

# Study on Enhancing the International Communication of Education in the Context of Chinese-Style Modernisation

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**Abstract:** *International communication in education refers to the exchange and influence of information, concepts, values and culture among different countries and regions in the field of education. The study of international communication in education is an interdisciplinary academic field that involves the theories and methods of many disciplines, such as pedagogy, communication, international relations, and culture. Starting from the characteristics and challenges of Chinese-style modernisation, this paper discusses how to enhance the theory and practice of education international communication research, with a view to contributing to the internationalisation of Chinese education and the diversification of world education.*

**Keywords:** *international communication in education; Chinese-style modernisation; theory and practice*

## 1. Introduction

With the development of globalisation and informatisation, the ties between countries around the world are getting closer and closer, and education has become one of the important fields of international exchange and cooperation. Education is not only a process of knowledge transfer and skill cultivation, but also a process of cultural inheritance and value shaping. International communication in education refers to the exchange and influence of information, concepts, values and culture among different countries and regions in this process.

The study of international communication in education is an interdisciplinary academic field, which draws on the theories and methods of many disciplines such as pedagogy, communication, international relations, and cultural studies, and aims to explore the nature, laws, mechanisms, effects, evaluation and other issues of international communication in education. The study of international communication in education not only helps to promote mutual understanding of and reference to education in different countries, but also helps to improve the quality and level of education in different countries, and more importantly, helps to build a pluralistic, inclusive and harmonious world education system.

China is a large country with a long history and a splendid culture, as well as a country undergoing profound changes and rapid development. Chinese-style modernisation means that China, on the basis of inheriting and innovating the outstanding traditions of Chinese civilisation, has come up with a road of modernisation that meets China's national conditions, embodies China's characteristics, reflects China's wisdom and showcases China's style. Chinese-style modernisation is not only an inevitable way for the Chinese people to achieve national rejuvenation and people's happiness, but also an inevitable choice for China to contribute wisdom and solutions to the progress of human society and world peace<sup>[1]</sup>.

The characteristics and challenges of Chinese-style modernisation provide new perspectives and opportunities for the study of international communication in education. On the one hand, the features of Chinese-style modernisation, such as adherence to peaceful development, advocacy of common destiny, promotion of cultural self-confidence, and promotion of openness and cooperation, provide new concepts and values for the study of international communication in education. On the other hand, the challenges of Chinese-style modernisation, such as coping with international competition, enhancing cultural influence, improving the quality of education, and promoting educational equity, have provided new needs and motivation for the study of international communication in education.

Starting from the characteristics and challenges of Chinese-style modernisation, this paper discusses how to enhance the theory and practice of international communication research in education, with a view to contributing to the internationalisation of Chinese education and the diversification of world education.

## **2. Characteristics and Challenges of Chinese-style Modernisation**

### ***2.1 The Characteristics of Chinese Modernisation***

Chinese-style modernisation is a unique model of modernisation, which has the following main features: Chinese-style modernisation is carried out in a peaceful and stable international environment, and for the purpose of maintaining and promoting world peace. China adheres to the path of peaceful development, opposes hegemonism and power politics, respects the right of all peoples to independently choose their social systems and development paths, upholds international justice and promotes the building of a community of shared destiny for mankind. Chinese-style modernisation is taking place in the context of the era of globalisation and multi-polarity, and in response to global problems and challenges. China advocates the establishment of a new type of international relations centred on win-win cooperation, strengthening political mutual trust, economic mutual benefit, cultural mutual understanding and security mutual assistance with all countries, so as to achieve common development and prosperity for all<sup>[2]</sup>. Chinese-style modernisation is carried out on the basis of inheriting and innovating the outstanding traditions of Chinese civilisation, as well as for the enrichment and development of human civilisation. China promotes Chinese cultural self-confidence, insists that the roots of Chinese culture will not be shaken, the lineage of Chinese culture will not be broken, the spirit of Chinese culture will not be changed, and the form of Chinese culture will not be solidified, and at the same time, respects the cultural diversity of all countries in the world, and promotes dialogues and exchanges among different civilisations. Chinese-style modernisation is carried out in the context of deep participation in the international division of labour and cooperation, and for the purpose of expanding and deepening international cooperation. China promotes the construction of an open world economy, actively participates in the reform and construction of the global governance system, advocates the "One Belt, One Road" initiative, and implements a strategy of opening up to the outside world at a higher level<sup>[3]</sup>.

