

Internationalization Development of Tertiary Education under the Background of Building a Powerful Education Country

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Abstract: Under the background of building a strong country through education, the internationalization of tertiary education is very important. This article focuses on the development of internationalization of tertiary education under the strategy of strengthening the country through education, analyzes the present situation and challenges through the discussion of relevant theories and practices, and puts forward targeted development strategies. Through theoretical research methods, this article deeply analyzes the relevant theoretical basis and examines the development status and internal and external challenges. It is found that although the internationalization of tertiary education has made progress in international student flow, teacher exchange and curriculum internationalization, it is restricted by international political and economic situation, cultural differences, university management system, teacher level and resource allocation. This article proposes to formulate strategies from three aspects: policy guidance and support, self-development of colleges and universities, and international exchanges and cooperation, including improving policies and regulations, increasing capital investment, optimizing management system, strengthening the construction of teachers, and expanding exchange programs, so as to promote the internationalization of tertiary education and help build a strong country through education.

1. Introduction

In today's era of deepening globalization, building a strong country through education has become an important strategic measure for all countries to enhance their comprehensive national strength and international competitiveness [1]. As the top of the education system, the internationalization of tertiary education plays a key role in the construction of a strong educational country [2]. A strong country in education aims to build a high-quality, all-round and internationally influential education system and cultivate talents with global vision and innovative ability for the country [3]. The internationalization of tertiary education is to promote the spread of knowledge, the flow of talents and the sharing of educational resources through cross-border and cross-cultural educational exchanges and cooperation. They are closely linked and promote each other [4]. The construction of a strong education country provides a solid foundation and policy support for the internationalization of tertiary education, and promotes universities to show stronger competitiveness on the international stage. Internationalization of tertiary education is an important way to build a strong educational country, which is helpful to introduce international high-quality educational resources and enhance the quality of education and international influence [5].

At present, the internationalization of tertiary education faces many challenges in the development process. From the external environment, the uncertainty of the international political and economic situation and the communication barriers caused by cultural differences all have an impact on the internationalization of tertiary education [6]. From the analysis of internal factors, the lag of university management system, the lack of internationalization level of teachers, and the unreasonable allocation of international educational resources need to be solved urgently. Therefore, it is of great practical significance to study the international development of tertiary education in the context of building a strong education country.

2. Education power and the theoretical basis of internationalization of tertiary education

2.1. The connotation and characteristics of education power

The educational power is not simply based on the scale of education, but has profound connotation. It represents the advanced educational concept, pays full attention to the all-round development of people, and emphasizes the cultivation of innovative and compound talents to meet the needs of the times [7]. In essence, all aspects of the education system are highly coordinated, and basic education, vocational education and tertiary education form an organic whole to jointly serve national development and social progress.

A strong country in education has distinct characteristics. First of all, high quality, the quality of education has reached the international advanced level, and students can get excellent development in knowledge acquisition, skill training and moral shaping [8]. Secondly, fairness, regardless of regional and class differences, people can enjoy high-quality and equal educational opportunities. Furthermore, it is innovative, and the educational concept and mode are constantly innovated to encourage students' innovative thinking and practical ability.

2.2. Related theories of internationalization of tertiary education

Globalization theory is an important support for the internationalization of tertiary education. Under the tide of globalization, the economic and cultural ties among countries are getting closer and closer. As the frontier of knowledge innovation and dissemination, tertiary education is bound to break through the national boundaries. Through international exchanges and cooperation, we can promote the circulation and sharing of knowledge around the world, and colleges and universities can also enhance their international competitiveness.

The theory of human capital reveals the importance of internationalization of tertiary education to talent cultivation. The internationalization of tertiary education gives students the opportunity to get in touch with international frontier knowledge and multiculturalism, broaden their horizons and improve their comprehensive quality [9]. This kind of internationally trained talents can better meet the needs of global economic development and create higher value for the country. The theory of cultural communication emphasizes the role of tertiary education in cultural exchange. Colleges and universities spread their own culture through international student exchanges, teacher exchange visits and other activities, and at the same time absorb the excellent cultures of other countries to promote the pluralistic symbiosis and integration of cultures.

2.3. The relationship between the construction of a strong education country and the internationalization of tertiary education

Building a strong educational country lays a solid foundation for the internationalization of tertiary education. Strong economic strength and perfect education system provide sufficient resources and policy guarantee for universities to carry out international exchanges and cooperation [10]. The improvement of the country's international influence also creates favorable conditions for colleges and universities to attract international high-quality educational resources. The internationalization of tertiary education is an important driving force for the construction of a strong education country. Through internationalization, colleges and universities introduce advanced educational concepts and teaching methods, improve the level of teachers and optimize the curriculum. Internationally trained talents can bring back cutting-edge knowledge and technology, inject vitality into the country's innovation and development, and promote the realization of the goal of strengthening the country through education.

