

The Study of the Path and Strategy of Internationalization of Higher Education in Jilin Province

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Abstract: Cultivating international innovative talents that meet the needs of the times is the source and inexhaustible driving force for China's deep integration into the world system, and it is an important educational mission of higher education. Jilin Province actively responds to the "One Belt and One Road" initiative, with the goal of cultivating international talents, and has taken a positive step on the road of internationalization of higher education. While some progress has been made, it is still below the national average. This paper analyzes the development status of the internationalization of higher education in Jilin Province, finds out the existing problems, including insufficient funding and single source channels, low level of internationalization of higher education faculty, imperfect international curriculum system, and relatively lagging concept of higher education cooperation, and puts forward corresponding countermeasures, in order to provide some reference for the improvement of the internationalization ability of higher education in Jilin Province.

Keywords: Jilin Province; Higher Education; Internationalization; Development Path; Strategy Research

1. Introduction

In China's major education policy choices, we regard "basically realizing the modernization of education" as an important policy. The internationalization of higher education is an inevitable requirement and a key starting point for the modernization of higher education in China[1]. Higher education is an important part of the overall education system, the internationalization of higher education is also an integral part of taking the path of Chinese modernization[2], which requires higher education to continuously improve its own

modernization level. Jilin Province is a province in the northeastern region of China, and its overall level of social modernization is relatively low compared with the south, and the economic level and social development level have had a great impact on the modernization of higher education in Jilin Province. Therefore, it is necessary to pay more attention to the current situation of higher education modernization in Jilin Province, and discuss specific strategies to promote the modernization of higher education in Jilin Province.

The "Belt and Road" strategy provides a rare opportunity for China's higher education to carry out foreign exchanges, and realized the transformation from leveraging strength to helping development, which not only helps to develop China's cooperative partnership with other countries in the world, but also provides a major strategic opportunity for the development of China's higher education and talent training[3]. The focus of the internationalization of universities is two-way interaction [4]. Higher education in Malaysia has evolved from colonial to independent, public to private, elite to popular, single type to diversified. In this process, Malaysia has always adhered to a state-centered higher education model to resolve various contradictions and conflicts[5]. Heilongjiang University has conducted close research on the cultural dilemmas and cultural troubles encountered by foreign students in their daily study and life, and has improved the cross-cultural adaptability of international students by actively building a cross-cultural communication course platform, and at the same time enhance their sense of identity with Chinese culture[6]. Jiangsu Province has established the Education Management Research Association for Foreign Students, issued the Action Plan for Studying in Jiangsu, successively opened two English websites for

Jiangsu Education and Study in Jiangsu, and the English version of the Study in Jiangsu APP, and started the construction of a preparatory base for international students[7]. The scope of the previous research is mostly focused on other Provinces. The study of the path and strategy of internationalization of higher education in Jilin Province is sparse. In order to complete this part, we combined with the actual situation of Jilin Province, and study the program of internationalization of higher education in Jilin Province in depth. The higher education of Jilin Province could continue leveraging its traditions, enhancing informatization planning, diversifying quality standards, and promoting wider access. In short, the experience of various aspects of the internationalization of higher education at home and abroad has certain reference significance for our Province to realize the internationalization of education.

2. The Current Situation of Internationalization of Higher Education in Jilin Province

2.1 Planned Policies to Promote the Internationalization of Higher Education

From 2011 to 2015, Jilin Province increased its communication and cooperation, implemented the "Overseas Training of Urgently Needed Talents" plan, introduced high-quality educational resources, innovated the mechanism and model of Sino-foreign cooperation in running schools, cooperated in opening majors, attracted outstanding overseas students, and increased the amount of "Jilin Provincial Government Scholarship for Foreign Students", in 2015, 10 people in Jilin Province won the Jilin Provincial Government Scholarship for Foreign Students; From 2016 to 2020, Jilin Province expanded the scale of studying abroad, created the brand of "studying in Jilin", encouraged the cultivation of talents in non-common languages, international organizations, national and regional studies, implemented projects such as the revitalization of Jilin overseas talent training, and supported universities to cooperate with foreign universities to create Confucius Institutes, Confucius Classrooms and other international exchange and cooperation projects in education. By 2020, there will be 30 Confucius Institutes

