

The Status Quo and Countermeasures of the Internationalization of University Education

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Abstract: Since the 21st century, China's connection with the world has become more and more close, and the internationalization of university education has become an inevitable trend in the development of higher education. By studying the current situation of internationalization of university education at home and abroad, the author believes that the internationalization of university education in China should be reformed from three aspects: firm belief, curriculum and talent exchange.

Keywords: University education; Internationalization; Current situation; Countermeasure

1. Introduction

In the 21st century, China's accession to the WTO has become more closely linked to the world. With the integration of world economy and the globalization of higher education, internationalization has become an inevitable trend in the development of higher education in China. In the process of adapting to the development of higher education in the world, the international concept of running a school has established a more direct connection with factors such as national educational influence, national comprehensive competitiveness and international status.

2. What is the Internationalization of University Education

The International Federation of Universities gives a definition: the internationalization of higher education is a process of combining cross-border and cross-cultural perspectives and atmospheres with the main functions of university teaching, scientific research and social services. This is an all-encompassing process. Changes within the school, there are changes outside the school; both bottom-up and top-down; and the school's own policy-oriented changes.

3. Connotation of University Education Internationalization

In short, the connotation of university education internationalization mainly includes the following points: First, in terms of concept, university education should have an international awareness, treat each country's culture with an open and inclusive attitude, and constantly update the educational concept; second, In terms of space, it empha-

sizes the openness of universities, and all countries must open up the education market. Third, in terms of resources, they emphasize the sharing of resources. Countries should conduct international education exchanges and cooperation extensively to achieve strengths and avoid weaknesses.

The internationalization process of modern Chinese and foreign university education

3.1. The internationalization process of modern Chinese university education

The modern Chinese university was originally created by the Westernization Group and is a new system transplanted into China for the purpose of "self-improvement". Cai Yuanpei's point of view: "The University of our Country today is a direct imitation of the system of European universities, and it has not evolved since ancient times." Therefore, in this sense, China did not have a real meaning at the time. Since its establishment, based on government leadership, the learning objects selected by Chinese universities are first and foremost Japan. The study of Japan in the late Qing Dynasty mainly sent officials to Japan to study; sent students to study in Japan, but in essence it was to learn German university education model, because the Japanese university education model was the product of transplanting German university education model. The Chinese university's study of the German university model, because of the emergence of Cai Yuanpei, has written a brilliant page in the history of Chinese education.

In the 1920s, with the large number of students returning to the United States, the American education system completely replaced the German model in China. In 1922, the system of dropping out of school abandoned the influence of the German education model in the old educa-

tion system and used it to learn from the American education model. The all-encompassing imitation of American education runs through the entire period of the Nanjing National Government. After the founding of New China, it was established. The "one-sided" approach to learning from the Soviet Union has ignited the climax of studying Soviet education experience^[1]. It can be seen that the historical background of Chinese university development has experienced the historical process from studying Japan, Germany, the United States, and the Soviet Union.

3.2. The Internationalization Process of Modern American University Education

In contrast to the internationalization of university education in the United States, since the 1980s, in order to adapt to the new needs of globalization, to define the mission, to innovate, and to spare no effort to expand the international education market has become the theme of the era of American university internationalization practice. Around this theme, more and more American universities have written "internationalization" into the purpose of running a school, and participating in competition and cooperation has become a new feature of the international development of American universities. At the same time, the types of internationalization of American universities have also been enriched and developed. In short, with the progress of the times, the content and form of American university internationalization practice has gradually matured and has a set of value system that it pursues.

3.3. The internationalization of university education in modern third world countries

Third world countries also actively take international exchanges and cooperative actions in university education. For example, regional cooperation organizations such as the Southeast Asian Ministers of Education Organization established in 1965 often discuss issues concerning the common educational issues of various countries and propose relevant education policies to countries. In Malaysia, about 2/3 of the 400 private higher education institutions have adopted the form of cooperation with foreign counterpart schools to improve the quality and reputation of education, to gain recognition of the degree, and the potential for cooperation in running schools is emerging, and the momentum is on the rise^[2]. For the third world countries, the internationalization of education is more a process of introducing the educational experience and education model of the developed countries in the West, while its own educational traditions and cultural traditions are facing a crisis; It is said that the internationalization of education is the process by which they influence the process of education modernization

in developing countries and immobilize the existing unequal world order.

