

Exploration on Internationalization of Higher Education in China: Successful Factors

Su Wei and Wei Hui-Suan

Abstract –International education is not only a hot topic in the theoretical research of education, but also a major research topic of national policy as well as an innovation of diversified educational practices. After the 70-year development of China's international education. Review the historical development of China's international education and summarize the experience learned. At present, China's international education development is confronted with new situation and challenges, which requires us to build new consensus and solve new problems. China has entered a new phase of development, the consensus on the role, value and significance of international education is not reached. It is urgent to define the goal, to establish the system for international education talents cultivation. This study is try to the consensus on the role, value and significance of international education, the goal for international education talents cultivation, the system for international education talents cultivation. To explore the successful factors of internationalization of higher education in China. The significant of the study will be firstly, it's the theoretical significance. This study is to further clarify the theoretical basis of internationalization of higher education in China and construct the theoretical framework of internationalization of higher education in China policy analysis. secondly, it's the practical significance. This study is to put forward constructive countermeasures for the improvement of internationalization of higher education in China polices to solve the problems in the implementation of internationalization of higher education in China policies. The Methodology of the study is criticism, research Paradigm, using Qualitative research-literature research and comparative research methods. With Document research and interview as data collection.

Keywords: Internationalization, Higher Education in China, Internationalization Higher Education Successful Factors.

I. INTRODUCTION

International education is not only a hot topic in the theoretical research of education, but also a major research topic of national policy as well as an innovation of diversified educational practices. It is a multi-dimensional concept that integrates educational theory, policy and practice. In some developed countries and emerging developing countries, international education has become an important national strategy for developing foreign trade and services, making up for the shortage of human resources,

demonstrating national soft power, safeguarding national security and maintaining the voice in the international stage. There are differences in culture, educational tradition, political system, current situation of social and economic development and level of scientific and technological development, which exist in the practice of international education. International education is to train the talents of globalization, which is also the fundamental purpose and significance of international education.

Over the past 40 years since reform and opening-up, China has always prioritized education opening-up work as China go global. China's education opening-up has boosted economic development and improved education reforms. It aims to meet people's growing demand for quality and diversified education. China have consistently promoted development and reform through opening-up, connected China with the world and carried out wide-ranging and multi-level educational exchanges and cooperation. Our work has achieved remarkable results.

China is opening-up its education system and completing relative policies. China have signed agreements on the mutual recognition of higher education degrees with 46 countries and regions. Overseas education has opened the way for education opening-up. International student exchange develops rapidly, and China has become the world's largest exporter of international students and the largest destination country in Asia for overseas students. Steady progress has been made in Chinese-foreign cooperative education; a high-level Chinese-foreign cooperative education program has flourished. A new pattern has emerged in the cause of cultural exchanges between China and foreign countries; bilateral and multilateral educational exchanges and cooperation have developed in depth. By actively participating in major education initiatives through international intergovernmental organizations such as UNESCO, China has significantly increased international influence of education.

Given the importance of international education, traditional education powers such as the United States, the United Kingdom, and Australia have successively formulated development strategies of international education suited to their own national conditions in recent years. According to incomplete statistics, the Chinese government has issued nearly 100 comprehensive, systemic and multi-level policies on international education since the reform and opening-up.

China's international education is also known as the opening-up of education in our policy context. After the founding of the People's Republic of China, the Chinese government began to borrow experience from advanced countries in terms of education. Given the historical conditions and international environment in the early days of the People's Republic of China, China's education at that time was mainly open to socialist countries like the Soviet Union and eastern European countries. With their help, China gained advanced science and technologies and cultivated much-needed talents of different fields at all levels.

The 70-year development of China's international education was full of arduous exploration and unremitting efforts. China should keep that long journey in mind and summarize the past experience. Under the guidance of government policies, China's international education has made a giant step forward. From overseas study, Chinese-foreign cooperative education to educational cooperation along the Belt and Road, China has become both an importer and exporter of international education and realized win-win cooperation. China are gradually catching up and even taking the lead in this field.

At present, cultural exchanges, together with strategic mutual-trust as well as economic and trade cooperation, has become the three pillars of diplomacy with Chinese characteristics". International education has become a world trend. Carrying out international education is of great significance for cultivating high-quality international talents, developing China's public diplomacy and enhancing China's soft power.

