

Comparative Study on the Internationalization of Higher Education in China and Japan

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Abstract. The degree of internationalization is a critical criterion for identifying top colleges in today's advanced information technology society. However, with the globalization of the economy, the country's competitiveness in the international community needs to be improved. As leaders in East Asian education, China and Japan have also encountered new pressures and opportunities under the new situation of globalization. Sharing of educational resources has become the mainstream of the world. The article compares the internationalization of higher education in China and Japan from the historical background, political support and international schools. Through comparative research, it can be found that Japan is relatively mature in the internationalization of higher education, and China's higher education is currently in the internationalization, which can be used as a study to further enhance China's international influence. The forward directions of China's modern education reform including about how improve students' learning subjectivity status, enhance the learning flexibility of learners, so as to cultivate students' creative ability.

Keywords: International education; Chinese education; Japanese education.

1. Introduction

The "regional common idea" in East Asia and the regional characteristics of political globalization of higher education have the following characteristics: diversity, ethnicity, religion, capital and history are complicated, and the country also attaches great importance to students' employment in the labor market after graduation [1].

High-quality educational resources are an important part of promoting national international development and national teaching development in higher education. The pattern of economic and information globalization has largely been set since the turn of the twenty-first century, and as economic globalization advances, so do international exchanges in politics, business, and culture. Developing nations are actively introducing top-notch educational resources, speeding up educational advancement, and fostering top-tier international talent that can adapt to changes in the world. The degree of internationalization is an important criterion for determining world-class universities. Compared with general school running, the difference of transnational education lies in the way of cooperation between different countries and the more policy-oriented and directional school-running activities. Therefore, the direction, nature, and goal of cultivating talents of international education are more prominent than those of general higher education [2]. One of the important driving forces to promote social progress and national economic development is education, and the success of education depends to some extent on the government's execution and policy formulation. After the founding of New China, China has made great achievements in the development of education. However, with the acceleration of the globalization process, countries in the world are more closely connected in the fields of economy, culture, and education. The construction of the "Belt and Road" is also inseparable from exchanges and cooperation in education. In this regard, Japan, as a country with highly developed education, has a very good guiding role for China. This paper makes a comparative study of the internationalization of higher education in China and Japan.

2. Internationalization of Chinese Higher Education

2.1. The Background of the Internationalization of Chinese Higher Education

At present, the development trend of higher education in the world is a foregone conclusion. Many countries are considering their own educational reform and development from a global perspective and are also consciously promoting the cross-border flow of educational resources, openness, tolerance, cooperation and complementarity. It has become a common choice for universities in many countries. The basic education system, secondary vocational schools, regular universities, and adult universities in China play a significant role in the transformation of higher education in my nation.

China is the largest economy and the largest country in the world. We have great advantages in capital, technology, talent and management. Therefore, China has both realistic needs and important development opportunities for its industrial docking and resource complementary development with other countries in the construction of the “Belt and Road”. At present, while China is constantly improving its own quality, it also has shifted its focus to the trend of global development as well as to more individualized and diversified education. Due to the fact that China's infrastructure and industry are situated along the shore and that its border regions are now in the finest possible condition overall, nearby.

2.2. Chinese International School

The growth in the number of Chinese university students benefits not only from the ongoing development of international education but also from the development of Sino-foreign cooperative education as a result of the ongoing improvement of high-level education in my country. Since the reform and opening up, the Chinese government has implemented a number of policies and initiatives to encourage universities and colleges to operate schools with international partners and increase the number of students enrolled in higher education institutions. There were 1,196 colleges and majors at the undergraduate level or above among the 2,282 Sino-foreign cooperative education institutions and majors in China as of June 2020. Among them, there are 11 Sino-foreign joint venture universities with independent legal person status, and Sino-foreign joint venture universities that are not independent legal persons. There are 121 universities. China's educational system is continually improving thanks to the volume and standard of Sino-foreign cooperation education.

In addition, there is another important phenomenon in Chinese higher education: Sino-foreign cooperative education is gradually becoming an important driving factor for the continuous growth of Chinese university enrollment. With the development and internationalization of Chinese higher education, the number of Chinese university enrollments is also increasing. As of June 2020, there were 121 Sino-foreign joint venture universities in China, 121 of which had non-independent legal person status, and 11 of which had independent legal person status.

In addition, there are 11 universities with independent legal person status but without Sino-foreign cooperative education. These universities have not only brought high-quality talents to China, but also contributed to the internationalization of higher education [3]. Sino-foreign joint schools are designed to naturally combine traditional Chinese education with Western-style education concepts, assimilate and learn from Western teaching resources, curriculum structures, management strategies, teaching quality control and academic evaluation systems, etc., cultivate interdisciplinary talents with an international perspective, and advance Chinese higher education's globalization can aid in China and the rest of the world's growth.

