

Research on the Status of China's International Education and Teacher Competence from a Global Perspective

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Abstract: From the perspective of internationalization and its development trend, international education is the product of The Times under the background of international mutual assistance and development, and the industry pattern and international curriculum of domestic international schools are gradually maturing. Under the background of international education, teachers should possess international competence, national feelings, international vision and cross-cultural communication ability. They should observe the world from a professional perspective, structure the world with professional thinking and reconstruct the world with professional methods.

Keywords: International Education; International Curriculum and Pattern; Teacher Competency; Global.

1. Analysis on the Current Situation and Development Trend of Domestic International Education Development

1.1. Background of the Generation of International Education and International Schools

Under the background of the new era, for cultivating international talents going to the world, we need to adhere to the combination of introducing and going out on the basis of domestic education, integrate international advanced educational concepts and educational resources, and vigorously develop the talent cultivation mode that adapts to the needs of The Times. As a new education model in China, international education has sprung up like bamboo shoots in developed cities such as Beijing, Shanghai, Guangzhou, Zhejiang and so on. It is mainly affected by its geographical location, openness, development level, thinking concept, economic reserves and other factors. As a new thing, international education has gained development experience in developed cities, and has gradually appeared in central and western cities with the needs of The Times.

Globalization brings the internationalization of education, and the result of the internationalization of education is the rise of international schools. In 1965, The European Council of International Schools (ECIS), the first International School association in the world, was founded in 1968, the International Baccalaureate Organization (IBO) is a non-profit international educational institution registered by UNESCO and recognized as a world leader in international education.

1.2. The Development Process of International Education and International Schools

In recent years, the growth of international schools has been strong, with a total of 2,584 international schools worldwide in 2000, with 1 million students. By 2020, the number of international schools in the world had reached

11,000, with 5 million students. From the perspective of the development history of China's international schools, under the influence of demand and favorable policies, various forms of Sino-foreign cooperative school-running projects and institutions have been established, and international schools have developed rapidly. More and more Chinese choose to go abroad, study abroad has become a new education boom, its development mainly through the initial development period, rapid development period, high-speed development period and transformation period four stages. The period from 2010 to 2019 was a decade of rapid development of international schools in China, and private international schools made great progress in 2015-2016.

1.3. Main Development Pattern of International School Industry

International School originally refers to a school that provides basic education in the mother tongue for foreign nationals living in the country and implements the foreign school system. As it gradually enters the public eye, it attracts local students and families with its advantages of international curriculum and full English teaching, and gradually begins to recruit domestic students and provide foreign education mode for domestic students. At present, the industry pattern mainly has three models of foreign schools, private schools and public schools. International schools run by foreign organization refer to international schools run by foreign institutions legally established in China, offices of foreign-funded enterprises and international organizations in China, and by foreigners legally residing in China. Private international schools refer to private schools offering international courses established by institutions, enterprises and individuals in China in cooperation with foreign educational institutions. Public international schools refer to the international departments and classes set up by local public schools in China.

1.4. Three Mainstream System of International Courses in Domestic High Schools

At present, China mainly takes A-LEVEL courses, IB courses and AP courses as the three mainstream system of

international courses.

(1) American High School AP Courses (AP Program)

The actual meaning of American high school AP courses (Advanced Placement) is the American Advanced Placement course. High school students can take these courses and AP exams after completing their coursework, and earn college credit after getting a certain score. At present, nearly 3,600 universities in more than 40 countries have recognized AP credits for their admission criteria, including world-famous universities such as Harvard, Yale, Oxford, Cambridge and Imperial College London.

(2) A-LEVEL Courses (A-LEVEL Program)

A-LEVEL is the British General Certificate of Secondary Education advanced level course, is currently the world's most widely used basic education system, the world's more than 160 countries in more than 11,000 formal universities recognized A-LEVEL courses.

(3) IB courses

The International Baccalaureate Diploma Program is designed by the International Baccalaureate Diploma Organization for high school students. It is not based on the curriculum system of any country in the world, but its own system, which widely absorbs the advantages of the mainstream curriculum system of many contemporary developed countries.

In addition, there are some other courses such as SWIS high school courses in the United States, PGA high school International courses; Australia's VCE (Victoria Certificate of Education) high school curriculum, Canada's CIA International School Curriculum and BC High School Curriculum. From the perspective of course forms, there are Chinese courses taught in Chinese, international courses taught in Anglo-American teaching methods with English as the main language, combined courses of Chinese and Western courses, and local courses based on different native languages of international students.

1.5. Future Development Trend of International Schools

At present, the development of international schools in China has changed from the growth stage to the mature stage. In the future, international schools will form different levels in the industry competition, so as to meet the diversified educational needs of local families. The connotation of education internationalization will be deepened, and the future internationalization means: adhere to the policy orientation, establish an expanded and open environment for innovation; Change ideas, expand international vision, improve quality, efficiency, evaluation and other standards; Change curriculum content to promote cross-cultural learning, enhance teachers' professional competence, and enhance students' language skills and international awareness. Under the background of globalization, education internationalization is an educational practice process to establish and implement international mutual recognition standards, and to cultivate talents with international vision and international communication ability. The sinicization of international experience and the internationalization of Chinese experience are the connotation and significance of "internationalization of basic education" itself.

