

Policy Research and Development Suggestions on International Understanding Education in East Asia Under the Background of Globalization

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ABSTRACT

With the advent of globalization, under the advocacy of UNESCO, international understanding education is booming, and relevant policy documents are constantly updated with the development of society. The connotation of international understanding literacy has experienced different stages, such as paying attention to peace and human rights, emphasizing citizenship, pursuing cultural diversity and social justice. The theoretical research and practical activities of international understanding education have been carried out all over the world. In the process of curriculum reform, many countries take international understanding literacy as the curriculum goal, in order to cultivate students' international understanding literacy through school curriculum. This paper compares the international understanding literacy curriculum policies of China, Japan and South Korea in East Asia, and clarifies the content and significance of international understanding literacy as the curriculum objective. Based on the analysis of the objectives of international understanding literacy of the three East Asian countries. It also puts forward the development suggestions in order to provide reference for the curriculum policy reform of international understanding education.

Keywords: *Globalization; international understanding education; East Asia; curriculum objectives; development suggestions.*

1. INTRODUCTION

With the acceleration of globalization, there is a special phenomenon of "counter globalization". There is a lack of communication and understanding between different countries and nations, and populism is on the rise in the world. The U.S. President trump has built a border wall, and the refugee problem in Europe is serious. In the process of cross-cultural communication, cultural conflicts, ethnic conflicts and religious conflicts have become the main factors threatening the stability of the world. Extreme political tendencies have increased. Some developed countries that have benefited from globalization are now trying to use state power to restrict capital flows. However, globalization is an irreversible trend. With the development of science and technology revolution, the economic, political, social, cultural, ecological and other aspects of the world are increasingly closely linked. In the face of population problems, resource problems, environmental problems and other global problems, countries can not be alone. They need to actively cooperate with other countries and international organizations to solve them, so as to achieve sustainable development. The purpose of international understanding education is to make people around the world cherish peace, learn to live in harmony and face the negative problems and difficulties in the process of globalization through education.

The education of international understanding was originally put forward by UNESCO to maintain world peace and promote the development of all countries. The two world wars that broke out in the 20th century are two catastrophes in human history. The armistice agreement can not stop the infighting between countries, and the international community is still undercurrent. Since the beginning of the 21st century, although there has been no large-scale war, conflicts and disputes between countries continue. Terrorism, hegemonic politics and other factors still threaten the peaceful development of all countries. Under the influence of unbalanced international political and economic order, countries carry out fierce competition and cooperation. Facing such an international situation, cross regional, cross-ethnic and cross-cultural communication and understanding are the basis for promoting world peace and security. The purpose of international understanding education is to cultivate the peace spirit of youth, which reflects the original intention of human beings to pursue peace. "How to promote world peace through education has become an important task for people [1-2].

Since UNESCO first put forward the term "education for international understanding" in the plenary session in 1946, it has continuously enriched the meaning, objectives and contents of "international understanding education". This topic was discussed at the international education conferences in 1948, 1968, 1974, 1994 and 2001. UNESCO pointed out that all students should have the

knowledge and ability to promote sustainable development by 2030, create a culture of peace and non violence, cultivate global citizenship, understand cultural diversity and appreciate culture in sustainable development The significance of the face. Under the advocacy of UNESCO, many countries have issued relevant policy documents to cultivate international understanding literacy [3-4]. By analyzing the comparative research and practical activities of international understanding education among China, Japan and South Korea, this paper puts forward development suggestions based on the experience of the three countries in international understanding education, so as to promote the practical development of international understanding education in various countries under the guidance of theoretical research.

2. EDUCATIONAL POLICY OF INTERNATIONAL UNDERSTANDING IN EAST ASIA

2.1. Policy Changes of International Understanding Education in Japan

Japan began to follow the footsteps of UNESCO in 1956 to implement international understanding education. In 1991, Japan established the International Understanding Education Association to promote Japan's international education and cope with the challenges of globalization. The society believes that the 21st century is a new era for the development of international understanding education. With the end of the cold war, the world began to look for a new order. Cross border exchanges between countries are increasingly frequent. At the same time, the differences of nationality, culture, tradition and belief aggravate the misunderstanding and friction between countries. In 2005, the Ministry of education, culture, science and technology released the report of the research group on promoting international education in primary and secondary schools, replacing the traditional term "international education with" International Education ". "In recent years, global education and sustainable development education have gradually become synonyms of international understanding education in Japan. The pursuit of peace, the development of global vision and the enhancement of understanding among different ethnic groups have become the new direction of Japan's international understanding education. Under the guidance of the government and the support of the society, Japan has gradually established an international curriculum with understanding as the core, emphasizing cultural understanding to achieve the goal of self understanding, others understanding and human understanding. The curriculum objectives of international understanding are divided into four dimensions: experience, knowledge and understanding, ability and attitude. The goals of the four dimensions are interrelated, shaping the ideal image of Japanese citizens in the era of globalization. Based on the

