

## Explore and Research on the Management Modes of International Students in China in the New Era: Taking Yunnan Minzu University as an Example

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**Abstract:** With the opening of Chinese education going out the world, China has become the largest countries of destination for studying abroad in Asia. The number of international students kept expanding as it grew over the years, to which proposed ambitious requirements and new challenges to the management modes of international students in China. To do that truly achieves the development of connotative and high-quality, all Chinese colleges and universities must aim at combining integrity with innovation. Such active research and exploring the management modes for international students in China which meet the need of the opening of Chinese education and promote health and sustainable development in the New Era.

### 1. Introduction

The Communist Party of China (CPC) and the country have always put a high value on the opening up of education. China's Education Modernization 2035 Plans sets the direction for the development of further opening the education sector to the world, which was issued by the CPC Central Committee and the Council of State in February 2019. The important speeches made by Secretary General Xi Jinping at the forum of experts and representatives in the field of education, culture, sanitary and sports proposed that expand the opening up of education to the outside world, optimize the global layout of education opening, strengthen international scientific and technological exchanges and cooperation, and upgrade the level and level. At the same time, we must keep the bottom line of security and ensure the correct political direction. June 2022, the Ministry of Education of China issued Opinions of the Ministry of Education and Other Eight Ministries on Speeding up and Expanding the Opening up of Education in the New Era. Secretary General Xi Jinping investigated Yunnan in 2015 and 2020. One of the "three orientations" in Yunnan Province is to build a "radiation center facing South Asia and Southeast Asia." Based on this background, Yunnan has superior regional superiority, which is a good time for developing education and opening to the outside world. In 2018, the number of international students in Yunnan was ranked ninth in China, which also provides an unusually rich vein of development and space for international education in Yunnan Minzu University (YMU).

### 2. The Current International Student Developing in Ymu

YMU was jointly established as a key provincial university by the Ministry of Education, National Ethnic Affairs Commission of the People's Republic of China and Yunnan Province, which insists on college serving the economy and society, and has established a school-running orientation of "nationality, frontier, and internationality". The school has a noble tradition of cultivating international students in China. It began to enroll international students in 1981, and in 1992 it started recruiting graduate international students. In 2019, it planned to enroll English-taught undergraduate and master-level international students. It was part of the universities' early recruitment of international students and among the first to teach Chinese as a foreign language in Yunnan Province. The school of existing enrolled international students 600 (including academic and language students, excluding vocational training students), that generally rises to the top in Yunnan Province, with students from more than 40 countries and regions around the world, among

which students from South Asia and Southeast Asia account for nearly 80 %.As the number of international students in YMU continuously increase, it can be a challenge same with the other universities on international student management. The reasons mainly come from subjective and objective aspects. “On the one hand is subjective reason that is the seriouslymatter of international students in China; the next area to the objective problem, which is mainly manifested in the influence of external factors such as the country, society, universities and faculties.”<sup>[1]89</sup>The quality of student resources, language barriers, cultural adaptation, religious issues, attitudes toward learning, the behavior habit, consciousness of legal system and other issues are intertwined with each other, which has become a major problem in the development of the education of internationalstudents in China and the improvement of the quality of international students in China.

### **3. Exploration of International Student Management Mode in Ymu**

Solve the long-standing problems of student resourcesin quality, language barriers, cultural adaptation, religious issues, learning attitudes, behavior development, and legal awareness, etc.isneedednowtomatchthe future needsofthe foreign students’ education in the new era.While continuously advancing the “Study in YMU” project, the school actively explores the management model of international students that adapts to the development of the new era, highlights the effectiveness of management and education, and forms the “12345” model that adapts to the management of international students in the new era.

#### **3.1 Focus on “a Fundamental Task”**

The education of international students is a vital component of socialist education with Chinese characteristics. Therefore, it is necessary to adhere to the fundamental task of “establishing moral integrity in cultivation”.Human beings and education are universal in essence. “The correct recognitionand understanding of people are the prerequisite and basis for the correct recognition and understanding of the fundamental task of establishing moral integrity in cultivation... It focuses on the knowledge about humans, which educates and revolves around people to choose what to educate and how to teach, and what kind of person will ultimately be achieved as the core purpose”<sup>[2]127-130</sup>.

