

# *Analysis of the Internationalization of Education under the New Concept of Development*

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**Abstract:** The internationalization of education within China's new development concept involves a complex journey that combines tradition, innovation, and global involvement. This paper explores the connotation and direction of China's education, shedding light on its development path driven by sustainability, fairness, and creativity. Education internationalization serves as a tool to enhance soft power and global influence by promoting student exchanges, academic partnerships, and cultural interactions. In recent years, there has been a shift in focus and effort in China's endeavors resulting in a significant increase in the enrollment of foreign students. However, the COVID-19 pandemic has disrupted travel and study plans, highlighting the changing nature of this field. Guided by the principles of the new development concept, the approach to international education aligns with human-centered development values. It aims to develop individuals who can navigate an interconnected world while promoting cross-cultural collaboration beyond borders. Incorporating both domestic and international content into curricula enhances sensitivity while expanding students' global perspectives. At the same time, ensuring access to educational resources and strengthening international partnerships contribute to comprehensive educational experiences for all. Also, overcoming challenges such as disparities and biases in educational content further emphasizes the need for a comprehensive strategy. Hence, China's endeavor towards internationalizing education creates a fabric of interconnections and shared progress. Guided by the new development concept, the pursuit of education internationalization signifies a dedication to shaping a future that is more inclusive, interconnected, and sustainable on a global scale.

**Keywords:** internationalization of education, new development concept, COVID-19, globalization of education, online learning

## 1. Introduction

In today's fast-changing landscape of education, countries around the world are recognizing the importance of internationalizing their learning systems to increase their soft power and global influence. China is an example of this trend as it strives to promote cultural exchange, innovative thinking, and a connected worldview through education internationalization. Under China's new development concept, education internationalization has taken on new dimensions driven by sustainability, equity, and innovation. This article explores the different aspects of education internationalization in China by discussing its meaning, direction, and the strategic approaches used

to overcome challenges. From blending localized and international content to allocating resources and fostering global partnerships, China's efforts in education internationalization align with an era characterized by global connectivity and human-centered development. Given the recent global events, there is now an urgent need to adapt education for a changing world that aligns perfectly with the essence of the new development concept.

## **2. The Connotation and Direction of China's Education Internationalization**

The internationalization of education is one of China's goals in its efforts to increase its soft power and influence. Student exchanges, academic alliances, and cultural exchanges are all included in this project. The focus and intensity of China's attempts to internationalize its educational system have changed noticeably in recent years. The number of students attending China's universities increased before the epidemic. Chinese Ministry of Education figures show that more than 500,000 foreign students were enrolled in the nation in 2019 compared to over 200,000 in 2000 [1]. Covid-19, however, affected students' capacity for international travel and study.

These recent global events have undeniably changed the education landscape worldwide. Moving forward from these events, it is crucial to reassess and revitalize the direction of education. The need for cross-border collaboration, intercultural understanding, and innovative teaching approaches has become more urgent than ever before. This urgency is further emphasized by the principles encompassed in the new development concept which guide China's efforts towards epidemic recovery. China's leadership has put forth a new development concept that places a renewed emphasis on inclusive growth, innovation, and prioritizing human-centered development [1]. Grounded in the belief that development should be comprehensive, balanced, and people-oriented, this concept provides a framework for redefining how the country approaches education after the various global disruptions.

At its core, the new development concept highlights the importance of nurturing citizens who possess both the skills and awareness to navigate an interconnected world. This paradigm emphasizes that revitalizing education involves more than increasing international student enrollments; it requires a holistic transformation of educational experiences [2]. Creating an atmosphere that fosters the development of skills, promotes teamwork in finding solutions, and instills a sense of duty toward tackling worldwide issues is imperative.

When considering the internationalization of education, it is crucial to have an approach that takes into account the current development trends and the need for post-pandemic recovery. This means adjusting the curriculum to align with sustainable development goals, building partnerships with other countries based on mutual respect and cooperation, and utilizing technology to create inclusive learning experiences that transcend geographical and socio-economic barriers. Additionally, access to quality education for everyone is an important aspect here. Recent global events have set the stage for a transformative phase in education. The urgency to recover from these events and advance education internationalization perfectly aligns with the principles of the new development concept. By embracing this framework, countries and educational institutions can navigate the challenges ahead and empower a generation of global citizens who are ready to make meaningful contributions towards a more inclusive, interconnected, and sustainable world.