2. Teachers' Competence and Literacy in the Context of International Education

2.1. Global Competency of the International Classroom and International Curriculum

In the new round of curriculum reform in 2014, it was proposed that future education should cultivate Chinese citizens who are internationally competent, caring and motivated for the world, and Chinese feelings, international vision and cross-cultural communication ability are important aspects. Global Competence means the ability and quality to learn, work, live, survive and thrive on a global stage. It includes the following core qualities: openness and tolerance, cross-cultural communication, critical thinking, creative imagination and responsibility. So how do to develop these skills in an international curriculum?

In international education, it is necessary to adhere to the synchronization of bilingual or multilingual courses, have a multi-cultural background and international curriculum understanding, pay attention to global "hot spot", cross-border project-type research courses, and develop creative, imagination, aesthetic, practical courses and experience courses. In teaching, we should pay attention to the change of teaching structure and reconstruct students' cognition, understanding and emotional model. From the perspective of educational psychology, students' learning process is the process of constantly improving their self-cognitive map, which is in the process of cognition, assimilation and adaptation. Under the background of international education, it is necessary to come out of the teaching cognition mode of domestic curriculum, and re-understand and construct the curriculum system from the perspective of international development, global competition, the supply characteristics of market demand, and the characteristics of students' all-round development and adaptation to society, survival competition, and demand practicality.

In classroom teaching, students should gradually form an open, diverse, flexible, and highly inclusive high-perception thinking mode and emotional mentality to accept and analyze when dealing with the uncertain world: the cognitive and emotional communication process of dialogue, debate, sharing and communication should be cultivated to achieve the thinking understanding of "seeking common ground while shelving differences. We should enhance the diversity and selectivity of the school curriculum, from a single national curriculum to curriculum integration, change the single closed education environment, to nature, to society, to independent learning, cooperative learning, inquiry learning and constructive learning, and promote the cultivation of students' core literacy.

In the 21st century, the core quality should include humanistic feelings under the cultural background, rational thinking and inquiry consciousness under the scientific spirit, national identity and international understanding under the responsibility, social learning, healthy life and practical innovation. Under the comprehensive gestate of various qualities, "global competence" is formed. From the knowledge standard to the ability standard, from the ability standard to the quality connotation, from the cognitive ability to competence. Based on the requirements of all-round development of human core literacy, students should play the main role in actual classroom teaching, reflect the classroom

atmosphere of discussion and inquiry, and pay attention to the acquisition of subject knowledge and skills and the improvement of subject ability and literacy. Observe the world with professional eyes, understand the world with professional thinking, and innovate the world with professional methods.

2.2. Individualized Educational Capabilities in the International Curriculum

Education should be taught according to students' aptitude and pursue personalized development. In today's international education, personalized education and order-type training are important contents of educational practice and thinking. Establishing a special international school and creating a personalized international curriculum are the vitality of the development of international schools. So, in the face of the actual school situation and the number of classes in teaching, how can we penetrate personalized education to promote teaching competence and personalized development of students?

In teaching, we can try to use scene reproduction method to realize course learning, which is actually walking experiential course. The best education scene is experience, and the fastest growth is experience. In teaching design, rich educational resources should be excavated and re-integrated. Tourism scenes can be deeply developed and designed into courses, such as re-walking the Silk Road and reproducing history to restore the scene, simulate the scene, or experience the scene, enter the situation, enter the history for knowledge learning and cultural experience, and promote the formation of learning character. In teaching, we can also optimize and integrate the curriculum resources between disciplines and strengthen the communication consciousness of interdisciplinary teachers.

2.3. Integration Ability of International Curriculum and Research Learning

Research-based learning embodies the educational view with innovative knowledge as the core. Our basic education focuses too much on the acceptance learning for the purpose of exam-oriented education, and over time, the formation of "two strong points and two weakness", that is, the grasp of basic knowledge and the ability to take the test, while the practice ability and the spirit of innovation is weak. Research learning is a challenge to receptive learning, which emphasizes students' independent learning, active inquiry, time experience, problem discovery, analysis and problem solving. Among them, autonomy, openness, practicality, innovation, interactivity and process should be the characteristics of research-based learning. The quality of education fundamentally depends on whether students form learning habits and thinking methods, that is, learning ability. "Willingness to explore and courage to innovate" is the quality that a person should have to establish himself and serve the society. Research-based learning pays attention to the exploration of students' potential, makes scores and abilities harmonious and unified, and focuses on students' future. Among the core qualities proposed by various countries, innovation ability, international competitiveness,

digital ability and lifelong learning are particularly emphasized. The emergence of international curriculum makes the structural reform of education possible. The intersection between core literacy and the core concept of international curriculum has formed, which points out the direction of designing integrated curriculum.

3. Conclusion

In the process of internationalization of basic education, the focus of internationalization should be on strengthening exchanges and cooperation with international counterparts, on promoting the reform and development of basic education itself, on optimizing educational concepts through complementary learning, on promoting educational innovation and promoting international education with Chinese characteristics. The Sinicization of international education has its development connotation. While adhering to the introduction of international quality courses, international curriculum resources should be localized and developed in combination with China's specific conditions to form an international curriculum with Chinese characteristics. While insisting on the introduction of Chinese traditional culture, we should also use the way of Chinese education to let Chinese culture go out, integrate it into the long-term development of international culture, and inject the connotation of The Times into the development of Chinese culture in the context of internationalization.

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