

The Improvement of University Education Management in the Era of Internationalization

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Abstract: In the era of globalization, the internationalization of higher education needs to establish an international concept based on an international perspective and a sense of community with a shared future for human society. With the rapid development of the times, there are still some problems and defects in the existing methods of talent cultivation. Therefore, accelerating the reform of higher education, adapting to the trend of globalization, and seeking a better way to adapt to the development of globalization in the context of globalization have become an important topic of common concern for all sectors of society.

Keywords: Global Economic Integration; Internationalization of Higher Education; University Education Management.

1. Introduction

1.1. Basic Concepts of Internationalization of Higher Education

There are different opinions on the concept of internationalization of higher education in academic circles. Canadian scholar Jane Knight believes that the internationalization of higher education is a process in which countries integrate the "international dimension" into university teaching, research, and services under the influence of globalization. Professor Gong Fang from Nanjing University proposed that the internationalization of higher education is an open, advanced, and dynamic university education system to meet the challenges of internationalization. Mr. Ouyang Yu pointed out that the internationalization of higher education is a complex process that requires serious learning and learning from the teaching concepts and successful experiences of outstanding developed countries through international cooperation and exchange, in order to further improve the quality of talent cultivation, accelerate the modernization of higher education in China, and promote economic development.

With the development of the late 20th century, the internationalization of higher education in China has evolved from a spontaneous behavior in the Middle Ages to a national targeted behavior, deeply influenced by the concepts of internationalization development of higher education in different eras. As a universal organization, the essence of university is to provide global knowledge that transcends national boundaries and opens up more possibilities for human development. It is an international institution, and the knowledge it creates, preserves, and imparts has a wide influence worldwide. It is not only a national academic institution, but also a spirit that transcends national boundaries. It is not only a "national" school, but also a universal knowledge. It can help people better understand the world and help them better cope with future challenges. The goal of internationalization of university is to provide universal knowledge through global academic exchanges and promote harmonious coexistence and sustainable development of humanity. This concept is very important in the field of education.

Internationalization of higher education means that universities should formulate more comprehensive policies, clarify goals, adjust curriculum arrangements, increase research collaboration between domestic teachers and students, and carry out various forms of joint training in order to achieve consistency with the way international education is run, thereby promoting the globalization of education.

1.2. Main Characteristics of Internationalization of Higher Education

In the 1980s, the process of world economic integration provided a huge space for the development of higher education cooperation among countries, which is also a necessary condition for the internationalization of higher education in China to move from "government-centered" to "university-centered". Most countries do not consider the internationalization of higher education as a whole, but allow universities to formulate relevant internationalization policies based on their own development characteristics, and improve the teaching quality and research level by internationalizing their curriculum and teaching development. Today, with the increasing autonomy of universities in running schools, more universities have established international institutions such as international exchange and cooperation offices and international research centers, in order to implement international development policies, laying a solid foundation for building world-class universities and becoming world-class universities.

With the development of globalization, the scope and scale of internationalization of higher education are also expanding. From the initial international information exchange to the current international conferences, study abroad, academic exchanges, etc., the content and form of internationalization have changed dramatically, and the international flows between teachers and students have become more frequent.

According to Lawrence Stenhouse, globalization is a process of combining international education with curriculum, which makes foreign curriculum more diverse and richer. In universities, this means more use of English in teaching and wider openness to content related to politics, economy, and culture in various countries. In the early 1990s, the proportion and number of international courses began to increase rapidly, making the exchange of credits, degrees, and diplomas

between universities increasingly important. In many developing countries, the establishment of international courses is considered an effective way to improve teaching quality and train international talents.

At the same time, the connotation and form of internationalization show a trend of diversification. Along with the accelerated prosperity of the world, countries are actively promoting the pace of modernization and have taken a series of measures, including formulating more comprehensive international policies to broaden the cross-border flow of students and researchers; Setting clearer goals to improve teaching organization and content, and increase the proportion of international learning; carrying out more academic collaboration plans and leapfrog research and development to improve the professional level of faculty, support the rapid construction of key disciplines, and achieve mutual recognition of academic qualifications and degrees.

Since the 1980s, remarkable achievements have been made in the development of international education. First, branches have been established overseas, such as the University of Nottingham in the UK setting up branches in China and Malaysia to provide global educational resources for local students. The second is to carry out cooperative education to promote international exchanges and cooperation. The "Sino-foreign Cooperative Education Project" is a distance education model that spans national boundaries and regions. It provides a new learning experience for universities across China through various methods such as online courses and sharing platforms.