From the global perspective, the current situation of international education and its development tell us that major international education powers including the United States, Australia, and the United Kingdom have benefited greatly from overseas study services. In terms of the flow of international students, by June 2018, the total number of international students had exceeded 5 million, mainly flowing to the United States, Britain, Australia, Germany, France, Japan, Canada, New Zealand and other major international education powers. Among them, the number of international students studying in the United States, Australia, and the United Kingdom accounted for nearly half (45%) of the total number, and China only accounted for 6%.

According to data from the Ministry of Education, the total number of international students studying in China in 2018 was 662,100. 363,300 Chinese students studied in the United States from 2017 to 2018. While during the same period, only 21,000 US students were studying in China. The data from ny.uschinapress.com in May 2017 show: the number of Chinese students at the University of Illinois Urbana-Champaign in the Midwestern United States reached 5,629 with a four-fold increase from 2008 to 2017.

China remains to be the world's largest source of international students with a growing number of Chinese students studying abroad. However, the comparison between the number of inbound and outbound international students in China tells us that China still need to further expand the scale of China's international education.

II. PROBLEM STATEMENT

2.1 Problem statement

China need to review the historical development of China's international education and summarize the experience learned since the founding of the People's Republic of China. China look forward to working with the whole educational sector to further promote the opening-up of education. At present, China's international education development is confronted with new situation and challenges, which requires us to build new consensus and solve new problems.

Firstly, the uncertainty of the international situation has increased, anti-globalization emerged in some countries; existing international agreements and rules are being challenged and new international environment and order are taking shape. In particular, the trade model of education services under the framework of the WTO has encountered obstacles, and unilateral trade protectionism has risen in some countries. People have not reached consensus on the role, value and significance of international education, and become even more diverged. China should integrate and deepen the understanding of international education to enhance its pertinence, effectiveness and adaptability.

Secondly, cultivating talents with global competitiveness has become the key to China's education modernization. Since the reform and opening up, with the increasing development of its economic forces, China has gradually moved from the edge of the world to the center of the world, and has sought the great rejuvenation of the Chinese nation and the building of a community with a shared future for mankind. However, China is facing an urgent need for the transition from "made in China" to "created in China". Talents with global competitiveness are needed to achieve China's own strategic transformation.

Thirdly, China has entered a new phase of development. Domestic demand for quality international education is growing. However, quality international education is in short supply; competition is becoming increasingly fierce, and problems are increasingly prominent. It is urgent to define the goal and establish the system for international education talents cultivation.

Fourthly, education opening-up is further expanded. The Belt and Road education initiatives launched under the framework of building a community with a shared future for

mankind have provided new opportunities for China's international education. As cooperation in various fields among Belt and Road countries develops, China should give prominence to new features, hot spots and problems of China's international education and put forward policies and measures to solve them.

2.2 Research Objectives

In this paper, we're from the perspective of the policies and practice of international education, the international education policy, the international education system and the international education cooperation and exchange activities, exploring the successful factors of the theory and practice, this paper tries to propose and answer the following questions:

1. To explore the consensus on the role of international education.
2. To explore the consensus on the value of international education
3. To explore the consensus on the significance of international education
4. To explore the goal of international education talents cultivation
5. To explore the system of international education talents cultivation

2.3 Significant of the study

In the past half century, the internationalization of higher education has changed with each passing day, and internationalization has become an important symbol of university internationalization. the National Medium- and Long-Term Education Reform and Development Plan (2010~2020) puts forward programmatic guidelines for the internationalization of education. A number of Sino-foreign cooperatively-run schools "promote the international status, influence and competitiveness of China's education ". At the same time, it is necessary to "strengthen international understanding education, promote cross-cultural exchanges, and enhance students' understanding and understanding of different countries and cultures ", so as to "train a large number of international talents with international vision, knowledge of international rules, and ability to participate in international affairs and international competition ". The important mission of the university is to train talents, and the foundation of talent training is curriculum. Therefore, international education is to train internationally competitive talents. Therefore, the core of international education is the introduction, absorption, digestion and utilization of curriculum. Therefore, it is of great theoretical and practical significance to explore the Successful factors of internationalization of higher education in China.

2.4 Research question

1. What is the consensus on the role, value and significant of international education?
2. What is the goal of international education talents cultivation?
3. What is the system of international education talents cultivation?

III. LITERATURE REVIEW

In this paper, firstly conducted literature search under the title of "International Education", "International Education Policy", "Education Internationalization" and "China International Education", through the China Academic Journal Network Publishing Database. Secondly, searched for international education-related online articles through the general internet search engines. Finally, collected the latest data on international education by participating in international education conferences. In short, they made great effort in making sure the research literature was comprehensive, accurate and updated.

