



Research on the Problems and Countermeasures of Students' Competence Development at the High School Level in the Context of Internationalization of Education

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Abstract. The abstract on the internationalization of upper secondary education provides an in-depth look at the changing landscape of global education, emphasizing the shift towards international curricula to help students adapt to a globalized society. It highlights the goal of strengthening intercultural understanding, language skills, and competence while acknowledging the complex challenges of cultural and linguistic barriers, differences in access to resources, and the need for educators to adapt pedagogical approaches to a diverse student population. This paper critically examines these barriers and advocates strategic solutions to enhance students' competence development. By analyzing the dimensions of internationalization, including the definition of internationalization, its drivers, and the specific case of the evolution of education in China, this paper provides a comprehensive overview of the phenomenon. It discusses the potential and pitfalls of integrating international elements into education, highlighting the importance of cultural adaptation, global influences, and the critical role of language proficiency. The conclusion suggests multifaceted approaches to these challenges, including inclusive curriculum design, pedagogical innovations, language support, and teacher professional development. Despite the inherent challenges, the summary outlines the essence of the internationalization of upper secondary education, which is the development of globally competitive individuals through thoughtful analysis and strategic interventions.

Keywords: Internationalisation, Cultural and Linguistic Barriers, Competency Development.

1 Introduction

In the rapid development of global education, high schools around the world are increasingly adopting internationalized curricula to prepare students for the demands of a globalized society. This shift towards internationalization aims to enhance students' intercultural understanding, language skills, and other competencies. However, incorporating these global dimensions into high school education poses a complex set of challenges that may hinder the development of students' competencies. The challenges encompass cultural and linguistic barriers, disparities in access to international

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educational resources, as well as the imperative for educators to adapt pedagogical approaches to cater to a more heterogeneous student population. Simultaneously, the commitment of internationalized education to cultivate well-rounded, globally competent individuals necessitates the identification and implementation of efficacious responses. This essay attempts to dissect the multifaceted problems encountered in the internationalization of upper secondary education and proposes a set of strategic solutions aimed at optimizing the development of students' competencies. By carefully analyzing these challenges and responses before providing insights, a more inclusive, effective, and enriching educational experience is created for high school students navigating the global classroom.

2 Reasons for Promoting Internationalisation

2.1 Definition of Internationalisation

The internationalization of higher education refers to the process and trend of integration and interaction of education systems, institutions, and individuals across national boundaries [1]. The globalization of higher education encompasses the growing interrelationships between different parts of the world, blurring or even eliminating national boundaries. Internationalization of higher education is concerned with how well academic systems, institutions, and individuals respond to the global academic environment. Internationalization can be seen as a contemporary expression of internationalism, emphasizing mutually satisfying relationships between nation-states and recognition of their differences and traditions. In short, internationalization refers to the responses and approaches taken by higher education institutions to engage and thrive in the global academic environment.

2.2 Factors Driving Internationalisation

The internationalization of higher education is a multifaceted and dynamic process, driven by several key drivers, each with a unique impact and significant benefits. At the center of this endeavor is the exchange of knowledge, ideas, and best practices, as emphasized by Blight D, et, al. [2]. This fundamental aspect underscores the value of collaboration and cooperation between institutions and countries, not only to raise global educational standards but also to create an environment in which students and teachers alike can benefit from exposure to different educational philosophies and practices. Further, Blight D, et, al. emphasize that cultural and social integration constitutes another cornerstone of internationalization [2]. This dimension emphasizes the importance of fostering cross-cultural understanding and promoting diversity to create a more inclusive and tolerant global society. Through student exchange programs and international curricula, educational institutions thereby facilitate direct exposure to different cultures, enabling students to gain a broader perspective on global issues and develop competence in different ways of life.

Furthermore, De Wit H describes the enrichment of the learning environment through the inclusion of diverse perspectives, which is essential for developing stu-

dents' critical thinking and global awareness [3]. This exposure to multiple worldviews encourages students to question assumptions, solve problems with innovative solutions, and understand the complexity of global challenges, preparing them to effectively participate in an increasingly interconnected world. On the other hand, Blight et al. suggest that political reasons also play a crucial role in the internationalization process [3]. In addition to academic and cultural exchanges, internationalization is a tool of strategic diplomacy, facilitating international relations and alliance building. Higher education institutions become arenas for diplomatic engagement, with students and academics acting as ambassadors for their respective countries, promoting mutual understanding and peace.