Under the current situation of world integration, what kind of talents should China's higher education train? Undoubtedly, it is necessary to cultivate international talents that must not only be able to adapt to the international environment, but also be able to adapt to the needs of China's socialist modernization drive and better adapt to the needs of economic integration. The development of internationalization of university education requires a process that needs to be accomplished through effective ways and means.

4. China's Response to the Internationalization of University Education

4.1. Firmly believe in defending education sovereignty

If higher education wants to achieve internationalization, the premise is that the ideas are correct. In the process of internationalization of university education, we need to use a dialectical perspective to look at the knowledge culture of other countries and take the essence to abandon its dross. In view of this, drawing on the advanced experience of developed countries and the national conditions to deal with the relationship between internationalization and localization, defending the sovereignty of education, inheriting Chinese culture and carrying forward the national characteristics are important issues that must be dealt with in the internationalization of higher education in China. Internationalization and localization is a universal social phenomenon. It is not restricted by time and space. It is a two-way process of the rapid development of human society. It must go to the world and focus on inheritance. The same is true of higher education. Internationalization and localization are interwoven in the process of higher education modernization, and jointly promote the development of higher education.

4.2. Integrating with the international community and adding international education courses

In line with international standards, the addition of international education courses is mainly reflected in the following two aspects:

First, try to integrate with the original foreign language in the use of teaching materials, and strive to synchronize the advanced curriculum with the development of the world. Professor Chen Zhangwu, a famous scholar at Tsinghua University, believes that a large part of the current college curriculum textbooks in China is outdated, and there are also many shortcomings in the content of teaching content and the design of curriculum system. The Ministry of Education requires that colleges and universities use excellent and advanced teaching materials, especially in the rapid development, comparability,

and internationally accepted disciplines and majors in life sciences and information sciences.

Second, we can consider setting up some special topics in international education in public and basic courses, such as international politics, international relations in international trade, and introducing foreign history and customs, so that students in the class realize that all countries are mutual. Contact, understand the customs, behaviors, and ways of thinking of people of all countries, so that the internationalized thinking has a subtle influence on students.

4.3. Promoting talent exchange and promoting international cooperation in running schools

Teachers are the foundation of teaching and the source of education, and play a vital role in the internationalization of education. The most common way of talent exchange is to send Chinese backbone teachers for international cooperation and exchanges.

The so-called international cooperation and exchange of teachers adopts the method of "going out and introducing". "Going out" means that there are planned teachers to conduct cooperative research, foreign studies, and cooperative lectures. This is an important form of training for teachers in schools, especially in higher education institutions. From a practical point of view, a large number of teachers sent by many colleges and universities in China to visit and study in foreign universities have not only greatly improved the level of the teaching staff in China, but also enhanced their hands-on ability and practical ability, and learned new teaching viewpoints and teaching methods from foreign universities. The level of foreign language has been improved, and the outstanding backbone teachers of our country have firmly established the awareness of reform and innovation, and actively participate in educational innovation practice^[3]. "Introduction" means that foreign experts and teachers are invited to study in China, participate in international academic conferences, and promote exchanges and coopera-

tion. Some schools have also cooperated with foreign universities to run majors, run schools, and introduce foreign teachers' teaching materials, which has produced better results than studying abroad. In short, to promote the internationalization of China's higher education, it is necessary to use personnel mobility as a carrier of communication and cooperation, and continuously improve the knowledge and level of teachers. With the aim of implementing the strategy of "going out" and "bringing in" to open up to the outside world, we will fully attach importance to and recognize the two markets at home and abroad and establish the concept of internationalization of university education.

5. Conclusion

The internationalization of university education is an inevitable trend in the development of higher education. Promoting the internationalization of university education is not only an era requirement of economic globalization and social informationization, but also a national mission and local needs, and an inevitable choice for comprehensively improving the quality of higher education. Nowadays, in the face of this change, we should always pay attention to the internationalization of university education, seek the most suitable transformation method for the Chinese education system, and improve the internationalization level of Chinese university education.

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