

The Research on Enhancing the Internationalization Competence of Poverty-stricken Students in Universities-A Case Study of Universities in Jiangsu Province

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Abstract: The students with family economic difficulties in colleges and universities are an important part of China's higher education system. However, the survey found that their internationalization competence and level are significantly different from those don't suffer financial difficulties students. This study proposed that the internationalization competence and level of poverty-stricken students in China's higher education can be improved from five aspects: strengthening top-level design, policy support of colleges and universities, precision funding measures, broadening the extension of funding education, and setting an example. Only in this way can we better realize the combination of poverty alleviation and ambition promotion of college students, further promote the fair development of higher education, continuously improve the quality of higher education, and truly realize the education goal of cultivating people with morality.

Keywords: Internationalization competence, Poverty-stricken students, Students in China universities

1. Introduction

In recent years, all sectors of China have held high the great banner of socialism with Chinese characteristics, and taken it as our own duty to win the battle against poverty and secure a decisive victory in building a moderately prosperous society in all respects. Colleges and universities have also conscientiously implemented the requirements of the state and issued corresponding financial support policies to help poverty-stricken students finish their studies and ensure that no student will drop out of school due to financial issues. In 2017, the Party Leading Group of the Ministry of Education issued the Implementation Outline of the Project of Improving the Quality of Ideological and Political Work in Colleges and Universities (Jiaodang [2017] No. 62) which included the funding for education into the "Ten Education Systems" and clearly required the combination of supporting the poor with supporting the wisdom and supporting the poor with supporting the ambition and requested for the establishment of a 'four-in-one' development funding system for state funding, school grants, social donation and student self-help. Building a long-term mechanism for subsidizing and educating people through the effective integration of material assistance, moral infiltration, ability expansion and spiritual encouragement to achieve the combination of free subsidy and paid subsidy, explicit funding and implicit funding. To form a virtuous circle of "solving difficulties - educating people - becoming talents - feedback," and to cultivate students' good qualities of self-reliance, honesty, gratitude and courage.

2. The study on internationalization competence of university students

2.1 Internationalization Competence of Poverty-stricken Students

As an important part to protect livelihood project, student financial assistance is an important content and measure of poverty alleviation and social equity promotion. The proportion of financial assistance for college students is the highest in China, which reached 58.3% in 2017. It can be seen that the

government attaches the most importance to students from poor families and supports them to successfully complete their studies. With the further improvement of China's overall national strength, higher education has entered the stage of universalization, and the financial assistance work for college students has begun to transform from extensive economic assistance to personalized assistance, paying more attention to the individualized development of students and the work of supporting their ambition. The most fundamental purpose of subsidizing individualized development is to help college students grow and become talents in a better way, and solve the material support they need in the process of individualized development, such as subsidizing students to go abroad for exchange, improving students' international competence, and cultivating talents with comprehensive quality for national development. In recent years, the internationalization of higher education in China has developed rapidly. With the continuous advancement of the internationalization work, there have been fruitful achievements in the research on the issues related to the internationalization competence of college students, but there are relatively few researches on the poverty-stricken students. Liu Qi (2017), and other people's research suggested that the American federal government through the use of funding resources, to conform to the trend of the times, to promote education fair, have a tendency to support and guide the poverty-stricken students overseas for science, technology, engineering, mathematics, language, culture and other aspects of learning for further study, improve poverty-stricken students training quality in colleges and universities in the United States, for its national interests. They also found that the United States attaches great importance to the internationalization of college students from poor families, and the financial assistance is relatively perfect, and the improvement of students' internationalization competence is remarkable. Most domestic researchers focus on studies on poverty-stricken students, such as study, psychology, communication, employment, integrity, gratitude, etc., while researches on the improvement of international competence are relatively lacking.

2.2 Current situation of overseas exchange programs of university in Jiangsu province

The Fourteenth Five-Year Plan for the National Economic and Social Development of the People's Republic of China and the Outline of the Long-range Goals for 2035 promulgated in 2021 clearly states that: we will continue to deepen educational reform and further carry out high-quality Chinese-foreign cooperation in running schools. The Outline of Medium - and Long-Term Education Reform and Development Plan of Jiangsu Province also proposes to implement the overseas study plan for university students, and by 2020, the proportion of students with overseas study experience among high-level university undergraduates will be more than 5%. Therefore, in the past five years, universities in Jiangsu Province had actively expanded overseas exchange programs for university students. With the efforts of JESIE (Jiangsu Education Service for International Exchange), Jiangsu Education Association for international Exchange, CSC(China Service Center For Friendship and Cooperation with Foreign Countries)and individual students, the number of college students participating in short-term and long-term overseas exchange programs has increased year by year, and the number of overseas exchange programs for some college students with financial difficulties has also increased year by year. In 2020, due to the influence of COVID-19 epidemic, the number of overseas exchanges will decrease significantly, offline exchanges will be canceled basically, and most overseas exchange programs will be carried out online instead. The following table is a summary of the number of overseas exchanges in some universities in Jiangsu Province from 2015 to 2019.

