

Government Intervention, Internationalization Model and Higher Education Resource Flow: An Analysis of Higher Education in Late Qing Dynasty and Modern China

Qiang Zhang^{1,2, *}

¹Infrastructure University Kuala Lumpur, Kuala Lumpur, Malaysia

²Xianyang Vocational and Technical College, Xi'an, Shaanxi, China

*704467989@qq.com

Abstract: With the purpose of saving the country, the Qing Dynasty built new institutions of higher learning to impart western knowledge, which played a role in promoting the development of modern higher education in China. In order to explore the development context of China's higher education under different backgrounds in the late Qing Dynasty and modern times, this study reviews the relevant theoretical basis in recent years. This paper summarizes the formation of the education system in the late Qing Dynasty and modern China, the specific intervention of the government in higher education, and the flow of higher education resources in recent years, and analyzes its internal flow and external flow. Through the analysis of higher education in the late Qing Dynasty and modern times, it can be seen that the innovation and development of the internationalization mode of higher education is the inevitable requirement to realize the transformation of the internationalization power of higher education into the internationalization power of higher education. In addition to the classic model, co-construction model, satellite model and education cluster model, we should also actively explore and develop other new international education models, further expand the vision of running schools, enhance international awareness, accelerate the internationalization process of higher education, and achieve beyond the traditional higher education power. In order to provide reference for the future development of China's higher education internationalization under the background of "double first-class" construction.

Keywords: Government Intervention; Internationalization Mode; Higher Education Resources; Late Qing Dynasty; Cultural Function.

1. Introduction

In the Qing Dynasty, for the purpose of saving the country, universities were built to impart western knowledge. Since the Cultural Revolution, especially after 1978, China entered the era of reform and opening up(Liu,2020). In the past 30 years, China's higher education has made remarkable progress in terms of popularization and internationalization. The elements or aspects of higher education in a historical period are far more complex than the limited scope of existing research. Most scholars have relied on summative statements of previous literature and brief discussions to conclude their arguments, without making sufficient attempts to obtain new data and information from Chinese university students. Al Mahadin proposed his viewpoint in (2023),By seeking and integrating a wider range of literature sources, this study can provide more information about higher education in the late Qing Dynasty. Focusing on the characteristics of internationalization in the educational modernization in the late Qing Dynasty, analyzing the causes and historical contributions of the formation of the characteristics of education internationalization in the late Qing Dynasty, providing reference for the current internationalization of education in China. Sibawaihi claimed in (2023) that Fernandes agreed with this view,Higher education internationalization running a school is one of the iconic dimensions of higher education internationalization development and an important form of higher education internationalization strategy in our country. It reflects the

university's ability to integrate and expand global educational resources, so it has become an important topic for scholars in higher education at home and abroad.

2. Formation of Modern Chinese Educational System

China's modern education system developed on the basis of the "spread of Western learning to the east" and the abolition of the imperial examination in the late Qing Dynasty. Wang et al. proposed in the literature (2020)"Gui-mao School System" absorbed the western modern education spirit based on Japan by Zhang Zhidong, and transplanted Japan's modern school system almost unchanged. The school system has initially constructed different grades from primary school, middle school, university school to Tong Confucian School, and the education system mainly focuses on general education, normal education and industrial education, which makes the goal orientation of Chinese traditional education of "reading as an official" change greatly(Zhou et al.,2022). In the part of higher education system, its higher education ideology, school system, training goal, teaching content and method, management system, education approach and other aspects have also taken place corresponding adjustment.

2.1. Development of "Wang Yin School System" Since 1902

The earliest systematic school system in the history of modern education in China was the "Imperial School Charter" in 1902, and 1902 was the year of Nonyin, so this school

system became the "Nonyin school system". According to Larbi's personal opinion, subsequent research has acknowledged this viewpoint (2020). The "Wang Yin School System" was modeled on the Japanese school system and was the first modern school system promulgated in China, although it was officially announced, it was not implemented.

