

Research on Development Model of Internationalization at Home for Applied Universities

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Abstract: As an emerging concept of internationalization of higher education, internationalization at home provides students with the opportunity to engage in cross-cultural and international affairs on campus. It has the basic characteristics of local culture, group inclusiveness and international education environment. In view of the development dilemma of applied university education internationalization, this paper draws on the world's advanced educational concepts, models and methods, and combines the actual needs of education internationalization, and puts forward the development model of applied universities in the internationalization at home of the country, including the following eight aspects: Internationalization of educational concepts, internationalization of training objectives, internationalization of educational systems, internationalization of educational environment, internationalization of curriculum systems, internationalization of teaching staff, internationalization of exchanges and cooperation, and internationalization of teaching management.

1. Introduction

Under the impetus of globalization of the world economy and trade liberalization, education internationalization is based on the premise of the opening of the international education trade market. Education resources are internationally distributed, and international exchanges and cooperation are increasingly frequent. The mutual influence and interdependence of education are constantly improving. The education of all countries exchanges, competes and inclusive, and jointly promotes the prosperity and development of the world. Countries not only determine the target of talent training, the choice of educational content, and the adoption of educational methods and methods. It is necessary to meet the requirements of domestic and internationalization at home, and to adapt to the international division of labor and trade complementarity, and to adapt to the new situation of economic and cultural exchanges and cooperation. Promoting the internationalization of education is conducive to broadening the horizon, standing at the height of the world, cultivating talents who participate in international affairs and participate in international competition. It is conducive to improving the ability of innovation and innovation, and achieving innovation on the basis of drawing on the fine culture of other countries. It is conducive to giving play to the respective advantages of different cultures and enhancing the potential for cooperation. Applied colleges and universities refer to the application-oriented orientation, which has played a positive role in meeting China's economic and social development and promoting the popularization of China's higher education. In view of the development dilemma in the process of internationalization of applied college education, this paper studies the internationalization at home model adapting to its development, assists the teaching reform of applied universities, and promotes the cultivation of international talents.

2. Development Dilemma of Internationalization at Home for Applied Universities

The implementation of higher education internationalization, applied universities face a series of

theoretical and practical challenges. In the past, the internationalization model characterized by one-way cross-border movements has become more and more obvious in the context of higher education popularization. Many applied universities have carried out a series of international education reforms, but there are still many development dilemmas, which are highlighted in the following aspects: First, students do not know enough about participating in international exchanges. The international exchange of students in most universities in China is still in its infancy, and one-sidedly believes that international exchange is to improve the language level. In fact, international exchange is not only to provide students with a language environment, the perception of foreign culture, the concepts and principles of the process of international communication, the experience and thinking of solutions are more important than language training. Second, the funding problem is the difficulty for most students to participate in international exchanges. It takes a lot of money for students to study abroad or participate in exchange activities. It is not realistic for the state to be completely responsible. It is entirely paid by the students and is unbearable for families with less economic conditions. Therefore, economic factors are an important reason for restricting the internationalization of education. Third, there is insufficient exchange and cooperation between schools. Lack of effective rules and regulations affects the rapid growth of inter-school communication frequency and total volume. The cooperative communication project lacks overall, efficient and authoritative, the shared resources are too scattered, and the participants are limited to a few outstanding students. Fourth, the level of internationalization of teachers is low. The number of teachers with a background in studying abroad is relatively small, and there is still a large gap compared with world-class universities. The proportion of foreign-funded teachers in applied universities is very low. The English level of most college teachers is not enough. It is not good to use English for communication and writing. The disciplines of applied universities also rarely use foreign language teaching.

3. Deep Connotations and Basic Characteristics of Internationalization at Home

The profound connotation of internationalization at home: internationalization at home as an emerging concept of internationalization of higher education directly affects the cultivation of international talents in universities. Research on the internationalization at home has formed a relatively mature concept cognition system. In combination with the development of higher education in the world, internationalization at home means that in the context of the increasingly obvious international governance of higher education, colleges and universities use existing international quality education resources, including international scholars, international students, foreign textbooks, cross-border projects, diverse courses, and International conferences, etc., to build an international campus with local characteristics, to provide students with opportunities to engage in cross-cultural and international affairs on campus, and to achieve the goal of cultivating high-level international talents.