2. Research Status

After entering the new century, along with the acceleration of global economic integration, China's higher education is developing in the direction of internationalization. Chinese universities are participating in globalization with an active attitude, especially after joining the WTO. By introducing foreign management and educational concepts, absorbing high-quality resources from abroad, and communicating with foreign scholars and students, we have greatly improved the internationalization of our universities. However, we also see that our higher education still faces many problems in the process of internationalization.

2.1. Lack of International Perspective in Professional Courses and Outdated Teaching Materials

With the vigorous development of science and technology, major settings in China's universities are undergoing tremendous changes, not only limited to the logical development of disciplines, but also beginning to pay more attention to comprehensive and interdisciplinary discipline development to meet the needs of international talent cultivation. In recent years, universities have started to incorporate the goal of international talent cultivation into their own vision when setting up majors. However, due to the lack of substantial changes, many universities have only changed the names of the original majors, without truly realizing the goal of international talent cultivation. In the construction of international curriculum, we should pay attention to the latest developments and changes in disciplines and majors, so as to integrate a global perspective into the teaching content. However, there are many contents in current teaching materials that are not in line with the times and are

disconnected from the actual needs and development of society. Therefore, we should strengthen the updating of these contents to meet the needs of society.

2.2. The Internationalization Level of Teachers, Researchers and Students Lags Behind

In recent years, due to the rapid growth of students returning from overseas studies, the number of international professionals in domestic colleges and universities has increased, but the proportion of domestic teachers and research teams is still low, leaving a large gap with the international development of professional talents. Moreover, most foreign teachers are low-level language teachers, most of whom are recruited once a year, which cannot meet the needs of international teachers for the internationalization development of universities. Due to the limited professional English proficiency of some Chinese researchers, it is difficult for them to keep abreast of the latest international research progress, which seriously restricts their communication with the international community. At the same time, there are also a series of issues such as the inability of researchers to update their professional knowledge in a timely manner, the weak awareness of international communication, and the insufficient open research environment. However, for current college students, although their English level has made great progress than before, their English listening and speaking skills are relatively weak. Especially in some economically backward areas, foreign language education in colleges and universities is still dominated by examination and grading, with a low level of English use and limited ability to communicate with foreign countries.

2.3. Low Degree and Level of Internationalization

The internationalization of higher education can be roughly divided into three levels according to the stages of its development process. The first level mainly includes short-term conversations between teachers and students in universities, personal visits between scholars, technical support and cooperation for some projects, and holding international academic conferences, etc. The second level refers to the implementation of credit exchange, degree integration, complementarity in professional structure and curriculum system between universities, and the realization of joint operation between universities. The third level includes the national international development strategy and corresponding policies, the development of international student education, and the development of overseas education markets. Currently, Chinese universities are actively exploring new modes of international exchange, mainly by inviting foreign experts to give lectures and conducting transactions to cultivate students. However, in the field of joint project research and cooperative education, there are still many problems, such as relatively low educational level, relatively small number of disciplines, uneven distribution of multiple disciplines in terms of layout and geographical distribution, and serious phenomenon of low-level duplication. Some localities and colleges do not consider the objectives and capacity of running schools, do not carefully check the qualifications and capacity of foreign parties, and concentrate on majors such as business, management, computer, and information technology, which are relatively

low-cost; Some places and colleges have even deviated from the public welfare principle of Chinese-foreign cooperation education to pursue economic benefits.

3. Countermeasures to Improve Education Management in Colleges and Universities

3.1. Establish the Internationalization Concept of Higher Education and Promote the Development of Higher Education

To recognize and understand the internationalization of higher education, it is important to choose a foothold. Different standpoints will lead to different knowledge and understandings of the internationalization of higher education. To fully know and understand the internationalization of higher education, it is necessary to start from the perspectives of university, region and country, as well as international relations and patterns. That is to say, first of all, on the premise of considering the internationalization of higher education as a worldwide phenomenon, we need to study the internationalization of higher education not only at the institutional level, regional level, and national level, but also in international relations and international patterns.

Internationalization of higher education is an inevitable requirement of today's global economic integration and social development, which cannot be changed by human will. Therefore, we must actively meet, adapt and utilize it. The exchanges and cooperation between universities and countries around the world are also constantly strengthening, thereby promoting the development of the internationalization of higher education. By carefully studying and absorbing excellent foreign educational ideas and innovative educational models, we can cultivate a group of innovative talents with a global vision and thus improve the level of basic education in China. In addition, by promoting culture, we can expand the recognition of our country around the world and promote the cause and development of culture and education. To realize the internationalization of higher education, it is necessary to establish a concept of "internationalization" among college teachers and students. Through various lectures and trainings, we can help students and teachers better understand internationalization, encourage them to look at the world and strive to improve international competitiveness in management, scientific research, and education, so that they can have a broader vision and a stronger international awareness.