2.2. Development of the "Gui-Mao School System" Since 1903

The school system is divided into three sections and five levels: the first section of primary education, divided into primary school (5 years) and higher primary school (5 years) two levels; Section 2 Secondary education, five years of secondary school; The third section of higher education is divided into higher school (three years of pre-university) and college (three to four years). "Kui-mao school system" mainly inherits the Japanese school system and is the first modern school system implemented in China (Gundsambuu,2019) . The school system explicitly stipulates that the purpose of education is "loyalty to the king, respect for the Confucius, public, military and practical", which clearly reflects the thought of "middle school as body and Western learning as application"(Phylis,2019). In addition, it also stipulated that coeducational schools were not allowed and women's education was despised, which generally reflected the characteristics of semi-feudal and semi-colonial. According to Jiang (2022) ,The biggest feature of the school system is the long years of study, from primary school to university school for 21 years, to the academy for 26 years .

2.3. 1912 Development of "Renzi Guichou School System"

After the 1911 Revolution, the Nanjing Provisional Government headed by Sun Yat-sen began a series of reforms to education to meet the needs of the bourgeoisie. It was announced in September 1912 as the Renzi Academic System(Xu,2021). From the promulgation of the new school system to August 1913, various school regulations were promulgated one after another to supplement and modify the new school system, so that a more complete school system was synthesized, namely "Renzi Guichou School System"(Zhu,2021) . The school system was drawn up with reference to the new school system after the Meiji Restoration in Japan, which changed the school into a school, abolished respect for Confucius and sutra reading, cancelled the reward for entering the military, determined women's right to education and the coeducational system, and organized girls' schools at all levels. The school system, which lasted until 1922, was the first bourgeois school system in the history of Chinese education.

2.4. The Influence of "Wang Xu School System" on Modern Education

During the First World War, China's modern industry was further developed. After the war, the national bourgeoisie not only demanded to create conditions for further development in politics and economy, but also demanded to provide labor force with cultural knowledge and science and technology in education(Yu,2021).

The "Sixu school system" enacted in 1922, also known as the new school system, mainly adopted the "six-three-three system" that had been implemented in some states of the United States for more than 10 years at that time, According

to Yang's claim in the literature (2022), indicating that China's modern education system had shifted from imitating Japan to imitating the United States, and from militaristic education to populist education,Chen agrees with this viewpoint (2022).However, it is not blindly following the American system, but the crystallization of China's education circles after a long period of deliberation and brainstorming. The promulgation and implementation of the new school system marked the establishment of the new education system of the Chinese bourgeoisie and the basic completion of the construction of the school system in modern China(Qi,2021).

3. Connotation of Cultural Function of Higher Education

3.1. Correlation of Cultural Functions of Higher Education

Generally speaking, the interaction between higher education and culture is based on the relationship between education and culture. The relationship between education and culture is characterized by duality. If society is regarded as a complete system, education, economy, politics and culture are all sub-relationships in the system(Wang,2023). Then the relationship between education and culture is the relationship between two social subsystems, that is, the external relationship. Only from the education system, knowledge culture, educators and educatees together constitute the internal relations of the education system, and culture is the main form of knowledge, so it is the key link of the internal relations of the education system . Of course, from the perspective of cultural system, it can also be said that education takes the function of inheriting culture as the internal factor of culture(Chen,2023).

Based on the dual relationship between education and culture, their interaction also presents two characteristics: on the one hand, education is restricted by social culture and promotes the development of culture; Zhou (2021) indicates that On the other hand, culture plays an intermediary role in the relationship between education, economy and politics. The restriction of economy and politics on education and the effect of education on economy and politics must be reflected through culture. The dual relationship and dual function between education and culture are especially reflected in the cultural function of higher education, which is not only the common cultural function of all education, but also has its special cultural function(Guo&Li, 2022) .

