SECTIONXI.PEDAGOGY

Guotongtong

Discussion on the Effect of Sand Therapy on Foreign Student in China to Overcome Cultural Shock

doi 10.18411/gq-31-03-2018-24

idsp 000001:gq-31-03-2018-24

Abstract

In recent years, with the increasing number of foreign student coming to China, the psychological health problems caused by cultural shock are becoming more and more prominent. Sand therapy as a kind of psychological counseling techniques, because of its game play, nonverbal and super culture, in the process of student's psychological counseling has a unique advantage, to help foreign student in China overcome the negative effects of culture shock plays an important role.

Keyword:Foreign student Culture shockSand therapy

Since the reform and opening up, the number of foreign students in China has increased year by year.Latest data by the Ministry of Education statistics, in 2014, a total of 203 countries and regions of 377054 various types of foreign students studying abroad and in China's 31 provinces, autonomous regions and municipalities directly under the central government of the 775 institutions of higher learning and scientific research institutes and other teaching institutions in the study, an increase of 20555 from a year earlier and 5.77% growth rate (the above data are not including Hong Kong, Macao and Taiwan).

Students from so many countries choose to study in China, which is a full recognition of our country's higher education, and also reflects the internationalization level of education in China.The Ministry of Education and universities also in perfecting the relevant formalities of foreign students study in China, education management system and professional training plan, and transfer of funds to raise the level of the hardware construction of colleges and universities, provide foreign students with a comfortable learning and living environment.However, in the process of communication, collision and integration of different social cultures, the mental health problems of international students are increasingly prominent, which is largely due to cross-cultural maladjustment.When foreign students come from one environment to another, cultural differences will have an impact on the psychological development of overseas students.In addition to the possible problems in material, foreign students in China life adaptability problems also gradually emerges, the adaptation is mainly refers to the social, cultural level, psychological adjustment and transformation, and these problems are related to the culture shock.

1. The Performances of culture shock

The cultural conflicts that arise in communication are called cultural shock in intercultural communication.This is due to the different nations of ecological, physical, social and religious environment, therefore, in their own language environment produces different language habits, social culture, local conditions and customs, when people from different cultural backgrounds communicate, due to the same communicative behavior is based on the interpretation of the fu, or expression of different social norms, often produce misunderstanding or communication barriers, this kind of misunderstanding or communication barriers is called cultural shock. The adaptation of foreign students to the new environment is a gradual psychological process, and it is also a process of gradually

overcoming cultural shock. Through the observation of students, it can be divided into the honeymoon stage, shock stage, recovery period and adaptation period.

When had initial reached the school, foreign students showed a strong freshness, no matter to see what all feel very novelty, excitement, very willing to make many new friends, talk about learning, talk about life together. At this stage, the student's mood is positive, called the honeymoon period. At this time, they tend to be particularly missing home and family members. This miss makes greater difference with reality; boredom is more intense, student become sensitive and aloof, has no interest in learning and even disgusted and like living as a single person or several friends isolated themselves from the outside world. During this period, students' emotional fluctuation is relatively large, and it is easy to produce contradictions. It is simple to deal with problems, and it is a period of multiple problems.

After a longer period of study and life, it will enter a relatively stable period, namely recovery period. During the recovery period, with the constant adaptation to the new environment, the foreign students' ideas and knowledge are constantly changing, and gradually become familiar with the language, food and customs, especially in this area. With increased communication between Chinese students and found that they can solve some problem, the loneliness and loss reduces gradually. With self-confidence and snap gradually builds, the foreign student become full of enthusiasm for learning and life. Then, by repeatedly grinding and adapting, adjusting the mentality, adapting to the new environment, and accepting the present study and living condition, I can get along well with the people around me. At this time, the students' personality also became more cheerful, the enthusiasm of learning also improved significantly, the frequency of problems between students decreased significantly, and this period is the adjustment period.

When the students enter the adaptation period, their communication skills, problem-solving ability and self-regulation ability are significantly improved, and learning and life are on the right track.

2. The cause of culture shock

In Chinese and Western intercultural communication, culture shock phenomenon reflected in the various aspects of social life, its main source comes from the regional cultural differences, mainly can be divided into two types: verbal behavior and nonverbal behavior.

(1) Language and culture shock

As a social and cultural phenomenon, the relationship between language and culture is always inseparable. Edward Sapir, an American linguist, had said that language has an environment and language cannot exist without culture. There may be some similar or similar cultural coincidences between different countries, and this similarity is bound to show up in the culture, which is called the translatability of language. For example, in Chinese, there is a proverb 'Two heads are better than one', which is similar to the expression 'Two heads are better than one' in English. 'Wolf in sheep clothing' expressed in English is the same as 'Wolf in sheep clothing'. The coupling phenomena in culture can promote the 'positive transfer' in cross-cultural communication, but more people from different cultural backgrounds in geography, customs, beliefs, values, as well as differences, so as to make the different language behavior has to be translated, so often causes a very funny joke in communication or misunderstanding, hurt each other feelings and even lead to confrontation or conflict, makes cross-cultural communication failure. For example, in China, it is called 'the dragon of people' to praise someone who is outstanding. In English, 'dragon' is a kind of ferocious terrible animal with long neck. In the Christian prevailing western culture dragon is usually regarded as the incarnation of the devil Satan, as the symbol of evil. For the other example, in everyday conversation, people say to you 'I will call you later', not really want to make contact with you, but just a euphemism to end the usage of the conversation.

