only one Mantou every day because of his poor family, and he was often hungry, so his life improved after helping him to take a part-time job in college." (L1)

4.4 Teaching issues

Higher vocational colleges are mainly reflected in higher vocational and technical education, so skills training is more important. According to the survey results, international students hope to participate in more practical teaching, and teachers also hope to use professional training rooms.

From interviews with teachers, it can be seen that the training rooms in each school are not particularly abundant, and are mainly used by domestic students. Almost every school is not willing to provide training rooms for international students, but only ordinary classrooms and voice classrooms due to constraints on funding, management, maintenance, and other factors.

"I hope to work in China after graduation, so I like to learn more Chinese language and culture." (X3)

"I want to return to my country to work after graduation, so my main hope is to learn skills and knowledge in China, and to participate in training rooms with Chinese students." (X2)

"The curriculum of the major for international students is not very reasonable, and the formulation of teaching tasks and standards is not fully integrated into the major, nor does it fully refer to the domestic professional syllabus, so the level of professional skills will be limited." (L6)

5 Analysis and discussion

Hainan College of Economics and Business is a high-level higher vocational college with Chinese characteristics, a national key vocational college, and a national high-quality vocational college. It has achieved a series of achievements. From Figure 3, it can be seen that international students' satisfaction with the college is very satisfactory and satisfactory, accounting for 76.74%, and dissatisfied and very dissatisfied, accounting for 9.31%. It is still necessary to further improve the satisfaction of international students. The college has completed the construction of a Muslim canteen and has been in operation for 4 years. Currently, the comprehensive building for international student education is about to be put into use. After putting into use, the accommodation and teaching issues of international students can be further improved. These measures provide conditions and convenience for better carrying out international student education, improving the level of international student management team, and conducting international student education and research work.

From the analysis and summary of the above issues, it can be mainly summarized into three aspects: international students themselves, college management, teachers and counselors.

5.1 Self factors of international students

International students need to improve their subjective initiative, abide by Chinese laws and regulations, and actively learn Chinese culture, language, and knowledge, rather than just studying in China for scholarships. They should participate more in school activities, integrate into school groups and make reasonable use of mobile phone translation software to reduce language communication barriers.

5.2 College management factors

College management is divided into teaching management and life service, both of which are integrated and mutually reinforcing. The lack of unity and coordination in college management has resulted in a waste of resources and low efficiency.

Teaching management factors.

Teaching management is responsible for arranging teaching affairs such as training rooms and curriculum arrangements. Teachers of professional core courses mainly focus on professional knowledge and skills, and do not have much time to improve the students' English.

"I have already taught a relatively large number of professional core courses for domestic students, and I don't have much time to teach international students, especially when I need to learn English again. Therefore, I am not prepared to accept teaching tasks for international students, and I will concentrate on doing well in the professional core courses for domestic students." (L8)

In the first and second grades, primary and intermediate Chinese oral, listening, reading and writing courses have been arranged, but the effect is not effective. On the one hand, these courses are mainly taught by Chinese language teachers; On the other hand, without learning with tasks and interests, students' initiative is not strong. They don't study very hard. Therefore, the issue of Chinese language teaching needs to be properly arranged and can be taught at different levels. All international students should be offered basic Chinese language courses and provided intermediate Chinese optional courses so that international students who want to work in China can strengthen their Chinese language learning. Language problems in professional courses can be solved by purchasing simultaneous translation equipment, mobile phone software, etc.

How to use the training room efficiently and reasonably is a process that requires careful planning, organization, and implementation. The training rooms of each school are already tense, so they are not willing to be used by international students. In the literature, some vocational colleges adopt the model of international students and Chinese students taking professional courses together, and it is pointed out that there are certain problems with this model. The advantage of this model is to save the number of teachers, and also provide opportunities for international students to interact with Chinese students and learn about Chinese culture. The disadvantage is that teachers face enormous pressure from difficulties in teaching Chinese and international students with different languages and foundations, which can lead to a disordered teaching schedule.

"If the integrated theory and practice course for Chinese students is conducted in a class size of no more than 30 people, then adding international students to the Chinese student classroom can better complete practical training." (L8)

Therefore, if conditions permit, reasonable arrangements for Chinese and international students to participate in the integration of theory and practice courses together will improve the teaching effectiveness of international students, and can also increase the feelings of Chinese and international students and promote cultural exchanges.