3.2. Higher Education Has the Concrete Expression of Cultural Function

Zhou (2021) indicates that the cultural functions of higher education mainly include cultural inheritance, cultural selection and cultural creation. Cultural inheritance is the most basic cultural function of education. Through education, the society transfers the accumulated experience and humanistic knowledge of predecessors in a planned and targeted way to realize cultural inheritance. However, the energy of individuals is often limited, and the culture that can be inherited is often only a drop in the ocean, and culture itself has its advantages and disadvantages(Deng,2022). Therefore, education must make some choices in the transmission of culture, inheriting and disseminating the essence of social development and personal development, which is cultural choice, although cultural choice is also one of the basic

cultural functions of education. But higher education often plays a decisive role in cultural choices. The cultural creation function, only in the field of education, is mainly undertaken by higher education, which is the main aspect of the cultural function of higher education that is different from other education (Dong&Liu, 2022).

3.3. Characteristics of Cultural Selection in Higher Education

Although this function is not unique to higher education, the cultural choice of higher education plays a more far-reaching role and is significantly different from the cultural choice of other education (Wang,2021). From the perspective of involvement, higher education covers a wide range of disciplines, covering all aspects of culture, can carry out the most extensive choice, and the influence is more far-reaching (Zhu&Xia,2021). From the level point of view, higher education is a high-level education, and the culture it chooses represents the higher level of social culture, and the high-level culture plays a guiding role in the whole social culture, and is authoritative and decisive. In a certain sense, the cultural choice of other levels of education is essentially a re-choice based on the cultural choice of higher education. In nature, higher education is mainly a kind of professional education, unlike general education, which belongs to basic education. Despite the popularity of generalist education, the goal of cultivating high-level professionals will not change. This determines that higher education has the characteristics of high level, authority, diversity and specialization in cultural selection (Liu& Wang,2021).

4. Comparison of Higher Education in Late Qing Dynasty and Modern China

4.1. Formation and Development

Since the late Qing Dynasty, under the influence of higher education practices in the United States, the Soviet Union, Germany and other countries, the ancient imperial examination system was terminated in 1905, and with the purpose of saving the country, Lu (2021) believes that western knowledge was transmitted to Chinese people through the establishment of higher education institution. As a result of the "Self-strengthening Movement" of 1861-1895, the central government established United Schools to provide education in specific fields in response to the Western invasion (Bi,2022). At the same time, classical academies, which had been preserved for more than 1,000 years, were transformed into secondary schools, higher schools or modern universities. In the late Qing Dynasty, neo-colonialism was one of the most serious phenomena in higher education. In order to realize neo-colonialism, Western curricula and languages of colonial countries were directly adopted as teaching tools to implement school management through the use of foreign administrative structures (Zhou&Li,2022). Despite the pursuit of diversity in higher education, blind introduction will naturally not succeed. The copying of western education has also produced negative effects on our country in many aspects, weakening the influence of our culture.

Later, with the emergence and development of China's modern higher education, on the one hand, driven by the internationalization of higher education, the western education model as the guide, constantly updated the content

of education, reform the education system (Li,2022); On the other hand, under the influence of domestic social, political, economic, cultural and other factors, the evolution of education presents a trend of localization, forming certain national characteristics in educational guiding ideology, curriculum setting, institutional reform, teaching evaluation and educational management. From the perspective of educational concept, it embodies the universal educational concept at that time, that is, "middle school is the body, western learning is the use." The eastward spread of Western learning in the second half of the 19th century made the traditional knowledge values and talent concepts gradually shake, and the guiding ideology of Confucian education began to face a crisis (Chen,2021). Some people with insight realized the value of science and technology, advocated learning western natural science, took the lead in educational reform practice, and gradually formed the guiding ideology of educational reform that "middle school is the body and Western learning is the use". Although the concept is attached to the traditional culture, it begins to reflect the characteristics of The Times that Chinese and Western are compatible (Zhang et al., 2021). According to Song (2023), educational reform is a historical process of gradual accumulation, from quantitative change to qualitative change, and in the course of its emergence and evolution, the higher education in modern China has formed some new characteristics under the influence of western educational thought, educational system and cultural curriculum.

