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The Impact of International Education on Chinese Education in the Context of Globalization

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Abstract: With the deepening of globalization, in China's educational system, international education (IE) has emerged as a key area for reform and development. This paper aims to explore how to effectively localize IE in China in the context of its flourishing development, in order to adapt to China's national conditions and needs. The paper systematically analyzes the connotation of IE and its development in China and points out the main challenges China faces in promoting IE. The paper focuses on the integration strategy of IE and local education(LE) and puts forward specific localization practice paths. The study finds that by adhering to the development of educational field openness, promoting bidirectional cultural exchange and interaction, firmly upholding cultural confidence, and developing student-international exchange programs, it is possible to effectively promote the deep integration and innovation of IE in China. Finally, the paper summarizes the research findings and looks forward to future trends.

Keywords: International Education, Localization, Education Modernization, Joint Promotion.

1. Introduction

In the context of the rapid development of globalization and the continuous improvement of information technology, in the evolution of global education, the trend toward internationalization of education has become inevitable, and the localization of IE has gradually become a hot topic in the field of education. Being the biggest developing nation globally, China actively draws on the concepts and practical experience of IE in the process of promoting the modernization of education, to develop individuals with a global perspective and bolster the nation's soft power.

Through this research, the author will promote the further development of Sino-foreign educational exchanges and cooperation in the new era, bolster China's education (CE) global competitiveness, promote the integration and development of IE with Chinese amazing traditional culture in the process of Chinese localization, broaden the practice path of Chinese cultural exchange with other countries, and encourage the global dissemination of Chinese culture. To cultivate high-quality international talents that match the modernization process. However, in the practice of IE, how to better realize the localization, make it adapt to the educational environment and personnel training needs of China, and better serve social development is now a pressing issue that needs to be resolved. This study aims to understand the problems existing within China's localization of worldwide education by combing through the development process of IE in China, and putting

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forward corresponding suggestions for the existing problems, so as to have better growth of foreign education in China and offer resources for the reform and advancement of CE.

2. Overview of IE

2.1. Concept and Objectives of IE

In 1994, IE was defined as “to enhance students' international awareness and promote their understanding and study of international issues through internationalized educational objectives and content and institutionalized activities” [1]. Therefore, in a broad sense, IE helps people to gain insight and understanding of international affairs, break through the narrow perspective of individuals or regions, and strengthen the understanding of individuals or organizations from a global perspective on the cooperation, conflict, bilateral and multilateral relations between countries, and improve the understanding, sensitivity and consideration for the world's overall development [2]. In the context of globalization and frequent cross-cultural exchanges, IE also requires every citizen to uphold the principles of openness and equality when dealing with international affairs, to understand and tolerate other cultures on the basis of respecting and inheriting their own culture, to consciously participate in the process of world development, and to cultivate a sense of global citizenship.

2.2. Significance and Value of IE Development

Education is forward-looking, especially IE, which plays an important role in the cultivation of talents at the present stage, the development planning for the future society and the discovery and treatment of globalization problems [2]. In order to comply with the world to show the trend of economic globalization, IE is the inevitable direction of the development of modern education, requiring countries to implement the notion of international learning in higher learning, and professional personnel training. The following paths show how essential IE is: 1. Improve the comprehensive quality of citizens: through the cultivation of citizens' international vision, to make them realize that the world is a universally connected and interdependent whole, to observe and discover all kinds of problems in the development of the country and the society from the global point of view, and to base on the national conditions of the country, to absorb and learn from the achievements and experiences of the excellent methods of other countries, to analyze the present situation on the international stage and the manner in which it is being addressed, in the interests of the country and the nation. Through analyzing the international situation and dealing with international affairs on the basis of national and national interests, all of which can help to improve citizens' ability of innovation, cooperation and cross-cultural communication.2. Enhance national soft power: IE activities are widely regarded as an important way to externalize domestic cultural resources into national soft power [3]. International educational exchanges, international student exchanges and academic exchange activities are all conducive to the dissemination of national values and the expansion of cultural influence and discourse [3]. 3. Promote the innovation and the advancement of global educational standards as a whole: the systematic connotation of IE promotes the flow and sharing of educational resources across geographical boundaries and national borders, and through international cooperation and other forms of cooperation, citizens can have access to the world's high-quality educational resources. At the same time, exchanges and mutual learning between education and teaching in different countries are also conducive to stimulating the generation of new teaching concepts and methods, and promoting the improvement of global education.