curriculum objectives of international understanding education, Japan International Understanding Education Institute has constructed the learning content framework, including four aspects: Multiculturalism, global society, earth topic and future choice. "The progressive learning content, focusing on the four in one curriculum objective, presents a new trend in the development of Japan's international understanding education. Japan's primary and secondary schools actively introduce the International Diploma Program, develop teaching materials for international understanding, organize international understanding education activities in cooperation with colleges and universities, promote overseas research and study programs, and cultivate international understanding literacy through various forms of practical activities. Like other countries, the basic way for Japanese primary and secondary schools to carry out international understanding education is to integrate international understanding curriculum with subject teaching. In 2017, the Ministry of education, culture, science and technology of Japan issued the guidelines for learning in primary and secondary schools, requiring foreign language, morality, society and comprehensive practice to infiltrate the educational concept of international understanding in daily teaching. Taking foreign languages as an example, from increasing the learning time of English courses to reduce the starting grade of English courses, Japanese primary and secondary schools actively deepen students' language and cultural experience and cultivate their international understanding quality through foreign language education. Japanese English curriculum requires students to understand the culture of English speaking countries, recognize the perspective of others, and use English to communicate. With the improvement of the course content, the theme of senior high school English course involves all aspects of social life. Students need to understand the social problems of their own country and English speaking countries and express their personal views in the process of reading news information. Comprehensive learning time is a key activity for Japanese schools to carry out international understanding education practice. In the secondary school stage, more than 30% of the comprehensive learning time must be spent on international understanding education experience activities.

2.2. Policy Changes of International Understanding Education in South Korea

South Korea is a model of international understanding education in East Asian countries. In 2000, with the support of UNESCO, South Korea established the Asia Pacific International Understanding Education Center, aiming to promote the development of international understanding education in the Asia Pacific region and maintain regional peace. The education center divides international understanding literacy into five areas: cultural diversity, globalization, human rights, peace and sustainable development. Cultural diversity refers to

students' understanding of cultural diversity on the basis of understanding of culture, so as to contribute to the development of national culture and human culture. Globalization means that students understand the impact of globalization and participate in international exchanges with a positive attitude. Respect for human rights means that students get rid of discrimination and prejudice, treat different groups equally, and co-exist. Peace means that students understand the causes and consequences of conflicts and wars and maintain peace. Sustainable development means that students protect the environment, save resources and promote the sustainable development of society. The connotation of the goal of international understanding literacy in South Korea originates from UNESCO and is constantly updated in the process of localization. Under the guidance of the Asia Pacific International Understanding Education Center, Korean primary and secondary schools have set up special international understanding education courses. The course covers topics such as cultural diversity, sustainable development, globalization, peace and human rights. International research course is an important way for South Korea to cultivate international understanding literacy, including understanding the country and the world. The moral curriculum of primary and secondary schools in South Korea integrates the educational concept of international understanding and emphasizes the cultivation of national pride and peace spirit. Foreign language curriculum plays an important role in the field of basic education in South Korea. In primary school, students need to learn English and Chinese. In middle school, students need to learn two foreign languages. The school employs foreign teachers to teach foreign language courses to cultivate students' international understanding.