Over the past 40 years of reform and opening up, China has made remarkable achievements in its political, economic, cultural, social, ecological and other fields. Among them, the internationalization of higher education has experienced the infancy of the early reform and opening up, the steady expansion period from the 1990s to 2010 and the connotation improvement period after 2010. Now it has entered a period of connotation development period of improving quality and efficiency. With the vigorous development of higher education internationalization, the comprehensive implementation of internationalization strategy has become a common practice in universities.

3.1 Definition of International Education

International Education is a broad concept with rich connotation. According to the chronological order of the publications, the educational researchers in China made the following definitions based on different research perspectives and dimensions.

In the Education Dictionary, Gu Mingyuan defined the connotation of international education at three aspects. In the first aspect, international education is regarded as a branch of educational studies, investigating transnational and intercultural education issues, and how education, society, economy and politics impact on international relations. It is a key research subject in the field of international and comparative educational studies. As an academic pursuit, it is interdisciplinary research subject of international and cross-cultural issues.

The second aspect is to regard international education as a kind of educational content, enabling educators to be equipped with language, ability, value and attitude necessary to understand international issues. Or it not only refers to the goals and contents of certain educational pursuits, but also refers to institutionalization of these activities. The former mainly involves the roles of education in aspects of cultivating competence, such as foreign languages, knowledge about other cultures or views that are conducive to international understanding. The latter refers to certain institutions, programs and internal or external curriculum of formal education systems. The third aspect regards international education as an educational program, aiming to promote the exchange of teachers, students and resources between countries.

Xu Hui's book *New Progress in Comparative Education: A Preliminary Study of International Education* defined and interprets international education as a branch of comparative educational studies and a modern comparative educational theory. He defined international education as a modern comparative educational theory that based on the broad background of world educational reform and development, aiming to international understanding and peace, taking transnational movement of educational resources, information and population as the mainstreaming, relying on international schools and global international cooperation and exchange institutions, with the theme of globalization or educational issues which draw public attention.

In *American International Education: History, Theory and Policy*, Li Aiping pointed out that international education is an education system, a research field and an educational policy, including at least three dimensions: curriculum content, communications and exchanges between scholars and students in training and research, and a technology-supported educational system and cross-border cooperative education programs.

In Zhang Hezhen and Chen Shijian's article "The History, Multi-Identity and New Development of American International Education", they pointed out that American International Education has multiple identities. It is not only an independent research field, but also a national education policy. As an emerging field of research, the scope of international educational research in the United States involves basic theory of international education, international education and educational reform, international education and the common development of human society, international curriculum and teaching methods, international educational institutions and policy on international educational communication and cooperation, etc.

From the above analysis of the connotation of international education, China can see that the concept of international education can be interpreted from multiple

perspectives and types. It can be classified into three main perspectives and six main types. The three main perspectives are theory-oriented international education, policy-oriented international education, and practical-oriented international education. The six main types involve three theory-oriented "theories". "Subject theory", in which regard international education as a branch of comparative education. "Field theory", in which regard international education as a field of educational research. "Type theory", in which understand international education as type of education. The six main types also involve three policy-oriented "theories". "Policy theory", in which regard international education as an education policy. "Activity theory", in which regard international education as activities of international cooperation and exchange. "Institutional theory", in which regard international education as an educational system under the educational policy guidance. In this paper, international education is mainly related to policy-oriented international education, and practical-oriented international education. That is, international education as an educational policy, and the international educational system and international educational communication and cooperation activities under the guidance of such policies.

3.2. Study on the internationalization of Higher Education in International Comparative

Economic globalization of developed countries in western Europe and the United States started early and to a high degree, which then led its internationalization of higher education to start early and developed rapidly, and have been in the forefront of the world. The development of modern higher education is closely related to economic globalization, which is the material basis of the internationalization of higher education. Since the reform and opening up, China's economy has grown continuously at an average annual rate of about 9.4%, increasingly integrated into the world market and economic globalization, and the degree of economic globalization has been deepening. Compared with developed countries in western Europe and the United States, China's higher education internationalization started late and low, and the international experience is relatively insufficient. International comparative horizon internationalization of higher education, focusing on the use of comparative research methods, by comparing the internationalization of higher education in western Europe and the international development of higher education, learn from the successful experience of western higher education internationalization, explore a higher education international development road suitable for China's national conditions.