"In the preparation of textbooks for international students, front-line teachers are basically unaware of this, and the assignment of teaching material preparation tasks is unreasonable, without involving outstanding front-line teachers." (L9)

When preparing the syllabus and teaching plan for foreign students, it is necessary to fully integrate the situation of the professional core courses and training rooms of the university, actively contact excellent teachers to participate in the preparation of textbooks and syllabuses, rather than arranging tasks, and finally muddle through.

Students affair management.

Regarding the issue of cultural differences, the management has explored a management model of assimilation, participating in activities with Chinese students, guiding international students to adapt to Chinese culture, and helping them integrate into Chinese campus life.

Giving international students appropriate work-study positions can help poor international students solve certain economic problems, and also make them feel labor education and humanistic care.

"Colleagues from security, logistics, apartment management, and other departments directly ask us to help with problems with international students, because they cannot communicate with international students, so as long as it is a matter of international students, it is ultimately up to international student counselors to handle it." (L5)

The number of international student counselors is small, the task is heavy, and due to language communication limitations, many management departments and institutions in the college ultimately rely on international student counselors for their functions. Therefore, increasing the number of international student counselors or work-study positions in international student management can reduce the pressure on international student management work.

5.3 Teacher and counselor factors

Teachers and counselors of international students need to understand the basic situation of international students and provide targeted education. The methods of educating Chinese students cannot be completely copied, and certain adjustments and changes need to be made. Teachers and counselors for international students have higher requirements than those for domestic students. They need to understand both professional curriculum education and English communication. Therefore, serving as teachers or counselors for international students is also a challenge and supervision, and they need to actively learn English again.

Many international student teachers are part-time teachers or teachers who do not undertake core professional courses for domestic students. These teachers have fewer teaching tasks in the

teaching of domestic students, so they are willing to take courses for international students to obtain sufficient class hours. However, this also reduces the overall professional teaching level of the international student teaching team. (L9)

For these teachers, if they can actively learn, continuously improve their English proficiency, and choose an interested major for in-depth learning. Teachers can choose, learn, and improve again, which will strengthen the teaching team of international students, improve their professional teaching abilities, and improve the overall level of the teaching team.

6 Strategic recommendations

From the research results, it can be seen that there are mainly language problems, cultural differences, economic problems, and teaching problems. The root cause of these problems is still in vocational colleges. By improving the management efficiency of the college and optimizing the cooperation mechanism of departments, we can improve the quality of teaching and thus promote the improvement of teachers' own teaching level. These issues also involve various factors such as the government, school leadership, communication mechanisms between departments, and the factors of teachers and students themselves. Therefore, only by mastering the actual situation, clarifying goals, and reasonably planning, organizing, coordinating, and implementing can management work be better completed.

6.1 Scientific decision-making and arrangement of the college

The leaders of the college attach importance to the education of international students, actively investigate the front-line management and teaching staff such as teachers and counselors, fully understand the actual situation through the combination of small seminars and individual conversations, and make scientific decisions and deployment from the perspective of college management. The leaders should regularly guide departments such as the Personnel Department, Academic Affairs Department, Student Affairs Department, Security Department, International Exchange and Cooperation Department, Asset Management Center, and secondary teaching units to strengthen communication, coordination, and cooperation, and improve the management level of schools, departments, and administrative personnel. The school which international students reside should strengthen the construction of international student management system, strictly require international students to comply with laws and regulations, and if there are any violations, they will be dealt with in accordance with the law and regulations.

Clarify the positioning of convergence management, so that international students and domestic students have more similarities in management. This can effectively reduce the waste of funds, personnel, and equipment, and concentrate efforts on improving teaching level, teaching effectiveness, and management efficiency. Only when the college leadership has a profound understanding of management reform can the operational efficiency of the management department be improved, management personnel and teachers can better carry out their work, and domestic and international students can receive better education and services.

6.2 Active communication and coordination between departments

Strengthen communication and coordination between departments, as well as between the upper and lower levels within the department. International education is a promotion of the reform of

its own education system, rather than a matter for the School of International Education itself. It requires the establishment of a linkage mechanism between college departments, unified deployment, reasonable arrangement, and joint implementation.

Strengthen education on regulations and school discipline, and strictly manage international students.