The untranslatability of this language, known as the pragmatic transfer phenomenon, is based on the norms and social norms of the culture as an explanation and evaluation of the standards of others' behavior. Obviously, this phenomenon can lead to cultural shock.

(2) Nonverbal behavior and culture shock

In fact, studies have found that the vast majority of communication information from nonverbal behavior, such as body movements, facial expressions, voice hint, and dress up, groups with different cultural environment due to the different interpretation of the same language behavior would bring greater communication barriers and led to the emergence of culture shock. In China, the thumb is a positive sign, usually refer to a high praise, great, 'big boss'; in countries such as the UK, Australia and New Zealand, it is a gesture of gesture and a signal of goodwill. But in the Greek, it means 'go away'. If a Chinese used this gesture to praise a Greek, it would make a big joke and even have a very unpleasant ending. Such differences abound everywhere. So in the process of cross-cultural communication, if the group on the other party certain nonverbal behavior understanding does not reach the designated position or misunderstanding, there will be a cause of culture shock.

3. Sand therapy's unique advantages in the psychological consultation of overseas students

(1) A brief introduction to Sand therapy.

Sand therapy is also known as 'box therapy' or 'world therapy'. It was invented by M·Lowenfeld, the British pediatrician in London in 1929. Lowenfeld had noted in the children's psychological counseling that children could fully express their inner world in the game. When giving children toys, models, and sandboxes, the work done with these materials can provide positive help for psychotherapy. Then Swiss psychoanalyst D·Kalff developed this technique to analyze patients' works using Jung's mind and symbolic theory. In 1965, the Japanese psychologist Kawaguchi introduced the technique to Japan, naming it 'box therapy' and promoting it in Japan. In the 1980s, D·Domenico applied sand therapy to groups, initiating group sand therapy, and expanded the scope of the box therapy. Zhang Ri Sheng was introduced to China in 1998.^{○,2}

(2) The operation method and the implementation process of the Sand therapy.

Sand therapy needs a consulting room suitable for psychoanalysis, with an area of 20-30 square meters. In principle, it should be neither too crowded nor too empty. The material includes a sandbox and a bookcase with miniature toys. The number of toys depends on the specific needs, generally around 1500, which should include people, animals, plants, building, furniture, transportation, everyday items, cultural and religious affairs, etc., are generally placed in categories to meet the needs of visitors as much as possible.

The implementation process of the sand therapy is as follows: With the help of the consultant, the visitors are free to choose toys from the toy shelf through non-verbal means. Any kinds of sand work are made in special cases of fine sand. Visitors use toys to build their want to express themselves through 'scene', so as to release their own mental energy, express feelings, promote individual venting and mental growth.

In general, the sandbox therapy should include two core phases: the production stage and the understanding or experience stage. During the production stage of the sand table, the consultant shall guide the visitors to make the sand table in an appropriate manner. This stage is the main purpose of consultant for visitors to create a 'free and protected space', and through silently accompany to make visitors as possible through box works show their inner world. During the understanding and experience stage, the visitor achieves a deeper understanding of himself by presenting his sandworks to the consultant. Consultants can by listening, asking and interpretation, concretization, emotional expression, such as consulting cast to encourage visitors to do deep introspection to accept their own psychological problems, the purpose of promoting self-growth. In that sense, it is not the most important to explain to visitors the symbolic meaning of the works. Because of the use of sand works, visitors can naturally express their own unconscious and inner psychological world. In particular, many words cannot be expressed in words. The whole process of making sandworks is a process of emotional release and re-construction. The sand dish itself is the most important healing factor.

(3)The advantage of Sandtherapy helps students in China overcome cultural shock.

(a) Sandtherapy is hyper linguistic.

Sandtherapy provides visitors with a way to express their inner world.The main way for consultants to understand the psychological problems of visitors is not through language.It is made by the visitors in the sand table game.The traditional method of consultation is mainly using language as the medium of conveying information.We will find out in the oral counseling.Even visitors without language barriers often fail to express their inner thoughts accurately for a variety of reasons.As an international student, if you study Chinese for a short time, it's even harder to communicate in Chinese with a counselor.And consultants often fail to understand the psychological confusion of foreign students, because they do not or are not proficient in the language of the student's home country, resulting in difficulties in communication between consultants and visiting students.The sand, water and toys are the medium of sand, water and toys. The consultant only needs to guide them through simple instructions, so that the visitors can make their own sandwork without too much language.Visitors are not required to explain much when they have finished making the sand.The consultant can discover the inner world of the visitor through the sand tray.These would solve the problem of communication between the visitor and the consultant.Exploring the inner world of visitors provides a very effective way for consultants to overcome the communication barriers caused by the language gap between consultants and international students.

