

Analysis on Teaching Internationalization of Higher Education

Qi Li^{1, a}

¹International School, Jinan Vocational College, Jinan 250014, China

^aliqimc@163.com

Abstract

Teaching internationalization is the only way to realize the internationalization of higher education. Facing the opportunities and challenges brought about by internationalization, we should take active actions to overcome the tendency of total Westernization in the process of teaching internationalization, take "people-oriented" as the core concept, and lead the internationalization of teaching beyond the Western paradigm; take teaching innovation as the driving mechanism, promote teachers to become the active subject of teaching internationalization and the leader of spreading Chinese excellent teaching ideas and culture; take the cultivation of international talents as the action criterion, make clear the responsibilities of teaching internationalization, aim to cultivate national citizens with international vision; rely on collaborative innovation to create an international environment that encourages teachers and students to engage in internationalized teaching actions and practices, in order to provide assistance and motivation for social and economic development.

Keywords

Teaching internationalization; Teaching innovation.

1. Introduction

Nowadays, the internationalization of higher education has become a general trend, in addition to global commercialization forces; an increasingly complex competition pattern has gradually formed within the higher education field. However, no matter how actively the university expands its territory in the international education market, the real practice of internationalization occurs in the teaching of the classroom [1], teaching as the original function and basic function of the university, it is related to the achievement of talent training goals and the realization of the value of higher education. The reputation of the university is closely related to whether this core mission is maintained or practiced. Therefore, the internationalization of higher education should develop in the in-depth direction, and the internationalization of teaching is the only way. Especially under the background of the current "double first-class" construction policy, the research on the internationalization of university teaching has more theoretical and practical value. However, looking at the relevant literature research, the current academic community's attention to the internationalization of teaching is mainly practice-oriented, focus on some practical methods of university teaching internationalization.

The theoretical construction is not ideal at present, including conceptual connotation, essential characteristics, and value concepts, which are basically in a descriptive state. A clear and recognizable theoretical cognition has not yet been formed to lead the practice of teaching internationalization. This has resulted in the concept of teaching internationalization and in the huge gap between practice, trends such as Westernization, simplification, and study abroad have emerged that violate the concept of internationalization. In view of this, on the basis of determining the connotation and characteristics of the internationalization of university

teaching, we try to analyze from the four dimensions of teaching philosophy, teaching motivation, teaching responsibilities, and teaching environment, and discuss the expected state and future direction of the development of teaching internationalization, put forward theoretical ideas, hoping to provide some inspiration and reference for university teaching innovation under the background of "double first-class" construction.

2. The Connotation and Characteristics of the Internationalization of University Teaching

The research and determination of the connotation of teaching internationalization is conducive to reveal the nature and characteristics of university teaching internationalization, and it is also a logical starting point to bridge the gap between the concept and practice of teaching internationalization. But what is the internationalization of university teaching? It seems to be a self-explanatory proposition, because there are few special discussions and researches on the internationalization of teaching in the relevant literature. Perhaps it is this self-evidence that has caused a serious lag in the theoretical research on the internationalization of university teaching. The internationalization of university teaching is conceived in the process of the internationalization of higher education. To have a comprehensive understanding of the internationalization of teaching, we need to examine it under the framework of the internationalization of higher education.

The earliest embryonic form of teaching internationalization originated from the international flow of personnel. Educational forms such as study tours with international characteristics opened the precedent for teaching internationalization, but at this time, in addition to educators or learners with international characteristics, teaching goals, Content, method, etc. There are no substantial changes. Until modern times, the internationalization of higher education has developed rapidly, and teaching has also undergone earth-shaking changes: undertake the teaching and training of international students, carry out teaching projects on international topics, use non-native languages in teaching, and use non-native language teaching materials and so on, all have endogenous internationalization attributes. Especially in recent years, researchers have increasingly realized that the core and essence of teaching internationalization lies in the internationalization of courses, and have strengthened the research on the internationalization of courses, and designed a variety of internationalized curriculum models, such as setting up special International education courses, adding international content on the basis of the existing course system, opening new courses with international themes, establishing an international exchange course network, etc., the internationalization of teaching starts from the outside to the inside, from the shallower to the deeper.