These different theoretical underpinnings have both positive and negative implications for higher education. On the positive side, internationalization can improve the quality of education, promote cultural understanding, contribute to global peace and stability, and stimulate economic growth. However, internationalization also presents challenges and risks, including the potential for perpetuating neo-colonialism, the commodification of knowledge, and the erosion of national cultures and values. It is important for institutions and policymakers to carefully consider and balance these different rationales to ensure that internationalization benefits all stakeholders and is consistent with the broader goals of education and society.

3 The Development Process of China's Education Internationalisation

The internationalization of Chinese higher education has undergone significant changes over the past decades. From 1978 to 1992, China's internationalization was driven by the desire to achieve the Four Modernisations through economic reform [4]. During this period, the focus was on sending Chinese students and academics abroad for training and education, with financial support from the government. The goal was to meet the demand for experts and senior professionals in various fields. However, since the 1990s, the motivation for internationalization has changed not [4]. The focus has become more market-oriented under the challenges of globalization and global competition. The goal is to improve the quality of education and research by international standards. This has led to a greater emphasis on transnational higher education and the introduction of foreign curricula and textbooks. The internationalization of higher education in China has been influenced by various academic models from Europe, Asia the Pacific, and the United States. While the American model has had a significant impact, models from other countries have also played a role [4]. As China further develops its economy and becomes increasingly involved in regional and global affairs, it is expected that various foreign models will continue to influence the internationalization of higher education in China. Despite the influence of foreign models, the Chinese government has been playing a strong role in regulating and guiding the internationalization process. China's higher education system is distinguished from those of the United States, Europe, Australia, and Japan in that its national and ethnic character is protected by government legislation. In terms of its im-

pact on the Chinese education system, the internationalization of higher education has led to the introduction of foreign academic models and standards, improved academic quality, and enhanced research capacity [4]. It has also provided opportunities for Chinese students and scholars to gain international exposure and experience. However, the increasing outflow of overseas personnel, often referred to as the "brain drain", remains a challenge for China [4]. In terms of national interest, the internationalization of higher education enables China to benefit from global knowledge and expertise, contributing to its economic and technological development. It also facilitates mutual communication and exchange between China and other countries and promotes cultural understanding and cooperation. Overall, the internationalization of Chinese higher education has evolved from the conventional exodus of scholars and learners to a more holistic approach involving the internationalization of transnational education and curricula.

4 Challenges

The internationalization of upper secondary education is a major trend in education today, aimed at providing students with a global perspective and enhancing their intercultural communication and international competitiveness. However, this process is not without challenges. These challenges not only affect the quality of education and the student experience but also place demands on the management and operation of educational institutions.

4.1 Culture

Firstly, cultural adaptation is a major challenge. Internationalized education often means interacting with students and teachers from different cultural backgrounds, which can lead to cultural clashes and barriers to understanding. The challenges of intercultural learning include embracing opportunities to develop intercultural competence and global perspectives, as the extent to which students embrace these opportunities can vary greatly [5]. Internationalized education often means interacting with students and teachers from different cultural backgrounds, which can lead to cultural clashes and barriers to understanding. On the other hand, Wihlborg M's study found that teachers and students have different experiences and understandings of internationalization in higher education [6]. Teachers lacked a shared pedagogical culture and were unable to relate to programs that focused on internationalization and its pedagogical considerations. The ambiguity and difficulty of grasping the internationalized educational environment make it challenging to assess learning outcomes [6]. Similarly, students' experiences of internationalization are ambiguous and fragmented, lacking the unique experience of a common curriculum related to internationalization. Teachers and students alike found it difficult to assess learning outcomes in this context. These different experiences and understandings of internationalization affect their assessment of learning outcomes because they have different understandings of the educational environment and learning outcomes. While cultural diversity is a rich

resource for learning and creativity, it also poses significant challenges to capacity development. Students from different cultural backgrounds bring different perspectives, learning styles, and values to the educational environment. This diversity can lead to misunderstandings and conflicts that can hinder the learning process. Educators are challenged to create inclusive classrooms that respect and integrate different cultural perspectives.

