

The Analysis of the Motivation and Path of Promoting Local Internationalization of Universities in China

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Abstract. In 2020, due to the outbreak of COVID-19, local internationalization has opened up a new path for the internationalization of education. Based on the international and domestic perspectives, this paper explains the development motivation of local internationalization from three aspects : politics, policy and economy through case analysis. Based on the macro policy, put forward to perfect the laws and regulations, provide standardized and orderly development space; provide rich teaching forms, pay attention to teaching content; at the same time, we should train domestic teachers and employ outstanding scholars. Promote the implementation of local internationalization from three aspects : policy, curriculum and teachers.

1. Introduction

In 2017, the “Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation” issued by the Central Committee of the Communist Party of China and the State Council emphasized that “colleges and universities shoulder the important mission of international exchange and cooperation”. Therefore, international exchange and cooperation has become the fifth function of universities with the orientation of national development strategy. The internationalization of higher education is an important way to improve the quality of higher education and build a strong education country. China has always attached importance to the internationalization of higher education. In February 2019, the Central Committee of the Communist Party of China and the State Council issued < China’s Education Modernization 2035 > in which “ Creating a new pattern of education opening up ” was one of the top ten strategic tasks for education modernization. This not only reflects the country’s full recognition of the internationalization of education, but also points out the way for the future development of China ’s higher education. However, at the beginning of 2020, COVID-19 broke out all over the world, which not only seriously affected the development of politics and economy, but also lagged behind the pace of internationalization of higher education. The traditional way of internationalization of higher education based on cross-border education was difficult, and the cross-border flow of students to study once stagnated. Nowadays, it has entered the post-epidemic era, but the internal conditions and external environment of China’s development are undergoing complex and profound changes. ^[1]Internally, people’s expectations for receiving high-quality international education without going abroad are constantly increasing. Outside,

anti-globalization, populism, unilateralism and other ideological trends have further developed in the world, especially the United States-led countries advocating “desinicization” and encircling China in education and culture. On this basis, local internationalization has become a new development direction of Higher Education internationalization. Based on national conditions, relying on school-based curriculum, providing cross-cultural and international courses for all teachers and students, and cultivating high-level international talents with global vision and national feelings. Therefore, this paper will study and discuss the motivation and implementation path of local internationalization.

2. The motivation to promote local internationalization in China

2.1 Political motivation : to alleviate the deep contradiction of internationalization of higher education.

The world today is in a great change that has not been seen in a century. The international environment is complicated. The trend of ' anti-globalization ' is prevalent in the political and economic fields, which also has a negative impact on the field of education. Although it has entered the post-epidemic era, the problems left over by the epidemic period still exist. Visa difficulties, anti-China public opinion, unilateralism and populism have made Chinese students meet the ' cold wave ' of cross-border learning. On May 29,2020, the White House issued a notice on Chinese students, <Announcement on the Suspension of the Entry of Certain Non-immigrant Students and Researchers in the People 's Republic of China >. This announcement limits the academic

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qualifications and majors of international students studying in the United States on the grounds of protecting the research safety of key universities in the United States. It is mainly aimed at postgraduate and doctoral students and related majors in the field of science and technology. Although this ban was cancelled in 2021, it still retains multiple problems such as difficulties in obtaining visas for Chinese students studying in the United States and potential safety hazards.

Over-reliance on economic support and cross-border flow is the shortcoming of the internationalization of higher education in China. The blockade of technology and talents in Western countries restricts the cultivation of international talents in China. The internationalization of local education has sought development space for the internationalization of higher education in China, which can effectively guarantee the development needs of students with willingness to study abroad and provide opportunities for China to cultivate excellent talents through local international education.

2.2 Policy motivation : to improve the independent training ability of international talents.

Since the beginning of the reform and opening up, Deng Xiaoping began to reform China's higher education, and took the lead in sending Chinese scholars to enter the first-class universities in the United States for further study. Taking the reform and opening up of higher education to promote the development of the whole country as a starting point, China's pursuit of the internationalization of higher education has never stopped. In 2020, < Opinions of the Ministry of Education and other eight departments on accelerating and expanding the opening up of education in the new era > clearly put forward to enhance the international competitiveness of China's higher education personnel training and accelerate the training of high-level international talents with a global perspective. ^[2]By now, there have been nearly 2300 Sino-foreign cooperative education institutions and projects at all levels approved and filed by the Ministry of Education. At the same time, it is also constantly expanding the development model of higher level, higher quality and higher level, and has opened nine Sino-foreign cooperative universities with independent legal personality.