The overall picture of this cause must be considered in the promotion of internationalization of the process. "[2] It seems that the internationalization of university education is far from offering a few courses on international issues and knowledge, but requires a new understanding and interpretation. In 2011, the concept of "full internationalization" of university education was formed, emphasizing International and comparative thinking runs through all aspects of higher education, thereby reshaping the spiritual concepts and values of higher education. Affected by this, the connotation of teaching internationalization has begun to transcend the knowledge level and shift to international thinking, internationalization capabilities, cultural understanding and tolerance and other aspects. It can be seen that the internationalization of teaching is a systematic project that integrates cross-cultural elements and global elements into curriculum and teaching, and extends to college culture and teaching life. [3] It serves both International students are more based on the internationalization of domestic students. The purpose is to root the international dimension and cross-cultural

perspective in education and teaching practice, and train students to become international citizens with international vision and international capabilities.

From the perspective of the concept connotation and the process of extension expansion, the current internationalization of teaching has formed three distinct characteristics that are different from the internationalization of traditional teaching.

The first is cross-contextual and cross-cultural. If the traditional internationalization of teaching has realized the expansion of cross-border and cross-regional forms, then the current internationalization of teaching has broken through the demands of the geographical level and moved to the global interaction of the cultural level, completing the transition from "transnational" to "transnational". The transition from the initial stage to the advanced stage of "cross-context" and "cross-cultural", they have become the first significant feature of teaching internationalization. It means that the goal of teaching internationalization is no longer confined to the dissemination and production of explicit international knowledge, but to the investigation, study, communication and integration of the context and culture in which the knowledge exists. The teaching concept emphasizes "coexistence" and "dialogue", focuses on the collision of ideas, emotional resonance, complementation of experience, and mutual communication of hearts, in order to enhance cultural understanding and identity, resolve conflicts and confrontations of civilizations, and move toward international understanding and integration. At the operational level of teaching practice, emphasis is placed on the injection and application of international, global, comparative, critical, interdisciplinary, and cross-cultural elements, and focuses on cultivating students' cross-cultural awareness.

3. Analysis of the Practical Problems of the Internationalization of University Teaching

Teaching internationalization has become an inevitable choice for university development. In particular, the university teaching reform driven by the "double first-class" strategy has made teaching internationalization an important breakthrough to improve the quality of university teaching. However, internationalization characteristics such as cross-contextual nature, integration, and local internationalization are not fully reflected in the internationalization of university teaching in our country. On the contrary, there are tendencies of westernization, simplification, and study abroad, which lead to huge gap between internationalization concept and practice has become a bottleneck restricting the further development of university teaching internationalization.

With the continuous acceleration of the internationalization of my country's higher education, university education seems to be more and more a replica of the Western education model. Some scholars even believe that if we leave the semantic support of the concepts of Western education, the face of modern Chinese education will inevitably be difficult to recognize. [4]Because no matter it is education philosophy, education policy or education research, they are deeply imprinted with western style, and the educational practice system under its influence---teaching---the modern education system dominated by the West is used as teaching. A weather vane of reform. Behind this approach means that people do not regard Western education as a particular existence dependent on a specific situation, a model education model, but as the standard of modern education development and the trend of historical development. In short, equate Westernization with internationalization. Not only did the international, cross-cultural and cross-contextual characteristics degenerate into the cognition of a certain country, but also fell into a certain paranoid imagination, believing that Western-style is universal and Western-style is the best, blindly following and losing Self-cognition and construction of university education and teaching. It is undeniable that modern Western education has indeed set a model for the development of global education in many aspects, and it is also very inspiring

for the development and reform of Chinese education and teaching. But this kind of education and teaching style from a foreign land can only be said to be an example, not a universal truth that can be applied everywhere, and it is not the essence of the internationalization of education and teaching, not to mention that it faces many modernity crises. It is worth our vigilance.

For example, the utilitarianism of teaching goals—achieve talents is better than adults, narrow the goals to livelihood education or vocational education in order to make individuals adapt to future life; the science of teaching content—attempt to establish an education and teaching system in a scientific way, emphasizes the logic of disciplines and breaks away from the richness of reality; the technique of teaching methods — attempts to bring all educational activities into the technical track while ignoring the fresh vitality of individual lives. If Westernization means internationalization, it is bound to be in line with international standards. These problems have now appeared in the process of university education and teaching in our country, and they are even worse in some aspects. In this regard, it is necessary for us to reiterate and reflect. When advocating the internationalization of university teaching, what is the point of internationalization? Conform to international standards, what kind of rails are they connecting? The Western-style model has indeed achieved brilliant results, but it is not a cure for all diseases, nor can it solve the problems existing in the current Chinese university education and teaching practice, it can only be a reference rather than a standard. Chinese universities still need based on oneself, the innovation and development of teaching can be realized through reference to the external others and the discovery of the internal self.

