

Development Strategies For International Participation Of Young Teachers In Local Colleges And Universities In China

Zhan Ting and Diyana Kamarudin

Abstract – As an important part of Chinese higher education, local colleges and universities are actively involved in the international construction in order to comply with the development trend of higher education and seek their own development path. The internationalization of young teachers is an important part and positive driving factor of the internationalization of local colleges and universities. Taking young teachers' participation in internationalization as the subject and starting with the literature analysis of the internationalization of higher education, teachers' internationalization and teachers' personal development, this paper makes a comparative analysis of the research on the motivation and strategies of teachers' participation in internationalization at home and abroad. Compared with foreign scholars who have carried out in-depth and systematic research on the process and motivation of the internationalization of higher education, majority of research found by Chinese scholars focus more on the internationalization strategies of colleges and universities, such as internationalization planning, policy, staff, curriculum and so on. However, little attention is paid to the internationalization of young teachers in local colleges and universities. Combing the motivation theory of internationalization of higher education and the theory of teacher development, this paper analyzes the influencing factors of teachers' participation in internationalization from a "bottom-up" perspective, sets up the theoretical framework of the research, that is, teachers' internationalization motivation driven by the

trend of internationalization of universities and the personal development needs of young teachers. The work done in this paper lays a theoretical foundation and defines the research path for the next step of empirical research.

Key words – local colleges and universities, young teachers, international participation, development strategies

I. INTRODUCTION

In terms of quantity and scale, local colleges and universities are the main body of higher education in China, and the international construction of local colleges and universities has also become an important part of the internationalization of higher education in our country. In recent years, in order to break through the bottleneck of their own development and seek the development path of differentiation, local colleges and universities have carried out active exploration in the internationalization of running schools, and have made obvious progress and breakthroughs in many aspects, such as management organization, system construction, development scale (Lai, 2018).

In the process of internationalization, the internationalization of teachers is very important. As the main body of teaching, scientific research and personnel training in the school, teachers are the basis of realizing the internationalization of campus atmosphere, the premise of the internationalization of scientific research, the intermediary of teaching internationalization and the bridge of students' internationalization (Chen, 2011), is the core force to realize internationalization.

Based on the above reasons, the researcher intend to understand the situation of young teachers' participation in

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internationalization in local colleges and universities in China, the factors that affect young teachers' participation in internationalization, and finally find strategies to promote teachers' internationalization.

II. PROBLEM STATEMENT

The existing researches basically put the internationalization of university teachers' participation in the research system of the internationalization of higher education, and mostly explore the construction of the internationalization of teachers and the relationship between the internationalization of teachers and the internationalization of universities from the perspective of schools, do not pay enough attention to the internal and active needs of university teachers' participation in internationalization. Only universities pay attention to the demands of teachers' personal development, meet the inherent fundamental needs and development of teachers, they can fully stimulate teachers' enthusiasm for participating in internationalization, and achieve the same direction of universities internationalization and teachers' internationalization.

III. LITERATURE REVIEW

Internationalization of Higher Education

The research on the motivation of the internationalization of higher education is a much discussed topic. The most profound analysis of the motivation of the internationalization of higher education is Knight and De Wit(1999), who put forward two types of motivation: political and economic motivation and cultural and educational motivation. Knight turned the above two causes into political motivation, economic motivation, social and cultural motivation and academic motivation: political motivation includes foreign policy, security, mutual understanding, national and regional identity, etc.; economic motivation includes economic development and competitiveness, labor market, national educational needs, government and university funding. Social and cultural motivations include national, cultural and ethical values,

cultural functions of universities, students' personal development thinking about local and other cultures. Academic motivations include research, teaching and university construction, status and reputation, quality improvement and the international dimension of international academic standards (Knight& De Wit, 1999). Chinese scholars' analysis of the motivation of the internationalization of higher education has also formed its own theoretical system. Influenced by the analytical framework of Knight and De Wit, Chen (1997), a Chinese scholar, divides the motivation of the internationalization of higher education into five categories: the pursuit of world peace, the globalization of economy and trade, the globalization of information dissemination, the promotion and influence of international organizations, and the needs of the development of higher education itself. Chen and Zhang (2014) believe that the motivation of the internationalization of higher education includes the following four points: first, the promotion of economic globalization; second, the promotion of economic factors; third, the promotion of scientific and technological factors; fourth, scientific and reasonable competition and cooperation.