### ***2.2 The Challenge of Chinese Modernisation***

Although Chinese-style modernisation has made great achievements and progress, it also faces a number of difficulties and problems. Among them are the following major challenges: as China's comprehensive national power rises and its international status improves, it has also encountered some international pressure and resistance, even hostility and provocation. Some countries have tried to contain and suppress China's development out of strategic interests or ideological considerations, and have engaged in trade wars, scientific and technological blockades, public opinion attacks, and political interference against China. These international competitions pose serious challenges to China's security and development, requiring China to improve its comprehensive strength and international influence, safeguard its core interests and legitimate rights and interests, and at the same time insist on dialogue, consultation and win-win cooperation to resolve contradictions and conflicts. Chinese-style modernisation is a kind of cultural modernisation, which should not only maintain the traditions and characteristics of Chinese culture, but also exchange and integrate with world culture. However, China still has some deficiencies and dilemmas in the field of culture, such as weak capacity for cultural innovation, low quality of cultural products, poor channels for cultural dissemination, and insufficient cultural soft power. These problems have led to the fact that China's cultural influence in the international arena is not strong enough to effectively display China's image and values, or to effectively attract and infect people around the world. Therefore, China needs to strengthen cultural construction and innovation, improve cultural quality and standards, expand cultural exchanges and cooperation, and enhance cultural confidence and charm.

Education is the foundation and driving force of modernisation, as well as its goal and outcome. China has made great progress and achievements in the field of education, such as popularising nine-year compulsory education, expanding the scale of higher education, raising the proportion of investment in education, and increasing international exchanges in education. However, China's education still faces a number of problems and challenges, such as uneven distribution of educational resources, uneven quality of education, insufficiently developed educational institutions and

mechanisms, and insufficiently advanced educational concepts and methods. These problems affect the level of knowledge and quality cultivation of the Chinese people, as well as China's competitiveness and co-operation in the international arena<sup>[4]</sup>.

### **3. Enhancing the theory and practice of international communication research in education**

#### ***3.1 Current Situation and Problems of International Communication Research in Education***

The study of international communication in education is an emerging academic field, which has received increasing attention and importance both at home and abroad. The study of international communication in education involves a number of levels and aspects, such as the concept and definition of international communication in education, the purpose and function of international communication in education, the subject and object of international communication in education, the content and form of international communication in education, the channels and media of international communication in education, the process and mechanism of international communication in education, and the effect and evaluation of international communication in education.

Research on international communication in education has made some achievements and progress both at home and abroad, such as establishing some basic theoretical frameworks and models, conducting some empirical and comparative studies, and putting forward some policy and strategic recommendations. However, there are also some shortcomings and difficulties in the study of international communication in education, such as the lack of a unified and systematic theoretical system, the lack of an in-depth and extensive practical foundation, the lack of innovative and cutting-edge research perspectives, and the lack of effective and standardised research methods.

#### ***3.2 Theoretical Enhancement of International Communication Research in Education***

In order to enhance the theoretical level of the study of international communication in education, we need to make efforts in the following aspects: the study of international communication in education is an interdisciplinary academic field, which draws on the theories and methods of other related disciplines while highlighting its own characteristics and contributions. We need to clarify the core issues and main objectives of concern for the study of international communication in education, that is, how to promote the development and innovation of education in all countries, enhance mutual understanding and trust among peoples, and promote the building of a community of destiny for humankind through the exchange of information, concepts, values, cultures, and other influences among different countries and regions in the field of education. The study of international communication in education needs a complete and systematic theoretical system and framework to guide the direction and scope of its research, as well as to analyse its objects and phenomena. We need to construct the theoretical system and framework of education international communication research from three levels: macro, meso and micro. The macro level is mainly concerned with the social background and international environment of international communication in education, such as the impact and requirements of globalisation, multipolarity and informatisation on international communication in education. The meso-level is mainly concerned with the subjects and objects of international communication in education, such as the role and feedback of education policy, education system and education culture in different countries and regions on international communication in education. The micro-level is mainly concerned with the contents and forms of international communication in education, such as the expression and transmission of educational information, educational concepts, educational values, educational culture, etc. of different countries and regions in international communication in education. The study of international communication in education needs some novel and cutting-edge theoretical perspectives and paradigms in order to expand its research field and depth as well as to solve its research issues and problems. We need to innovate the theoretical perspectives and paradigms of international communication research in education from multiple dimensions. For example, from the cultural dimension, the theories of cultural adaptation, cultural integration and cultural conflict can be used to analyse cultural differences and cultural activities in international communication in education. For example, from the communication dimension, the theories of communication effect, communication strategy and communication evaluation can be used to analyse the communication process and communication effect in international communication in education. For example, from the international dimension, the theories of soft power, public diplomacy and global governance can be used to analyse international relations and international cooperation in international communication in education.