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3. Current Development of IE

At the present stage, the general demand for the development of education in all countries and regions is to promote the modernization of education, which is inseparable from the evolution of cross-border educational initiatives. Against the backdrop of increasing globalization, the modernisation of the teaching and learning process system established by each country must be integrated into the internationalized education system, so it is difficult to gain a position in the world education pattern without upgrading the level of internationalized education. In order to achieve this purpose, countries and regions actively introduce IE, promote the development of IE in their own countries, acquire educational resources through the platform of IE, strengthen international exchanges and interactions, and purposefully choose to integrate relevant resources to facilitate the promotion of internationalization and modernization of education in their own countries [4]. Accompanied by the increasing speed of development of IE, its own reveals the existence of many imbalances, in the internationalization of communication, which may also lead to some negative results. Especially in the context of globalization and interoperability, the boundaries between countries are gradually broken, resulting in the emergence of convergence of the IE system [5]. The emergence of this phenomenon is not conducive to the display and maintenance of the original level of IE, the emergence of homogenization in the development of education in various countries, which will, to a certain extent, make education deviate from the needs of localized development, and detached from the actual national conditions and social development needs. Concurrently, the international nature of IE is still subject to many limitations in the process of dissemination among the states [1]. For example, some countries are worried about and wary of the inherent spirit of IE, which stems from the deep-seated concern about the sovereignty of education and the internal consistency of educational culture. This not only affects the localization and global dissemination of the IE system, but also makes the local education system resistant to the cross-cultural international sentiment of IE [1].

4. Relationship between IE and Localization

The internationalization and localization of education are two aspects of China’s educational development, which, if properly handled, can be mutually reinforcing. The former focuses on the response of CE to the globalization of the economy; the latter focuses on the establishment and maintenance of the basic and main position of national education in order to form an educational model with national characteristics. First of all, based on practical needs, IE should be introduced and developed in alignment with the prevailing requirements of China's national development, and through the combination of local education values and the actual situation, so as to promote the independent cultivation of talents and fostering a robust nation comprising capable individuals can be achieved through concerted efforts. The reason why IE should be localized is due to westernization, which aims to better base on Chinese reality and solve Chinese problems. Secondly, based on historical and cultural perspectives, the localization of IE should take advantage of the revival of traditional Chinese culture to promote the creative development of transmission education, and take IE as an opportunity to inject new vitality into traditional CE. If internationalization is based on localization, then localization should be based on tradition. The development process of education modernization can not only learn from others, but also lies in the continuous optimization of tradition. The Chinese nation is endowed with an exemplary traditional Chinese culture, which constitutes a significant asset, in which the educational concepts of “carrying things in the form of virtue” and “continuous self-improvement”, which have been put forward during the development of CE, are all embedded. It can be seen that China's high-quality educational tradition is not lacking, but in the modernization of development, it always pays too much attention to external borrowing and learning,

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but neglects the internal remodeling construction. Therefore, in the development of IE, it is not only important to absorb and gain insight from the world's most up-to-date educational experiences and innovations, but even more crucial to follow the core principles of education. From a practical perspective, it is essential to integrate both domestic and international needs and concepts in order to form an educational ecosystem that is more suited to the country's development.

