

# Current Situation and Innovative Research on the Education of Foreign Students in China

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**Abstract:** In the contemporary era, the education of foreign students in China has made great progress in terms of scale, quality and system construction. However, it cannot be ignored that problems such as structural imbalance, lack of functions, and quality imbalance have also occurred in the education ecology of foreign students in China, which has seriously affected the development of education for foreign students in China, and may even affect the entire education ecosystem and even social politics, economics and Culture, etc., creates a series of risks. According to the basic principles of ecology, establishing “ecological thinking” and strengthening “ecological governance” are two basic ways to solve the problems of education for foreign students in China. The former is to clarify the value of education reform for foreign students from the perspective of education development, while the latter requires “ecological governance” to realize the ecological optimization of education for foreign students. It includes: based on the basic laws of ecology such as “holistic association”, “dynamic balance”, “co-evolution”, and “education rhythm”, adhere to the principles of integrity, openness, and diversity; strengthen the system and The construction of relevant laws and regulations, vigorously optimize the internal and external environment of the education ecology of foreign students in China; improve resource integration, form a mechanism for coordinated governance and multi-party linkage of multiple subjects such as government, society and schools; strengthen quality monitoring, establish risk resolution, ecological warning and Structure-optimized security system.

## 1. Introduction

The education of foreign students in China is a manifestation of the country’s comprehensive strength. In the context of the country ’s implementation of a new cultural strategy, it must be considered: What position does the education of foreign students play in the national cultural strategy, especially in modernization (interaction with the economy and society) ) What kind of intellectual support is provided; how to deal with the “universal” and “national” issues of the education of foreign students in China; the political nature of the education of foreign students in China (especially the cultural security and ideological issues in the era of big data), cultural (Cultural dissemination, cultural creation and cultural understanding, etc.) and educational (speciality and requirements of personnel training, etc.) how to balance; improve the legalization and standardization of education for foreign students in China to promote the ecological balance of education. Questions such as these need to be answered in theory and practice.

## 2. Development Status of Education for International Students in China

In recent years, the number of foreign students studying in China has increased at an annual rate of more than 20%. At the press conference of the Ministry of Education on March 25, 2009, Zhang Xiuqin, director of the Department of International Cooperation and Exchange of the Ministry of Education, pointed out that the number of students studying in China in 2008 exceeded 200,000 for the first time. South Korea, the United States and Japan are in the top three. In 2008, there were 223,499 overseas students of various types from 189 countries and regions, studying in 592 colleges and universities, research institutes and other teaching institutions in 31 provinces, autonomous regions and municipalities across the country, an increase from 2007 14.32%. ②China has become

a new hot spot for studying abroad. There are basically two types of foreign students coming to China: academic education students and non-academic education students. Among them, academic education includes four levels of college students, undergraduate students, master students and doctoral students. According to the statistics of foreign students in 2007 by the Ministry of Education, by the end of 2007, the number of students with academic qualifications reached 68,213, a year-on-year increase of 24.34%, higher than the average growth rate of international students, accounting for 34.89% of the total number of international students coming to China, an increase of 1.17 over 2006 percentage point. Non-degree education can be divided into two types: language students and professional students. In 2007, non-degree students also reached 127,290, a year-on-year increase of 18.04%, accounting for 65.11% of the total number of international students coming to China.

The proportion of students with low academic qualifications is high and there are many language students. Although the study majors of international students have been broadened, they still focus on Chinese language learning. Unlike Chinese students who go to universities in Europe and the United States to study for a higher-level degree “gold-plated”, most of the international students studying in Chinese universities are language graduates, and their academic qualifications are generally low. In recent years, although the proportion of students pursuing a degree has increased, there has been no substantial change.

At present, there are a total of 544 institutions in China with international student enrollment qualifications, and there are 76 universities in Beijing alone. However, the effect of famous schools makes international students choose famous universities when they choose colleges and universities, and ordinary colleges and universities and even some very characteristic colleges are facing the problem of insufficient student resources. The number of foreign students coming to China has increased. Judging from the situation of foreign students who came to China at their own expense in 2008, according to country statistics, in order from the most, they are: South Korea, Japan, United States, Vietnam, Indonesia, Thailand, Germany, Russia, Nepal, Mongolia. The distribution of international students in China is uneven. According to relevant data reports, as of 2008, the number of international students studying in China by region is 49,000 in Beijing, 35,000 in Shanghai, 8,988 in Jiangsu, and even less than 200 in individual provinces and cities.