In order to promote the international competitiveness of local universities, in 2015, the State Council issued < the overall plan to promote the construction of world-class universities and first-class disciplines >. In 2020, it promulgated the < Opinions on Accelerating and Expanding the Opening up of Education in the New Era > proposed to "optimize the layout of overseas study work, strengthen the brand of 'studying in China', deepen international cooperation in education, encourage mutual recognition of Chinese and foreign credits, mutual degree awarding and joint awarding, and expand the international radiation of online education. " The process of local international education is based on the

national conditions of the country, which can cultivate talents with institutional self-confidence and cultural self-confidence, and avoid the loss of talents. It is an effective channel to construct the Chinese discourse system, spread the national three-dimensional image and tell the Chinese story well.

2.3 Economic motivation : give full play to the positive impact of foreign students' education on regional economy.

Under the wave of internationalization of global higher education, economic factors have gradually replaced academic factors and political factors since modern times in the process of international student education development, becoming the main driving force for its development. The education of international students has shifted from seeking political influence to pursuing economic interests. ^[3]International students have a direct and indirect impact on the local regional economy. The direct impact comes from the direct activities of international students, such as tuition and fees, living expenses, etc. The indirect impact includes the commercial activities and public utilities provided for international students, which are directly transformed into the contribution to local GDP and employment.

According to the 2019 TIMES rankings combined with FAIRFX (Travel Currency Exchange), the cost of studying abroad in various regions of the world is calculated : the average annual cost of American students is as high as CNY 420,000, and the cost of studying in Australia is close to CNY 280,000. In Asia, the cost of studying in Singapore and Japan is also between 120,000 and 150,000. In European countries, except for the United Kingdom, the cost of studying in France, Germany and Spain is relatively low, ranging from 60,000 to 100,000. However, this is only the minimum guarantee of living consumption, and does not include daily food expenses, transportation expenses, leisure and entertainment expenses. Each country counts the economic benefits brought by international students every year, and calculates the economic benefits brought by international education from 2018 to 2019 : the United States has revenue of \$ 44 billion, and Chinese students account for about 34.6 % ; UK \$ 35. 9 billion, Chinese students accounted for 23. 2 % ; Australia 's income is 235 billion yuan, accounting for about 27.3 %.

It can be seen that international education has brought significant gains to the regional economy by earning students' tuition fees, living expenses and potential labor costs, increasing jobs, and promoting the growth of foreign trade. Due to the diversification of the destination countries selected by overseas students, the education of overseas students has become an important service export industry in developed countries, such as the United States, Britain, Australia and other countries, and has also become an important driving force for the economic development of many developing countries.

The aim of local internationalization is to promote the transfer of the main position of cultivating international talents from abroad to domestic, and then drive the

increase of local jobs, promote the transformation of achievements, and improve the economic development of the region.

3. The Path to promote local internationalization in China

Facing the uncertain world economic and political situation, it is a new attempt to cultivate high-quality talents to construct the talent training mode of “local internationalization” in China. Based on the analysis of domestic and foreign policies and practices on local internationalization, China can build a top-down system to promote the development of “local internationalization” with macro policy support, curriculum, teachers, quality assurance, etc.

3.1 Policy support : Improving laws and regulations to provide standardized and orderly development space.

Some scholars have pointed out that “although all studies have shown the increasing importance of internationalization, the operation of China’s higher education institutions still largely follows the management of the state and is carried out within the framework of the national institutional framework”.^[4] Therefore, the degree of development of local internationalization depends on the attention at the national level. China should provide a standardized policy support and guarantee system that matches the development of local internationalization.

The government should improve the relevant laws and regulations on the internationalization of education. Since the 1990s, in order to support the “bringing in” and “going out” of education, the government has successively promulgated relevant regulations such as the < Measures for the Administration of Sino-foreign Cooperation in Running Schools > and the < Measures for the Administration of Overseas Running Schools of Higher Education Institutions > and revised and adjusted them according to the current situation of China’s education development. The regulations directly focusing on local internationalization, the < Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools > were introduced in 2003 and revised in 2013 and 2019. The revised < Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools > in 2019 stipulates the establishment, management mode, education and teaching, assets and changes of cooperative education. In terms of education and teaching, it is mentioned that the opening of courses should conform to the constitution, national conditions, introduce international advanced teaching materials, standardize the use of language, and put forward requirements in terms of enrollment, academic certification and education evaluation. Because Chinese-foreign cooperative education is the main carrier of local internationalization, the regulations are related to

the teaching quality of Chinese-foreign cooperative education, so it is extremely detailed. However, based on China’s current national conditions, the author believes that the application of teaching materials should promote the organic integration of Chinese culture and international education resources, based on school-based curriculum; Furthermore, we should pay attention to the recruitment and training of teachers; Finally, in terms of quality assurance, colleges and universities should emphasize their own means of quality assurance. In 2009, the Bologna follow-up group stressed “The most basic driving force for higher quality must come from the colleges and universities themselves - their internal quality assurance system and quality culture”.^[5] Therefore, this point should not be ignored in the legal system of higher education quality assurance.