3.2. Strengthen the Construction of International Curriculum Systems in Domestic and Foreign Universities to Improve Teaching Quality

Cultivating talents with curriculum teaching is one of the important ways to cultivate talents in universities. Therefore, international curriculum construction makes an important foundation for universities to improve teaching quality and cultivate students' international competitiveness. More than 70% of university presidents in Canada believe that internationalization can cultivate a group of talents with international vision and comprehensive quality. Therefore, they have made offering internationalization courses a top priority for their universities. Promoting the development of

international curriculum systems requires not only national and college guidelines, but also active exploration and cooperation as direct participants in internationalization courses. Firstly, from the perspective of value supply, the state and government need to formulate corresponding policy systems to further optimize and improve the organizational structure of curriculum implementation, so as to provide necessary policy support and institutional guarantee for the internationalization of curriculum in China's universities. Secondly, this issue should be studied from three aspects: policy, curriculum setting, and resource input. For example, in accordance with the direction of internationalization, adjust the current curriculum to increase the contents of internationalization and cultural leapfrogging, and timely absorb the latest advances in cutting-edge theory and practice in international textbooks; provide necessary financial support needed for the development and establishment of international curriculum; by establishing evaluation indicators, the implementation process of international curriculum is comprehensively and meticulously evaluated from multiple dimensions, and timely improvements are made based on the evaluation results to ensure the implementation effect of international courses. Moreover, the efficient development of international education is inevitably inseparable from the transformation of teachers' education methods. In the field of international education, the contents and operation methods of international education also show a trend of diversification. Therefore, universities should encourage and guide teachers to actively explore and further improve and optimize the curriculum development, design, and teaching process. Teachers should also take the initiative to expand their international vision, dare to make bold attempts, encourage and guide students to participate in various forms of international courses together, and explore new knowledge frameworks and practical methods in the midst of diverse cultures and values. To sum up, in order to promote the internationalization of international curriculum, not only the country and universities have to plan on a macro level, but also teachers and students have to put these policies and ideas into practice little by little in their daily lives.

English is both an international language and an important tool for education and scientific research, and it is an important tool for the internationalization of higher education. Chinese universities should adopt bilingual teaching methods in talent cultivation, faculty building and scientific research, which is also the fundamental driving force for universities to move towards internationalization. There are still many problems in this regard, such as the lack of adequate language environments and effective teaching methods. In order to solve the above problems, universities can gradually improve English courses from both teachers and students, so that full English teaching can play a greater role in promoting the internationalization of higher education. Firstly, in English education, measures such as external employment and internal training can be taken to improve the overall quality of the teaching staff to ensure significant breakthroughs in teaching. Colleges and universities should make full use of the advantages of foreign teachers in foreign languages, be good at teaching in English, and strengthen teaching and research in a certain field. Secondly, universities should also strengthen the training of local English teachers, so that they can better exert their advantages in English teaching.

3.3. Formulate Policies and Systems, Establish Training Objectives, and Strengthen the Construction of International Faculty Teams

Chinese universities should actively promote the construction of globalization and formulate sound policies and systems to ensure the effective implementation of the internationalization process of higher education. At the same time, they should formulate specific development guidelines, clarify training objectives and teaching philosophy, and establish an open and transparent education system according to the actual situation of the country, in order to promote the internationalization process of higher education. Chinese universities should actively promote international education, focusing on cultivating outstanding students with global vision, innovation and practice, and develop training programs that meet international standards to promote the flourishing of educational practice.

College teachers with international vision and influence can not only provide students with the latest academic knowledge, but also stimulate their international thinking and enhance the internationalization level of the university. Therefore, Chinese universities and colleges should strengthen the introduction and training of young teachers, and build a group of competitive teachers to promote the rapid and healthy development of globalization of Chinese education. In order to introduce more talents, Chinese universities should adopt various methods. On the one hand, we should strengthen the overseas study and exchange of domestic faculty members to cultivate a group of faculty members with rich learning experience, strong research ability, and certain international influence. On the other hand, we can also invite famous foreign teachers and scientific researchers to teach and lecture in China. In addition, our universities must also cultivate a group of high-level talents with international perspective. The international organizations of university, such as the International Exchange Office and the International Development and Research Center are the main executive departments of the internationalization development of the university, while the university president with an internationalization perspective, is the backbone responsible for the specific implementation and supervision of the internationalization work of the university. Therefore, the internationalization construction of university faculty and management teams is an indispensable booster in the process of internationalization development of higher education.

