

Analysis on The Changes and Development of Educational Policies for Overseas Students in China

Yu Ni

Purdue University, West Lafayette, 47907, US

Abstract

By combing the historical evolution and development changes of China's education policies for overseas students, we can draw a conclusion that the education of overseas students in China has made gratifying achievements after a series of changes. During this period, the promulgation and effective implementation of various policies have made outstanding contributions to this end. However, while becoming a large number of students studying abroad, we also need to realize that there are still many problems in the education of foreign students in China. As time changes, we need to maintain the confidence to keep pace with the times, keep pace with the development of the international community, and adjust and improve the education policy for foreign students in China in combination with our own actual situation, so that this education can be developed orderly and successfully.

Keywords

Foreign students in China; Education for foreign students; Education policy; Policy changes.

1. Introduction

As an important component of the internationalization of higher education, how to develop the education of foreign students with high quality has always been the focus of our education. The Chinese government and relevant departments have successively issued a number of policies to support the education of foreign students in China, which has provided a vigorous development opportunity for the education of foreign students in China. After entering the new era, the education of foreign students has shifted from emphasizing the scale and quantity in the past to paying more attention to the improvement of quality.

2. The Background of Foreign Student Education in China

Carrying out the education of foreign students in China marks the process of China's opening to the outside world and the modernization of education, and is an important guarantee to promote the internationalization of higher education. In order to achieve this goal, China has issued a series of policies to support the education of foreign students in China. In international relations, international students play a special role as "lubricants", and are an important group that can not be ignored. They can effectively spread cultures of various countries. In addition to promoting the internationalization of education, the education of foreign students can also play a positive role in the development of economic construction. The education of foreign students in China is mainly affected by the political situation and economic environment at home and abroad. At the beginning of the education of foreign students in China, the enrollment scope was limited to countries that have established diplomatic relations with China or some countries that have not established diplomatic relations with China, and there were few majors opened, mainly focusing on Chinese language and literature, history and other humanities majors. In 1950, New China only accepted 33 foreign students. After entering 2018, there are

more than 490000 foreign students coming to China to study in 1004 colleges in China (the data does not include the number of Hong Kong, Macao and Taiwan) [1].

3. The Historical Changes of Educational Policies for Foreign Students in China

(1) Initial stage: 1950-1977

After the founding of the People's Republic of China, for the purpose of effectively consolidating the socialist regime, on the one hand, we focus on countries that have close contacts with China and are relatively friendly. In order to strengthen communication and cooperation, we actively accept and carefully train students from other socialist countries. On the other hand, due to the tense diplomatic situation between China and some other countries in this historical period, we had to adopt a differentiated approach to treat students from capitalist countries. In 1954, a systematic management method was formulated for international students coming to China, which provided necessary theoretical and institutional support for the management of subsequent international students. By 1962, China had issued a trial regulation on the work of international students in China, in which the training objectives of this work for international students were clarified. The policy has obvious political color. The coverage of the education system is not wide enough, but the quality of education for international students is more valued, and a certain amount of assistance funds were provided for them. By 1965, more than nine foreign students came to China to become students from socialist countries.

(2) Exploration stage: 1978-1999

As the reform and opening up policy continues to deepen, China has begun to establish friendly and cooperative relations with more countries, and the diplomatic situation has entered a new stage. In 1979, the Ministry of Education of China revised the original regulations on the work of foreign students. The main purpose is to attract more foreign students to China and cultivate talents urgently needed for socialist modernization. In addition, specific acceptance criteria have been formulated for international students to improve the quality of enrollment. By 1986, it had made a relatively detailed description of the international students in China according to their academic level, admission conditions, disciplines and examination standards. It also made adjustments to the aid funds provided for international students in China, which greatly eased the financial pressure of this part. For self funded overseas students, relevant regulations have been made on specific charging items, charging scope and charging standards [2].

(3) Molding stage: 2000 to now

After China's accession to the WTO, it has carried out all-round diplomacy and expanded the enrollment of colleges and universities in the field of education. The education of foreign students in China has entered a new stage of vigorous development, which has gradually changed from the previous training of construction talents for friendly countries to the international cooperation of education. In 1996, a fund management committee was established to receive and manage international students. In 2000, the Administrative Provisions on the Acceptance of Foreign Students by Colleges and Universities was issued. Under the "Belt and Road" initiative, China's education field, especially the international education cooperation and exchange of overseas students with countries along the Belt and Road, has been greatly promoted. It has also changed the "deficit" phenomenon that China studies abroad more than it does in China.