The international student groupsin colleges and universities both objects of educationandeffective strength in building a human community with a shared future. It should be kept in mind that to cultivate international students who know China and friends with China, it is to take the correct worldview, outlook on life, and concept of valuewhich as the values of the youth group while educating orientedonthe”ERH” system (E is education system, R is relationship, H is the historical background of E).In view of the “ERH” system principle, R and H are to develop”knowledge of China, affection of China, and toward an embrace of friendship with China” international students who have a sense of building a human community with a shared future. In other words, the education of international students in China orientedthe “establishing moral integrity in cultivation”, while culturing a correct view of the world, on life and values in general, and guiding international students in China to inform national conditions of China, and understandingChinese culture, building community of shared futuresense basedthem on China’s reality. “In the common purpose of human cultural development, it thinks and reacts human development, civilization progress, and social development through the dimensions of cultural cooperation, cultural integration, and cultural sharing”<sup>[3]32</sup>.

#### **3.2 Follow the “Two Documents”**

As the quick development of education for international students in China with several problems, ithas seen a recent explosion of interest from social media. The Ministry of Education and other competent departments have also conformed to the needs of the situationin the promotion of the connotative development of education and continuously improved the quality of international student training, in March 2017 and September 2018, they issued the “The Regulations Of

Universities On The Recruitment And Training Of International Students” (Order No. 42) and the “Quality Standards for Higher Education for International Students in China (Trial)” (No. 50) have become important guiding documents and policy basis for the establishment of higher education institutions for foreign students in China. The successive release of the two documents on responsibilities and rights of all parties has been further clarified. And it has answered the procedural and technical problems that encountered in the education of foreign students by policy documents.

#### **4. Grasp “Three Fields Ofinsistence”**

The so-called “three fields of insistence” means that the establishment of management model for international students in China should adhere to the educational orientation of “convergence”, the educational philosophy of intercultural communication, and the educational bottom line principle of do not cross the line. Along with Chinese education opening up to the world unceasing quickening, it has become a consensus that the management model of international students in China has shifted from the original “separate isolation” to “convergence”. But the effectiveness for “convergence of Chinese and international students” management is based on intercultural education and management on the basis of practical research”<sup>[4]</sup><sup>71</sup>. and as long as it ensures that goals and effectiveness of management and education, the lowest bottom line should be based on the international students in China who have a legal thinking and do not violate Chinese laws and regulations, school disciplines and school rules. “Convergence” is not “equivalence” but the equalization of student identity founded on respect for cultural differences and cultural background. The school sticks to people-orientation, while respecting the ethnic customs and religious beliefs of international students in China, which actively guides foreign students to learn Chinese laws and regulations on religions, so that foreign students in China can understand the red line and bottom line that cannot be touched by religions. As an ethnic university, a large number of ethnic students in the school, especially Wa, Jingpo, Dai, Jing etc. has some cultural relationships and is similar to Myanmar, Thailand, Vietnam and other languages in Southeast Asian countries. The school communicates with other departments for realizing campus cultural activities shared under the convergence management, which the teachers in charge will guide to participate in the festivals of relevant ethnic groups and the bonfire party held at the end of each year. It endeavors to realize the sharing of campus cultural activities under the management of convergence, and promotes “friendship, which derives from close contact between the people, holds the key to sound state-to-state relations.” At the same time, strict academic management is fair to international students and Chinese students without distinction included that attendance management, dormitory discipline, etc.

The school has constructed the academic provisions system for international students in China, strengthened the management and supervision of the academic process of international students, and realized that “the integration of crisis management and control theory can be better predicted and constructed academic provision system, which coped with academic crisis decision-making and academic crisis at the source of issue”<sup>[5]</sup><sup>114</sup>, to promote the educational connotation of international students development and quality continuously upgrade. For students who violate the school discipline and regulations such as absenteeism and the use of prohibited electrical appliances in the dormitory, the management department of international students intervenes in a timely manner and gives corresponding sanctions in strict accordance with the “Disposition of International Students in Yunnan Minzu University”, which has formed a deterrent effect on international students.

#### **5. Accomplish”Four Batches”**

The “four batches” refer to improving a batch of rules and regulations, cultivating a batch of core international students, developing a batch of activities that conform to the characteristics of international students, investigating and preventing a batch of international student education management risks. At present, universities must construct their own relevant rules and regulations to

enhance the governance system and governance capacity building for international students, which “abolishing and reforming” rules and regulations to strengthen the system construction, refine the management measures that are proposed to bring regulation form management. The International School of YMU, the main organization responsible for the training of international students, took the lead in drafting the “Administrative Measures for International Students of Yunnan Minzu University”, “Disciplinary Measures for International Students of Yunnan Minzu University”, which were submitted to the YMU party committee’s foreign affairs work conference for review and approval. At the school level, the relevant rules and regulations concerned with the management of international students have also been “abolished and reformed”, realizing the rules and regulations system supported by the school and YMU. Meanwhile, YMU takes seriously with the peer education in the management of international students. It has trained a number of core international students in terms of countries, which can effectively alleviate the conflicts of cultural adaptation of international students in China, and strengthen the relationship between the school, teachers and students, so as to make the work more detailed and accurate.