By comparing the international strategic orientation, implementation methods, strategic results, and international

development drivers of Cambridge University, Oxford University, Harvard University, Stanford University, Peking University, Tsinghua University, Zhejiang University, Huang Min concluded that Chinese universities should consciously adapt to the international development of higher education, actively and seek independent development; the government and universities jointly improve the international quality of higher education; in the internationalization of higher education, "introducing" and "going global" to make the Chinese voice on the international stage. Li Min and others use comparative research method of Massachusetts institute of geosciences, university of London, Tsinghai university, Zhejiang university at home and abroad research universities international strategic vision, strategic goals, international strategy implementation measures and safeguard measures, found that domestic and foreign higher education international implementation focus is different, Chinese universities should focus on: national responsibility and global mission, self-promotion and contribution, function strengthening and platform construction, system construction and intellectual support organic connection. Huang Min, Li Min and other scholars focus on ten analysis and research of the internationalization strategy of well-known universities at home and abroad. By learning from the successful experience of well-known research universities at home and abroad, they explore the road suitable for the internationalization development of higher education in universities in China.

Georgia has analyzed the internal and external factors of the internationalization of higher education and the implementation strategy of higher education, indicating that the internationalization of higher education should focus on improving the administrative organization structure, strengthening international brand building, expanding international partners, the internationalization of university teachers and the internationalization of domestic students and students. Li Yuan studied the Bologna process, Russia took a series of reform measures to promote the internationalization of its higher education. Drawing on the internationalization of Russian higher education, Chinese universities should improve their internal organizational structure and play a main role in international development, strengthen mutual recognition of credit degrees, strengthen student participation in international quality and guarantee, and actively promote their culture and enhance educational influence in international cooperation and exchanges. Zhu Georgia, Li Yuan and other scholars compared the internationalization development of higher education with the United States and Russia, and jointly pointed out that student internationalization should play an important role in the internationalization process of higher education in China. The successful internationalization experience of the

US and Russia is of great significance to the implementation of the internationalization strategy in Chinese colleges and universities.

3.3 Study on the internationalization of Higher Education under the historical horizon

On the study of the internationalization of higher education under the historical perspective of China, the research focuses on ten people sorting out, summarizing and summarizing the international development process of higher education and higher education and its characteristics in China. Review of China's higher level

In the history of the internationalization of education, the internationalization of higher education is facing new historical opportunities. How to effectively promote the internationalization of both challenges and opportunities has become a hot topic of academic research.

Xu Xiaozhou analysed from the historical perspective that in the past 40 years of reform and opening up, China's higher education system has changed from closed to opening up, scale from small to large, scope from local to global, and level from single to multiple, cultivate the international pattern of a large number of outstanding talents with global vision, points out that China's higher education should be forward-looking, forward-looking planning of international development goals, concepts and principles, optimize the layout of regions, disciplines and ordering industry, guarantee quality, optimize the mechanism, promote the connotation development of higher education opening to the outside world. Xiong Jianhui studied the basic connotation and external forms of China's higher education internationalization since the founding of the People's Republic of China, summarized the development process of China's higher education internationalization into seven stages, and pointed out that the internationalization of higher education has gone from learning and running to taking the lead. Zhang Hong studied the international development of higher education in China, summed up the internationalization of higher education from weak to strong, from single to many development, pointed out that Chinese universities should pay attention to introducing foreign students and quality teachers, actively promote Sino-foreign cooperative education projects, in the process of foreign exchanges and adhere to the national confidence, cultural confidence and system confidence, to promote the international development of higher education in China. Zhang Liping analyzed the modern higher education internationalization, has experienced the Japanese model, German model, American model, further put forward our colleges and universities should be international philosophy, international teachers, talent training, curriculum system,

scientific research internationalization five aspects, improve the internationalization level of higher education in China.

Xu Xiaozhou, Zhang Hong, Zhang Liping and other scholars have sorted out and summarized the development process of higher education internationalization and the characteristics of various stages, although the development stage of higher education internationalization is slightly divided

There are differences, it is generally recognized that China's higher education internationalization has achieved remarkable results. Based on the long-term development of China's higher education internationalization, universities should establish the concept of international development and build the international team of teachers Chemical and internationalization construction of talent training as the starting point, multiple measures simultaneously to promote the connotation development of China's higher education internationalization, and finally realize the strategic goal of internationalization of university higher education.