Chinese-foreign cooperatively run schools have assured curriculum certification, and many overseas universities affiliated with Chinese-foreign cooperatively-run education programs are among the world's top institutions. The attendance system, assessment system, and dormitory management system can fully cultivate students' learning ability, self-control ability and self-care ability, so that students can adapt to foreign teaching and management models in advance.

2.3. China's Policy Support

On March 28, 2015, China's National Development and Reform Commission, the Ministry of Foreign Affairs and the Ministry of Commerce jointly issued the "Vision and Actions for Promoting the Joint Construction of the Silk Road Economic Belt and the 21st Century Maritime Silk Road", clearly proposing to cooperate with countries along the route "Carrying out cooperative education" [4]. Up to now, more than 150 "Belt and Road" education exchange alliances have been established in China, and participation in the "Belt and Road" international alliance has become one of the important ways for university exchanges and cooperation. In the field of foreign education, foreign educational institutions and projects established by countries along the "Belt and Road" have accounted for 41% of the total number of foreign universities, and most of them are universities in the eastern region. At present, the main form of higher vocational and technical education in China is school-enterprise cooperation, of which more than 75% of higher vocational and technical education is oriented to the "Belt and Road" region. As a developing country, China's proposal of "One Belt, One Road" has provided a brand-new path for our country's international cooperation, and made people have a biased view of the education level of developed countries. International collaboration in higher education and emerging nations' acquisition of top-notch educational resources go hand in hand with the pace of higher education's globalization.

At the same time, it was explicitly stated in documents like the "National Medium and Long-Term Educational Reform and Development Plan (2010-2020)" and "Several Opinions on Doing a Good Job of Opening Up Education in the New Era" that we should improve China's international standing and educational standards while also strengthening the opening of domestic education to the world. In recent years, the scope of Sino-foreign cooperative education has continued to expand, and the number of cooperative projects has also increased. The most notable change is that the forms of Sino-foreign cooperative education are more diverse, including joint education, mutual exchange of experience and technology, and joint development of courses, as well as in-depth cooperation between the two parties in terms of policies and regulations. In addition, Sino-foreign cooperative education also focuses on giving full play to their respective advantages. For example, China's educational resources can help the United States develop courses and improve teachers; and the United States can also help China cultivate outstanding talents. From the perspective of China's overall economic level and education level, under the leadership of the government, under the leadership of universities, we will continue to strengthen cooperation with world-class universities, so as to improve their management level. Actively exploring overseas university markets will make Chinese universities more internationalized [5].

3. Internationalization of Japanese Higher Education

3.1. The Background of the Internationalization of Japanese Higher Education

In the early 1990s, due to the collapse of Japan's "bubble economy" and the economic downturn in Japan, the Japanese people realized that Japan had distanced itself from some advanced countries. After Abe came to power, Japan's economic strength has begun to recover, although it has not lived up to expectations. For Japan's economy to return to a higher level, it is necessary to increase the opening up of higher education [6].

First, the Japanese government believes that the pressure of international competition is relatively high: international competition is becoming more and more intense as the process of globalization accelerates. To maintain its international competitiveness, more overseas students and instructors need to come to Japan to study and work. It is also an effective means of promoting economic development. Secondly, Japan's social population is aging. Japan's population aging problem has led to an imbalance between supply and demand in the labor market. To solve this problem, Japan needs to attract more foreign students to fill the talent gap. Third, Japan hopes to promote Japan's international cultural exchanges and academic cooperation by establishing cooperative relations and

exchange platforms with higher education institutions in other countries. Fourth, by attracting more international students and teachers, Japan can enhance its international reputation and influence, which in turn attracts more international investment and talents.

3.2. Japanese International School

Table 1. Six major primary international education schools in Japan

School name	Application fee	Senior tuition	Advantage
Qingye International School	21,000 yen	2,250,000 yen	Qingye is a bilingual education school, its teaching content includes language, Japanese, Japanese culture, sports, art and so on.
West Machi International School	20,000 yen	2,272,000 yen	The school's characteristic language education attracts many overseas students, and the students are basically proficient in Both English and Japanese languages.
Four Valley International School	Not put forward	Not put forward	It is a world-recognized school. Education in school can get high school diplomas in Japan and the United States and enjoy switching to school at any time.
St. Mary's International School	20,000 yen	2,000,000 yen	It is a famous men's university in Japan, with international students from more than 60 countries. With a multiple-level internal composition, learning can also improve the physical and mental health.
Qingquan International School	20,000 yen	2,170,000 yen	Multiple language learning, international students widely use special education. The biggest characteristic of the university is its international certification and its 100% university admission rate.
Sacred Heart International School	20,000 yen	1,584,000 yen	With a long history and culture, it gathers excellent students from many countries. The school develops the education system in an all-round way and does not lack sufficient extracurricular activities.