As one of the prominent features of modern Chinese higher education, the introduction of western educational resources is to better encourage the global exchange of Chinese universities. Foreign academic qualifications are used to attract Chinese students who can pay high tuition fees, not to acquire international students with language ability. Because the government has provided great policy and financial support, according to statistics, there are 32 IBCs in China as of 2017 (Xie,2021). And China also exports IBCs to other countries, especially countries along the Belt and Road. Shao (2023) said in his study, through this kind of educational cooperation between China and the West, we can cultivate talents to meet the needs of the labor market in the future economic globalization environment, and encourage Chinese students to study abroad to expand their international horizons. In addition, another feature of modern Chinese higher education is that since the 1990s, China's education has begun to emphasize humanistic quality education, breaking through the limitations of the education system, advocating the cultivation of students' core qualities, oriented by the application of knowledge and skills, not limited to classroom learning, but also involving the application of learned knowledge to daily life, and the entire education reflects people-oriented. Increase the discussion and communication between teachers and students, and fully stimulate students' learning interest and creativity (Yuan,2021).

4.2. Government Intervention in Higher Education

In terms of government intervention in higher education in late Qing Dynasty and modern China, it can be explained that government intervention is oriented to realize the educational policy of "equal opportunity". The fair distribution of educational resources can be realized by providing educational subsidies as a reasonable redistribution method. However, if the government invests too much or too little in

higher education, it may bring different degrees of risks(Zhang,2021). Too much may cause some stakeholders to turn subsidies into tools to use, and too little will affect the quality of higher education.Jiang (2023) emphasized in his research conclusion that for the government's higher education intervention, in order to achieve the long-term political and economic goals of the internationalization of higher education, the Chinese government mainly plays an important role in initiating, leading, regulating and supervising. From another perspective, the government can provide limited supervision according to the needs of higher education institutions. The trend of the internationalization mode depends on the leading role played by the government or universities.

Under the influence of political, historical, social and cultural factors, the Chinese government has always played an important role in modern higher education, especially in formulating policies, allocating resources, coordinating and managing international affairs. Since the late Qing Dynasty, the Chinese government has introduced the American model, the German model, the French model and the Japanese model in the process of trying to build the modern Chinese higher education system. The beginning of the last century was an important stage for the rapid development of higher education in China, with the number of national universities increasing from 5 in 1921 to 21 in 1925(Zhang,2021) . After the Boxer Indemnity Scholarship Movement was issued by the American government, it had a great impact on China's higher education, and Tsinghua University became a very prestigious university at that time and even now.Until the 1930s and 1940s, after the Sino-Japanese War, the Chinese government transferred the eastern universities to the western regions, and then continued to learn the higher education model of Western countries, and after 1949 followed the Soviet model, successfully established a centralized higher education system, and successfully formed the various departments of today's universities through numerous reforms. Since the "Cultural Revolution", especially after 1978, China has entered the era of reform and opening-up(Li,2021). China's higher education is once again showing a trend of learning from developed countries. Over the past three decades, China's higher education institutions have made remarkable progress in popularizing and internationalizing them. By the end of 2017, the program had awarded world-class honors to 42 universities and 465 disciplines from 140 universities, looking at the current existing achievements in China's higher education, which has achieved rapid development in scale and quality. The Chinese government no longer unilaterally assimilates the West, but attaches more and more importance to Sino-foreign exchanges in higher education, seeking to enhance China's overall global influence, promote the internationalization of higher education, and go to the world(Wang,2021) .

4.3. Internationalization Model of Higher Education

Internationalization plays an important role in the development of higher education in China from the late Qing Dynasty to modern times, which requires educational institutions to adopt the concept of internationalization in the mission of improving the quality of education, and cultivate talents with comprehensive abilities such as multi-language, skills, communication, professional knowledge and problem solving(Chen&Shen,2021). Globalization has become an

inevitable trend in the international development of higher education, and it is promoted through research cooperation, field school exchanges, partnerships, projects, agreements, internships and offshore projects. International education means to face, understand and integrate different countries, cultures, characteristics and systems, and adopt different internationalization strategies such as inclusiveness, assimilation and adaptation with an open mind on the basis of equal consultation(Er-Ming&Xiao-Fei,2019). While absorbing and integrating the advantages of other countries, we should find a new road that reflects both the trend of globalization and our own characteristics. On the one hand, localization cannot replace globalization, nor can it be used as an excuse to be trapped in backward systems and reject advanced education systems. On the other hand, globalization should not exclude nationality and localization. In the process of internationalization, a balanced development of higher education must be sought by negotiating the boundaries between globalization and localization(Sibawaihi & Fernandes, 2023).