5. Research on Localized Practice of IE in China

5.1. Development History of Localization of IE in China

Although CE has a long origin and long development time, and has formed a set of education models with Chinese ideological characteristics, As Table 1 shows China's modern education started late, and the mainstream of IE with a modern western education model is far away, so in the course of modern educational development, CE more borrowing from the western model, which has gradually given birth to the “localization” of China's IE. Thus, the discussion of “localization” of China's IE has gradually arisen. As Table 1 shows, with emphasis on the development of China's internationalization of education, the author explores the background, development opportunities, existing challenges and paths to achieve the “localization of IE”, with a view to promoting a more comprehensive and perfect development of CE and a more harmonious interface with IE.

Table 1: The internationalization and localization of CE began

Period	Paths	Impact
The 1860s to the 1890s	The establishment of new schools, the dispatch of foreign students, the introduction of modern astronomy, physics, chemistry and other natural science knowledge and technical subjects in the teaching content, the implementation of a contemporary school management system.	Positive impact: It has advanced the cause of modernisation of CE and cultivated a group of practical talents who are in accordance with the standards set forth by the international community. Limitations: Only learning surface system, did not change the traditional education of theory over practice, emphasis on government over business and other feudal thoughts, the form of education is mainly simple transplantation and imitation, lack of localization consciousness.
After the Sino-Japanese War in 1895	The imperial examination system was abolished, new schools were opened, foreign students were admitted and given preferential treatment, translation bureaus were set up, and works were rewarded.	Positive impacts: Progress from learning systems to learning ideas in the previous stage, teaching content that emphasized both Chinese and Western cultures, and encouraging the translation of foreign books to promote the spread of modern ideas in China. Limitations: It is still based on the old feudal ideology, and it is still mainly copied in the process of learning Japan, and the degree of integration with localization is insufficient.

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Table 1: (continued).

1920s	Introduction of concepts such as “pragmatic education”, formulation of the new school system, reform of the education system of Peking University by Cai Yuanpei, establishment of girls' schools, and development of vocational education.	Positive effects: Based on localization, the process of internationalization of education has entered a rationalization stage by learning from the western education system, mainly the United States, and actively integrating it with the national conditions of the country. Limitations: Although based on localization, it has not yet been able to effectively promote China's cultural heritage to go out of the country and to the world, and still mainly introduces Western experience.
After the founding of New China in 1949	The Soviet Union's experience offers valuable insights for contemporary policymakers. creating a new education system, attracting students to return to China and announcing their intention to play a role in the construction of a new China. exchanging foreign students with Eastern European countries, and establishing a management system for studying abroad and in China.	Positive impact: International exchanges and cooperation in the field of education are just the beginning, laying the foundation for the establishment of a new socialist education system, promoting the expansion of the number of international students in China, institutionalizing the management of international students, and pointing out the direction for subsequent foreign exchanges in education. Limitations: In concrete practice, it is still a copy of the Soviet model, and the overall learning mode is single and closed, which deviates from the development law of internationalization.
1978	We will expand the number of overseas students, comprehensively reform teaching methods, update teaching materials, gradually improve the policies and regulations on opening up education, make breakthroughs in educational exchanges with Western countries, and strengthen educational exchanges with UNESCO.	Positive impact: In the process of reform and opening up and facing the world, it has created a new era of IE and exchange, and introduced high-quality educational resources. Limitations: The phenomenon of brain drain has become increasingly prominent. When introducing foreign education and culture, the propaganda of domestic culture is insufficient, the localization content is insufficient, and the status of local culture as the main body is challenged.

On the whole, China's internationalized education has gone through a bumpy journey from preliminary attempts, and wholesale imitation to independent absorption and innovation, and has always been moving forward and actively integrated into the development of IE.