4. The Development of Educational Policies for Foreign Students in China

Over the past 70 years, the education of Chinese overseas students in China has undergone many changes and adjustments in systems and policies. In this process, it can be found that

China's international education work has constantly pondered and optimized the traditional education policies and their development paths, laying a good foundation for the sustainable development of the education of Chinese overseas students.

(1) From Political Diplomacy to Cultural Identity

Since its establishment, the education policy for foreign students in China has been affected by national politics, national diplomacy, ideology, social economy and other aspects. Especially at the initial stage, although it was supported by some friendly countries, in essence, it did not perform well in terms of cultural communication value for foreign students. At this stage, countries and regions around the world regard cultural soft power as an important weight that cannot be ignored in the process of competition. The importance of international students is mainly to improve the level of internationalization, highlight a country's overall cause and promote the development strategy. In the future, the leading role of global development will be transferred to "civilization" rather than economy and ideology [3].

Foreign students in China have their own foreign-related nature, and the education of this group is special and complex. Due to the objective existence of cultural differences, the values and world views of international students are far from those of local students, and cultural conflicts are very likely to occur. The solution to the understanding and integration of foreign students in the education process has gone far beyond the scope of ordinary diplomatic affairs, and is closely related to the development of the education policy for foreign students in China. The Ministry of Education pointed out that education for international understanding should be emphasized, and diversified cross-cultural exchanges should be used to promote students' understanding of other countries and cultures, so as to create more opportunities for overseas students to experience and perceive the charm of China's culture in depth. As far as the current understanding of Chinese culture of foreign students in China is concerned, although there has been a great change compared with the past, it is not uncommon for them to have stereotypes and pan Chinese understanding of Chinese culture, which also reminds us that there is still some room for adjustment in the normal education of foreign students in China.

(2) From special treatment to convergence management

How to standardize the management of foreign students in China is an unavoidable topic. Because foreign students in China have experienced a cross-cultural and cross regional education model, there are certain differences in daily activities, teaching management and other aspects between them and local college students, which is an unavoidable problem. As far as the current international management model of other countries for international students is concerned, convergence management is a common management mode in international student education.

Because of the historical background, political and other reasons of the education policy for foreign students in China, the "special treatment" management method was the transitional method at that time. After China's reform and opening up, the scale of international students in China has continued to expand. If the previously closed education pattern continues, it will not conform to the normal development of international students' education [4]. For example, in recent years, with the accelerated internationalization of higher education, misconduct of foreign students in China has led to widespread public debate. Conflicts between foreign students from Shandong University, Fujian Agriculture and Forestry University and local traffic police are common. The implementation of assimilation management does not mean complete assimilation management. It is necessary to treat foreign students and local students alike, but at the same time respect and recognize the differences in culture, habits, language, etc. between the two sides. It is necessary to carry out partial differentiation management on the basis of fairness and prudence, which will help foreign students to integrate into domestic institutions and society as soon as possible, It is also conducive to the in-depth exchange and collision of

ideas from different cultural backgrounds. In the Ministry of Education's Higher Education Quality Standards for Foreign Students in China, it is required to promote the general management of Chinese and foreign students in teaching, management and service as soon as possible [5]. Some excellent universities in China have set an example in this regard. For example, Fudan University has set up a Foreign Student Affairs Office, which is mainly responsible for the management of foreign students in China during their school years; Beijing Language and Culture University has incorporated the management of foreign students in China into the work scope of the Student Office and achieved convergence management, optimizing the management to improve the quality and efficiency of student service.

(3) From expanding scale to focusing on quality

For the education of foreign students in China, we can consider the development of the work from two dimensions: scale and quality. After entering the new era, China has established the development concept of "improving physical efficiency" in various fields. From the previous focus on quantity and scale to the focus on quality and inward development, the education of foreign students is no exception. One of the main reasons for the continuous development of the education policy for foreign students in China is that the evolution of the various stakeholders of the education work in different periods and states and the process of their own continuous debugging and adaptation have fundamentally changed the quality concept of the education work for foreign students in China. In the early days of the founding of the People's Republic of China, the selection and reception of foreign students in China was mainly characterized by "bilateral exchanges". After entering the reform and opening up, it advocated "intensive collection and less selection". After the 1980s, it pursued "selective admission". In the 1990s, it began to implement a series of changes in "scale expansion". Until now, it has put equal emphasis on the size and quality of foreign students in China.

