

**Research on the Learning Adaptation Problems of the Ethnic
Minority University undergraduates——
Take Anhui University of Finance and Economics as an example**

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ABSTRACT:

This study aims to summarize and demonstrate whether the ethnic minority university undergraduates can adapt to the new learning and living environment. Through analyzing the survey which includes 200 different kinds of ethnic groups students in Anhui University of Finance and Economics, the author attempts to find out the current situation and problems of the ethnic minority university undergraduates' adaption, discovers the reasons and puts forward suggestions for the school, teachers and students. This can serve for the harmony and stability of our school and students' management. As a matter of fact, the learning adaptation problem of the ethnic minority university undergraduates does not exist not only in Anhui University of Finance and Economics, but also in other universites, so the results of this research can be used all over the country. It is important for universities to take effective measures to help them adapt to university life and complete their studies successfully.

KEY WORDS: learning adaptation; ethnic Minority; university undergraduates

Lately, with the college expansion of enrollment, the number of ethnic minority students in Anhui University of Finance and Economics has gradually increased. According to statistics, currently, there are 519 ethnic minority students in Anhui University of Finance and Economics, which accounts for 2.5% of the total number of students. Because of its special nature, more attention has been paid to the learning adaptation problem of the ethnic minority university undergraduates in recent years. The school should pay attention to their university life, study factors influencing this group's adapting to the interior areas university of China and do the work of the group management seriously. This is not only conducive to the cultivation of minority talents, but also conducive to the maintenance of state stability and national unity. It is necessary and urgent for Anhui University of Finance and Economics to strengthen the study of the learning adaptation problem of minority students.

There are a large number of literatures and papers on the learning adaptation problems of the ethnic minority university undergraduates in China. Zhang Wei (2015), Duan Congli (2015), Mou Dan & Fang Yu (2015), Wang Yan (2015), Jin Xuan (2014) and Wang Jing (2012) were conducting researches regarding to the adaptation of the ethnic minority university students in a specific subject. He Ying, Zhang Qinglin & Li Hong (2004) made a comparative study between the Han nationality students and ethnic minority students. Lan Wenjie (2013), Wang Weipeng & Song Fei (2013) and Yao Ying & Sun Fangqun (2008) researched from the perspectives of learning motivation, learning ability and learning strategies.

Few literatures and papers on the learning adaptation problems of the ethnic minority university undergraduates can be found at abroad. Foreign scholars tend to study from the aspects of the school environment, students' growth experience and national consistency (Ancis, Sedlacek & Mohr, 2000; Davis, 1995; Castellanos & Jones, 2003).

In spite of this, domestic and foreign scholars concentrated mainly on study of the present ethnic minority university students in the cultural adaptation, psychology adaptation, national identity, interpersonal adaptation and life adaptation. The shortcomings of the previous studies are as follows. At first, the research methods are not comprehensive enough and lack the systematic research method. In addition, the studies found a large number of problems, but the effective measures to solve the problems are still insufficient.

The questionnaire, simple and convenient is adopted to find out the attitudes and status of the learning adaptation problems of the ethnic minority university undergraduates in Anhui University of Finance and Economics. Indeed, the result of the survey is easier to quantify and analyze. The author has adopted both the quantitative analytical methods and the qualitative analytical methods to reach a conclusion and analyze reason. The author chose 200 ethnic minority university undergraduates at Anhui University of Finance and Economics's as the study group which satisfy the requirements of the research. The questionnaire includes 23 questions, 1 open question, 20 closed questions, 1 ranked question and 1 multiselect question. The questions are divided into 2 parts: the basic information for students and their attitudes towards these learning adaptation problems. In this way the result can be more objective. The author has adopted Likert Scaling to

analyze data and information which could be well performed in the research progress.

On 25th November 2017, these questionnaires were conducted to 200 ethnic minority university undergraduates in the school of Anhui University of Finance and Economics. Among them, 112 is male while 88 is female. These 200 subjects came from 32 different majors of the whole University. The largest number of students came from the accounting major and the financial major, 16 people and 14 people respectively. 50% freshmen are chosen because they have more adaptation problems. In addition, there are 32% sophomores, 12% juniors and 6% seniors.

