

Study on the Problems and Integration of Intercultural Education Development in the Perspective of Globalisation of Education

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Abstract: In the wave of globalization, intercultural education is seen as a vital bridge linking diverse cultures, but its promotion is not without challenges. Despite its widely acknowledged importance, practical implementation faces several issues, including conflicts arising from cultural differences in classroom management, difficulties merging local and foreign cultural elements, and the education system's limited capacity to embrace multiculturalism fully. This article conducts an in-depth analysis of these problems and identifies, through research, that intercultural education can facilitate the international reform of education systems and significantly improve education quality. As a necessary direction for education in a globalized world, intercultural education is critical in cultivating individuals with global awareness and intercultural competencies. To this end, institutions must prioritize enhanced curriculum design and robust teacher training programs. This study also reveals that the implementation of intercultural education varies widely across regions, with noticeable disparities and imbalances. To address these challenges, the article introduces an innovative and inclusive education model aimed at overcoming cultural barriers, fostering global cultural coexistence, and charting a new course for the future of intercultural education.

Keywords: Globalization of Education, Intercultural Education, Multicultural Differences, Limitations of Education Systems

1. Introduction

Amid the sweeping tides of globalization, the education sector is experiencing transformative changes. Intercultural education, a critical pillar of global educational development, seeks to prepare students with global perspectives and the ability to navigate diverse cultural contexts while fostering cultural exchange and integration across regions. As students from different countries and cultures increasingly interact in multicultural settings, a diverse educational atmosphere is emerging. However, despite this progress, intercultural education faces significant hurdles in its development in the context of educational globalization.

Studies from both domestic and international research indicate that while the theoretical importance of intercultural education is widely recognized, its practical application remains problematic. Cultural differences often pose significant challenges in areas such as classroom

management and teacher-student interaction, as students from different backgrounds differ in language, thought processes, and behavior. In addition, finding effective ways to reconcile local and foreign cultures - to coexist without conflict - is another key challenge. Moreover, some education systems lack a comprehensive understanding of the role and potential value of multicultural education for student development. This limited perspective has led to uneven promotion and inconsistent practice of intercultural education across regions, exacerbating disparities in its global implementation.

In response, this research seeks to explore the barriers and disparities in the implementation of intercultural education worldwide in the context of educational globalization. It presents a new integrative and inclusive model of intercultural education designed to overcome these challenges. By fostering deeper cultural integration and achieving harmonious coexistence, the model aims to advance innovation in intercultural education and equip students with broader cultural awareness and stronger intercultural competence in an increasingly globalized world.

2. Overview of the Globalization of Education and Intercultural Education

2.1. Definition and Development Status of Education Globalization

Educational globalization, as an evolving phenomenon, is inherently complex and multifaceted. It involves cooperation, exchange, and integration in education on a global scale. Simply put, it describes the worldwide flow and sharing of educational resources, knowledge, and talent, as well as the strengthening of international cooperation in new educational ideas, models, and policies.

In recent years, the trends of educational globalization have been flourishing. Key indicators include the increase in transnational educational partnerships, the booming development of international student programs, the globalized design of curricula, the growing international mobility of educators, the proliferation of collaborative research projects, and the ongoing push toward the digitization of education. Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) underscore this growth: the number of international students is expected to rise from 2.27 million in 2001 to 6.36 million in 2020, a net increase of 4.09 million - an increase of nearly 200%. However, the pace of growth has slowed in recent years. After six consecutive years of rapid annual increases above 5.5%, the growth rate in 2020 has returned to the level last seen in 2014 [1].

These developments are not only raising the quality and standards of global education but are also producing talent with international perspectives and intercultural skills. At the same time, they have eroded traditional geographic and national barriers, making education in the modern era more open, diverse, and inclusive than ever before.

2.2. Core Concepts and Development Status of Cross-Cultural Education

Intercultural education aims to promote mutual understanding, respect, and harmony among people from diverse cultural backgrounds. By diversifying educational content and employing international teaching strategies, it seeks to develop globally aware, interculturally competent, and culturally adaptable future leaders. The importance of intercultural education is increasingly recognized worldwide. In 2006, UNESCO further strengthened this vision by issuing the Guidelines for Intercultural Education. These guidelines clarified the goals, principles, and assessment standards for intercultural education. They emphasized that intercultural education should serve as a guiding philosophy deeply embedded in all curricula within the education system - especially in foreign language education - rather than being isolated as a separate discipline [2].