## **3. Obstacles to the Internationalization of Education in China**

### **3.1. Incompatibility of Online Learning Resources**

The process of internationalizing education in China has faced challenges, one of which involves compatibility issues with online learning resources. Despite the increasing demand for education

during the COVID-19 pandemic effectively integrating online platforms into the internationalization framework has proven to be a complex task.

The integration of online learning resources encounters hurdles due to disparities and different teaching approaches. The World Bank's Digital Divide Index draws attention to the inequalities in China. While urban areas enjoy internet infrastructure, rural and remote regions face access to reliable connectivity and modern devices [3]. Moreover, the absence of platforms across educational institutions hampers the creation of a cohesive and streamlined learning experience for international students. These technological disparities affect how effective online education is for students. Students from different backgrounds may encounter difficulties accessing resources or participating in virtual classes due to unreliable internet connections or outdated devices. Additionally, variations in the quality and format of courses among institutions can lead to inconsistencies in the learning experience making it challenging to integrate international students into the educational ecosystem.

Cultural and language barriers make it more challenging for students to access and use online learning resources. The 2019 Annual Report on China's International Educational Exchange emphasizes the importance of recognizing the language difficulties that international students face [4]. These difficulties become especially significant in a learning environment where written communication and self-directed learning play a role. Variances in communication norms academic expectations and learning styles contribute to a gap between students and the resources available online. The language barrier can lead to misunderstandings as it hinders communication between international students and their instructors, and negatively impacts their overall learning experience. Additionally, online curricula may not adequately address the sensitivity required for collaboration, in discussions or group projects making it challenging for international students to fully participate and integrate into the academic community. Therefore, the lack of compatibility in online learning materials within China poses a challenge to the globalization of education. This issue limits access to quality education and hampers effective cross-cultural cooperation among students from different countries.

### **3.2. Prejudices in Educational Content**

One specific challenge facing Chinese education internationalization is the presence of biases and prejudices embedded in content. The focus on exam-oriented education can hinder the country's efforts to provide a globally relevant and inclusive learning experience. OECD claims that China's educational system places a strong emphasis on testing and memorizing drills, a practice called "exam-oriented education" [5]. This method frequently puts performance above thinking, creativity, and practical skills—all essential components of a comprehensive international education. Exam-focused education is common, which might hinder the development of abilities for active participation in many academic and professional situations. The overwhelming focus on tests may make international students who want a well-rounded education feel restricted. This emphasis can limit their chances to engage in learning, explore subjects, and solve problems creatively.

Biases in educational content contribute to a limited understanding of global perspectives and cultural diversity. A 2017 study highlights how China's curriculum often prioritizes domestic historical and cultural content over global perspectives [6]. This tendency can lead to a narrow worldview among students, inhibiting their ability to effectively engage with international peers and navigate cross-cultural contexts. In an increasingly interconnected world, an ethnocentric approach to education may hinder international students' ability to communicate, collaborate, and contribute meaningfully on a global scale. Without exposure to diverse perspectives and a broader range of educational content, students may struggle to develop the intercultural competencies necessary for successful cross-border interactions.

Hence, the biases and preconceptions present in the educational materials of China such as the extra focus on exams and limited exposure to global viewpoints create significant barriers to promoting internationalization in education within the country. It is imperative to tackle these obstacles to cultivate a flexible and globally connected educational atmosphere.

#### **4. The Development Path of Education Internationalization under the New Development Concept**

The new development paradigm, which emphasizes sustainability, equality, and innovation, has emerged as a driving force in altering many elements of society. This notion is used in education as a foundation for managing the ever-changing global context. The growth of education may be aligned with the ideas of the new development concept by embracing ideals such as inclusion, cooperation, and forward-thinking. This alignment has the potential to promote global citizenship, address inequalities, and encourage creative and innovative approaches that will ultimately lead education systems towards a more interconnected and sustainable future.

##### **4.1. Balanced Allocation of Educational Resources**

In the context of the new development concept, education internationalization follows a path that focuses on balancing the distribution of resources. Taking inspiration from methods used in domestic university development, China can strategically guide how resources are allocated for international education. This approach ensures that the principles of sustainability, equity, and innovation embedded in the new development concept are upheld throughout the internationalization process.

Giving attention to allocating resources fairly in the process of education internationalization is highly important. It helps create an all-rounded learning experience that not only meets the academic needs of international students but also enhances their understanding of different cultures and global perspectives [7]. Universities can create an environment that enriches students' personal development by offering language support programs and interdisciplinary learning opportunities.