The status of education and management of international students is mainly to focus on management rather than services, the management is too closed, and the accommodation conditions have not yet met the needs of international students. There are too many restrictions on the life and communication of international students, and the needs of cultural entertainment, emotional communication, etc. cannot be met. The scope of activities of international students is small, mostly confined to campus, students rarely has the opportunity to communicate with the outside world. Secondly, there are fewer newspapers and magazines for international students, and fewer sales points. Outside of studying, international students lack fun in their spare time. Finally, there are too few social service organizations such as open libraries, medical care stations, and comprehensive service points that can serve international students, which also causes a lot of inconvenience for international students living outside the school. Although since the reform and opening up, the government has continuously increased investment in higher education under the guidance of the strategic policy of “prospering the country through science and education,” and has given priority support to some universities. However, due to the fact that China's education funds have been low for a long time, and the investment in scientific research is insufficient, it is difficult for the research conditions and infrastructure of Chinese universities to be compared with world-class universities. Coupled with the relatively short history of the development of higher education in China, many disciplines do not have a high international status and have not formed a unique advantage. On the other hand, we do n't have much publicity, and most international students don't understand the state of higher education in China. Many colleges and universities have lagging behind in the construction of infrastructure and teaching hardware, which has also resulted in a tight teacher population and a high student-teacher ratio. While the number of students in the country has increased sharply, the number of international students coming to China is increasing at an average

rate of about 30% per year. Although the national investment has been increasing, and colleges and universities are also actively raising funds, the hardware such as school buildings, teaching equipment, and teachers still cannot meet the teaching needs of international students.

### **3. Strategy Design for Improving the Educational Quality of International Students in China**

In the future, the education of international students in China will be promoted by the rule of law, and it will become one of the ecological elements in the education ecosystem of international students coming to China. First, we should improve relevant laws and regulations, and build a basic system for the self-determination of the education of foreign students in universities. Second, extensive research and investigation, listening to suggestions from experts and peers, adopting democratic legislation to improve the legal system for the education of foreign students in China. Third, in the process of promoting the legalization of education for international students in China, we must grasp the macroscopically on the basis of clarifying the historical evolution of the legalization of education and combining the current status of contemporary education. Implement the design of relevant laws and regulations, and it should be forward-looking and planned. Fourth, to improve the professional level of pedagogy for people who make laws and regulations, so that people who understand education, and those who come to China to clarify the education of foreign students to formulate relevant laws and regulations, can the relevant policies that reflect the will of the people be issued and professional law enforcement The team “rules in accordance with the law” and “teaches in accordance with the law”, thereby maintaining the balance of the education ecosystem for foreign students coming to China.

Promote the prospectiveness and timeliness of the education policy for international students coming to China. In response to the goal of education for foreign students in China, the central and local governments should give policy support to the development and adjustment of college-related overseas study programs and give universities greater enthusiasm. For example, financial support or subsidies. It is difficult for a clever woman to cook without rice. With basic financial support, the education policy for foreign students in China is more enforceable and persuasive, and it is also conducive to the improvement of the quality and long-term development of education for foreign students in China. Strengthen policy monitoring, establish sound policy monitoring rules and regulations and a perfect monitoring system. The government should change its functions. In the future, the supervision of the education policy for Chinese students in the future will be transferred to the society and monitored by relevant intermediary organizations. In this way, the government does not directly control colleges and universities, but transforms functions into macro-control, which is more conducive to the transformation of education policies in practice. Under the guidance of educational policies, colleges and universities should take the responsibility of serving international students and ensuring the development of international students, and timely feedback the effect of policy implementation. In the context of the new era, service awareness has already penetrated all walks of life, and the education industry is no exception. Especially in the world-oriented education ecosystem for international students coming to China, service consciousness should be implemented throughout to maintain the balance of the ecosystem and set a clear banner for “introducing”. For example, in conjunction with the relevant education policies and the actual situation of the school, colleges and universities can formulate corresponding specific work plans, make periodic reports and summaries, and pay special attention to the level of service awareness in them, so as to continue to discuss, prove, and constantly form a new service awareness and put into practice In the middle, gradually build a new policy system in the process of cyclical reciprocation.

The education ecosystem for foreign students coming to China is like a living water. As an extraordinary resource supply, its vitality is also reflected in the efficient allocation of its internal elements. When it comes to resource allocation, the most prominent contradiction is the imbalanced resource allocation, which requires optimization of resource allocation. The education ecosystem for foreign students in China also needs to optimize the allocation of internal resources. The historical wave has promoted the movement of schools, governments, and social organizations, and has also transformed their influence on the education of foreign students in China. As a result, the

imbalance of resource allocation tests the tension of the ecosystem. In this educational ecosystem, imbalance appears as the norm, constantly expanding the carrying capacity of the ecosystem, and then the other elements in the ecosystem work together to form a linkage mechanism to promote the formation of a new ecological balance. In addition to government regulation and university autonomy, social intermediary organizations also play an important role in promoting the transformation of government functions, improving the level of professionalization of education services, and checking the quality of education in the education ecosystem in China. For example, many higher education organizations (committees, foundations, associations, etc.) in the United States have played a pivotal role in promoting the optimization of their education ecosystems through the efforts of all sectors of society. To broaden this important link of social intermediary organizations, it requires the joint efforts of all sectors of society and intermediary organizations in order to pave the way for its development, and thus ensure the balance of the education ecosystem for international students coming to China.

#### **4. Conclusion**

In the era of internationalization, the internationalization of higher education is inseparable from the international exchanges and cooperation of universities. The international exchange of college students, that is, international students is a very important link, and the quality of international students' education deeply affects the international competitiveness of colleges and universities. In view of the low level and low level of education for domestic students studying in China, each of our educators should seriously think about the channels and strategies to improve the quality of education for foreign students in China and enhance the international competitiveness of Chinese universities.

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