In the survey, it can be found that students come from cities and multiethnic areas are easier to accommodate. In contrast, students come from villages and minority areas have more learning adaptation problems. According to the statistics, more than 50% of the respondents have adaptation problems, mainly reflected in the language, the Han culture, the learning environment and the living environment aspects. 71% of the respondents have clear learning motivation. Only 40% of the students have positive performance in the class and outside the classroom.

The main purpose of this essay is to investigate the situation and the existing problems of ethnic minority students in our school, analyze the reasons and explore the corresponding countermeasures.

Adaptation refers to the psychological characteristic or quality of the individual's relatively stable psychological and behavioral responses caused by the change of environment, the body and mind (Bi Chongzeng & Huang Xiting, 2009, 41(5), pp.444-453). Adaptation contains many respects. Learning adaptation is a dynamic process, and it is also a state of being. Through observing and analyzing the process and condition of the ethnic minority students' learning adaptation in our university, the author draws the following conclusions:

CURRENT SITUATION AND PROBLEMS

1. Cultural Adaptation

The ethnic minority students mostly come from the middle and west areas of China (such as Qinghai province) to study, they are facing with a very important problem - cultural adaptation. What's the concept of cultural adaptation? Sima Yunjie believes that "the cultural adaptation refers to the process of different cultures through long-term contact and adjustment and then change the original nature and the model" (Sima Yunjie. 2011, p.310). The ethnic minority students newly enrolled in, they haven't enough time to adjust the original cultural, so the discomfort, pain and contradiction will affect their learning adaptation.

2. Learning Environment Adaptation

The ethnic minority students are confronted with the unfamiliar environment, such as the different language, the external environment, the different mode of thinking, the interpersonal relationship and the view of values. These factors directly or indirectly affect their learning, causing the learning adaptation problems. According to observation, some of ethnic minority students are not willing to interact with other ethnic groups and willing to interpersonal activities in a small

range of their own ethnic groups, which has a profound impact on their learning adaptation.

3. Learning Content Adaptation

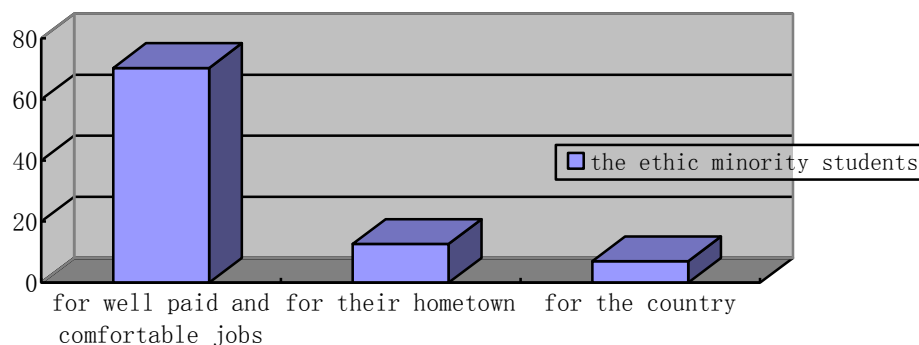
It turns out that the ethnic minority students' mathematics courses, such as calculus and linear algebra are generally poor and many of them exist flunking phenomena, after the rehabilitation they still fail to pass the exams, which bring a serious blow to their learning confidence and enthusiasm. In addition, the factors that affect the learning adaptation of minority students also include the culture of the students, the situation of basic education, preparatory education, individual learning situation and college subjects. (Tian Qing, 2011)

4. Learning Attitude and Motivation

“The learning motivation is the internal psychological process of the students learning activities, It's level and strength directly affect the students' learning activities, and it has a direct impact on the state and the persistence of the students' learning activities, and then affect their future development and their competitiveness in the society” (Hong Shengzhi & Wei Shujun, 2013, p.6).

In learning motivation, most of the ethnic minority students are learning in order to their own future, and work hard to learn to find well paid and comfortable jobs, few of them want to make the contribution to their hometown, the country and the society. In this way, it can not produce lasting learning motivation, these students often feel confused and helpless.