Classic mode. The classic model began in the 1980s and continues to this day. It is characterized by the international flow of educational elements, including educators and educatees(Sabzalieva&Pedró,2022). The main form is that a university connects with multiple partners, carries out international cooperative research or training projects at home or overseas, develops diversified international cooperative partnerships, and promotes international exchanges and exchanges between teachers and students. For example, international exchange program, international short course, international certificate program, international conference, visiting scholar program, cooperative education program, etc. In the 1980s, China's international relations had not been completely opened up, and the degree of openness of higher education was low, so the internationalization strategy of higher education was limited to a certain extent, but the internationalization elements still began to try to move from the edge of higher education to the center (Wu,2023). After the reform and opening up, with the encouragement and support of national policies, many universities in China sent a large number of students and teachers to the developed countries in Europe and the United States to study abroad and visit, and invited foreign scholars to visit or give lectures. In addition, cooperating with foreign universities to hold training courses or degree programs has become the main form of international education, such as the Sino-American Law Class at Fudan University, the Sino-American Economics Class at Renmin University of China, which was established in the 1980s, and has trained a large number of professionals with international vision for China's socialist modernization(Envelope,2022).

During this period, the mode of internationalization of higher education in our country is in the initial stage of exploration and practice. It has made some achievements in such aspects as internationalization exchanges between teachers and students, Chinese-foreign cooperation in running a school, and international cooperation in research projects(Buletova et al.,2022) . It plays an important role in reform and opening up and the long-term development of higher education. It still presents some limitations such as small scale and narrow influence range. From the perspective of development motivation, at the beginning of reform and opening up, China's higher education is in a backward state, the higher education system is incomplete, the system is

imperfect, and there is a great gap with the western developed countries. Therefore, in the international mode of running a school, we mainly consider from the perspective of academic benefits. Through the introduction of advanced educational concepts, teachers, courses and other high-quality educational resources to improve the level of scientific research and personnel training, so that China's higher education system with the world, narrow the gap with the world's first-class universities(Aguirre&Mera,2023).

Co-construction mode. The co-construction mode is a new exploration of the internationalization of higher education running mode, which arose around 2010. It is characterized by international cooperation and co-construction, independent operation from the parent, and obtaining local qualifications for running schools, including two forms of international universities coming in and domestic universities going out, but its core emphasis is that universities and colleges jointly establish running schools through cooperation(Chang et al.,2022).

The main manifestation of co-construction mode in China is Sino-foreign cooperative education, that is, foreign educational institutions cooperate with Chinese educational institutions to organize educational activities in China with Chinese citizens as the main enrollment target, with the purpose of introducing foreign high-quality educational resources and promoting the internationalization of higher education(Crciun et al., 2022). Established in 2005, the University of Nottingham Ningbo is the first Sino-foreign cooperative university with independent campuses and legal personality in China. It is jointly established by the University of Nottingham and Zhejiang Wanli University(Iuspa,2022). It learns from the management mechanism and teaching philosophy of the University of Nottingham, shares the education and teaching resources of the two universities, and adopts an international quality assessment system. After graduation, students can obtain the bachelor's degree certificate of the University of Nottingham, the Bachelor's degree certificate of the University of Nottingham Ningbo and the graduation certificate. This international school mode realizes the introduction of high-quality overseas resources and opens a new stage of the international development of China's higher education(Leal et al.,2022).