The basic characteristics of internationalization at home: First, pay attention to local cultivation. By building an international campus with national characteristics, students can be exposed to international educational resources and transnational cultures. They can obtain the same or better quality educational resources without transnational, and solve the problems of short and difficult adaptation of students in transnational learning. To the maximum extent, to help students receive international education and cross-cultural education without leaving their home country. Second, the group is inclusive. Strive to ensure that all students in the school can accept international education and cross-cultural edification, so that colleges and universities can train more high-level international talents. To the maximum extent, to avoid the lack of quality education resources and the imbalance of education and social development, the insufficiency of education inclusiveness, to make up for the imbalance of the international students in the traditional colleges and universities in the student population is not balanced and inadequate. Third, international education atmosphere. The difference in the educational environment is the direct cause of students' transnational learning. The practice of internationalization at home area is the process of internationalizing the educational environment centered on curriculum internationalization and cross-cultural extracurricular activities.

To meet the environmental needs of transnational learning, it will have a multiplier effect on local training of international talents.

4. Current Demand of Internationalization at Home for Applied Universities

Globalization is a phenomenal process of human social development. The transnational flow of goods and capital is the initial form of globalization. In the process, regional and international economic management organizations and economic entities have emerged. The economy is the foundation of social existence and the condition for education to survive and develop. The reform of the economic system can drive the reform of the education system. When economic globalization becomes a reality and must, then the globalization of education and the internationalization of higher education have become the general trend. In order to achieve greater development in the short term, China's higher education must take the path of international development, actively learn from foreign advanced school-running models, introduce high-level talents, and learn the cutting-edge academic knowledge in various fields. Traditional overseas education is backed by the economic base. Most families do not have the ability to pay expensive fees and cannot allow children to receive transnational education. In the contemporary society where internationalization has become the trend of higher education development, internationalization at home has become a new path to promote the internationalization of higher education. On the one hand, it exerts its local advantages. On the other hand, it fully affirms external advanced experience and realizes the organic combination. The best way to apply science colleges and universities to practice leap-forward development in a relatively short period of time is to integrate into the international tide of internationalization of higher education in the internationalization at home mode of higher education, and must have clear international development goals. International first-class standards, drawing on the world's advanced educational concepts, models and methods, foster high-level talents with international vision, international rules, and ability to participate in international competition.

5. Development Model of Internationalization at Home for Applied Universities

Aiming at the development dilemma of the application-oriented college education internationalization, combined with the profound connotation and basic characteristics of the internationalization at home, the application-oriented university's internationalization at home development model in this paper mainly comes from the following eight aspects:

(1) Internationalization of educational concepts. The educational concept is the rational understanding and subjective requirement of the education subject in the teaching practice and educational thinking activities. The internationalization of applied college education is an unavoidable reality facing education reform. The premise of internationalization of education is the international education concept. It views the development of education from the perspective of the whole world and the whole international society, and encourages applied universities to objectively carry out according to their own faculty, student characteristics, school orientation and social needs of the region. At the same time, we must objectively carry out targeted thinking, strengthen the deep cooperation between scientific research and teaching activities, establish an international education policy and teaching norms, explore international education strategies with distinctive characteristics and educational significance, and promote globalization of educational goals with the internationalization of ideas.

(2) Training target internationalization. Cultivate the specific standards and requirements of the target schools for the physical and mental development of the educated students according to the overall requirements of the national education and the nature of different types of education. From a macro perspective, consider the relationship between the country's educational goals and training objectives, as well as internationalization concepts, international teachers and curriculum; from a micro perspective, focus on the experience and development needs of the university itself and the society to the higher needs to educate international talents. Specifically, it should include two

aspects: First, the development of personal standards, the growth of personal knowledge, the formation of a complete knowledge structure, the promotion of personal wisdom and civilization. Second, the development of social standard should position the talent training objectives of colleges and universities and promote social development from the perspective of social needs.