(b)Sand therapy can effectively weaken the alert mentality of international students.

Many overseas students come to China and stay away from their native culture, so they are often influenced by cultural shock and have a strong sense of vigilance.Most international students are reluctant to believe in non-natives, or even anyone but themselves or their relatives.He refuses to talk deeply to others, and refuses to reveal his inner world.If the language barrier is the international student who has come to consult, he can say no.This high alert mentality is the loss of the desire to express the students suffering from culture shock.Not cooperating with psychological consultation.Under the resistance of this defensive mentality, it is even harder for a psychologist to communicate with a visitor.

The effect of sand therapy in solving the resistance is obvious.The sand table therapy room requires the freedom, safety and comfort of all kinds of toys.In such a relaxed and approachable environment, the alert mentality of international students will be greatly reduced.And the sandbox therapy requires consultants to always focus on what's happening in the world of sand, with unconditional positive care, mothering and silent witnesses.Consultant in the whole treatment process show that the inclusion, encourage and trust attitude, it all makes visitors feel free, and gradually and trust relationship, make visitors to credibility, to the full soft defense, reduce resistance, build good consulting atmosphere, and start with a positive attitude to cooperate with the whole treatment process.

(c)The Sandtherapy is self-healing.

Due to differences in language and culture, overseas students are in daily contact.You can't have a smooth way of talking like a Chinese student.In the case of far away from home, communication with relatives and friends is also very inconvenient. Many negative emotions are stored deep in the heart and cannot be well expressed.The traditional psychoanalysis suggests that many psychological problems are caused by people's repressed memory of trauma on the unconscious level.By inducing these traumatic memories to manifest, the realization of "unconscious awareness" can often solve psychological problems.And the sand-dish therapy is the way that the physical reality cannot be presented in the real life by the way of the game.That is to say, the production process of the sand dish is an emotional catharsis process.In a 'free and protected space question', visitors present their traumatic memories through toys and achieve the objectification and objectification of traumatic experiences.At this time, the loss of emotion, frustration can be released.This release encourages visitors to 'acknowledge' traumatic memories, express inner hope, and decay to achieve self-

healing. From this point of view, the sandtherapy can provide a better emotional catharsis for overseas students and realize self-healing function.

1. Edward Sapir <language an introduction to the study of speech> Echo Library 2006
2. Zhangrisheng <Sandplay Therapy> People's education press 2015

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Education and upbringing as the most important process of improvement of moral and ethical skills of a person

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doi 10.18411/gq-31-03-2018-25

idsp 000001:gq-31-03-2018-25

Abstract

The article presents continuous education as a vital process of improving the moral and ethical qualities of man in the modern world. The article may be of interest to social pedagogues and teachers of higher education, as well as to a wide range of readers.

Key words: continuing education, human-centred paradigm, ethical standards.

Defining a methodological problem as a social-cultural Institute of human development and society is the way of representation of the idea of Man in andragogy and the education and, consequently, the way of representation of his Being. Enough cognitive capabilities and, in particular, to creativity, to continue learning and participation in formal education". In all likelihood, research in developmental psychology regarding the adult population exposed to the strong indoctrination. Anyone who had computer literacy or driving in adulthood, knows what incredible difficulties. All the optimistic conclusions in the ongoing psychophysiological research based on the fact that experiments conducted in the framework of the skills of professional activities, and conclusions are drawn about the cognitive abilities and creativity in General, that is, outside professional activities.

What was the reason?

First, the intelligentsia of the early XX century in Russia was essentially in internal exile and was deprived of the active positioning and the cultivation of their own intellectual and spiritual position in life.

Second, human-centred, humanitarian-anthropological project required for the implementation of other institutional forms, rather than existing institutions of education.

Thirdly, the situation of the development of anthropological knowledge not prepare the public for the perception of human-centred project, not ontologically, neither regulatory nor institutional, nor, especially, socially, psychologically.

It should be noted that today the fate of practical anthropology in Russia depends on the solution to the above problems.

The idea of continuous education, providing an ideological influence on the psychophysiological study of adults is based on the intersection of the interests of society, state, personality and the education system itself. It is clear that these interests are not all the same. The education system is a conservative social institution with his employment, his educational services in the labour market, their budget. So the idea of continuing education, existing at the intersection of interests with the continuously changing balance of power, actually does not have its own conceptual content, its content exclusively casual (casus - case). In practice, this means that the use of the idea of lifelong education requires a regular examination of the ontological, which aims, first, to determine what, in fact, reality is subject