Since the COVID-19 outbreak in January 2020, YMU has actively worked with these core students and has achieved remarkable results that promptly conveying the relevant requirements of COVID-19 prevention and control, international students in YMU have implemented the requirements and knowledge of COVID-19 that no domestic international students were infected.

YMU is oriented towards high-quality and project-oriented for creating richer extracurricular life of international students, continuously deepening cultural exchanges between China and foreign countries, which improves the management and education effectiveness of foreign students in China by taking a variety of activities as the carrier. In recent years, the school has focused on creating colorful campus activities include that “South Asia and Southeast Asia Cultural Exhibition Festival”, “Lancang-Mekong Day” exchange, “International Food Festival”, Chinese traditional classic reading, ethnic cultural experience workshops etc. While organizing international students to participate in social practice, such as organizing scholarship students’ activities such as “Experience China” and “Experience Yunnan”, which devote themselves to spreading the positive voice of China, telling Chinese stories, showing the real, dynamic and colorful image of Yunnan, and also achieving the influential purpose of “experience China, and toward friendship with China”. In addition, YMU to do a good job in the management of international students in China, precautionary measures should be taken and risk points should be grasped, then related risks can then be better prevented and controlled. Combined with the characteristics and reality of international students in China, the school focuses investigate establish work ledgers on ideology (religious beliefs), visa management, dormitory management, illegal work, personal security, fraud prevention, class disciplines (attendance), affective factors, mental health problems and other special projects, and timely prevent and resolve the risks found.

The school will invite police officers from the public security bureau to explain the relevant regulations in detail at the opening of each semester and new semester meetings for international students who are generally concerned about and easy to make mistakes in visas and accommodation registration. Through the relevant WeChat public platform, the school will push Chinese religious laws and regulations in both Chinese and English, so that students can do what they can do and cannot do.

## **6. Concern about “Five Relations”**

In order to manage the international students in China, YMU should also pay attention to the five relationships in actual management work: two periods of school opening and leaving school; two spaces of classrooms and dormitories; two types of academic education and non-academic education; two groups of on-campus accommodation and off-campus accommodation; two modes of cultural monistic and multiculturalism. It should be said that these five relationships are the contrast between the special and general relationships in philosophy, and it covers the entire time and space that links the education of international students, which are aimed at the actual implementation of all-staff education, all-round education and whole-process education for

international students in China. The human education approach is to emphasize and perfect the “one fundamental”, “two documents”, “three insistence” and “four batches”. Two periods of school opening and leaving school is to grasp the beginning of the education management of international students in China, especially the visa management, fee payment, accommodation registration and graduation (completion) of school leave, career education, visa management, illegal overstay or not, etc., to manage international students in China from beginning to end. Two spaces of classrooms and dormitories mean that international student counselors and related managers in China are required to grasp their main activity spaces, their attendance and study status, life and mental state, which will help to achieve their academic refinement and precision management and supervision. Two categories of academic education and non-academic education are to focus on the characteristics of the two different groups of international students in China to work in accordance with local conditions and to improve the pertinence and effectiveness of management. Two groups of on-campus and off-campus accommodation are to make every effort to manage the group of international students in China. It is necessary to manage the students on campus and manage various territorial affairs in accordance with the place of residence. Two modes of cultural monistic and multiculturalism, on the one hand, it is necessary to grasp the Chinese national conditions, laws and regulations education and Chinese cultural experience for the international student groups in China, and enhance the international students’ understanding and awareness of China’s politics and Chinese system. On the other hand, it is necessary to grasp the ideological and political education after the exchange and integration of Chinese and international students, which enriches the carriers and forms of ideological guidance and values guidance of Chinese and foreign students, that realize the “Achieving one’s own goal yields gratification” and “Goals of self and others can be unified”.

## 7. Conclusion

The continuous development and deepening of Chinese education opening to the world has put forward higher requirements and challenges for the management of international students in China. To achieve high-quality connotative development, it is imperative to strengthen the exploration and research on the management model of international students in China. The school establishes a scientific and feasible management model for international students in China. It must not only be a whole plan of management, understand and grasp the relevant situation and policies in time, move with the times, plan in accordance with the situation, and serve the overall situation of the country’s education opening up; it must also be down-to-earth, adjust measures to local conditions, grasp the overall and partial, general and special relationships, and continue to learn and explore from the reality and current situation of the school. Yunnan Minzu University approaches the “12345” model of the management of international students in China is a positive and effective exploration.

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