Teachers' Participation in Internationalization

Practice has proved that successful examples of university internationalization often appear in colleges and universities with positive international attitudes(Connor, 2013). In essence, the importance of teachers' participation to the internationalization of universities is rooted in their role as the "main and direct undertaker" of the teaching, scientific research and service functions of colleges and universities, as well as their authority in these functions (Childress, 2010). The internationalization of university teachers is mainly reflected in teachers' participation in international activities, including teachers' teaching, scientific research and services.

Some researchers also propose to summarize the situation of teachers' participation in international activities from the location where internationalization activities take place, such as local internationalization and cross-border

internationalization (Li&Tu, 2012), or combined with the functions and locations involved in internationalization activities. In some cases, local internationalization can be subdivided into teachers' participation in international activities on campus and off-campus (Regionally); cross-border internationalization mainly focuses on teachers' international behavior off-campus (Abroad) (Childress, 2008).

According to the existing research information, these factors can be divided into driving factors and hindering factors, and according to the dynamic sources of influencing factors, they can be divided into internal factors and external factors: the former usually comes from individual teachers, while the latter mainly comes from higher education institutions, so it is also called "individual factor" and "institutional factor" respectively.

Some scholars believe that teachers' motivation to participate in internationalization depends to a large extent on their attitudes towards internationalization or cross-cultural learning. (Schwietz,2006). The external obstacles to participation in internationalization come from various aspects, such as lack of school support, lack of funding and time, restrictive policy regulations, discipline barriers, and inadequate institutional services. In addition to financial constraints, the lack of sufficient time for overseas exchanges and curriculum development is also another obstacle to teachers' participation in internationalization (Schoorman, 2000).

Generally speaking, foreign studies believe that the internationalization of teachers is mainly manifested as organizational obstacles and personal obstacles. Chinese scholars Zhang and Lu (2006) believe that the problems existing in the internationalization of university teachers are: unclear understanding of the trend; lack of autonomy in teacher management; poor channels of international communication; lack of available resources. Chen and Liu (2011) believe that the problems existing in the process of teachers' internationalization are: the overall foreign language proficiency of professional teachers is not high; the number of high-level foreign experts and scholars invited in is small; teachers do not have many opportunities to go out.

The Strategy of internationalization

As for the strategy of internationalization of higher education, Knight (2011) believes that colleges and universities should provide international academic projects, cooperation between research and scholars, domestic and cross-border external relations and extracurricular activities, and pay attention to organizational strategies such as management, operation, service and human resources. Melanie Agnew (2013) believes that the internationalization of courses may be a key strategy to develop and maintain the internationalization of universities. It mainly examines the internationalization of universities from the perspective of subject curriculum, which, as an operational tool, requires the active and effective participation of individuals. There are abundant researches on the internationalization strategy of universities in the academic circles in China. Han and Zhong (2014) analyzed the internationalization strategy texts of 38 world-class universities in terms of types, and divided the university internationalization strategy into four types: "introduction type", "export-oriented type", "expansion type" and "enterprising type". Feng and Liu (2013) analyzed the international texts of 10 of the world's top 100 universities from seven countries and obtained the characteristics of the internationalization strategy of world-class universities. The main characteristics of the internationalization strategy are as follows: mainly focusing on carrying out world-class scientific research, training leaders in various fields and providing world-class knowledge transformation and consulting services.

In China, some researchers believe that it is very necessary to study the internationalization dimension of local colleges and universities as an important part of higher education. The international development of local colleges and universities is of great significance to the internationalization and popularization of higher education in China (Chen, 2013). Combined with the actual needs of colleges and universities, researchers study the educational internationalization strategies of local colleges and universities. Some scholars have proposed that local colleges and universities can also achieve their own

international development of education through the implementation of international academic exchanges, the internationalization of curriculum content, the internationalization of regional characteristics and the diversification of school-running methods (Zhu, 2006). Wang et al. (2011) also thought deeply about the implementation of the internationalization development strategy of local colleges and universities and put forward six specific measures, which are of excellent guiding significance to the international development of local colleges and universities.