4.2 Global Impact

Determining the most beneficial or desirable type of international higher education is also a serious challenge [7]. This requires not only assessing the academic and cultural benefits of various international education models but also considering their sustainability and impact on global educational equity. Each of these challenges has implications for the development of international higher education, both in terms of potential positive impacts such as enhanced cross-cultural understanding and cooperation. At the same time, there are negative impacts such as increased inequality. Language barriers have a significant negative impact on the internationalization of universities [8]. First, the shortage of English language abilities limits the participation of many countries in the international community. Without the essential language credentials, universities can't participate fully in international practice. This hinders the attractiveness of international students and limits international cooperation. In addition, the limited number of English-medium programs offered by academic institutions is not conducive to international cooperation. Language gaps, including limited English language skills of academic staff, affect the quality of English-medium programs. For non-native speakers, language difficulties may hinder access to course content or reduce participation in classroom discussions and affect the acquisition of knowledge and skills. Language barriers can also affect the development of social skills, as students may have difficulty establishing relationships with peers and participating fully in the school community. Effective communication and support services are critical for international students, and language barriers can hinder their integration and overall experience.

5 Suggestions for Challenges in Internationalisation

To respond effectively to the challenges of competence development in the context of internationalized education, a multifaceted approach that includes curriculum design, pedagogical methods, language support programmed, and teacher professional development is essential. Each element plays a key role in ensuring that education systems are inclusive, flexible, and able to prepare students for the complexities of internationalization.

5.1 Promote Inclusive Development of International Education

Combined with the insights of Tight M, the internationalization of higher education exhibits distinctive features in different European contexts, each influenced by unique national priorities, historical legacies, and policy frameworks [9]. France and Germany, as larger Western European countries, have capitalized on their economic advantages and historical colonial/neocolonial relationships to recruit international students and staff. Despite their longstanding involvement in the internationalization of education, there is a distinct lack of detailed research on their strategies and outcomes in English-language academic journals, suggesting a gap in the global discourse on internationalization practices. Finland, on the other hand, presents a case where internationalization and commercialization are intertwined. The Finnish approach engages international students in for-profit activities, particularly through the collection of tuition fees and the promotion of local consumption. This model raises the question of the balance between economic efficiency and educational integrity in the internationalization of higher education. Norway, meanwhile, offers a very different model that avoids tuition fees, thereby removing a significant barrier to international student mobility. Norway's success in attracting a diverse student body is attributed to its proactive national policies on internationalization and the rapid adoption of these policies at the institutional level. This approach underscores the potential of policy-driven strategies in fostering a more inclusive and accessible international education environment.

5.2 Carry out International Exchanges and Cooperation

Recognizing the value of internationalization activities is essential. By fostering a culture that values international cooperation, institutions can improve the quality of teaching and research. Avoiding superficial internationalization efforts and focusing on real academic value is essential for sustainable international partnerships. The establishment of centers of excellence can act as collaborative hubs, pooling resources to attract renowned international partners [10]. Exploring academic partnerships with countries outside of geopolitical tensions can open new avenues of collaboration. In addition, addressing data management challenges and leveraging digital solutions can facilitate international engagement, especially in a post-pandemic environment where virtual collaboration is becoming increasingly important.

Strengthened mechanisms for collecting student feedback through surveys, focus groups, and regular consultations with student representatives will help provide insights into institutional strengths and areas for improvement. Strengthening faculty development programs is essential to provide educators with the skills needed to deliver quality international education and to facilitate the university's global engagement efforts, and cross-cultural understanding between students and faculty can be facilitated through cultural exchange programs and intercultural competency training [11]. A more inclusive and diverse academic environment will be fostered.

6 Conclusion

In conclusion, the drive to internationalize the global high school curriculum, driven by the urgent need to prepare students for a globalized society, marks a major paradigm shift in education. The movement aims to develop key student competencies such as intercultural understanding, language proficiency, and global perspective. However, it also poses several challenges, including cultural and linguistic barriers, differences in access to resources, and the need for pedagogical adaptations to support a diverse student population. Despite these barriers, the potential benefits of internationalized education are many. Through a greater understanding of the complexities of internationalization and a commitment to continuous improvement and innovation, a better education can better serve students and prepare them for the complexities of the modern world.

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