

Research Progress on Internationalization of Higher Education Curriculum in China

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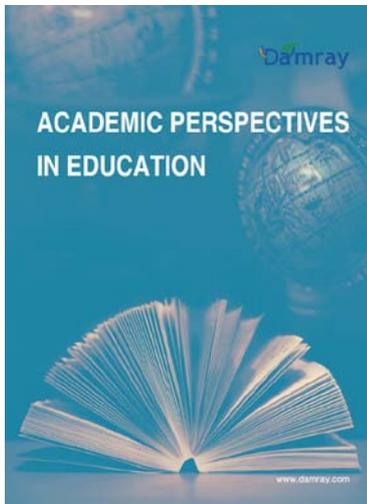
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Abstract

The development of China in the past ten years is obvious to all, and it has become one of the most influential countries in the world. Therefore, the integration with the world is becoming closer and closer, and China's education is gradually developing in the direction of internationalization and modernization. Curriculum internationalization is an important part of the internationalization of higher education in China, and the research on this aspect is also gradually strengthened in China. Guangxi universities are also constantly seeking breakthroughs in this regard. Although China has carried out research on the internationalization of higher education curriculum since the 1990s and explored it in practice, generally speaking, there is still a big gap with foreign research and practice. There are still many deficiencies in concept, content, method, environment, language and so on, and there are many problems in practice. Therefore, this article discusses this, It also puts forward some suggestions on how to promote the international development of college curriculum in China.

Keywords

Higher Education, Internationalization, Research and Practice



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Introduction

Entering the 21st century, the internationalization process of global higher education has been accelerated and has now entered a new stage of development. Moreover, China's higher education is also in a critical period of reform, so the internationalization of curriculum can play a guiding role for its innovative development and step into the ranks of modern education in order to realize the cultivation of high-quality innovative talents. Universities in Guangxi have also made certain reforms and innovations in curriculum internationalization. Based on this, this paper first investigates and analyzes the current status and shortcomings of the internationalization development of higher education curriculum in China, and on this basis, puts forward some countermeasures to change the good.

1. Connotation and characteristics of internationalization of higher education programs in China

1.1 Connotations

The inevitable trend of modern education development is modernization and internationalization, and as early as the 1990s, UNESCO issued a document indicating that internationalization is one of the core concepts of modern higher education development. However, the concept of internationalization is too general and broad, with multiple perspectives, so there are still controversies at the theoretical and practical levels on how to define internationalization accurately. The construction and development of internationalization of higher education inevitably includes the internationalization of curriculum, and from the perspective of the process of promoting internationalization of higher education, the internationalization of curriculum is also the most necessary and worthy of discussion among them.

At the beginning, internationalization of curriculum is simple to understand, which means simply adding international-related courses to the original professional curriculum, such as world economy, world history, international relations and so on. Later on, as the internationalization of higher education progressed, the internationalization of curriculum in this period paid more attention to the survival and development of students in an internationalized and diversified social environment, shifting from the superficial knowledge or its development to the cultivation of students' awareness. The current stage of curriculum internationalization is no longer simply adding content and cultivating awareness, but also requires the infiltration of international factors in the entire curriculum system, and requires the teaching system to always show the characteristics of internationalization. Nowadays, countries around the world also pay much attention to the understanding of internationalization of higher education curriculum and make a careful distinction between international curriculum, which focuses on the content of the curriculum, and internationalization of the curriculum, which focuses on comprehensive internationalization, including not only the content but also the methods and processes. Strengthening a comprehensive understanding of curriculum internationalization will help promote the research and practice of curriculum internationalization in higher education in China.

1.2 Features

Since the last century, China has attached great importance to and supported the internationalization of higher education, and government departments have issued a series of policies, while universities in various regions of China have also actively explored the internationalization of curriculum, mainly as follows.