(classrooms), and there will be 4,446 international students in colleges and universities in our Province. From 2021 to 2025, Jilin Province will broaden the regional layout of opening up and cooperation, create a window of "opening to the north", continue to optimize the layout of education opening up, and consolidate pragmatic education cooperation with countries along the "Belt and Road". Support teachers and students to go to famous universities and scientific research institutions abroad for exchange and study visits, promote the establishment of international cooperation training programs. In 2024, there will be a total of 103 Chinese-foreign cooperative education programs and institutions in Jilin Province, including 69 undergraduate programs, 28 junior college programs, and 6 institutions.

2.2 The International Exchange of Scientific Research and Academia is Increasing

Local universities in Jilin Province demonstrate their academic ability, educational standards and scientific research influence by holding large-scale, high-level and wide-ranging international academic conferences. At the same time, universities in Jilin Province have combined their own advantageous disciplines and majors, combined with innovative ideas, and carried out international cooperation in the field of scientific research in colleges and universities in an all-round and multi-angle manner. Some successful examples include the cooperation between Jilin University and Moscow State University, the establishment of the Jilin University-Moscow State University History Research Center, the establishment of Jilin Agricultural University and 33 countries in the field of agriculture, including Italy, Lesotho, Tanzania, Egypt, etc., the establishment of Chinese Bridge online group study camps, the development of "Chinese + agriculture" online teaching resources, and the creation of a Chinese characteristic education brand. The project has completed the construction of 21 hours of online teaching resources and courses, such as Chinese for agricultural majors, agricultural seasonal culture, agricultural dietary structure, and agricultural characteristic commodities.

2.3 Multi-dimensional Promotion of the Internationalization of Higher Education

The international students studying in Jilin Province have made exciting achievements in terms of the coordinated development of academic qualifications, as well as in the comprehensive development of language students, degree students and even advanced students. In 2022, the Ministry of Education released a brief data on international students, which showed that more than 400,000 foreign students studying in China were distributed in more than 200 countries around the world. According to the concise statistics of international students in Jilin Province in 2023, in terms of the number of international students enrolled, the number of foreign students studying in Jilin colleges and universities has reached 2,932, and a total of 24 colleges and universities have recruited international students. These international students come from 133 countries and are spread across 11 first-level disciplines and 81 second-level disciplines. The majors involved almost all disciplines such as economics, law, literature, history, philosophy, and education. In terms of the development of study abroad, local universities in Jilin Province have begun to explore a development path that combines their own key disciplines with the development strategy of the school. According to the statistics of the Jilin Provincial Department of Education, in 2023, there will be a total of 448 students studying abroad in Jilin Province, with a total of 36 dispatched units and 31 sending countries (regions).

2.4 The Talent Pool is Gradually Enriched

With the policy of introducing foreign intellectual resources and accelerating the construction of the four modernizations, Jilin Province has gradually formed a situation of international intelligence introduction with diverse levels, broad fields and all aspects. As for the hiring of foreign teachers, foreign language teachers who were originally relatively single majors in English, Japanese, and Russian have gradually become foreign teachers with strong professional teaching ability. Many of the major teaching content and curriculum of colleges and universities have received valuable advice and guidance from foreign experts. These high-level foreign experts have made certain contributions to the integration and sharing of Chinese and foreign teaching resources and information, and they

have also brought an international atmosphere to universities through academic reports and open courses. In order to encourage foreign teachers to achieve outstanding performance in local colleges and universities in the province, the Jilin Provincial Government has set up special awards to award foreign teachers with outstanding teaching and scientific research performance. During 2023, a total of 53 foreign teachers from 20 countries received the Foreign Expert Award.