Research on the Development of Teachers in Universities

Since the 1960s, European and American countries have implemented the development of university teachers as a relational measure to improve the quality of university teachers and ensure the quality of higher education. (Bao, 2014) Before the 1960s, the most basic teaching function of American university teachers had not been paid attention to. "There are few measures to improve teaching in this system, and professors are expected to become masters of professional fields, not necessarily masters of teaching" (Tiberius, 2002). The second academic development as an academic member. As college teachers, they pursue academic ideals and love academic work, but as young teachers in colleges and universities, some studies have shown that young teachers feel lonely, isolated, lack of social support and the help of senior teachers (Sorcinli, 2005). Austin and Ma Daniels (2006) proposed that new teachers in the 21st century should adapt to a variety of needs, so they must possess some core skills and abilities.

The domestic research on the development of young teachers in colleges and universities has not attracted enough attention, and the relevant research literature is not like the United States to form a series of research results. Some studies use empirical research methods to analyze the development of young teachers in colleges and universities. From the perspective of academic capitalism, Liu (2014) analyzes the professional development difficulties

encountered by young teachers in colleges and universities from the aspects of teachers' status, teachers' roles, values and teacher groups. Zhang Junchao's doctoral thesis (2008) *Free Tribes in the University Field* uses Bourdieu's field theory of sociology and adopts the method of qualitative analysis to conduct in-depth interviews with several young teachers from a research university in China. From the perspective of young teachers in colleges and universities, this paper reveals their actual living conditions in the university field and their behaviour strategies for their survival and development in research universities.

IV. METHOD

In order to better understand the research situation of teachers' participation in internationalization, this paper selects 30 literature about internationalization in China and abroad to analyze and summarize the development process, achievements, trend of the research on internationalization and the limitations by comparing them from the aspects of higher education internationalization, teachers' internationalization, internationalization strategies and teachers' development.

Through the collection of international and domestic research, this paper combs the development trend of the internationalization of higher education, the development of teacher internationalization and the relevant theoretical basis, so as to provide a better basis for empirical research and lay a theoretical foundation.

V. DISCUSSION

Through the analysis and study of the literature in recent years, it is found that the internationalization of colleges and universities has become the development trend of higher education. As an important part of the internationalization of colleges and universities, the internationalization of university teachers has attracted more and more attention from the academic circles. and formed a relatively rich research results. In particular, Western scholars started earlier, the scope of sand is also more comprehensive, there

is a more in-depth study on the internationalization of higher education. The theoretical research of domestic scholars mainly focuses on the research on the international concept, connotation and motivation of higher education put forward by western scholars. at the same time, there are many practical studies on how to run a school in the context of internationalization.

It is undeniable that the existing research on the internationalization of higher education at home and abroad has some limitations. First of all, the orientation of the research object is relatively vague. When studying the internationalization of education, we only take colleges and universities as the research subject, and do not distinguish the research on the internationalization of education between ministries universities and local universities. There is no detailed research on the problems faced by the internationalization of local colleges and universities and the causes of the problems. Secondly, there is a lack of research from the perspective of young teachers. In China, the degree of attention to the development of young teachers in colleges and universities is not high, and the research on the participation of young teachers in internationalization is even more rare. Most studies analyze and provide suggestions on the internationalization of teachers from the perspective of managers, and lack of "bottom-up" objective and in-depth analysis based on the personal development needs of young teachers. This is a new perspective analysis for a specific population in this study.

VI. CONCLUSION

To sum up, the core problem of the international development of local colleges and universities may be how to maintain and protect the individual interests and needs of teachers to promote their extensive participation. From the point of view of promoting the international development of colleges and universities, to understand the development needs of young teachers and the motivation and resistance of young teachers to participate in internationalization is very important. For local colleges and universities, the strategy of teachers' internationalization is based on the promotion of school internationalization and the needs of

teachers' personal development. The most effective strategy is to realize the mutual drive and mutual promotion between teachers' personal development and school internationalization development.

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