IV. METHOD

This study will employ a qualitative research design. To ensure that the research data obtained will provide answers to research questions, according to Sekaran & Bougie (2016), it is important to use appropriate research methods and tools in every research. The qualitative process uses a scientific methodology to obtain data, and it is deductive. This design has been used extensively in all fields (Creswell, 2012), such as social sciences, psychology, sociology, economics, marketing, information technology, political science, anthropology, and history.

4.1 Instruments

The instrument of this study is adapted from the previous literature. According to the characteristics and research content, this paper adopts the methods of literature research, comparative research, interview method.

4.1.1 Literature research.

Literature mainly refers to the collection, identification, sorting out literature, and the literature research form the method of scientific understanding of some facts, " literature research method also called intelligence research, data research or literature investigation, refers to the literature retrieval, collection, identification, sorting, analysis, form the fact of scientific knowledge method. "Literature research method is one of the most commonly used research methods in pedagogy. Through the study of the literature data, researchers can find new perspectives, find new problems,

put forward new ideas, form new understandings and obtain new evidence.

By reading representative monographs and journals and collecting Chinese and foreign documents in this book, China can comb the research ideas, clarify the successful factors of international education in China, master the analysis methods, analyze the demonstration results in the field, gather which side, level and possible contributions in the field; and construct a theoretical framework to answer the research questions raised in this book.

4.1.2 Comparative research

Comparative research method is a method to investigate two or more related things according to specific standards, find their similarities and differences, and explore the general laws and special laws of things. Comparison is the most commonly used method of thinking for human beings to understand, distinguish and determine the relationship between the similarities and differences of things. There are many different types of comparison method, divided by category, by similar comparison, by scale, by macro comparison and micro comparison, by vertical comparison and horizontal comparison.

Second, comparative research. This paper adopts a comparative research method for the analysis of the training objectives, curriculum and curriculum implementation of international education, to summarize and abstract the thoughts, culture, implementation, teachers and mechanisms of international education, so as to provide useful enlightenment for international education reform and development of China.

4.2 Interview

The interview method is a commonly used method to collect data through qualitative research. Researchers need face-to-face oral conversations with subjects to gather first-hand information from the respondents.

When visiting the university school, the author used the semi-structured interviews, prepared the interview outline in advance, and interviewed the random subjects with the opportunity to visit the school. In this study, four teachers were interviewed at the university. They mainly asked the international educational system and international educational communication and cooperation activities under the guidance of such policies and about the international education curriculum, teaching, evaluation, and the challenges they face in the process

4.3 Data Collection

To collect the study international education policy literature follows the steps.

The first step is to determine the international education policy documents issued by the Chinese government; the second step is to determine the reports and studies on the implementation and impact of international education policy documents in China; the third step is to determine the reports and comments on international education disputes in China.

To research the status survey about study travel follow these steps. The first step is to design questionnaire. The second step is to select survey objects. The third step is to distribute the questionnaires. The fourth step is to recall and review the questionnaire.

4.4 Data Analysis

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Third, to analyze these questionnaire data about international education is to use the technology descriptive statistics and SPSS software.

V. FINDINGS

The high-level consultation mechanism for people-to-people and cultural exchanges has been continuously improved since its establishment in 2010. The fields of cooperation have transformed from education, science and technology, culture, sports, women, youth and hygiene to education, science and technology, environmental protection, culture, hygiene, social development and regional cooperation of people-to-people and cultural affairs. Almost every round of high-level consultation brought about new highlights. For instance, the Government Funded Overseas Study of Ph.D. for 10,000 Chinese Students in US project and “Chinese Bridge” program started from the 1st

round of consultation; the Young Chinese Scientists Visiting the US and the US-China State/Provincial Education Leaders Dialogue in the 3rd round; the China-US 1,000 Schools Hands Together Program in the 5th round; the Zhi-Xing China: Young Scholars Program in the 6th round; the Pilot Classes of Distinguished Principals at Primary and Secondary School Level in the 7th round.

These exchange projects have promoted the mutual trust and benefit from multiple perspectives in an all-round manner. At present, the high-level consultation mechanism for people-to-people and cultural exchanges has become an important platform for China-US cooperation which opens up a new situation for the mutual understanding and win-win outcomes of the two countries. Taking Chinese learning as an example, in 2009, Obama, the president of the United States at the time, announced the “100,000 Strong Initiative”, proposing to send 100,000 American students to study Chinese by 2014 in order to create a pipeline of China-savvy employees in a range of fields. In 2016, the “Million Strong Initiative” was launched in the 7th round of consultation as the interactions between the two countries keep increasing. From the “100,000 Strong Initiative” to “Million Strong Initiative” and through language learning, a bridge of friendship has been set up for connecting the hearts of people from both sides. As the China-US high-level consultation mechanism keeps being pushed forward, the China-US relation is sure to embrace an increasingly splendid future.