3. The present situation and challenges of internationalization of tertiary education under the background of building a strong educational country

3.1. Development Status of Internationalization of Tertiary Education

In recent years, the internationalization of tertiary education has made remarkable progress under the impetus of the construction of a strong education country. The international student flow shows

the trend of scale growth and source diversification. More and more colleges and universities actively carry out international enrollment, attracting students from all over the world. Take the northern region as an example. According to incomplete statistics, the number of international students in colleges and universities in this region is increasing year by year, and the source of students covers Asia, Europe, Africa, America and other regions, as shown in Figure 1:

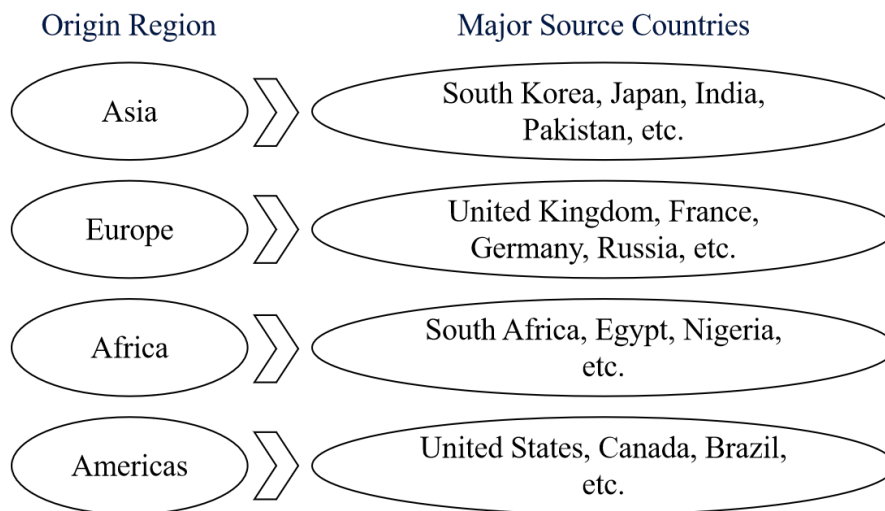


Figure 1 General situation of the distribution of international students' source areas in colleges and universities

Teachers' international exchange activities are also increasingly frequent. Colleges and universities encourage teachers to carry out in-depth exchanges with their international counterparts through teacher exchange visits, academic seminars and cooperative research projects. Some colleges and universities have also set up overseas training funds for teachers to support teachers to study in internationally renowned universities and improve their international teaching and scientific research capabilities.

In terms of curriculum internationalization, many universities actively introduce international advanced curriculum system and teaching resources, and offer all-English teaching majors or courses. Some universities have also cooperated with internationally renowned universities to realize mutual recognition of course credits, broaden students' international horizons and enhance their international competitiveness.

3.2. The external challenges faced by the internationalization of tertiary education

The change of international political and economic situation has brought many unstable factors to the internationalization of tertiary education. The rise of trade protectionism and geopolitical conflicts may hinder the flow of international students and limit international scientific research cooperation. The tightening of visa policies in some countries makes it difficult for some international students to enroll, which affects the enrollment scale of international students in colleges and universities. The difference between different cultures is also a big obstacle to the internationalization of tertiary education. Different cultural values, educational ideas and teaching methods may lead to cultural conflicts between international students and teachers in their study and work, which will affect the effect of education and teaching and the smooth development of international exchanges and cooperation.

3.3. The internal challenges faced by the internationalization of tertiary education

The management system of colleges and universities is not adaptable to the needs of internationalization. The current university management system is often difficult to quickly respond to the needs of international development in terms of decision-making mechanism and resource allocation. The internationalization level of the teaching staff needs to be further improved. Although some teachers have solid professional knowledge, they lack international teaching experience and cross-cultural communication ability, so it is difficult to meet the requirements of

international teaching and scientific research. The allocation of international education resources is unreasonable. Some colleges and universities pay too much attention to the internationalization of hardware facilities, but invest too little in software resources such as the introduction of international high-quality courses and the training of international teachers, which leads to the slow improvement of the quality of international education.