(3) Internationalization of education system. The education system refers to the system and management rules of various educational institutions and organizations at all levels in a country. It contains two basic aspects: one is the various educational institutions and organizational systems; the other is the rules on which educational institutions and organizational systems exist and operate. The key to the internationalization of the university education system lies in the educational management and decision-making mechanism of science and democracy. On the basis of high starting point and high platform, we adopt an open school-running model, attach importance to the development of online distance education, and carry out online academic culture and international cooperation and exchanges. It is also necessary to implement and expand the autonomy of colleges and universities to give students a greater choice of courses. The focus is on urging schools to establish parental committees that can operate independently, and parents are truly involved in the decision-making and supervision of school operations.

(4) Educational environment internationalization. The educational environment is a complex system composed of many different elements. With the continuous advancement of the times, the content and form of education have changed, but the environment has always been an important link affecting educational achievements. A good learning atmosphere will promote the positive role of competitiveness, and an inappropriate learning atmosphere will also have a negative effect. The difference of educational environment is the direct reason that affects students' transnational learning. Different from the international university talent training mode, the specialization of internationalization at home in the local area lies in the internationalization of the educational environment. The particularity of internationalization at home is that the emphasis on internationalization should be based on the construction of its own campus culture environment. By creating a campus atmosphere centered on all students and centered on international curriculum, it is good to have an international educational function and cross-cultural influence. The educational environment ultimately creates an educational environment similar to transnational learning.

(5) Internationalization of the curriculum system. The curriculum system refers to the different classes of the same profession in the order of the categories, which is the sum of the teaching content and the process. The order of the courses determines the knowledge structure that the students will obtain through learning, and stipulates the planning plan for the implementation of the training objectives. Explore a distinctive international curriculum system and build innovative models that are different from competitors. Breaking through the narrow discipline-based perspective, the fragmented individual curriculum design has become an operational and internationally synchronized structured teaching program. It is also necessary to promote the degree of internationalization of the curriculum system, and to absorb and supplement the most advanced cutting-edge research and cultural achievements at home and abroad. Cultivate students to respect the international attitude of multicultural differences, local vision and international sentiment.

(6) Internationalization of teachers. The team of teachers with exquisite work, broad vision and diverse culture is the key to improving the quality of international talent training. The internationalization of the teaching staff requires that teachers not only have proficient professional knowledge and extensive cultural knowledge, but also have a modern consciousness and an international educational concept, pay attention to advanced educational ideas, and master the latest educational technology, teaching methods and research methods with keen observation and touch, with the right life and values and historical responsibility. The internationalization of the teaching team includes two aspects: First, internal training, encourage teachers to study abroad or participate in international academic conferences; second, external introduction, not only the number of increase, but also the diversification of professional, diversified country sources.

(7) Exchange and cooperation internationalization. Internationalization emphasizes the importance of communication. Only by large-scale exchanges and communication with the outside

world and absorbing the advanced experience of international higher education development can we advance rapidly on the road of internationalization. The application of colleges and universities in the internationalization at home of the need to carry out the following exchanges and cooperation: First, international cooperation, through the communication and coordination of international organizations, universities and universities to conduct cross-regional teaching and research cooperation; Second, the cooperation between universities, universities jointly complete scientific research and teaching practice; third, cooperation and exchanges between personnel, invite foreign experts and scholars to visit lectures, or send national personnel to study abroad for further study; Fourth, international conference exchanges, participate in domestic and international academic events such as academic conferences and seminars.

(8) Teaching management internationalization. Teaching management is the process of applying the principles and methods of management science and teaching theory, giving full play to the management functions such as planning, organization, coordination and control, coordinating the various elements of the teaching process, making it run in an orderly manner and improving efficiency. Teaching management is a key link that reflects the level of internationalization of higher education. Internationalization at home requires managers to have international leadership, break the traditional concept of education, accept foreign excellent culture, incorporate their own value system into an international perspective, be familiar with the international environment and international development trends, and reform the teaching management mode with innovative ideas. We must also actively exert the enthusiasm of the two levels of schools and colleges, promote management by theory, promote teaching by management, serve teaching, serve teachers, and serve students.

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