### ***3.3 Enhancing the practice of international communication research in education***

In order to enhance the practice of international communication research in education, we need to make efforts in the following aspects: international communication research in education needs to be supported by sufficient and reliable empirical foundations and data to verify its theoretical assumptions and conclusions, as well as to provide its policy recommendations and practical guidance. We need to strengthen our observation and documentation of the phenomena and issues of international communication in education, and to collect and collate data of various types and sources, such as official data, academic data, media data, public opinion data, and so on. We also need to strengthen the analysis and processing of data on international communication in education, using various methods and techniques, such as quantitative analysis, qualitative analysis, content analysis, network analysis and so on. Research on international communication in education requires extensive and in-depth comparative studies and case studies to reveal its regularity and specificity, as well as to enhance its universality and relevance. We need to carry out comparative studies at different levels and scopes, such as cross-country comparisons, cross-region comparisons, cross-disciplinary comparisons, etc., in order to find out the similarities and differences as well as the strengths and weaknesses of international communication in education among different countries and regions. We also need to carry out case studies of different types and themes to explore the localised and diversified paths of education international communication research. International communication research in education needs localised and diversified paths to reflect its characteristics and values, as well as to adapt to its diversity and complexity. We need to explore the theories and methods of education international communication research that meet Chinese characteristics and Chinese needs, such as Chinese discourse system, Chinese cultural logic, Chinese practical experience, etc., in order to build a paradigm of education international communication research with Chinese characteristics. We also need to respect the differences and diversity of different countries and regions in international communication in education, such as historical backgrounds, cultural traditions, social realities, etc., in order to promote pluralism and inclusiveness in international communication in education research.

## **4. Practical Case Study of International Communication Research in Education**

In order to better illustrate the theory and methodology of international communication research in education, as well as to demonstrate the practical effects and value of international communication research in education, this paper selects a representative and revealing practical case for analysis: China's education assistance projects in Africa.

### **1) China's educational assistance programmes in Africa**

China's educational assistance projects in Africa are an important part of China's foreign aid efforts and an important vehicle for the international dissemination of China's education in Africa. China's educational assistance projects in Africa mainly include the following aspects: building schools, hospitals, libraries and other educational facilities in African countries; providing scholarships, training, exchanges and other educational opportunities to African countries; gifting educational materials such as teaching materials, books, equipment and other educational materials to African countries; dispatching experts, volunteers, teachers and other educational personnel to African countries; and supporting African countries to carry out educational reforms, development, and cooperative Educational programmes. China's educational assistance projects in Africa are aimed at helping African countries improve the level and quality of education, promoting the economic and social development of African countries and the cultivation of human resources, enhancing friendship and mutual trust between China and Africa, and promoting win-win cooperation between China and Africa. China's educational assistance programmes in Africa embody the following characteristics: they are demand-oriented and based on respect. China's education assistance programmes in Africa are formulated and implemented in accordance with the actual needs and aspirations of African countries, rather than being imposed or planned. China's educational assistance programmes in Africa are carried out and implemented on the basis of respect and understanding for African countries, rather than interfering with or controlling them. Aiming at effectiveness and quality assurance. China's educational assistance programmes in Africa are designed and evaluated with the goal of improving the level and quality of education in African countries, rather than being carried out on the basis of quantity or form. China's education assistance projects in Africa are managed and supervised on the premise of guaranteeing the quality and effectiveness of the projects, not on the principle of cost-saving or meeting deadlines. Co-operation as a method and sharing as a principle. China's education assistance projects in

Africa are organised and implemented on the basis of win-win cooperation, not on the basis of unilateral assistance or exchange of benefits. China's educational assistance programmes in Africa are organised and implemented on the principle of resource sharing and experience exchange, rather than for the purpose of knowledge export or technology transfer<sup>[5]</sup>.

Through these characteristics, we can see that China's educational assistance programmes in Africa are a typical mode of South-South cooperation and an effective soft power dissemination strategy. China's educational assistance programmes in Africa have not only provided useful educational support and assistance to African countries, but also enhanced China's international image and influence in Africa, strengthened political mutual trust and economic mutual benefit between China and Africa, promoted cultural mutual understanding and people-to-people interactions between China and Africa, and made a positive contribution to the building of a China-Africa community of destiny and a community of destiny of mankind.

## 5. Conclusion

The study of international communication in education is an emerging interdisciplinary field of study, which focuses on the role and influence of education in international communication and cooperation, and how education spreads and promotes the soft power and cultural value of the country. In the context of Chinese-style modernisation, the study of international communication in education has important theoretical significance and practical value, which helps us to understand and grasp the position and role of education in the international community, and how education serves the country's development strategy and international responsibility. This paper has systematically sorted out and analysed the concepts, characteristics, contents and methods of the study of international communication in education, with a view to providing a basic framework and reference for the development of the study of international communication in education. The paper also demonstrates the practical effects and value of international communication research in education through an actual case, namely, China's educational assistance programme in Africa, with a view to providing some inspiration and reference for the practice of international communication research in education.

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