As far as the proportion of various talents in the current education of overseas students in China is concerned, the problem of low proportion of high-level talents has existed for a long time. According to the statistics of international students coming to China in 2018, less than one fifth of the total number of international students coming to China have obtained a master's degree or above. In the same period, about 35% of American international students obtained master's degree or above, which is a big gap. In the future, attracting foreign students to China can develop towards a high level and high quality, and government scholarships have been adjusted accordingly to increase their attractiveness [6]. In addition, the country has also set up the "Belt and Road" national special scholarship, which aims to cultivate more talents from countries along the Belt and Road, and provide more talent support for the healthy development of China's related industries and "going global".

5. Difficulties and Solutions in the Implementation of Educational Policies for Foreign Students in China

(1) Raise education funds through multiple channels to reduce government pressure

China's financial support for international students in China is mainly government scholarships. However, with the sharp increase in the number of international students, the government's investment has increased and the government's burden has increased. Therefore, it is put on the agenda to consider using market mechanisms and social funds to solve the financial support for international students. We should not only give play to the guiding role of government scholarships, make appropriate adjustments to the recipients, but also provide the formulated study abroad fund for the implementation of the "Belt and Road" initiative; We should also give play to the participation of other social channels, carry out various financing channels, call on and encourage large-scale enterprises and institutions, industry associations, transnational

corporations and other non-governmental organizations to set up targeted special scholarships, so as to cultivate specific talents.

(2) Strengthen the evaluation of education quality and make up for the lack of evaluation system

After some colleges and universities have absorbed foreign students, the teaching syllabus and plans have not been adjusted for foreign students. They still use the teaching quality standards of higher education for domestic students, and do not differentiate between them based on the situation of foreign students. Or the evaluation work at various levels of education and in different regions is different. There is a problem that the teaching quality evaluation standards are not uniform and applicable among schools. In order to effectively solve this problem, it is necessary to investigate the educational characteristics of foreign students and establish relevant educational quality evaluation standards. All institutions of higher learning need to reasonably adjust and optimize the content of the norms and relevant systems based on the quality norms of domestic higher education and in view of the characteristics of the group of international students coming to China. They can set relevant standards according to local conditions and use diversified training and education benchmarking evaluation standards [7]. In addition, the Ministry of Education of the People's Republic of China should play a leading role in this work by establishing a special quality evaluation committee to conduct macro control over the education of foreign students. In order to enhance the enthusiasm of universities and foreign students, it is necessary to link the evaluation results with educational grants, government scholarships, etc., to ensure the improvement of the quality of education for foreign students in China.

(3) Improve degree management system and enhance degree recognition

Realizing mutual recognition of Chinese and foreign degrees and qualifications can ensure the "golden content" of China's higher education, and it is also an important basis for China's educational cooperation with other countries. The mutual recognition of Chinese and foreign degrees and diplomas can provide a more powerful guarantee for domestic overseas students, and also facilitate the employment units to select suitable talents. China first signed the Convention on Mutual Recognition of Academic Degrees and Academic Degrees with Africa in 1981, and then expanded the scope of the Convention to enable countries in the Asia Pacific region and other regions to recognize China's higher education [8]. However, in many developed countries, China's academic degrees are still not recognized, which has a negative impact on the enrollment and employment of foreign students in China. As such, the internationalization of China's higher education has a long way to go to enhance the trust and recognition of the foreign public and foreign students in China's higher education.

6. Conclusion

As an important foreign and educational policy of China, the education of foreign students in China has attracted extensive attention from all walks of life. Since the education of foreign students in China was carried out in China, it has gone through the initial stage with friendly countries, the exploration stage of adhering to reform and opening up, and the finalization stage of giving consideration to quantity and quality. There are inevitably various problems in the development of the education policy for foreign students in China, which need to be carefully studied and carefully analyzed in the current policy, and take targeted solutions to improve the quality and efficiency of the education of foreign students in China.

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