First of all, after entering the 21st century, the education department of China has vigorously promoted the reform of English teaching in universities in order to improve the quality of education and teaching in higher education institutions and continuously deepen the reform of education and teaching in higher education institutions, organizing a special project group for the reform of English teaching in universities and setting teaching requirements, emphasizing that the English course in universities should be a compulsory basic course for contemporary university students. The education department has also commissioned several major publishers in China to strengthen the opening of the university English teaching software system and to increase the investment in this project, which fully reflects the importance that China attaches to the teaching of foreign language courses. Secondly, some universities in China have carried out bilingual teaching pilot work in the 1990s, and after entering the 21st century, the education and finance departments have issued corresponding policies to promote the construction and teaching of bilingual courses in colleges and universities, and the construction of bilingual courses covers the teaching of most professional courses in colleges and universities, and the teaching materials used in colleges and universities have also been required. In addition, while China is actively promoting the internationalization of the curriculum, it also pays great attention to the internationalization of the teaching staff. Universities not only hire overseas scholars with high salaries to teach in their schools so that they can share advanced theories, methods and experiences, but also take the initiative to organize our outstanding key teachers to go abroad for further training, visits and lectures to improve the internationalization level of teachers. In addition, besides paying attention to the international development of teachers, universities pay more attention to the overseas study of students, which can be seen by the increase of the number of international students in China in recent years. Part of the situation is also the current situation of Guangxi universities nowadays.

In general, the internationalization process of higher education and curriculum in China has not entered the third stage, that is, the stage of internationalization of the whole teaching process, and the research and exploration of colleges and universities on the internationalization of curriculum still remain at two levels of simply adding some international course contents to the previous curriculum or focusing on the cultivation of students' international awareness.

2. Problems of the internationalization process of higher education curriculum in China

2.1 Lack of policy support

China has attached great importance to and supported the promotion of the internationalization process of education at the level of policy guidelines since the reform and opening up, such as the three orientations proposed by Comrade Deng Xiaoping, the Outline of China's Education Reform and Development, and the Law of the People's Republic of China on Higher Education, all of which have emphasized the internationalization development of China's higher education career. However, from the existing policies, the focus of attention is more on the exchange and cooperation among international, and the goal of cultivating internationalized talents is not clear. Although it can be seen that China's education department attaches importance to the internationalization development of higher education, it does not mean that its policy support is comprehensive and strong. At present, the construction and development of internationalization of higher education programs still lack good policy leadership and perfect regulations, and even financial support is difficult to be guaranteed.

2.2 Lack of faculty building

The promotion and implementation of internationalization of higher education curriculum is inevitably inseparable from the main body of college educators. If the ideological awareness and professionalism of college educators are not enough, the perfect curriculum reform plan can not be truly implemented into practice and achieve the ideal effect. At present, from the viewpoint of the faculty of major universities in China, the number of teachers who can adapt to bilingual teaching is limited, and the number of teachers who can be responsible for developing international curriculum is very small. The lack of motivation and creativity in the construction of faculty in universities limits the depth and breadth of the internationalization of higher education curriculum.

2.3 Textbook construction issues

In the process of internationalization of higher education curriculum, internationalization of teaching materials is a very important element, but there are problems in the understanding and construction of internationalization of teaching materials in many universities, especially in the introduction and use of original teaching materials. When introducing foreign original textbooks, some universities in China do not check the quality of the textbooks, and many of them have superficial contents and loose structures. Secondly, some colleges and universities blindly introduce original textbooks without considering their own actual situation and students' needs, which may make it difficult to match with students' learning needs after introduction. Some colleges and universities also let students use the original textbooks too early in the first and second year of university, so that some students with poor foundation have to focus more on solving language problems and it is difficult to improve their learning effect.

3. The construction and optimization path of internationalization of higher education curriculum in China

3.1 Improve the system financial security

By studying and learning from the research and practice of curriculum internationalization in foreign higher education, it can be found that only with the perfect system and financial guarantee can the internationalization of higher education curriculum be carried out smoothly. In view of the lack of support for the construction and development of internationalization of higher education curricula in both national policies and laws, it is necessary for China to improve corresponding policies and regulations and allocate special funds to provide financial and material guarantees. In addition to encouraging and supporting the development and construction of internationalized curriculum in higher education institutions, we can also encourage some private institutions to participate in this process.

