Analysis of the Internationalization of Higher Education and the Strategies of Ideological and Political Education for College Students

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Abstract

With the further deepening of education opening to the outside world, Chinese colleges and universities generally encourage students on campus to carry out international exchanges. Students' participation in international exchanges is of positive significance to their academic success. However, with the vigorous development of international education exchanges, the issue of education equity contained in it has not attracted enough attention. Due to its particularity, the form of international exchange represented by studying abroad cannot benefit the entire student body, resulting in the distribution of international education resources. Uneven. By analyzing the connotation and connection of students' international exchanges and educational equity, as well as the restrictive factors affecting educational equity in students’ international exchanges, we propose measures to promote student's international exchanges and education equity, so as to make the achievements of international education truly benefit different groups of students in colleges and universities. Realize the fair and reasonable distribution of international education resources.

Keywords

Deepening of education; International education; Academic success; Vigorous development.

1. Introduction

Chinese colleges and universities generally regard internationalization as an important development strategy or measure of the school, and strive to create opportunities for students' international exchanges and enhance the degree of internationalization of students. This is of great significance for cultivating practical, compound and innovative international talents that meet the needs of society. The state also encourages the international development of colleges and universities. The relevant issues are addressed in documents such as the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" and the "Overall Plan for Promoting the Construction of World-Class Universities and First-Class Disciplines". deploy. However, when promoting international exchanges among students, the issue of educational equity contained in it has not been paid attention to. While promoting the development of internationalization, colleges and universities should also pay attention to the issue of educational equity in student international exchanges [1].

2. Educational Equity in International Exchanges Among Students

2.1. The Meaning of Education Equity

Education is fair. The International Economic Cooperation Organization believes that it is necessary to "guarantee students’ higher education opportunities and academic achievements..."
based on the individual's pre-endowing ability and study effort. It is not subject to factors including family background, gender, race, immigration, place of residence, age, physical disability and other personal or social circumstances [2]. It contains three principles, namely the principle of equality, the principle of difference and the principle of compensation.

2.2. Educational Equity in International Exchanges Among Students

Looking at the issue of educational equity in student international exchanges under the theoretical framework of educational equity, it can be seen that the international exchange opportunities provided by universities for students can be regarded as educational resources. Students, regardless of their age, gender, family economic and social background, etc., should equally enjoy this kind of international education resources, that is, satisfy the principle of equality of education fairness. However, individual differences among students exist objectively, especially in terms of economic status. It is necessary to fully consider the differences of different student groups and provide students with heterogeneous international exchange opportunities, that is, to meet the principle of difference [3].

2.3. Significance of Educational Equity in Student International Exchange

Student international exchange not only refers to studying abroad, but also includes exchanges with foreign students in China, participating in international scientific research activities held in China, international conferences, lectures by foreign experts, and taking international courses, etc. Localized form of international communication [4]. As an international exchange of educational resources, the allocation of colleges and universities has a significant impact on students' academic participation and academic achievement.

my country's higher education has experienced the expansion of enrollment in the 1990s, and has now entered the stage of popularization of higher education. The composition of students is also very complex, showing the characteristics of heterogeneity. There are significant differences in family economic and social background, academic foundation, etc.[5]. In the narrow sense, international exchanges of students have higher requirements for students' economic background. Students with good family economic backgrounds have more opportunities to go abroad, and have more direct access to and enjoy international high-quality educational resources, which is conducive to a more comprehensive improvement of themselves., Which is conducive to their employment or further studies after graduation [6]. However, students with poor family backgrounds cannot afford to go abroad for exchanges, and are gradually at a disadvantage in the competition with the group of students going abroad. The consequence is that the stronger the capable, the weaker the weak, and the Matthew effect is likely to occur [7]. Therefore, to ensure international exchange opportunities for students who cannot exchange abroad, create different opportunities for different student groups, and provide necessary funding to meet the principle of difference and compensation, which is conducive to the international development of higher education and international quality education. The resources benefit a larger majority of ordinary students, promote the development of the entire student group, and thereby also contribute to social equity.

3. Constraints on the Fairness of International Exchange Education for Students

The factors restricting the fairness of students' international exchange education can be analyzed from both the macro and micro levels.

The macro level is mainly that the international exchanges of high-level colleges are far more active than local ordinary colleges and universities. "Ministry-affiliated colleges and universities have not only received more generous funding support than ordinary local colleges and universities, but also won the privileges of running schools that are difficult for local
colleges and universities... This kind of policy of higher education resource allocation to preferential preference is a kind of educational injustice. In the final analysis It is caused by the unreasonable deployment of education layout, education investment, and the deployment of education teachers.

At the micro level, it can be analyzed from two aspects: the individual student and the school organization.

4. Measures to Promote the Fairness of Students' International Exchanges and Education

According to the above analysis of relevant definitions and influencing factors, in order to promote and realize educational equity in the field of student international exchange, it is necessary to jointly improve at the macro level and the micro level. At the macro level, while supporting high-level colleges and universities, the education authorities should also favor local colleges and universities in terms of policies and resources to support the development of local colleges and universities. At the same time, the role of third-party social institutions in international schooling should also be appropriately and actively used to bridge the international exchanges of disadvantaged college students and establish a platform. At the micro level, the focus can be at the school organization level to achieve educational equity in international exchanges.

Funding from domestic colleges and universities is mainly to ensure the enrollment and continuity of their studies for students from families with financial difficulties. The subsidy system has played an important role in maintaining education equity and expanded the opportunities for disadvantaged groups to enjoy higher education resources. However, with the economic and social changes, the family economic situation of students has changed compared with the past, and from the perspective of talent training, the international talent training model will also have a positive impact on the development of the student population after graduation [8]. Therefore, in the university funding system, in addition to maintaining its previous functions, it should also appropriately increase funding for international exchanges. This will not only enable students with excellent academic and academic performance but financial difficulties to have the opportunity to exchange abroad and obtain better economic conditions.

5. Concluding Remarks

The international development of China’s higher education is conducive to cultivating innovative and entrepreneurial talents with an international perspective. In the process of internationalization, colleges and universities should give full consideration to the fair allocation of international education resources, develop school-based internationalization and improve the funding system to meet the requirements of educational equity for the principle of difference and compensation, and create a way to promote student participation and student integration. The environment of international exchanges ensures that the achievements of internationalization benefit a wider group of students, promote student academic success, and achieve educational equity.

References


