

Sustainable Development of Integrated Education in the Context of Globalisation: Case Study of Dubai Chinese School

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Abstract. As globalisation accelerates, an increasing number of Chinese citizens choose to relocate to the resource-rich region of Dubai for employment or study in search of better living and growth prospects. Dubai Chinese School, as an overseas school offering integrated education, gives these new immigrants with an excellent learning environment and multicultural experience, as well as assistance in improving their social adaptability, thereby encouraging diversity and inclusion in society. After experiencing a rapid development stage, the local integrated education in Dubai is now in a bottleneck period, still facing a series of difficulties such as cultural differences, language barriers, and lack of educational resources. according to literature reviews and field investigations. Under the situation of coexistence of opportunities and challenges, integrated education needs to take many measures to solve these problems, such as strengthening regional cultural exchanges, establishing resource sharing platforms, and promoting home-school cooperation, so as to provide practical experience and inspiration for the development of global multi-culture.

Keywords: Dubai Chinese School, new immigrants, integrated education, multiculturalism.

1. Introduction

More and more people are choosing to immigrate to other countries in search of better life and development chances for employment or studies as globalisation accelerates and interactions and exchanges between various nations and cultures become more intense. The conflicting perspectives supporting equality in these endeavours and the convergence and blending of economic, cultural, educational, and political tactics are all related issues [1].

Language and cultural obstacles are two issues that immigrants frequently encounter, especially if they have children who need to be educated in accordance with their cultural background. Education is frequently cited as one of the most crucial local factors that may be exploited to mitigate the negative consequences of globalisation and maximise their positive effects. Additionally, they think that education may be used to help people and local cultures evolve in the unavoidable process of globalisation [2]. Transnational integrated education is consequently getting more attention as international interactions intensify.

The establishment of the Chinese School in Dubai stems from the interest of Chinese immigrants in the Dubai region, which also benefits from Dubai's unique geographical location, rich natural resources and complex political environment. As a world-class business and tourism hub, Dubai attracts a large number of expatriates and investors. The Chinese immigrant community occupies an important position, and they have made important contributions to the local economic development. As an international school, Dubai Chinese School focuses on comprehensive education, providing a positive learning environment and a multicultural experience for new Chinese immigrants [3]. The school's teaching focuses on developing students' intercultural communication skills and helping new immigrants improve their global competitiveness and social adaptability through English-Chinese teaching and a global curriculum.

However, after the rapid development period in the early stage of construction, the development of Chinese schools in Dubai has also met a bottleneck. Literature review and field investigation shows that schools still face many challenges in implementing integrated education, including cultural differences, language barriers and insufficient educational resources. In particular, since the school mainly emphasises the teaching of Chinese as a second language and has a strong exam-oriented

culture, there is a clear lack of systematic and in-depth cultural teaching. This is mainly reflected in the lack of culture-related content, the lagging development of teaching materials, the weakness of teachers and the single operation mode, etc. Its strategic role as a window for overseas cultural communication and its communication effect have not yet achieved a qualitative leap.

In order to solve these problems, it is necessary to further improve integration education and provide useful experience and inspiration for the development of multi-culture in the world. This means that schools should pay more attention to students' practice and experience, and help students better understand and appreciate the cultures of different countries and regions. In addition, schools should strengthen the construction of teachers and enhance ties with local communities, through the renewal of teaching models and the regeneration of educational resources, encouraging students to give full play to their creativity and critical thinking, so that they can adapt to the competitive environment of globalisation and contribute to the harmonious development of the world. At the same time, schools also need to provide students with more opportunities for cultural exchange and interaction. Through these efforts, the Chinese School of Dubai can better play its strategic role as a window for overseas cultural transmission and provide useful experience and inspiration for the development of multi-culture in the world.

2. Case Presentations

2.1. Implications of Universal Integrated Education

Integrated education is an instructional model that aims to integrate students achieving divergent growth environments, intellectual levels and physical qualities so that they will have more diverse study chances and experiences [4]. The goal of multicultural, multilingual, and multiethnic integration education at the international level is to create global citizens. Its main goal is to assist students in understanding and respecting linguistic, cultural, and ethnic diversity as well as in developing their global awareness and intercultural competence. Such educational approaches frequently use cross-cultural communication exercises and multilingual teaching to increase students' understanding of the distinctions and similarities among various ethnic groups.

2.2. Suatus of Dubai Chinese Schools

Out of at least 10,000 Chinese schools or associations around the world, there are more than 2,000 foreign Chinese schools or associations named. Due to its brand new nature, Dubai Chinese School is known as the first overseas Chinese school. It was the first full-time school to adopt Chinese standards and curriculum, with teachers drawn mainly from Hangzhou's public schools, students drawn mainly from Chinese ex-pat families, and funding largely provided by the Chinese government at all levels. As a result, the Dubai Chinese School must fulfil the purpose for which it was established. It was established to address the issues of education for the children of expatriate Chinese in Dubai, to foster their cultural pride and patriotic feelings, and to strengthen Sino-Arab friendship [5]. It was founded to solve the problems of schooling for the children of overseas Chinese in Dubai, to cultivate their patriotic feelings and cultural confidence, and to increase Sino-Arab friendship and strengthen the construction of the "Belt and Road".