Table 1: Overseas exchanges of some university students in Jiangsu Province from 2015 to 2019.

Name	A university in Nanjing		A university in Zhenjiang		A university in Yangzhou	
	Total number of overseas exchanges	Number of poverty-stricken students	Total number of overseas exchanges	Number of poverty-stricken students	Total number of overseas exchanges	Number of poverty-stricken students
2015	176	2	669	197	140	12
2016	227	10	858	245	149	13
2017	236	14	973	232	173	9
2018	271	23	1003	259	194	25
2019	302	42	1207	298	267	36

According to the above table, it is known that the number of international students with economic difficult students account for about 1% -30% in the total number of colleges and universities, indicating that poverty-stricken students have an overseas development planning awareness in colleges and universities, but the proportion is relatively small.

3. Research object

In order to further understand university students study abroad situation of the present situation of the willingness and ability of internationalization, the researchers used the form of online questionnaire, to research of some universities in Jiangsu province, the research objected include double first-class universities, ordinary undergraduate course colleges and universities and individual college undergraduates, investigation of 13 cities in the province 26 colleges and universities, a questionnaire of 12000. There were 11,822 valid questionnaires, including 5,632 male students and 6,190 female students, including 5,220 poverty-stricken students, 2,253 male students and 2,967 female students.

The core of the questionnaire is based on the internationalization competence of the college students, including "knowledge and understanding", "attitude and values" and "skills and experience". Among them, "knowledge and understanding" includes "world knowledge", "global understanding" and "international academic competence"; "Attitude and Values" include "international awareness", "international attitude" and "values identity"; "Skills and experience" include "tool use" and "cross-cultural communication".

4. Results and analysis

4.1 International competence

According to the survey, 0.7% of students thought internationalization is not important, while 71.4% thought internationalization is very important and 27.9% thought internationalization is generally important. In the dimension of international competence system, it is found that the most important thing that college students lack is the ability to master and use multiple languages, which has become an important factor hindering the development of internationalization. The survey also found that the economic is the main reason to limit the improvement of personal international competence. If the economic situation allows, most of the students expressed the reason to participate in overseas exchange programs.

4.2 International competence improvement program

The survey found that only a small number of students participated in overseas exchange programs during their school years, but most students will improve their international level by self-study and taking relevant courses, so it is possible to increase the proportion of students who exchange overseas. 1.1% of the students have taken the foreign language test abroad (such as IELTS, TOEFL, GRE, JLPT-N1, etc.), but 49% of the students intended to take the overseas exchange study program or the foreign language test abroad, and indicate that taking the international competence improvement program (overseas exchange study or foreign language test abroad) can enrich university life and enhance comprehensive ability.

4.3 University's policy on improving international competence

16.7% of the students' schools have special programs for students from families with financial difficulties to improve their internationalization competence, but most schools have not set up related programs yet. At the same time, it is found that only 15.7% of the students are satisfied with the current policies and programs for students from families with financial difficulties to improve their internationalization competence, that is to say, most colleges and universities have insufficient policy support for students from families with financial difficulties to improve their internationalization competence due to various reasons.

5. Suggestions on improving university students' internationalization competence

It can be concluded from the survey that college students all have a strong sense of internationalization and hope to have the opportunity to improve their internationalization level. However, at present, there are not many students who can study and exchange overseas, and they do not have a comprehensive understanding of the improvement of their internationalization competence. The reason is that economic foundation and individual comprehensive quality are the two main factors that restrict the overseas expansion of poverty-stricken students. Therefore, it is a very important task for students

from poor families to improve their international competence and increase opportunities for overseas exchanges. It is also an important measure to effectively improve the quality of higher education and continuously promote educational equity. To further improve the international competence and level of students from poor families in higher education in China, the author believes that the following five measures can be taken:

5.1 Strengthen the top-level design

Internationalization is an important ranking index of world-class universities. The Outline of National Medium-and Long-Term Education Reform and Development Plan (2010-2020) proposes to expand education opening, strengthen international exchanges and cooperation, adapt to the requirements of national economic and social opening to the outside world, and cultivate a large number of international talents with international vision, familiar with international rules and able to participate in international affairs and international competition. The national and government levels continue to strengthen policy guidance. In the current funding system, the individualized development and volunteer assistance for funded students are highlighted, and the incentive bursary system from low-level bursaries to high-level bursaries is set up. Incentive bursaries can include different types such as innovation and entrepreneurship, overseas exchange, scientific research and voluntary service, which guide students from families with financial difficulties to stand on their own feet and give support and guarantee from the policy. Both Singapore and Japan regard the internationalization of higher education as the main means to maintain competitiveness in the 21st century global knowledge economy^[5]. In the promotion of college students' international competence, our country can walk out of the road of development with Chinese characteristics, realize "corner overtaking" and develop by leaps and bounds.