In addition to providing basic service functions to provide Japanese students with enrollment needs during compulsory education, Japan International School is also a major platform for the development

of Japanese talents and has gradually become a major window for Japanese culture around the world (see Table 1). This overseas school regards cultivating international talents as its main purpose. It will implement curriculum development projects and design an international curriculum that can cover the entire school period. To develop the global competence of the educated. It can be seen from the table that Japan has begun to implement international education in primary education, and there are also many schools that directly interface with international universities.

3.3. Japan's Investment Assets and Policy Support

3.3.1 Investing Assets

In the 1990s, the information economy has steadily taken over the global economy. All nations have come to understand how important it is for their economies that higher education become more globally competitive. This economic wave was supported by a large number of speculative activities, so in the early 1990s, Japan's economy experienced a huge recession, and since then the "Heisei-style" recession has begun.

During this period, the financial pressure in Japan and the pressure on the source of students made the Japanese government reposition and change the relationship between universities and enterprises. At the end of March 2011, some colleges and universities had short-term return to school and students who had been accepted by the school dropped out [1].

In an environment where education funds are reduced and the number of students is decreasing, expanding the international student market is a common feature of universities in all countries. Japan, as a major education country, is no exception. Japan is committed to promoting the internationalization of its university education, which includes generous salaries for foreign teachers, preferential tuition fees for foreign students, mutual recognition of credits, degrees, teaching standards, bilingual and even multilingual teaching, carry out international cooperation, exchanges mainly based on short-distance study tours, etc. At the same time, ensure cultural output, promote Japanese abroad, strengthen cooperative education, and provide courses in Japanese human geography, traditional etiquette, Japanese society, and national culture for foreign students in Japan.

3.3.2 Policy Support

For Japanese companies, due to the transfer of their manufacturing bases and R&D bases abroad, from the perspective of developing consumers, they have promoted the overseas expansion of the service industry. In this process, on the one hand, carry out Japanese company-style in-company training and internal promotion is necessary, and at the same time promote the localization of foreign companies so that they are consistent with the current employment practices in their own countries [1]. Japan has always paid great attention to the international development of higher education, striving to improve its status and voice in the world, and striving to build its most influential university in the world, which is also an important part of its world-wide part. "Report on Higher Education Master Plan for 2040" is a "Report on Master Plan of Higher Education for 2040" published by the Japanese Education Commission in November 2018 in a "response" manner [5]. It has aroused great interest in Japanese society. attention. The "300,000 International Students Program" and the "World-Class Universities Program" are major measures for the medium and long-term development of Chinese higher education. The Japanese government has given the internationalization of higher education a lot of attention, and as a result, it has proposed to boost the internationalization of colleges and universities and to promote the interchange of international students. On this basis, Yang Wei proposed the international orientation of the core content of the social background and the main ways of university development and concluded that this plan will be an important policy for the future development of Japanese higher education, and there are also relatively Clear internationalization orientation [7].

For Japan, the government places more emphasis on the private and commercial aspects of the national higher education internationalization market. International higher education is a field where multiple subjects such as the Japanese government, universities, and students interact with various

motivations. It is a driving force for the development of international cooperation that includes both public and private aspects [1].

United Nations Educational Scientific and Cultural Organization (UNESCO) and Organization for Economic Cooperation and Development (OECD) (2005) advocated in the "Guidelines for Quality Assurance of Cross-border Higher Education": The focus of environmental higher education quality assurance is that all stakeholders should shoulder the common responsibility of publicity [8]. For example, the branch campuses opened by the United States in the Japanese market. After the branch, you can get a considerable scholarship, so as to achieve the goal of a win-win situation for both countries.

4. The Similarities between the Internationalization of Higher Education in China and Japan

Both China and Japan are located in Asia, and both are big countries with profound national history and Confucian traditions. The globalization of higher education in the two countries has a similar historical and cultural background. Under the mode of "impact response", in order to promote the process of higher education globalization, the two countries should inherit and transform their respective cultures and complete the educational reform. On this point, there are many commonalities in the development of higher education in China and Japan.

First of all, both countries aim to encourage global dialogue and collaboration. Both Chinese and Japanese higher education institutions are committed to promoting international exchanges and cooperation. In order to broaden the source of students and develop the economy, they actively carry out cooperation projects in academic exchanges, joint research and personnel training.