4. Tertiary education internationalization development strategy under the background of building a strong education country

At the policy level, efforts should be made to protect the internationalization of tertiary education. The government should formulate perfect and forward-looking policies and regulations, and define the development goal and path of internationalization of tertiary education. At the same time, we will increase capital investment in the internationalization of tertiary education and set up special funds to support international exchange programs in colleges and universities, introduce overseas high-level talents and build international courses (see Table 1). Through policy guidance and financial support, create a good policy environment and stimulate the enthusiasm and initiative of colleges and universities to promote internationalization.

Table 1 Utilization Directions of the Special Fund for Tertiary Education Internationalization

Direction of use	Specific content
International exchange project support	Student short-term exchange program: subsidizing students to study in overseas universities for one semester to one year and experience different education systems.
	Long-term joint training program for students: for senior undergraduate and graduate students, support them to participate in joint degree training and complete the curriculum and research requirements set by both institutions.
	Academic visit of teachers: subsidizing teachers to go to overseas universities or research institutions for several months to participate in each other's scientific research work.
	Teachers' participation in international conferences: subsidize teachers' travel, registration and other expenses to participate in international academic conferences and promote academic exchanges.
Overseas talent introduction	Full-time introduction of high-end scholars: provide competitive salary, research start-up funds and supporting housing to attract top overseas scholars to teach full-time.
International curriculum construction	Employment of visiting professors and part-time experts: pay the visiting professors' lecture fees, provide the part-time experts with necessary office equipment and research assistance fees, and come to the school regularly to carry out teaching and research guidance.
	Introduction of international high-quality curriculum resources: purchase advanced online courses, teaching materials and teaching case bases from overseas universities.
	English curriculum development in our school: support the teachers' team to develop English curriculum design, including the compilation of curriculum outline, the arrangement of teaching materials and the innovation of teaching methods.

Colleges and universities need to start from management system, teaching staff and curriculum. First of all, educational institutions need to improve the international management system, set up special international affairs management departments, and simplify the examination and approval process of international cooperation projects, so as to improve management efficiency. Secondly, colleges and universities should strengthen the internationalization of teaching staff, on the one hand, increase the introduction of overseas high-level talents, on the other hand, regularly send teachers to participate in international training and academic exchange activities, so as to enhance teachers' cross-cultural teaching and scientific research ability. Furthermore, the school should optimize the curriculum and actively promote the internationalization of the curriculum. By

increasing the proportion of international cutting-edge courses in all-English courses, integrating international advanced teaching concepts and methods, we pay attention to cultivating students' global vision and cross-cultural communication ability.

Education departments and universities should actively expand international student exchange programs, establish long-term and stable cooperative relations with more international universities, and further broaden the channels for students to study abroad. At the same time, the school needs to improve the service system for international students and provide a good study and living environment for international students in China. In addition, domestic universities can strengthen cooperation with internationally renowned universities, introduce advanced foreign educational concepts and teaching models, and jointly cultivate innovative talents with international competitiveness. In the process of cooperation, we should pay attention to cultural integration and exchange, promote the mutual reference of Chinese and foreign educational concepts and methods, and promote the internationalization of tertiary education to develop in depth.

5. Conclusions

This article focuses on the international development of tertiary education under the background of building a strong education country, aiming at exploring its effective development path. By combining the theoretical basis of education power and tertiary education internationalization, it is clear that they are closely related. Education power provides support for tertiary education internationalization, and tertiary education internationalization pushes forward the construction of education power.

A survey of the current situation shows that the internationalization of tertiary education has achieved certain results in many aspects, such as the expansion of international student flow, the increase of teachers' international exchanges, and the progress of curriculum internationalization, but it also faces many challenges. Externally, changes in the international political and economic situation and cultural differences form obstacles; Internally, there are some shortcomings in the management system, the level of teachers and the allocation of educational resources. In view of these problems, this article puts forward a series of targeted development strategies. At the policy level, it is necessary to improve laws and regulations and increase capital investment; Colleges and universities should improve their management system, strengthen the construction of teachers and optimize courses; In terms of international exchange and cooperation, it is necessary to expand student exchange programs, deepen teachers' cooperative research and strengthen cooperative education. These strategies complement each other and work together to improve the internationalization level of tertiary education.

With the continuous progress of building a strong country in education, the internationalization of tertiary education is expected to make greater breakthroughs. However, in the process of development, it is necessary to continuously pay attention to the changes in the international situation and the deepening of internal reforms, and constantly adjust the optimization strategies, so as to realize the synergy between the internationalization of tertiary education and the construction of an educational power, cultivate more internationally competitive talents, and enhance the overall educational strength and international influence of the country.

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