3. Problems in the Internationalization of Higher Education in Jilin Province

3.1 Insufficient Funds for Running Schools and a Single Source Channel

At present, many universities in Jilin Province have a low proportion of funds invested in international exchanges and cooperation, and they are mainly funded by the government, and the channels are single. In general, funding for higher education institutions is relatively fixed and very limited, however, the work of international exchanges and cooperation needs sufficient financial support, therefore, it is often difficult for colleges to provide financial support for the implementation of various international cooperation projects, and at the same time, due to the lack of equipment and equipment required for international exchanges and cooperation, therefore, this is not conducive to the foreign exchange and cooperation of higher education in Jilin Province.

3.2 The Level of Internationalization of the Faculty is Not High

In recent years, the number of foreign students has increased rapidly, so that there are more and more foreign teachers in Chinese universities, but their proportion in the total number of teachers is still small. At present, there is a certain gap between the level of foreign language teaching teachers in China and international standards, and most of them are hired once a year, which cannot meet the needs of the international development of universities. The low level of foreign language proficiency of scientific researchers is not conducive to their understanding of international research trends, which seriously restricts their international communication. In addition, there are still problems such as the

professional knowledge of China's scientific and technological workers has not been updated in a timely manner, the awareness of international exchanges is still very weak, and the environment for scientific research is not open enough.

3.3 The International Curriculum System is Not Perfect

In China's higher education system, the current major settings of major universities still follow the logic of traditional discipline division, which ensures the depth and breadth of academic research to a certain extent, but also leads to a series of problems. There are also many problems such as overly detailed division of majors, comprehensiveness and interdisciplinary low cost performance, which limit students' ability to adapt to the needs of the global market. Although in recent years, universities have incorporated the need for international talent training into the major setting, but a considerable number of colleges and universities have only used the names of the previous professional courses, and have not made substantial changes to them, and in the process of building an international curriculum, there is no practical role. In addition, in the context of internationalization, the selected courses should cover the cutting-edge trends of the field, reflecting both an international perspective and the spirit of the times. However, many of the textbooks we currently use are outdated, not updated fast enough, and out of touch with the realities of society.

3.4 The Concept of Higher Education Cooperation is Relatively Lagging Behind

Most universities in Jilin Province lack advanced development concepts in foreign exchanges and cooperation, and lack awareness of international development. The backwardness of the concept has led to the imperfection of the relevant system construction, and the development strategic plan and management system are not matched. Against this background, inevitably, challenges arise in conducting international exchanges and cooperation, such as narrow channels, insufficient scope of fields, and very low levels. In addition, the awareness and ability of the school to introduce overseas talents is insufficient, and the ratio of international students and faculty in the whole

school is small. At present, most of the foreign students studying in universities in Jilin Province will choose Chinese language and literature, and some students will choose medicine, and rarely choose other courses. Foreign teachers in colleges and universities are mainly language teachers, and they are hardly involved in other fields.

4. The Path of Internationalization of Higher Education in Jilin Province

4.1 Establish an Education System and Guarantee Mechanism

The internationalization of higher education is inseparable from the guarantee of education quality, and it is necessary to learn to use the internationally accepted quality assurance system to improve oneself[8]. Local colleges and universities must consistently enhance teaching quality and foster top-notch professionals, create high-quality scientific research results, and serve the local society with high quality, in order to achieve the healthy development of internationalization in local university education. Firstly, make sure that local colleges and universities have adequate funding for education. The relative lack of autonomy in running schools is the main factor restricting the quality of education in the process of internationalization. To address this, it is essential to secure financial support for local universities, and leveraging market mechanisms to effectively mitigate the funding shortages that Chinese universities face in developing international education. In addition, it is also necessary to carry out in-depth exploration and expansion of local colleges and universities, so that individuals, enterprises, public institutions, social organizations and social organizations can participate in the cause of education. Only by broadening the investment channels of universities can we diversify the investment mechanism of universities and effectively improve the level of international education of universities.