At present, the practice of teaching internationalization in some universities mostly stays in the operation with relatively high "visibility", and simply resorts to internationalization in opening courses, such as opening foreign language professional courses, implementing bilingual teaching, and opening various international classes; "going out", such as visiting foreign universities

Classroom practice, teaching exchange projects, etc.; "bring in", such as the introduction of foreign original textbooks, high-paying foreign professors, etc. Although these activity carriers are necessary to improve the level of internationalization of teaching, from the actual effect, the simple stacking and patchwork of various internationalization elements has not reached the original intention of teaching internationalization, nor has it been in line with the original teaching environment. Teaching culture realizes integration and symbiosis, and finally can only be reduced to a platter or hodgepodge of teaching internationalization. The reason is that we lack a scientific and systematic planning and management of teaching internationalization, and we also lack an effective guiding framework and action strategy for the reform of teaching internationalization. In terms of teaching goals, more attention is paid to the learning and absorption of international knowledge than to the international training of concepts, thinking, abilities, actions, and attitudes; in terms of teaching content, the intensity of knowledge expansion around international teaching materials, The breadth and depth need to be strengthened. The use of cross-cultural materials also has the problem of insufficient tolerance, lack of cultural comparison and understanding education; in teaching methods, although some international teaching methods have been introduced, such as seminar-style classrooms and inspiration. However, in the process of application, it often contradicts and deforms with traditional teaching methods, and loses its due effect. In teaching evaluation, the evaluation strategy is still relatively single, student participation is insufficient, and summative evaluation is more important than process evaluation. In short, the performance of the international dimension in teaching practice is still quite superficial and formal. Especially in some projects with high internationalization of teaching, such as professional course teaching by foreign teachers, the original goal is to restore the international situation, so that students can simultaneously receive the current world-class professional education and obtain the international frontier of the major The dynamics of knowledge and subject innovation, but as a

result, students have not been prepared for foreign teachers' language preparation and are not adapted to the teaching methods of foreign teachers, and turned into a process of language learning and understanding of international cultural knowledge. Professional knowledge is not improved enough, and foreign teachers' professional courses are produced. The by-products are far more than the expected main product output, which greatly wastes foreign teachers' resources. If university teaching only attaches to the surface of internationalization and writes formalistic articles without going deep into the internal mechanism, it will be difficult to fundamentally solve the problems of the internationalization concept and operating mechanism of teaching. Therefore, the development of teaching internationalization should not be simple and blind, but should pay attention to the coordinated development of scale, structure, and quality, and efficiency, transition from the "simple replication" stage to the "quality and efficiency improvement" stage, and systematically design the teaching internationalization system; only by overall optimization can the expected internationalization effect be achieved.

4. Prospect for the Internationalization of University Teaching

The internationalization of university teaching does not cater to or catch up with the so-called international trend; it has a more forward-looking vision and a broader development space, it is an important means to solve the current problems of university teaching development, and it is also an important opportunity to deepen university teaching reform and improve university teaching quality. We need to make greater efforts and more explorations in terms of value concept, motivation mechanism, action guidelines, and external support, in order to bridge the gap between internationalization concept and teaching practice, and promote the internationalization of university teaching in a deeper direction.

People-oriented is reflected in the teaching level, which is to shift from passively catering to the Western discourse system to build a more active and all-round new pattern of opening up and a new framework for international cooperation, help young students "set up a world vision, enhance their sense of cooperation, and jointly create bright future for human society". [5] But at present, most colleges and universities in our country are far from doing enough. The talent training target standards are too low, which leads to curriculum system design, training mode selection, teaching system arrangement, discipline system construction, university culture construction, and requirements for teacher quality. Teaching-related aspects have shown a low-level tendency. Comparing with the higher and higher-level international talent training goals of European and American universities-"people who can maximize their own social or organizational influence", "people who can make changes to their organization or society", and "people who can change the world" "[6] In contrast, our training goal is to use the lowest yardstick to measure whether students can successfully get a job and find a good job. University teaching should take people-oriented as its mission, strive to stretch talent training goals and teaching concepts from the low-level to the upper level, cultivate current youth based on international perspectives and international sentiments, and continuously internalize international, global, and cross-cultural elements through teaching. In the thinking and actions of each student, they will not only have international knowledge and international ability, but also have international responsibility and international responsibility. Only in this way can they truly realize the international development of teaching.