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5.2. Development Status of Localization of China's IE

After decades of exploration and practice, CE has been improving its competitiveness in the international arena, and has been in line with IE, realizing the strategic transformation of education in the course of development, from learning and imitating to surpassing and innovating. In the continuous development, the essence of China's IE has gradually become clear, that is, it is “a pioneer exploration and beneficial attempt to modernize CE”, “Chinese people who can walk freely in the world” [6]. The development of China's IE, in the context of the new era, highlights its importance. In China, international schools under the mode of Chinese-foreign(C-f) cooperative school running play an irreplaceable role in promoting the modernization and development of education as the main dissemination carrier of IE. At the practical level, the IE model involves a variety of teaching methods and experiential learning opportunities. In addition to the necessary subject courses, students can also gain experience related to IE through international exchange forums, university study tours, and other opportunities in the school, so as to better integrate into the internationalized environment. In addition, with the rise of Internet platforms, international exchanges have become more convenient, and international schools have created more dynamic -teaching environments and promoted the development of internationalized education by integrating practical experience, theoretical insights and technological tools [7]. International schools under the mode of C-f cooperative education have already occupied an important position in the CE system, and have presented a multi-level and wide-ranging development. This extensive international cooperation not only enriches China’s educational resources, but also promotes the exchange and integration of Chinese and foreign educational cultures, providing favorable conditions for the development of IE in China [8].

5.3. Practical Methods of Localization of IE in China

The mode of C-f cooperative education has been developed for more than 40 years, and has become an important part of CE and an important force for the implementation and development of IE. Nowadays, the mode of C-f collaboration in the management of schools has reached a certain scale and is gradually getting better and better, and it is highly recognized internationally in terms of student source, teacher strength and education level. Analyzed from a multi-dimensional perspective, Chinese international schools under this globalized model of schooling have the following five achievements and advantages: 1. Specialties are in line with the needs of national development. 2. The majors under this mode have covered 11 major disciplines except philosophy and military science, and about 460 majors have been refined [9]. According to statistics, the majors with a high frequency of new openings are all engineering, and a number of majors with cross-disciplinary characteristics have emerged, such as digital media technology, agriculture and life sciences. All of this coincides with the era of the digital economy, and adapts to China's goal of improving the training of professional and complex talents.2. The scale of Sino-foreign Cooperative Schooling has been continuously expanding, and it has been dominant in the world. As of the end of December 2022, China now has more than 1,300 new mode educational organizations and projects at the bachelor's degree level and higher. These programs are spread across a wide range of beyond the regional limitations of provinces and cities. Except Tibet, all other provinces have established various types of C-f cooperative education programs or institutions, providing talent and intellectual support for regional development.3. Diversification of the network of cooperation with the nations in the globe in terms of education. There are more than 550 domestic undergraduate colleges and universities in the country cooperating with more than 800 colleges and universities in 42 countries and regions [9]. In the construction of the “Belt and Road”(B&R), China has also actively engaged in educational and pedagogical cooperation with nations along the route to cultivate counterparts for the construction of the “B&R”. 4. According to statistics, most of the 147 “Double First-Class Initiative” have founded

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or constructed new educational institutions or programs with other counties at various levels [9]. Among the universities with overseas cooperation, the proportion of world-class universities is also increasing. New educational mode is developing along the direction of superior caliber and level, and the world-class IE resources provide momentum for the innovative development of CE. 5. Education in China and abroad has innovated the mode of "local internationalization", which fosters the changes of educational and, pedagogical, some colleges and universities have learned the foreign teaching concepts and talent cultivation system, which provides a lot of useful experiences for the modernization of CE. 6. Some institutions have learned foreign teaching concepts and talent cultivation systems, providing many useful experiences for the modernization of CE.

6. Challenges and Countermeasures in the Localization of China's IE

6.1. Challenges in the Localization of China's IE

The IE is like a double-edged sword, which brings a series of problems while bringing prospects for China's educational system to grow. First of all, CE system is aligning with IE, leading to an accelerated collision and fusion of Chinese and Western cultures. However, as China has pursued internationalization, it has often focused on learning from or even replicating the advanced educational models of Western countries, without adequately addressing the balance between internationalization and localization. As a result, local culture has been impacted, with cultural self-confidence and self-awareness gradually weakening, while foreign cultures have increasingly expanded their influence within the country. This situation may lead to the loss of China's traditional excellent educational concepts, national culture, and characteristics, making CE invariably exposed to the risk of "Westernization".