The success of the Dubai Chinese School has long-held aspirations of the over 300,000 expats and more than 6,000 Chinese businesses in the United Arab Emirates. Dubai Chinese School accepts nearly all students unconditionally, regardless of their origin or level, including those who lack Chinese or English proficiency, those who have functional disabilities, and those who have autism. This is done in order to better address the needs of parents and kids. The school added classrooms in other grades to accommodate the requirements of more parents in the second year, in addition to finishing the regular enrolment for first grade. There are 204 kids enrolled in 2020, with 9 classes in grades 1 through 5. The 2021 academic year will include 323 students enrolled in 16 classes for grades 1-6.

The fundamental objective of the Dubai Chinese School is to assist international visitors in learning Chinese history, cultivating a Chinese mind, and increasing cultural confidence. By regularly holding flag-raising ceremonies, visiting patriotic theme sites, organising patriotic anniversaries, participating in patriotic knowledge competitions and volunteering, the school carries out easy-to-understand and interesting practical activities to let students understand the history and development of the motherland, and enhance their cultural self-confidence and the desire to serve the motherland in the future.

Dubai Chinese School shoulders the mission of being the first Chinese overseas school to explore and demonstrate. The school not only participated in the writing of the theme report sponsored by the Zhejiang Provincial Department of Education, but also carried out comprehensive practice in curriculum construction, financial management, teacher training, student growth and other aspects, and has formed a lot of first-hand information. Recently, the school also conducted a questionnaire survey of current students, new students and foreign Chinese students, and designed a novel home-school contact manual through the collation and compilation of hundreds of thousands of words in the school system.

In the course of running the school, it has received strong support from relevant groups such as Chinese enterprises, overseas Chinese organisations, educational institutions and Dubai government agencies (including Knowledge and Human Development Authority, Community Development Authority, Dubai Healthcare City Authority) [6]. These authorities have not only solved the difficulties of children's schooling, but also provided a platform for their own products and services, filling the gaps in Chinese schools in Dubai, and providing examples for other schools to learn from in the aspects of epidemic prevention, management, curriculum and culture.

2.3. Possibilities and Obstacles

With its abundance of jobs and business opportunities, Dubai is a bustling economic hub that draws many foreigners. People here respect other cultures and religious beliefs in the context of a generally tolerant and inclusive community. People from many nations and areas will have the chance to interact and learn about one another's cultures and traditions. Additionally, English is a widely used language in Dubai, giving newcomers a communication channel. The benefits of this type of education are evident, as it encourages cultural variety and social harmony while also assisting students in better adapting to and integrating into the global society in an era of globalisation.

Intercultural communication, however, is susceptible to misunderstanding or misinterpretation if the communicating parties do not enter into the same cultural context, which results in communication failure. As a developing country, Dubai's educational development is also facing similar problems, including the mismatch between the specialisation of educational institutions and the market demand, the uniformity of teaching quality caused by excessive administrative control, and the uneven distribution of educational resources [7]. Under such an education system, it can be inferred that language barriers, cultural barriers and a lack of understanding of the Chinese education system are the communication difficulties often encountered by immigrant students. Especially when it comes to social standards and customs, cultural differences can cause misunderstanding and confusion. These children are the only students from their own culture in the classroom and may feel excluded or marginalised as a result.

3. Effect of integrated education on new immigrants

As a type of resource sharing, international integrated education can give new immigrants with equal educational chances as native pupils. Chinese schools in Dubai, for example, can establish educational curricula and materials and share teaching resources with schools in mainland China or other nations around the world through international cooperation initiatives. This not only increases educational quality but also saves money and time in the development of instructional resources. Teachers can share their teaching expertise with education specialists from other nations by

participating in international seminars, talks, and other activities. Students can also communicate and study with students and professors from other countries via online and offline ways.

Furthermore, integrated education can boost students' cultural self-confidence, increase their affiliation with and respect for their own cultures, and grow their worldwide perspective and cross-cultural communication abilities. Students enrolled in integrated education. Students learn not only about their own culture, but also about the local language, culture, and social knowledge, which helps to break down cultural boundaries and promote cultural exchange and integration. Although Arabic is the official language of Dubai, English is commonly spoken as well. Integrated education can include English language programmes and promote multilingualism. This would assist immigrants in improving their language skills and make it easier for them to adjust to the social milieu in Dubai.