3.4. Extensive International Cooperation and Exchange Activities to Broaden the International Vision of Teachers and Students

Nowadays, the international cooperation and exchange activities of domestic and foreign universities are increasingly enriched, including studying abroad, Chinese-foreign cooperation, international conferences, and international academic exchanges. These activities provide important support for the internationalization of higher education and are necessary conditions for achieving it.

In recent years, the number of Chinese students studying abroad has increased sharply. In the face of this trend, Chinese universities can adopt the following strategies: First,

vigorously promote government-funded learning projects, not only to increase the number and scope of students sent, but also to develop reasonable selection plans for public funded students, and conduct return visits after they return, in order to ensure their teaching quality and improve their effectiveness. Second, encourage self-funded study. Due to the integration of international education concepts and the improvement of China's economic level, more and more people are considering going abroad for further education at their own expense. However, many Chinese students face a lot of challenges when preparing to study abroad, such as how to plan their learning paths and determine their colleges and majors. Higher education institutions should provide assistance to students who intend to go abroad by helping them clarify their learning goals, formulate detailed learning plans, determine their colleges and majors, and address difficulties in the preparation process. Third, increase the scale of foreign students coming to China. Although many foreign students have been accepted by Chinese universities, the overall scale is still small and the number of self-funded students is also very small. In order to improve the teaching quality of Chinese universities, we should strive to establish a high-quality discipline brand and promote it to more places. In this way, we can promote multicultural exchanges on campus and enhance the competitiveness of Chinese universities in the global learning market.

Sino-foreign joint venture education is an effective way to share international excellent teaching resources and promote the modernization of Chinese education. It can take various forms, such as comprehensive cooperation, joint establishment of disciplines or specialties, to meet different needs. With the active participation of domestic universities and higher vocational colleges in the project, remarkable results have been achieved. Chinese universities, especially research universities, play an important role in enhancing the reputation of the academic community and improving the quality of scientific research and core competitiveness. Therefore, promoting scientific research activities to the international level has become an indispensable part of the internationalization of higher education in Chinese universities. Frequent international academic conferences and in-depth discussions on international research and academic hotspots are important initiatives to advance scientific research to the global level. International academic exchange programs and conferences serve as platforms for international academic exchange, enhancing the international reputation and influence of the host university. By participating in international academic conferences, exchanging excellent scientific research ideas with outstanding experts and scholars, and preparing scientific research reports, our university teachers and researchers can broaden their scientific research horizons, improve their research level, and contribute to improving international reputation and visibility.

3.5. Deepen the Innovation of Localized and Chinese-foreign Integrated Teaching Mode

Cross-border mobility does not always lead to intercultural experiences. Previous research has shown that foreign students often encounter conflicts with domestic students, and that most foreign students still keep themselves within their own social sphere, while local communities are not always open to foreign students. Therefore, how to improve the social skills of international students in different cultural backgrounds and enhance the integration of local and foreign

students is an important issue to consider when formulating formal and informal internationalization plans. In the process of constructing global teaching, we should pay attention to the integrated cultivation of Chinese and foreign learners, take innovative teaching concepts as a guide, use mixed-class teaching as a platform, redesign teaching design concepts and modes, and implement specific tasks such as group assignments, combined design, and PBL (Problem Based Learning) to strengthen cross-cultural communication between Chinese and foreign learners, improve their learning quality, and promote the overall development of students by taking the credit system as a starting point. In order to promote the integration of Chinese and Western cultures, we encourage students to communicate and cooperate with students from other countries outside the classroom. We will use the method of "teaching according to one's aptitude" to teach subjects based on student's different cultural background, so that each student can better understand specific subjects in different regions and cultures.

4. Conclusion

In recent years, under the dual impetus of global economic integration and social informatization, the internationalization process of higher education in China is accelerating. Although internationalization has brought enormous opportunities and challenges, it will remain an important direction for the development of our higher education. The internationalization of universities is not only driven by the external environment, but also influenced by the internal culture, mission, and organizational structure. Higher education institutions in China should seize the opportunities to actively carry out international exchanges and cooperation, increase the interaction and collaboration with foreign higher education institutions, further explore new development models, promote the internationalization of higher education

institutions, improve education level, and meet the needs of the country and development.

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