Secondly, the internationalization of CE is mostly a unidirectional development of learning from foreign countries, and for a long time, play the role of imitators in the global sphere of education, which will lead to the loss of talents. Then, the internationalization of education in China is mostly a unidirectional development of learning from foreign countries. When domestic education in integration of localization and internationalization, underutilization of the strengths of localized education, it will make the acceptance of internationalized education influences more people to the Western culture, the loss of local cultural awareness, and the phenomenon of study abroad not to return [10]. Nowadays, there has been an increase in the number of Chinese students studying overseas, leading to a growing imbalance between the inflow and outflow of instructional materials. Moreover, the rapid growth of IE over recent decades is an inevitable outcome of economic globalization and scientific and technological progress, making the development of IE also an economic phenomenon. This economic perspective has, in turn, led to a tendency toward excessive commercialization in the introduction of IE. Coupled with an underdeveloped management and supervision system, this has resulted in various fraudulent practices within the field of IE. China insisting on opening education to the world, cooperating with top universities, introducing quality foreign resources, and coordinating with domestic reform. This supports CE modernization and promotes cultural exchange.

6.2. Countermeasures and Suggestions

Under the background of globalization and in the face of multiple challenges, in order to realize the high-quality development of the localization of China's IE and contribute to the development of education in China, it is important to focus on the following aspects: 1. Persist in widening the opening up of the education field to the foreign world, celebrating the cooperation with the top universities in around the globe, and introducing more superior resources for international schooling, while at the same time coordinating with the reform and development of the domestic education, in

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order to provide the modernization of CE with high-quality. 2. China promotes two-way cultural exchanges while carrying out internationalization. The internationalization of CE should combine “bringing in” and “going out” to realize two-way communication and interaction, and fully explore China's own educational advantages while learning the world's advanced educational concepts and models, so as to actively integrate into the international competition. The Confucius Institute exemplifies CE's “going out” promoting culture worldwide. In education internationalization, China sends talents for foreign exchanges, strengthens localization to retain them, and attracts foreign talents, leveraging local advantages for international resources.3. Firmly cultural self-confidence, enhance the sense of cultural pride, and actively combines China's excellent traditional culture with modern education. For example, if the intangible cultural heritage arts are integrated into the education system, this not only provides a rich and unique resource for modern education, which is the protection and inheritance of traditional art forms, but also an important way to innovate the education model and change the way of talent cultivation [11]. In addition, it should also take the initiative to promote the educational experience with China's characteristics to the world, contributing theories to construct the panoramic development of education in the world, and at the same time, actively enhance the competitiveness of CE in the international arena.

7. Conclusion

7.1. The Achievement and Significance of the Localization of IE in China

Through continuous exploration and development, China is now among the globally influential IE centers, not only has the world's largest foreign language learning population, but also has built the world's most influential language promotion organization. Not only to maintain the world's largest source of international students, but also to remain the largest destination country in Asia; It has not only become the country that has introduced the world's high-quality education resources to carry out cooperative education, but also become the largest developing country that actively explores overseas education and focuses on providing educational services and public goods for some countries, encourage conversations and reciprocal education between civilizations of humans and serve the building of an atmosphere with a common future for all people.

7.2. Future Prospect and the Expansion of Localization of IE in China

It can be seen from this study, that despite international tensions and increasing pressure of financial progress, openness and development are the eternal themes of China, and education internationalization is also a necessary path for the progress of modern education in China. However, the future growth of IE needs to insist on localization as the foundation, and it also needs to think about its own cultural traditions and social concepts under the framework of globalization. The interaction between internationalization and localization of education cannot be cut off. In the face of the tide of globalization, Chinese traditional culture will also respond to these new elements with its strong vitality and unique ways, so as to achieve the purpose of serving the domestic society. Education globalization is not "global uniformity", but "pluralism and unity" on the basis of localization. Therefore, the progress of modern teaching in China still needs to compliance the international direction based on local culture, and further explore a more reasonable practice path that adapts to the development of modern society.

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