4. Construction Prospect

The growing popularity of integrated education needs the support of human, material and financial resources. While Chinese schools in Dubai have had some success in this regard, more needs to be done. By partnering with organisations such as businesses and NGOs to hire outstanding teachers from multiple countries and regions, Dubai can provide students with a more diverse and representative educational experience [8]. The local government can also raise funds to provide cross-cultural education and training opportunities to help non-local teachers adapt to Dubai's multicultural environment more quickly so as to supplement educational resources and encourage win-win educational cooperation between the two places.

In response, these educators should serve as role models for healthy intercultural dialogue by remaining polite and receptive to pupils from diverse cultural backgrounds. Chinese educators can take many initiatives to better assist their students' intercultural requirements. To begin, they can offer language assistance, like as language lessons or tutoring, to assist immigrant students in improving their Chinese language skills. As a result, they can offer cultural orientation classes to students to help them better grasp Chinese habits and conventions. Educators can also foster a friendly and inclusive climate in the classroom by encouraging cross-cultural interactions and promoting cultural variety. This approach also indirectly indicates the potential opportunities for the interaction between globalisation and educational evaluation in the future, as well as the necessary way for future educational evaluation and international educational research [9].

Diverse learning opportunities and possibilities for integrated education can also be offered through a varied educational system. Schools should provide more diversified curricula that include instruction in several subjects, the teaching of multiple languages, the transmission of historical and cultural information, and instruction in intercultural dialogue and understanding. These innovative curricula can provide pupils a variety of options and enhance their overall quality and inventiveness. The promotion of cultural sensitivity and awareness, the provision of multicultural resources and materials, and the creation of opportunities for students to share their cultural backgrounds and experiences are all proven to be effective strategies for improving intercultural communication in a multicultural classroom environment [10].

At the same time, in the context of Chinese children migrating to Dubai, home-school cooperation is an important way to achieve cross-cultural integrated education. Parents, as the first educators of their children, should be actively involved in their children's education and establish close links with the school in order to promote their children's learning and growth. When formulating education policies and guidelines at various school levels, it is equally necessary to introduce a social support system, encourage parents to participate in immigrant integration education, and set up parental nurturing programmes so that parents themselves can be upgraded and better support their children's studies. First of all, parents can create a multicultural environment at home so that their children can have the opportunity to learn about different cultural backgrounds and customs. For example, parents can make traditional Chinese food or celebrate Chinese festivals at home to give their children a taste of Chinese culture. At the same time, parents should respect Dubai's culture and customs and build a

tolerant attitude towards their children. Secondly, parents should actively participate in the school's parent meetings and activities. In parent meetings, parents can communicate with teachers about their children's learning and needs and learn about the school's educational philosophy and teaching methods. Finally, parents can also combine home education with school education to help their children better integrate into the cultural environment of Dubai. For example, parents can encourage their children to interact more with their local classmates, or they can lead their children to participate in school-organised activities such as cultural presentations and sports competitions to share their culture and experiences and to help their children to enhance their self-confidence and social skills.

5. Conclusion

Children of Chinese immigrants attend the Chinese School of Dubai, a school that uses an integrated education teaching methodology. This model combines the strengths of local and international education and aims to provide students with the skills needed for intercultural communication and the development of a global perspective so that they can be more competitive and have more opportunities in the international arena. First off, integrated schooling can aid new immigrant children in assimilating into the community's cultural milieu. The immigration process involves several crucial issues, including cultural differences. Students can learn about the local culture, fit into the community, and increase their capacity for adaptation and a sense of belonging through integrated education. Secondly, the language barrier is also one of the main problems immigrant children face in the new language environment, and integration education can serve as a bridge between the language barriers in the two regions. By combining the teaching of English and Chinese, integrated education can enable students to master multiple languages, improve their language communication skills and better integrate into the local society. In the era of globalisation, people with intercultural communication skills will be more and more valued. Integrated education is an invisible catalyst that exposes students to many cultures and values. Therefore, the comprehensive development of the global perspective of the children of new immigrants is another benefit of integrated education.

However, there are a number of disadvantages to integrated education, including a uniform curriculum and a dearth of skilled teachers. It will be necessary to continuously ameliorate the teaching content and methods of integrated education, as well as to boost the publicity and promotion of the integrated education concept in order to better meet the developmental needs of children of new immigrants and produce better outcomes in integrated education.

Since this paper only selects Chinese schools in Dubai as the research object and does not cover the development of integrated education in other countries or regions in the context of globalisation, the data used in this paper mainly come from the official websites of the schools and relevant reports, which may have certain incomplete information and subjectivity. In terms of research technique, this paper mostly employs the methods of literature analysis and case study, lacks statistical analysis and empirical research, and examines very little about the influencing elements and impacts of integrated education development. Future studies should involve the development of integrated education in other nations or areas more completely, and methodologies such as questionnaire surveys and in-depth interviews should be used to acquire more comprehensive and objective data and improve the universality of the conclusions.

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