Teachers are the specific implementers and implementers of teaching internationalization. Their attitudes and concepts affect the policy planning and future direction of the development of teaching internationalization. Their ideas, knowledge and abilities determine the effect of teaching internationalization to a large extent. In other words, "Teachers play a central role in the internationalization of courses, and their teaching ultimately determines the effect of

internationalized classrooms." But research shows that a large number of teachers are not clear about what the internationalization of teaching means for their teaching subjects. They may attach great importance to the international guidance of students' learning, but they do not have much in the design and implementation of their own courses. Those teachers who want to make a difference in internationalization often lack the abilities and knowledge required for effective action, leading to slow progress in the internationalization of teaching in universities. Although the state allocates a large amount of funds to encourage teachers to study abroad, participate in international conferences, and carry out cooperative research, most teachers with overseas experience have not participated in international practice in local curriculum teaching. This has to make us rethink the possibility and feasibility of teaching internationalization.

Of course, external support is indispensable, but it is more important to stimulate teachers' internal motivation to participate in the internationalization of teaching, because all structural forces play a role in the active practice of people themselves, and they cannot directly dominate people. Only by relying on the individual's own perception and understanding can it finally produce certain effects. In view of this, we need to use teaching innovation as a driving mechanism to promote teachers to become the active subjects of teaching internationalization, and to encourage teachers to devote more energy and talents to the design and implementation of international teaching systems, focusing on Work hard on the teaching model, teaching methods, and the coordinated development of teaching and scientific research, and make some achievements. For example, problem-based learning developed by world-class universities based on psychology, educational technology, instructional design, etc. These new teaching models are conducive to the integrated cultivation of students' knowledge and abilities. We can boldly introduce, transform and use; the development of modern technology marked by the development of technology and artificial intelligence is conducive to the liberation of teaching subjects and the effective integration of teaching resources. We can use it to develop research-oriented teaching methods and "reshape open and innovative education ecology." [7] In terms of the relationship between teaching and scientific research, we can create a research-study integrated teaching mechanism in the form of classroom teaching and aiming at the output of scientific research results to achieve the deep integration of teaching and research, thereby enhancing the motivation for the international development of teaching.

5. Conclusion

With the deepening of the current trend of economic integration, the internationalization of higher education has developed into a new normal. The internationalization development of higher education can flow and spread the world's high-quality educational resources among different countries, strengthen cultural exchanges among higher education institutions in different countries, and promote the education and teaching efficiency and education the quality. At present, the internationalization of higher education in our country should take people oriented concept and use teaching innovation as the driving mechanism to promote the international development of higher education.

References

- [1] Zhao Jun, Geng Mingying. Discuss How To Reform The Teaching Mode Of International Trade Courses Based On Innovation Ability[J]. Modern Enterprise Education. 2014(6): 216-217+218.
- [2] Qin Honglei. On the Internationalization of Higher Education Required by Its Connotative Development[J]. Journal Of Anqing Teachers College(Social Science Edition), 2010, 28(9): 122-123.

- [3] Li Bihong, Tu Yangjun. Faculty's Limited Engagement in Higher Education Internationalization[J]. Fudan Education Forum, 2012, 10(6), 54-58.
- [4] Kang Yongyong. Institutional Research and Pedagogy[J]. Journal of Educational Science of Hunan Normal University. 2018, 17 (3), 1-14.
- [5] Zheng Xin, Zhang Yan, Zhang Yong. Internationalization Of Academic Profession In Universities: Integration Of Ideal And Reality [J]. Research in Educational Development, 2017, 37(19), 8-13.
- [6] Cheng Jiao, Lv Ming. Bilingual Teaching Reform In Colleges And Universities From The Perspective Of Education Internationalization[J]. Forum on Contemporary Education. 2008(5), 84-85.
- [7] Zheng Dayu, Li Jie, Li Rongjuan. Exploration on Innovative Teaching Mode under the Background of Higher Education Internationalization[J]. The Guide of Science & Education. 2015(11), 25.