The second is to raise educational standards. By implementing cutting-edge international education concepts, curricula, and teaching strategies, both countries' higher education systems are choosing to improve the standard of instruction. This is done in an effort to help young people develop their practical skills and knowledge bases as well as to raise the caliber and competitiveness of both teachers and students on the global stage.

The third point is to cultivate global talents. In today's social economy and education globalization, every country believes that cultivating global talents with international vision and cross-cultural communication skills is an indispensable step to follow social progress. For the development of the country and the world, China and Japan are also committed to expanding global education.

The fourth point is to strengthen language education and promote diversified education. The two countries provide international students with multiple language learning opportunities and exchange platforms to help students master the language skills required for cross-cultural communication. Encourage students to understand and respect people with different cultural backgrounds, and cultivate the awareness and ability of cross-cultural communication and cooperation [9].

5. Differences in Higher Education Internationalization in China and Japan

5.1. Differences in Internationalization

There are differences in the degree of internationalization between China and Japan. Japan's higher education is relatively internationalized, with more international students and teachers, and more courses taught in English. However, China's higher education is not very internationally oriented; there aren't many foreign instructors and students there, and there aren't many English-taught classes. There is still room for further development in this regard.

There are differences in the internationalization methods of the two countries. While Chinese colleges and universities place more emphasis on introducing top-notch educational resources from abroad, establishing international classes, and integrating Chinese academics to achieve internationalization, Japanese colleges and universities place more emphasis on internationalization through studying abroad, exchange students, joint training, etc. There are also differences between

the two countries in terms of internationalization goals. Japanese universities pay more attention to improving students' international competitiveness and language ability, while Chinese universities pay more attention to promoting academic research and personnel training and promoting national innovation and development.

5.2. Differences in the Quality of Education

Japan is the leader of the East Asian economy, and its number of overseas students exceeds that of OECD member countries, with about 100,000 international students in domestic universities. Japan's higher education is world-renowned, and its universities rank among the highest in the world. Compared with Japan, until the 1990s, until now, the internationalization of China's higher education has not been paid attention to by many scholars. Chinese academic circles typically hold that the internationalization of universities is a trend and process that will inevitably shape the growth of modern institutions, and they only look at the best Chinese universities. Higher education is becoming "internationalized," which is the process of incorporating international and cross-cultural communication into university instruction, analysis, and service while also fusing intercultural and global communication [10].

Higher education's internationalization is not only a great means for students to learn how to better integrate into a global society, but it is also a way to advance transnational, cross-ethnic, and cross-cultural growth in the sector. A system of communication and cooperation. Yet, there is still room for improvement in China's higher education's globalization. Chinese-foreign collaborating schools are ranked fairly low globally.

5.3. Differences in Policy Support

The Japanese government has implemented important legislative changes to draw in foreign instructors and students as part of its commitment to advancing the internationalization of higher education. Japanese private universities have always had relatively high international decision-making power. According to Japan's reform policy, from July 2003, all public colleges and universities have established independent administrative legal persons, and have carried out more management, execution and evaluation on them. In recent years, the Chinese government has increased its support for the internationalization of universities, but Chinese universities are still mainly public and basically under the management of the central government, although they have a certain degree of autonomy in international exchanges and actively participate in National programs, but the Ministry of Education continues to have direct control over and direction over Chinese colleges and universities.

6. Conclusion

Economic globalization has become an inevitable development trend in the world today. The global economy is gradually integrated, and the science and culture of various countries are gradually shared globally. With the continuous development of globalization, educational resources are also increasing. Various international cooperation projects, academic exchanges and social practice activities are also being carried out continuously, and international educational resources are gradually becoming popular. In order to address each nation's talent demands, the internationalization of higher education also involves talent exchanges with other nations or regions.

With the promotion of educational change and the growing internationalization of higher education, for example, Japan, as an advanced country, has become more internationalized. Japan is also a neighbouring country, and it has an important guiding and reference for Chinese higher education internationalization. While implementing the "plan", Japan has adopted a "people-oriented" international development strategy that is led by the country, with universities as the major body and the country as the focal point. This will accelerate China's higher education internationalization and create a "world" of "first-class" colleges and institutions with reference significance.

The main body of universities in Japan are strengthening their internationalization development strategy based on "plans" as part of the country's higher education internationalization process, which can serve as a good model for China's higher education as it works to create world-class institutions and world-class disciplines.

In addition to Sino-foreign cooperative education, overseas education, scientific research cooperation and other channels, excellent resources from all over the world will be made public; the internationalization of higher education will be raised to a country's strategic height; and international exchanges and cooperation will be promoted to allow excellent resources from all over the world Educational resources can be shared, bringing more learning opportunities to students and promoting their future development.

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