2.3. Policy Changes of International Understanding Education in China

China is promoting the construction of a community with a shared future for mankind and encouraging citizens to participate in international competition with an equal attitude. Under the influence of China's foreign policy, the principle of international understanding education in China takes peaceful coexistence as the starting point and foothold. In the early days of the founding of the people's Republic of China, due to the influence of the international environment, there were few opportunities for China to carry out international exchanges. After the reform and opening up, China has carried out international understanding education with an open and positive attitude. In 2010, the Ministry of Education issued the outline of the national medium and long term education reform and development plan (2010-2020), and the "education for international understanding" officially appeared in the national policy text for the first time. "Core literacy of Chinese students' development" defines international understanding literacy as having global awareness and open mind, understanding the process of human

civilization and the world's development trends; respecting the diversity and diversity of the world's multi cultures, actively participating in cross-cultural exchanges; paying attention to the global challenges faced by mankind and understanding the connotation and value of the community of human destiny. Core literacy is a whole concept, which represents the key ability that an individual needs to solve complex problems in a specific situation. It is an important literacy that different disciplines must possess. Therefore, the goal of international understanding literacy can be divided into many aspects in the context of curriculum in China, which can be combined with different real situations in the process of globalization, including enhancing cultural understanding, improving national self-confidence, improving cross-cultural communication ability, and building a community of shared future for mankind.[5-6].

3. SUGGESTIONS FOR THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING EDUCATION

Specifically, international understanding literacy includes four relatively independent and overlapping dimensions. One is the ability to examine poverty, trade, migration, inequality, environment, conflict, cultural differences and stereotypes. Second, respect for differences, that is, the ability to understand and appreciate different views. Third, intercultural communication, that is, to be able to actively interact with people of different gender, ethnic, social, ethnic and religious backgrounds. Fourth, on the basis of the first three points, we are willing to take constructive actions to solve the problem of sustainable development and seek common welfare of mankind [7].

After examining the content framework of international understanding literacy, this paper puts forward four suggestions for the development of international understanding education

(1) Enhance cultural exchanges

In international understanding education, foreign language is a valuable communication medium. However, cultural dialogue is not a pure study of language knowledge, but a real cultural dialogue with foreign language as the carrier of cultural connotation. The foreign language curriculum, which permeates the concept of international understanding education, not only needs to cultivate the skills of listening, speaking, reading and writing, but also requires students to respect and understand multiculturalism, use language knowledge for cross-cultural communication, and promote world peace and social harmony. The importance of international understanding education is to provide students with various opportunities to explore the infinite possibility of meeting different cultures. Students with international understanding are able to define and explain their own world views and cultural traditions, and to recognize how these affect their daily choices and interactions. They can combine culture, geography, religion and other factors to

consider the perspective of others and carry out real cultural dialogue. Under the guidance of teachers, they can compare and analyze different cultures, so as to deepen their understanding of the historical background and contemporary characteristics of a country.

(2) Enhance mutual understanding

International understanding literacy itself is a developing concept. The social culture of different countries and regions is constantly updated with the changes of the times. Traditional cultural understanding means the stereotype out of context. Therefore, the understanding of multiculturalism must be combined with social situations to enhance mutual understanding. International understanding education requires students to look at the social culture of their own nation and other nations from the perspective of development. On the one hand, we should understand the multicultural context and the historical traditions of other countries in cross-cultural communication. On the other hand, we should reflect on our own culture and our world outlook from the perspective of others.

(3) Enhance the confidence of national culture

International understanding education is based on national cultural identity. International understanding literacy requires students to acquire their own cultural knowledge, understand the process of national civilization, and understand local problems. Therefore, enhancing the self-confidence of national culture is the premise of participating in international exchanges.

(4) Enhance multidisciplinary cooperation and exchange

In today's society, economy, culture, science and technology, and environment are showing the trend of globalization. This international situation calls for a new generation that can actively participate in domestic and international affairs and can effectively solve global problems. Facing the tide of immigration, economic crisis and environmental problems brought by globalization, international understanding education must pay attention to sustainable development. It is not the responsibility of teachers of social disciplines or civic courses to cultivate international understanding literacy. Teachers of Arts, mathematics, science, English and other disciplines should cooperate to update curriculum concepts and enhance multi-disciplinary cooperation and communication.

4. CONCLUSION

With the acceleration of globalization, the scope, depth and frequency of communication among citizens of various countries have been expanding. However, misunderstanding and prejudice towards other national cultures have hindered the smooth development of cross-cultural communication. In the face of such problems, it is urgent to cultivate international understanding literacy, and it is of far-reaching significance to understand the social culture, customs and habits and historical origins of other nations. The connotation and denotation of international understanding literacy has been changing, enriching and

enriching with the development of the times. Based on the analysis of the policy development of international understanding education in the three East Asian countries, this paper puts forward some suggestions for the development of international understanding education in East Asia.

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