3.2 Clarify the objectives of course construction

By studying and learning from the research and practice of curriculum internationalization in foreign higher education, it can be found that only with the perfect system and financial guarantee can the internationalization of higher education curriculum be carried out smoothly. In view of the lack of support for the construction and development of internationalization of higher education curricula in both national policies and laws, it is necessary for China to improve corresponding policies and regulations and allocate special funds to provide financial and material guarantees. In addition to encouraging and supporting the development and construction of internationalized curriculum in higher educa-

tion institutions, we can also encourage some private institutions to participate in this process.

3.3 Internationalized content of rich courses

At present, the internationalization of China's higher education curriculum has entered a new stage of development, so in practice, the internationalization of the curriculum should not only stay on the basis of the school's original curriculum, simply add some international-related courses, and not only to cultivate students' international awareness, but also to penetrate the international elements and international awareness into all aspects, including the curriculum concept, course content, teaching methods, teaching process, etc. It is necessary to infiltrate international elements and awareness into all aspects of the curriculum, including course concepts, course contents, teaching methods, teaching processes, etc. First of all, international courses can be set up in higher education institutions, and different courses can be arranged and offered according to the corresponding topics, which can further strengthen the general education of higher education institutions and stimulate students' interest in international courses and improve their professional level. Secondly, in the process of teaching various professional courses in higher education institutions, educators can introduce the latest achievements of various academic researches to broaden students' horizons and update their concepts. Furthermore, universities should pay attention to the increase of the proportion of practical courses and regularly organize students to carry out diversified practical investigation activities to improve their comprehensive literacy. In addition, it is necessary to strengthen the construction of bilingual courses, and at the same time, the introduction and use of original teaching materials should be well controlled. Universities with conditions can actively exchange with some foreign universities and jointly develop courses to continuously improve the construction of the curriculum system of our universities and promote the reform and innovation of teaching methods.

3.4 Strengthen the faculty

The progress of internationalization of higher education courses in China and the improvement of internationalization level can not be separated from the construction of faculty members and the improvement of educators' own ideological awareness and professionalism. At present, although many universities in China attach importance to the internationalization of faculty, they are still far away from the developed countries. Therefore, on the one hand, Chinese higher education institutions need to motivate the teachers from the system construction, provide them with opportunities for learning and training, and continuously broaden their horizons, and on the other hand, they need to actively introduce high-quality talents to energize our teaching staff.

3.5 Promote course informatization

The 21st century is the era of Internet and technology domination, and Internet and science and technology have widely penetrated into the current social life and supported the development of education. The application of Internet and information technology has provided great convenience and opened up channels for the internationalization of current higher education curriculum. It is necessary for China's higher education institutions to speed up the process of promoting their own informatization, to carry out distance learning and scientific research exchanges with the advantage of efficient and convenient network information transmission, to strengthen cooperation with foreign universities and scientific research institutions, and to strengthen cooperation with major domestic universities and institutions to realize the sharing of information resources.

4. Conclusion

In a word, higher education shoulders the important responsibility and mission of cultivating quality talents for the society and the country, and the reform of higher education in China is in full swing, while China, in the context of globalization and internationalization, must also actively promote the internationalization of higher education from both theoretical and practical aspects, but at the same time, we need to realize that this task has a long way to go, which requires not only the participation and support of universities, but also the support of government departments and the cooperation of the whole society. However, we also need to realize that it is a long way to accomplish this task, which requires not only the participation and support of universities, but also the support of government departments and the cooperation of the whole society. The higher education institutions in China must take positive actions for the internationalization and development of their own curricula under the leadership of the education department from their own actual situation, and proceed step by step to achieve good results in the end.

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