Based on the lessons learned from the development of domestic universities where the "Double First Class" initiative has effectively directed resources towards promoting excellence and encouraging collaboration among institutions, a similar approach can be applied to internationalization efforts [8]. This involves establishing networks between universities to exchange academic and cultural knowledge and resources. By leveraging the strengths of different institutions, a comprehensive educational environment can be developed for both local and international students.

##### **4.2. Strengthening International Exchanges and Cooperation in Education**

Strengthening education internationalization through exchanges and cooperation is an aspect of China's new development concept. China's commitment to promoting collaboration in education is demonstrated by its "Belt and Road Initiative." By establishing partnerships with countries along the Belt and Road, China fosters cultural exchange, mutual understanding, and academic cooperation [9]. Operating schools and academic programs jointly with international institutions provide students with exceptional opportunities to explore diverse educational systems and perspectives. This exposure encourages the development of cross-cultural communication skills and a global outlook which are highly valued in today's interconnected world. Therefore, it is important to recognize that these collaborative educational initiatives not only enhance individuals' learning experiences but also make a significant contribution to fostering a community prepared to address complex global challenges by promoting cultural understanding and problem-solving through collaboration.

Study abroad programs play a vital role in facilitating growth and fostering cultural exchange. According to data provided by the Ministry of Education of the People's Republic of China, there is

an increasing trend in the number of students choosing to study abroad emphasizing the growing significance of global experiences [10]. This trend reflects China's commitment to nurturing rounded individuals who can thrive in environments. Studying abroad not only exposes students to educational approaches and ideas but also promotes adaptability and resilience. Therefore, China's commitment to internationalizing education should be accompanied by measures to ensure the quality and relevance of studying abroad. This can be achieved by strengthening academic counseling, improving language support, and promoting partnerships between foreign institutions. These efforts will enhance the learning experience for students. To maximize the impact of study abroad programs, China should also consider providing increased financial support and scholarships for students, especially those from diverse socioeconomic backgrounds. By strengthening joint educational initiatives and improving support for study abroad programs, China can create an environment where individuals acquire the knowledge and skills necessary to tackle complex global challenges.

### 4.3. Selection of Educational Content

The choice of learning materials that combine localization and internationalization plays a critical role in developing students' global awareness under the new development concept. The guidelines on curriculum reform provided by the Chinese Ministry of Education highlight the importance of incorporating perspectives into content aiming to broaden students' horizons [10]. This approach recognizes the need to strike a balance between respecting culture and exposing students to issues. Integrating localized content to ensure that students gain an understanding of their heritage fosters a sense of identity and belonging. At the time introducing content exposes them to diverse viewpoints challenging their assumptions and promoting critical thinking about global challenges.

The combination of localization and internationalization nurtures students' cultural sensitivity and prepares them for engagement on a global scale. A recent 2019 study underscores the importance of incorporating issues into curricula to develop intelligence among students [11]. This cultural intelligence enhances individuals' ability to navigate environments and effectively interact with people from diverse backgrounds. Through studying literature, world history, and global affairs students are encouraged to recognize how societies are interconnected and appreciate the complexities of the landscape. This approach equips them with knowledge and empathy for becoming global citizens.

This strategy presents a feasible and impactful pathway that elevates both localized and internationalized educational content. Scholarly research underscores the potential of incorporating both indigenous and international content. This not only preserves the essence of local culture but also augments students' cognitive flexibility and adaptability on a global stage [12]. By weaving classical Chinese literature, historical narratives, and philosophical teachings with global literature, contemporary world events, and cross-cultural case studies, students gain an enriched understanding of cultural complexities. This profound comprehension forms the bedrock of their international competence. The strategy of integrating Chinese traditional culture with international knowledge in educational content embodies a balanced and impactful approach within the new development concept. By skillfully combining these two elements, students are poised to embark on a journey that empowers them to contribute to both local and global contexts.

## 5. Conclusion

This article has explored the internationalization of education in China within the framework of the new development concept. It sheds light on how sustainability, equity, and innovation are driving changes in the educational landscape. The article discusses challenges such as disparities in online learning resources and biases in educational content that hinder progress. The findings suggest that

to align with the new development concept, China should prioritize balanced resource allocation, enhance international exchanges, and carefully select educational content that combines localization and internationalization. However, it is worth noting some limitations of this study, including its focus on China without considering global comparisons and the potential impacts of geopolitical factors. Future research could delve deeper into understanding the experiences of students in China and explore how soft power influences education internationalization. Furthermore, analyzing other countries' efforts in education internationalization would provide a broader perspective on best practices and challenges. Overall as education adapts to a changing world, it is crucial to evaluate and refine strategies to cultivate global citizens in line with the new development concept.

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