4.2 Pay Attention to the Internationalization of the Teaching Staff

To facilitate the development of international courses, it is necessary to strengthen the training of international teachers and cultivate a group of education with both "broad" vision

and "global vision", so as to cultivate outstanding talents with multiple thinking models. To build a high-quality international teaching team, it is necessary not only to develop both "inside and outside", but also to "know and do", both of which are indispensable. Only by complementing each other's educational resources in the world can we achieve complementary advantages in the world[9].

First of all, "both inside and outside" includes both local teachers who "go out", as well as foreign teachers who "bring in" and those who have returned from studying abroad. Create a platform for external communication and learning tailored for the majority of teachers, so that they have more opportunities to know and understand the latest developments in the world. Establish and enhance the motivation and evaluation system for college faculty to stimulate their enthusiasm and initiative. Furthermore, it is also important to manage the international standing of foreign teachers within their teaching teams, for example, by organizing regular lectures on different cultures for domestic and foreign teachers, and through the collision of ideas between China and the West, the internationalization of the entire teaching team can be improved. Second, we should insist on attaching equal importance to "knowledge and action", not only to improve our language ability, but also to enhance our national awareness, and to transform our own accumulation of world knowledge into our own professional quality. Relevant professional institutions should be set up to carry out various advanced studies and research activities to improve the internationalization level of teachers. College teachers should have the courage to break the single role positioning, actively participate in international exchanges, actively improve their international knowledge and skills, establish their own unique international knowledge system, and strive to build themselves into a "Mr. Big" in the new era with broad vision, broad knowledge and superb skills.

4.3 Build Advantageous Disciplines

Local colleges and universities should also continue to promote Chinese-foreign cooperation in running schools, and take the initiative to actively seek opportunities for exchanges and cooperation with well-known

overseas universities, collaborate with their respective strengths in academic disciplines and majors for school operation. The particular modes of cooperative education may vary based on the specific circumstances of partner nations, regions of cooperation, and participating universities. Collaboration can be carried out comprehensively at the macro level, or it can be carried out in a discipline, a major or even a class. Years of experience in Sino-foreign cooperation in running schools proves that moderate scale is the foundation, improving quality is the key, and improving efficiency is the goal[10]. By holding various forms of cooperative education projects, we will continue to increase the number of students who have obtained double majors and double degrees, to enable high-quality educational resources from foreign universities to optimally align with those of local universities in China, and finally cultivate international talents for local universities in China.

4.4 Strengthen the Concept and Thinking of International School-running

First of all, the internationalization of higher education encompasses the sharing and exchange of educational resources and information, but more importantly, it is a new educational concept, which is also a new educational idea. Local universities should break down geographical boundaries, face the world, overcome traditional conservative thinking, and genuinely approach the internationalization of university education from a global perspective. Correctly understand the foothold of the internationalization of university education, and correctly handle the relationship between regionalization and internationalization, learning and competition, and internal development and external development. Simultaneously, attention must be given to the 'three integrations': merging the internationalization of university education with the overall enhancement of China's educational quality and standards, harmonizing long-term educational reform plans with China's economic and social development strategies, and grounding the development of local universities in the realities of their respective countries and regions, stand at the height of globalization, and take

internationalization as the top priority of the future construction and development of high-level universities. Colleges and universities should seize the favorable opportunity, optimize resource allocation, deepen reform, enhance independent innovation, and form development strategies, this will enhance the international competitiveness of China's higher education institutions and promote the global development of China's higher education. There is no doubt that the internationalization of education has an irreplaceable role and significance in expanding the space for the survival and development of local colleges and universities and solving the realistic development bottleneck.

5. Conclusion

It is an inevitable development trend for higher education in Jilin Province to move towards internationalization, but there are also many problems, which hinder the internationalization of higher education in Jilin Province to a certain extent. Therefore, through the research of this paper, it can be made clear that Jilin higher education should continue to give full play to its traditional advantages, enhance the level of informatization, accelerate the diversification of higher education quality standards, and promote the further popularization of higher education in Jilin Province. In order to play a certain role in promoting the internationalization of higher education in Jilin Province.

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