VI. CONCLUSION (OR LIMITATION OR SUGGESTION FOR FURTHER STUDIES)

In the opening-up of education in China, China adhere to the state's educational policy, adhere to the direction of socialist education, emphasize the virtues of the people, respect the characteristics of students' physical and mental development and the laws of education, and encourage students to lively and proactively develop and absorb the excellent education and cultural science and technology resources of all countries in the world. China should promote mutual exchanges, promote the internationalization of education in China, and make opening-up to the outside world as an active and organic part of China's education.

In the past 70 years, at each historical node, the Party Central Committee and the State Council have reviewed the situation, grasped the laws of social and educational development, made new arrangements and strategic adjustments to the opening-up of education in a timely manner, and made education open to the outside world, in order to better serve China's economic and social development, the needs of modernization, and the needs of China's education reform and development and personnel training. They made sure that the schools, teachers, students and all sectors of the society that participate in education are

always highly motivated and they embarked on a road of open up education with Chinese characteristics.

The development of education is inseparable from the intercultural communication, mutual understanding among civilization and educational experience sharing among different countries. China should adhere to the opening-up of education in China and strengthen educational and cultural exchanges with countries around the world, adhere to expand the international influence of Chinese education, adhere to promote the improvement of China's education level and quality, and contribute to world education and optimizing the global education governance structure with Chinese programs, Chinese wisdom and Chinese approach.

At the beginning of the establishment of the People's Republic of China, the nation's scientific research institutions and personnel were scarce, and there were few scientific and technological achievements. There were no new disciplines. Developing education and cultivating talents was an important and urgent task for China. In the past 70 years, through opening up education to the outside world, sending students overseas, introducing high-quality educational resources from abroad, and developing Chinese-foreign cooperative education, China rapidly cultivated outstanding talents with international vision and advanced scientific and cultural and technological talents that were urgently needed. The leading figures and top scientists and scholars of all industries in China have basically gone abroad to study. Since the 18th National Party Congress, in order to meet the needs of China's diplomatic strategies and the Belt and Road initiative, the training has been enhanced for non-generic language talents, international organization talents, national and regional research talents, top-notch innovative talents and outstanding foreign talents coming to China. These five categories of talents have continuously increased, and fruitful results have been achieved. It made outstanding contributions to the reform and development of all industries and the overall development of the country's modernization.

In the past 70 years, China has adhered to the principle of promoting and guaranteeing the opening-up of education in accordance with the law, the principle of implementing governance according to law, the principle of placing importance in system construction, and the principle of constantly innovating the mechanism of opening-up. These actions provide a solid guarantee for China's education to open up to the world, and to establish a norm for international education. The State Council has launched a series of laws and regulations such as the Education Law, the Law on the Promotion of Private Education, the Regulations on Chinese-foreign Education Cooperation, and the Measures for the Implementation of the Regulations on Chinese-foreign Education Cooperation. The State Council has also launched a series of overall, comprehensive and specialized documents, such as the Outline of the National Medium- and

Long-term Education Reform and Development Plan (2010-2020), the China Education Modernization 2035, the Several Opinions on the Opening-up of Education in the New Era, and the Promoting the "One Belt, One Road" Education Action. The above laws, regulations and policy documents have formed effective standards and provided policy and legal basis for China's education opening-up. They have played a guiding role in promoting a healthy and rapid development of China's education opening-up, and formed a scientific, normative and continuous process for China's education opening-up. The opening-up of education has gradually embarked on the road of legalization, high-quality development and content development.

In the new era and facing new tasks and new requirements, China's education should be adhered to following the leadership of the Party, in accordance with General Secretary Xi Jinping's instruction on education: "Rooting in China, integrating China and foreign countries, and basing on the times and the future". China's education should be inclusive, making use of both domestic and international resources and markets, focusing on the needs of nation's economic construction and social development, effectively serving the construction of strengthening the nation with education and the diplomatic practice of becoming a country with great powers. China's education should be comprehensively promoting the opening-up of the education and should make greater contributions to realizing the great rejuvenation of the Chinese nation and to building a community of shared future for mankind.

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