Adhering to the laws and regulations of our country is the basic principle for international students studying in China. Once they violate laws and regulations, they must be dealt with strictly in accordance with the law and regulations, and cannot be treated differently. The Security Office, Student Affairs Office, and the School of International Education should strictly require international students to comply with Chinese laws, regulations, and school rules. The Academic Affairs Office and Student Affairs Office of the International School of Education jointly arrange enrollment education, emphasizing compliance with laws and regulations from the beginning of enrollment; The Security Department coordinates with the public security organization to handle illegal international students in a coordinated manner. Once individual international students violate the law, they will be immediately dealt with in accordance with the law, and the Student Affairs Department will take relevant disciplinary measures in accordance with regulations.

Configure translation equipment to reduce language communication resistance.

International students from vocational colleges in China need to learn Chinese themselves, and English is not their native language. Therefore, using English for communication will bring more inconvenience, weaken China's influence, reduce teaching quality, and consume a lot of teachers' time on English learning. Therefore, it is necessary to establish a language system with Chinese as the main language and English as the auxiliary language. The Asset Management Center is responsible for purchasing simultaneous translation equipment and software to reduce language barriers in the teaching process of professional core courses.

Multiple departments work together to carry out diverse cultural exchange activities.

The cultural exchange activities of international students cannot be implemented solely by the counselors of the School of International Education. When carrying out campus cultural construction and activities, the Student Affairs Office, Academic Affairs Office, Youth League Committee, and the School of International Education should consider both international students and domestic students together, and the collaborative management principle of seeking common ground while reserving differences is taken into account in event planning. Teachers can also carry out cultural exchange activities through various means such as teaching and cultural activities. Counselors should also reform and innovate cultural exchange activities. International students can gain a better understanding of Chinese culture, customs and habits through diverse cultural exchange activities, while also increasing their emotions. Domestic students can also learn about foreign situations and enhance their patriotism.

Establish a departmental linkage mechanism to improve management efficiency.

The Organization and Personnel Department leads the construction of a departmental linkage mechanism, promotes joint management, and optimizes the management structure. Regularly conduct training, learning, communication, and summary meetings for administrative management personnel. Share the management experience of excellent management personnel, help young colleagues quickly understand management affairs and handling methods, and save young people's exploration time. Explore management reform plans to improve management efficiency, summarize management experience and compile materials for archiving.

The Organization and Personnel Department shall reasonably plan the number of teachers and counselors for international students, provide manpower support in talent recruitment and personnel allocation, and accelerate the progress of personnel allocation to the job.

Carry out teaching reform to improve teaching quality.

The Academic Affairs Department coordinates with secondary teaching units to arrange courses for international students, reasonably setting collaborative courses with domestic students, while also taking into account differentiated standards. Differentiation mainly involves language translation, and using translation equipment to teach joint classes for domestic and international students, saving teachers' time and energy.

The Academic Affairs Department, Asset Management Center, and Secondary teaching units shall plan the allocation and use of training equipment every year, build an integrated theoretical and practical training room, enrich training teaching content, optimize course arrangements, and improve the efficiency of using training equipment.

For the preparation of international student training plans, teaching outlines, textbooks, etc., the opinions of professional core teachers shall be fully considered. And the reward for professional core course teachers should be increased to attract them to participate in the construction and teaching of international student courses.

6.3 Counselors strengthen service and guidance

International student counselors should first clarify their positioning and goals. Faced with heavy and difficult work tasks, it is necessary to continuously improve one's own knowledge structure, enhance professional abilities, and understand the basic background of international students' countries in order to better carry out international student work. Counselors should improve the ideological education work of international students, innovate collaborative activities between international students and domestic students, promote a better understanding of Chinese culture and integration into the Chinese campus atmosphere, and strengthen communication and understanding with Chinese students.

6.4 Teachers strive to learn and improve

Learning ability is a fundamental ability of a teacher, and continuous learning enables them to adapt to the needs of the times. Therefore, every teacher needs to work hard to learn and improve, especially the teachers of international students. On the one hand, international student teachers need to learn English, while also learning excellent international teaching methods. They also need to be good at summarizing and developing teaching materials for international students. Only in this way can they not be eliminated by the times. Each teaching and research

section arranges teaching activities, learning, and training, allowing every teacher to have the opportunity to participate. Teachers of international students should actively carry out ideological and political courses in the classroom, improve teaching content, and make international students more familiar with Chinese culture and feel the charm of China.

7 Final Conclusion

In short, the management of international students in vocational colleges requires planning, coordination, and communication from the college and every school in order to go further. Only by pursuing professionalism, improving every little bit by bit, days and months multiplying of summary and research, can the overall management level of international students reach a higher new level.

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