5.2 Policy support from colleges and universities

Internationalization level is one of the important standards to measure whether a university has reached the level of "double first-class"^[6]. Before the national policy comes out, some high-level universities can make some attempts to provide grassroots wisdom for the student training system of "double-first-class" universities, truly achieve the goal of cultivating people by virtue, introduce specific targeted funding measures, formulate specific funding standards and operational programs, and help outstanding students from families with financial difficulties realize their desire to enhance their internationalization competence. By participating in projects such as overseas study visits, students can effectively get in touch with international academic frontiers and foreign high and new technologies, and even acquire research methods and ways of thinking that are different from their own disciplines to broaden their international vision and improve their innovation ability^[7]. This can further enhance the internationalization level of Chinese colleges and universities, promote international exchanges, cultivate talents with international ability, and provide inexhaustible power for the development of the country.

5.3 Implement targeted poverty alleviation measures

"Precision funding" refers to the actual situation of students with financial difficulties in different regions and families, and applies scientific and effective methods to accurately identify, help and manage the recipients. "Precision funding", through fine and differentiated forms of funding, matches the needs of the target and the purpose of funding, so as to maximize the effectiveness of funding work, optimize the allocation of funding resources and promote education equity. The funding work of colleges and universities should be further transformed to ability cultivation, truly realizing the transformation from poverty alleviation to aspiration fostering, bringing international ability into the "precise" training category, and establishing the corresponding funding assessment mechanism. Accurately subsidizing college poverty-stricken students who need to improve their internationalization competence is a new exploration of the current "precision funding" work. Under the call of 19th CPC National Congress to improve the student subsidy system, we should dig deep into the potential of the subsidy work, improve the dimension of educating people, and establish and improve the college subsidy system. "Precision funding" is of great significance to further play the role of university subsidy in educating people, innovate the new idea of "three-wide education", and improve the training quality of poverty-stricken students.

5.4 Broaden the extension of financial aid education work

The improvement of the internationalization quality of university student work force is an effective

guarantee to enhance the internationalization level of universities and cultivate the internationalization competence of college students^[8]. Therefore, it is necessary to continue to enhance the matching of the funding work and enhance the professionalism of the funding staff. To match the effect assessment of college financial aid education work with the ability growth of students with financial difficulties, further innovate the work mode of financial aid education, transform from single ability orientation to high-end and multi-ability composite training, and reduce the economic problems' limitation on the ability training of students with financial difficulties. Colleges and universities should provide more opportunities for intercultural communication, such as holding "International Cultural Festival", setting up cross-cultural seminars and salons and other forms, so that students can cultivate their intercultural understanding ability, cooperation ability and the perception of value difference in a diversified teaching environment^[9], and imperceptibly improve the international competence of college students. At the same time, it will open up the channels of subsidizing and educating people, influence more college students to go out, improve the international talent training system of colleges and universities, and provide rational reference and practical guidance for the realization of China's internationalization strategy.

5.5 Setting examples to promote students' internationalization competence

At present, the path of cultivating international talents in Chinese universities mainly includes the following aspects: carrying out international exchanges for students, building international courses, carrying out international certification programs for majors, and promoting comprehensive reform of majors. The cultivation of international awareness and ability of students from poor family's needs to be carried out in the whole process of college education. According to the training system of "three-wide education", an international learning atmosphere should be created and learning opportunities should be created, such as using the Internet to communicate and realize cross-space communication. Online communication through the Internet significantly improves students' intercultural communication skills and understanding of other countries^[10]. Students are encouraged by the power of role models around them. Student agencies play an active role in the process of internationalization. Schools should promote the development of student agencies and further promote the level of internationalization^[11]. Consciousness determines action. Chinese college students need to consciously enhance their awareness of international learning, exercise their international competence, and strive to improve the level of internationalization from three dimensions of "knowledge and understanding", "attitude and values" and "skills and experience". According to the above multi-level treatment, we should work together from the aspects of the state, universities and individuals, so as to better realize the combination of college students' poverty alleviation and promoting ambition, and truly enhance the internationalization competence of poverty-stricken students.

6. Conclusion

This paper investigated the current situation of internationalization level of poverty-stricken students in some colleges and universities in Jiangsu Province, analyzes the existing problems, and then put forward some measures to improve the internationalization level of students with financial difficulties in colleges and universities from the aspects of guiding concepts, policy support, promotion methods, education path, training of work team, external environment support and optimization of evaluation system, etc., so as to provided theoretical support for effectively carrying out the internationalization competence improvement of poverty-stricken in colleges and universities

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