3.2 Curriculum construction : Enriching the teaching form and paying attention to the teaching content.

At present, the understanding of local internationalization courses is biased. It is believed that as long as it is taught in foreign languages, such as all-English teaching, all-French teaching and other courses are international courses, this idea should be changed. The internationalization of courses is not limited to the language of teaching, but should consider the way of teaching and the content of the course.

For the teaching method, we should take the local internationalization of Chinese and foreign school cooperation as the main carrier, expand the teaching resources through the online internationalization of “Cloud classroom”, and build an important platform for the local internationalization of colleges and universities. Sino-foreign cooperation in running schools is known as “Not Going Abroad to Study”. We should continue to tap the potential of Sino-foreign cooperation in running schools. At present, there are 11 universities with independent legal personality at the undergraduate level in China, all of which are concentrated in Jiangsu, Zhejiang, Shanghai, Guangzhou and Hainan free trade ports. The regional development is extremely unbalanced. We should give full play to the advantages of the leader of Sino-foreign cooperation in running schools in the eastern region, pay attention to the layout planning of Sino-foreign cooperation in running schools in the central and western regions, and promote the development of other industries by realizing the balanced development of education. Secondly, with the wide application of cloud computing technology, and because of the special period during the epidemic, a lot of experience has been accumulated through online teaching. “Cloud classroom” is an effective way to achieve local internationalization. First of all, universities are no longer limited to cross-border joint training projects. They can obtain foreign educational resources, such as teaching plans, cases, and course videos, through cooperation with excellent overseas universities. They can also create a “Global classroom” through the live broadcast function of “Cloud classroom” to achieve

mutual learning between Chinese and foreign teachers and students.

Local internationalization not only requires students to have the ability of cross-cultural communication, frontier international knowledge in the field of disciplines and open international vision, but also should be based on their own culture, pay attention to the cultivation of students' patriotic feelings and the ability to spread their own culture, so as to continuously enrich the content of internationalization. First of all, international courses should focus on cultivating students' various language abilities, paying equal attention to listening, speaking, reading and writing, and there should be no shortcomings. Academic foreign language courses should be set up to standardize students' language. Secondly, the curriculum content is integrated with international knowledge. On the one hand, international issues are embedded in professional courses. On the other hand, the use of general education courses to carry out foreign history, foreign economy and other courses, two-pronged approach to strengthen students' understanding of global culture; Finally, based on China's national conditions, in the progress of internationalization, we should attach importance to nationality and localization, and emphasize cultural self-confidence. Colleges and universities should guide all students to understand the value and world of Chinese traditional culture in education, contact different national history and culture in the world with enough confidence and understanding of culture, further understand the similarities and differences between different cultures and the causes, establish cultural empathy, and realize cross-cultural communication. [6]

At the same time, colleges and universities should use the second classroom to enrich the local international courses : use associations and social practice to enrich the teaching content, and enhance students' sense of experience through the construction of campus culture.

3.3 Teacher training : Training national teachers as well as external outstanding scholars.

Teachers are the foundation of education, the source of education, and shoulder the important responsibility of cultivating the next generation. The internationalization level of teachers is related to the quality of students' training.

First, cultivate our local teachers with international vision and level. Colleges and universities in China should pay attention to the in-service training of teachers, regularly send teachers to study abroad, participate in international academic conferences, and provide opportunities to visit abroad, so that teachers can experience the educational resources and environment of foreign countries. At the same time, we encourage cooperative colleges to send their teachers to China for communication and learning, provide regular seminars and exchanges for Chinese and foreign teachers, and enhance the ability of teachers to internationalize in cooperation.

Second, the talent policy to attract foreign teachers and teachers with overseas study experience to teach in China. Attention should be paid to the introduction of foreign teachers with multidisciplinary majors to improve the structure of teachers in China. At present, the attempts made by Chinese universities are as follows : Southwest University, Hebei Normal University and other universities have launched the "Summer International Curriculum Week" by inviting overseas teachers to teach at the school ; South-Central University for Nationalities launched the "Young Teachers Training: Bilingual Teachers Team" project. It is recommended that teachers develop a partner in the expatriate university, and provide an important platform for sustainable communication for the school through the stable cooperative relationship between young teachers and overseas academic partners.[7]

4. CONCLUSION

Due to the changes in the international pattern and the fact that China is in an important stage of cultural rejuvenation, local internationalization plays an active role in cultivating talents and ensuring educational equity. The exploration of local internationalization is still in its infancy and has a long way to go. We need to constantly explore the new path of local internationalization reform and strive to build China's modern education system.

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