As table 1 below shows



<Table 1> Survey statistics of learning motivation for the ethnic minority students in Anhui University of Finance and Economics

THE ROOT CAUSE ANALYSIS OF THE PROBLEM

1. Regional Economic Factors

Due to some historical and practical reasons, a number of people living in the ethnic minority regions are still under development, which leads to the low level of life, society and education. Owing to the minority students' living environment is relatively backward, at the same time, the regional education and the levels of teachers still falls far behind compared with the one in

developed (the east and middle areas of China) areas, in terms of the basic education. When they enter the University, learning and living environment have been changed greatly, it is easy to cause the learning adaptation problems with them (source 1, 2015) .

2. Ethnic Education Factors

The relative backwardness of the economy in the ethnic minority regions, resulting in the quality and the level of the ethnic education is backward. This is a problem that has existed a long time and is very difficult to solve. Economic backwardness in ethnic regions has also led to many problems in the local education, teaching equipments and teachers' level, school sizes and education structures, which lead the minority students have problems in a short period of time to adapt to the complex structure of education and environment. (Luo Congyi, 2012)

3. Ethnic Culture Factors

The minority students enter into the Han culture areas, The first and most important thing for them is to adapt to the recognition of other cultures. Due to the special geographical and cultural environment, ethnic regions formed a unique ethnic culture. "Cultural adaptation refers to the process of adapting to a new culture, which often has the appearance of cultural shock" (Liang Chunlian, 2009, p.153). When the minority students enter a new environment, the first for them is to adapt to the social life and cultural environment which has never entered, and as soon as possible to adapt to it.

4. Campus Environmental Factors

In the school of Han nationality such as Anhui University of Finance and Economics, the campus' culture, environment and background are direct influence on the adaptation of ethnic minority students. Good, open, inclusive campus culture and environment can accelerate the adaptation of the ethnic minority students, shorten the process and reduce their pain. And conversely, it will cause negative impact and pressure, burden, and thus affect the ethnic minority students' learning adaptation (Sha Yushuang, 2014, p.110).

COUNTERMEASURES TO IMPROVE THE UNIVERSITY STUDENT' LEARNING ADAPTABILITY

1. For the University

The University are supposed to do everything from the reality, based on people-oriented angles, take the students as the basis and pay more attention to ethnic minority students. It should take into account fully the special nature of ethnic minority students in ordinary universities. The university should take active and effective measures and do greatest efforts to meet the needs of their development.

Firstly, The University should build a harmonious campus culture and class culture atmosphere. Schools and classes should promote the mutual understanding and communication between the Han and the ethnic minority students by organizing all kinds of activities, and promote them to form a correct and objective understanding for each other. Then, reforming the course system and enhancing the pertinence are also needed. On the basis of actual situation, schools should enrich the curriculum system and create a number of courses which can conducive to the dissemination of national culture to enhance the mutual understanding of people. Schools should often do some researches and interviews to understand the demands of ethnic minority students in the curriculums.

2. For the Teachers

Teachers should become a psychological doctor to examine students' psychological state, timely resolve the knot and eliminate negative emotions, this can arouse their desire to learn. (Maimaitijiang Yiming, p.329). This can make the ethnic minority students have a good state in learning and stimulate their desire emotion based on knowledge. In the course of classroom education, teachers should pay more attention to guide the ethnic minority students, establish a good relationship between teachers and students in the psychological, mutual trust and understanding, which is also conducive to accelerate the learning of minority students to adapt.

3. For the Students

The minority college students should not resist the mainstream culture of the Han nationality, at the same time, they should attempt to keep the integration of the traditional ethnic culture. The minority college students also should face to the gap in the basic culture curriculum, correctly facing the difficulties in the study and seeking for their own learning methods. In this way they can adapt to the study and life in the school as soon as possible.

There are some learning adaptation problems of the ethnic minority university undergraduates. Therefore the relevant departments such as students' managements, educational administrations, teachers and students should work together to promote their adaptation of learning and living on the strength of actual situation. In this way, we can build a more harmonious and beautiful campus can be built.

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