In terms of the higher education system, it was deeply influenced by Japan. The higher education system replaced the traditional Chinese higher education system, such as academy and Guozijian, with the western higher education system and new schools, and established a new and complete higher education system. According to the provisions of the school system, higher education in the late Qing Dynasty was divided into three levels: higher education, universities by subject, and colleges of general Confucianism(He, 2023). The Academy of Higher Learning is the preparatory school, graduates can enter the university, the Academy of Tongru is the highest institution, equivalent to the current graduate school, and parallel to the Academy of higher learning, there are excellent normal school, industrial teachers' workshop, advanced agriculture, industry and Industry School, the Academy of Advanced scholars, Translation School, etc., pay attention to the training of various specialized talents, "each school has its own expertise for effect", It has the basic nature of western professional education(Zlatkin&Pilz,2022).

From the perspective of the curriculum of higher education, it basically abandoned the curriculum system based on the imperial examination, such as the Four Books, Five Classics

and eight texts, stipulating that the university "aims to obey the decrees, correct the trend, and create generalists", and "aims to supply and employ sufficient talents of various academic and artistic abilities", implementing the combination of subject division and comprehensive teaching in the Western model(Lofgren&Pavlov,2023). Each course is divided into three classes: main course, auxiliary course, and optional course. Take Zhouyi Course of Economics University as an example, its main course is Zhouyi Study, and the auxiliary course is Erya Study, Shuo Literature, Imperial Review of ancient and modern Chinese legal system, Chinese and foreign history of education, foreign history of science, Chinese and foreign geography, world history, foreign language, etc. The university offers more than four courses each year, including Chinese literature and psychology, from the first year to the third year(Al-Mahadin ,2023).

From the investigation of the teaching content of higher education, it is not difficult to find that although the school system still retains a certain number of Confucian classics courses (both higher schools and superior normal schools have courses on classics and the origin and flow of classics, and there are also special classics courses in universities), However, the curriculum content has changed and focused on the modern western natural science and social science and cultural knowledge (even the discipline of classics also needs to learn foreign science and world history), which is significantly different from the traditional school education(Liu&Song,2022).

Since the 21st century, the internationalization of higher education in our country has been advancing deeply under the influence of globalization(Mu,2022). The government has introduced a series of rules and regulations related to the internationalization of higher education, and incorporated them into the legal management track, which creates a good development environment for the internationalization of higher education, and our country begins to further explore and develop its own international school-running mechanism. The international school-running mode jointly built by China and foreign countries realizes the direct dialogue and full sharing of university education elements and educational resources at home and abroad, enhances the effectiveness of the internationalization of higher education, and realizes the complementary advantages through the form of strategic alliance between universities and increases the intellectual capital of both sides, which has a far-reaching impact on the internationalization of higher education(Fadlallah&Janmaat ,2023).

Looking back at the development of China's higher education internationalization from the late Qing Dynasty to modern times, it is necessary to realize the transformation from a large country of higher education internationalization to a powerful country of higher education internationalization(Garvey et al., 2022). In addition to the classic model, co-construction model, satellite model and education cluster model, we should also actively explore and develop other new international education models, further expand the vision of running a school, enhance international awareness, accelerate the internationalization process of higher education, and achieve beyond the traditional higher education power. In recent years, taking the "Belt and Road" as an opportunity, China has begun to incorporate Chinese discourse and Chinese elements into the internationalization system of higher education, aiming to explore a new

internationalization road with Chinese characteristics from the journey of internationalization of higher education (Mehrin&Salveen,2022).

4.4. Higher Education Resource Flow

From the internal flow of educational resources, our country has long been more of the "cultural exporting country rather than the receiving country", the promotion of international school enrollment is an important sign of our "extroverted" higher education internationalization, which can enhance our country's international cultural soft power and overall image(Tripathi&Sharma,2022). At present, the internationalization of "going global" higher education mainly includes three aspects:(1) As a cultural diplomacy project, the Confucius Institute project encourages the cooperation between Chinese and foreign higher education; (b) International assistance to developing countries in the field of higher education;(3) The Government has launched a campaign to recruit international students in higher education, which is the most important or effective dimension(Xie&Zhao,2022).