Nowadays, intercultural education is widely accepted and practiced around the world. It has become a cornerstone of international school curricula and is increasingly integrated into national

education systems. It plays a vital role in raising educational standards, promoting social inclusion, and enhancing international competitiveness. The modern world, shaped by the forces of globalization, is entering a "new era of intercultural communication". In this context, promoting intercultural education to strengthen people's intercultural communication skills and develop a new generation of high-caliber professionals is not only a necessity but also a vital mission of the time [2].

2.3. Relationship Between Education Globalization and Cross-Cultural Education

Intercultural education and the globalization of education are closely related and form a dynamic relationship in which both promote each other's progress. The development of educational globalization expands the channels of multicultural resources, accelerates the internationalization of educational systems, and provides the necessary foundation and support for intercultural education. In turn, intercultural education contributes significantly to the globalization of education by fostering global awareness, improving intercultural communication, promoting international understanding, and inspiring innovation in education.

Around the world, this synergy has catalyzed numerous initiatives aimed at advancing both the globalization of education and intercultural education. Programs such as the International Student Exchange Program (ISEP) in the United States and China's Sino-Foreign Cooperative Education projects, supported by governments, educational institutions, and nonprofit organizations, offer students the opportunity to immerse themselves in diverse cultural environments. These experiences help students develop a deeper appreciation for global diversity [3].

At the same time, cross-border collaborations in higher education and research, such as those led by CERN, unite scientists around the world to explore fundamental questions in science. These projects not only enable the exchange of knowledge across borders but also promote cultural understanding and respect.

Education initiatives such as the International Baccalaureate Diploma Program (IBDP) and the OECD's Education 2030 Agenda underscore the importance of preparing globally minded, interculturally competent leaders. By promoting international standards and curricula, these efforts contribute to a more balanced global education landscape.

Together, the globalization of education and intercultural education are driving the advancement of global education. In today's rapidly globalizing world, international cooperation in higher education has become imperative. Educational globalization facilitates the exchange of knowledge while presenting unique challenges and opportunities for higher education systems [4].

3. Main Problems and Causes of Intercultural Education Development

3.1. Language Communication Barriers

In the further exploration of intercultural education, the barriers to language communication have become a central problem to be solved, which are deeply rooted in cultural diversity, uneven distribution of educational resources, non-optimization of the language learning environment, and the limitations of students' psychological adaptability. Specifically, the unique habits of language use in different cultures, the differences in expressions, the complexity of grammatical structures, and the uniqueness of phonological features together constitute the first and foremost insurmountable barriers to cross-cultural communication [5].

At the same time, the current education system has significant shortcomings in cross-cultural language teaching, which is mainly reflected in the lack of systematic, practical, and innovative teaching methods, which greatly restricts the effective development of cross-cultural communication, as well as the ability of students to master multiple languages and communicate effectively across cultures. In addition, the non-ideal language learning environment, especially the lack of immersion

in real contexts and opportunities for effective interaction with native speakers, further hinders the improvement of students' intercultural communication skills.

3.2. Cultural Conflict and Adaptation Problems

In 1960, Oberg, an American cultural anthropologist, proposed the concept of "culture shock" in the field of intercultural communication, which originated from the psychological discomfort experienced by Americans working in Brazil in a foreign country. Specifically, "culture shock" describes the psychological and physiological maladjustment that occurs when an individual enters a foreign culture for the first time, due to the loss of familiar social signals and unfamiliarity with the symbols of the new environment, which manifests itself as deep anxiety [6]. The issue of cultural differences conflict in intercultural education is a multidimensional and crucial issue. Its complexity stems from cultural differences in values, behavioral styles, communication patterns, and cognitive habits. These differences not only affect the way individuals understand and deal with the same issue, leading to misunderstandings, conflicts, and even barriers, but also limit the applicability of certain educational methods and teaching strategies in different cultural contexts. Specifically, differences in values can lead to different views and ways of dealing with problems, differences in behavioral styles can lead to differences in teamwork and individual actions, differences in communication modes can create obstacles in the transmission of information, and differences in cognitive habits can affect the understanding and application of knowledge.