For the training of international students, ancient China has always been an important destination for overseas study in the period when China practiced the tribute system. After the Communist Revolution in 1949, China's international student recruitment activity went through three stages (Alam&Sulaiman,2022):(1) Before the reform and opening up in 1978, China's recruitment of international students could be used as a means to optimize the geopolitical environment, thereby easing the bipolar pattern of the "Cold War" period; (2) From 1978 to 2008, "Number of students studying in China (223,499); More students with or without degrees than study abroad (179,800; Whether public or self-funded). (3) Since the implementation of the "One Belt, One Road" policy, it has gradually formed to enhance China's cultural soft power as the goal. In the early 21st century, despite the negative impact of the global economic crisis on the global higher education market, the number and quality of international students in China has been growing(Sabzalieva,2022). According to statistics in 2012, a total of 328,330 international students from 200 countries and regions studied in China and registered in 690 institutions of higher learning in China. About 133,509 of these people were students in degree programs. In addition, about 28,768 international students (8.76 percent) received scholarships or other financial aid from the Chinese government(Buletova et al.,2022).

The available literature supports several reasons why the Chinese government enrolls international students(Zhanyong,2022). An important reason is to enhance China's national image, promote cultural diplomacy, and offer scholarships to international students based on various government-funded programs(Envelope,2022). Not only that, China's universities also increase the number of international students can register, and strive to build a "world-class" university, which will greatly stimulate China's employment opportunities, Chinese language and cultural charm, social economy and higher education development. In 2015, 12 of the 20 countries of origin for international students were part of the Belt and Road Initiative. Therefore, the establishment of the Belt and Road Scholarship, which provides government financial support to about 10,000 international students each year, will help win public trust for expanding bilateral and multilateral cooperation(Pylaieva,2022).

Although the Belt and Road Initiative has achieved some achievements, there are still some challenges to be addressed when using international students as a bridge to communicate with the outside world. In a broad sense, it is necessary to improve the education quality of international students and improve the quality of international students in higher education(Chang et al.,2022). In terms of educational approach, some scholars have raised the issue of the lack of support for international students to achieve an appropriate level of Chinese. After studying Chinese for one to two years, international students begin to stay in degree programs taught in Chinese. Due to the lack of language skills, tensions will arise between international students and Chinese professors(Hoai et al.,2023). At the same time, even if some international students are enrolled in academic programs taught in English, they may still be hampered by language issues. Chinese institutions often assume that the English level of international students is sufficient, so they may not provide them with adequate English training support(He, 2023). However, many international students come from countries where English is not an official language. Other possible challenges include insufficient funding for students from emerging economies and the expectation of better housing conditions for some students from developed countries (Leal&Finardi,2022).

5. Conclusion

To sum up, the international development of higher education is crucial to improving the quality of education, cultivating global talents and enhancing national competitiveness. The impact of this research conclusion is mainly reflected in five aspects. First, the internationalization development of colleges and universities is of great significance for improving the quality of education, cultivating global talents and enhancing national competitiveness. Second, through internationalization, colleges and universities can introduce advanced teaching concepts and methods, strengthen the construction of teachers and improve the teaching level. Thirdly, through the analysis of higher education in the late Qing Dynasty and modern times, it can be seen that the innovation and development of the internationalization mode of higher education is the inevitable requirement to realize the transformation from the internationalization of higher education to the internationalization of higher education. Fourth, in addition to the classic model, co-construction model, satellite model and education cluster model, internationalization can promote academic exchange and cooperation, promote research innovation and discipline development. Fifth, training students with an international perspective and intercultural communication ability will help them better adapt to and integrate into society in the context of globalization.

We should also actively explore and develop other new international education models, further expand the vision of running schools, enhance international awareness, accelerate the internationalization process of higher education, and achieve a power beyond the traditional higher education. Universities should actively formulate international development strategies, adopt corresponding strategies and implementation methods, strengthen international exchanges and cooperation, and strive to achieve diversified development and enhance international influence. Only in this way can higher education truly adapt to the trend of globalization and make a positive contribution to the

development of society and the country. In the future study, I will continue to deepen the innovative research on the internationalization model of modern higher education and focus on how to improve the quality of China's international education, hoping to contribute to the development of modern international higher education.

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