The target students of intercultural education also face many challenges in the process of integration into new social and cultural environments, which requires them to invest a lot of physical strength and adequate psychological preparation. They have to overcome social, linguistic, cultural, and cognitive barriers to understand and accept the deeper layers of culture. This dynamic and multifaceted process requires them to constantly adapt their skills, abilities, and behaviors to the new and changing environment around them.

3.3. Differences in Educational Systems and Curricula

Differences in curricula are a key issue in the development of intercultural education. Such differences are mainly rooted in the diversity of educational philosophies, purposes, and allocation of educational resources brought about by different cultural backgrounds. For example, the American educational system is strongly influenced by John Dewey's philosophy of pragmatism, which focuses on stimulating students' creative thinking and encourages them to explore freely through hands-on environments such as laboratories or workshops. Some European countries, such as France and Japan, on the other hand, emphasize the refinement of skills and a deeper understanding of historical and theoretical knowledge, and their curricula often include well-planned collaborative group projects and in-depth analyses of classic works. These differences in curriculum not only reflect the uniqueness of each country's education system in terms of value orientation but also pose a challenge to the smooth promotion of intercultural education. Therefore, in the process of promoting intercultural education, it is necessary to fully consider these differences and explore effective strategies to enhance the exchange and integration of educational resources. In addition, technological advances and policy changes in today's world require national universities to respond quickly and collaborate to maximize the potential for innovation and research. Identifying gaps in international cooperation in higher education is a critical step in enriching understanding and guiding the development of more effective policies [7].

4. Development Strategy of Intercultural Education Innovation and Integration

4.1. Integration of Localization and Internationalization

In the context of intercultural education, localization, and internationalization not only do not have an exclusive relationship but also complement and promote each other. In the practice of intercultural education, localization, and internationalization should be deeply integrated to promote the comprehensive progress and innovative development of education. After analyzing the actual development of local education, educators and policymakers can make rational judgments and plans for the future development of intercultural education in line with international standards.

In the process of promoting the localization and internationalization of intercultural education, educators can aim to cultivate composite talents with a global perspective and intercultural communication skills through the implementation of diversified curricula, the adoption of interactive teaching modes, the building of international teaching staff, the use of modern information technology, and the strengthening of international cooperation and exchanges. This process not only explores and inherits the essence of local culture, but also actively introduces international perspectives, combines rich practical experience and international exchange opportunities, realizes the in-depth fusion of local cultural roots and international perspectives, and provides solid support and guarantees for cultivating talents in the context of globalization.

From China's reform and opening up in 1978 to 1992, Chinese policies and regulations mainly focused on student and faculty mobility, attracting foreign scholars and experts to China, and foreign language learning. Since 1993, however, the Chinese government has gradually realized the importance of integrating the development of domestic and international education, and relevant policies and regulations have begun to focus on attracting overseas Chinese scholars and students as well as internationalizing domestic education. Therefore, the introduction of normative documents such as the Circular on the Cooperation of Overseas Institutions and Individuals in Running Schools not only marked the establishment of the "China Education Association for International Exchanges", but also meant that China's localized education was gradually approaching the development of globalized education [8].

Take the example of the environment and classroom analysis of Confucius Institutes along the Belt and Road, the countries along the Belt and Road are culturally diverse and have different economic and educational levels, so the students have multicultural backgrounds. Their ability to adapt to different cultures has a direct impact on the effectiveness of their studies and the quality of their lives in a foreign country. Confucius Institutes emphasize cultural diversity, respect and appreciate the cultural characteristics of the countries along the route, and cultivate students' intercultural communication skills and innovative thinking skills through practical teaching and educational innovation. This innovation in education mode not only enhances the international influence of Confucius Institutes but also makes positive contributions to promoting the building of a community of shared human destiny [1]. Confucius Institutes provide a valuable reference for the innovative integration of local and international advantages, and at the same time show excellent innovative contribution and unique value to the field of intercultural education. Intercultural education cannot be separated from the successful experience of world-renowned cultural promotion institutions, to create unique concepts and modes of cooperation at home and abroad, joint consultation and joint construction, and realize the in-depth fusion of localization and internationalization, which not only meets the needs of people from different countries for multicultural learning, but also reduces the pressure on local government investment.

4.2. Innovative Curriculum Design

As the core of intercultural education, innovative curriculum design not only enriches students' cultural experience, but also stimulates their interest and motivation in learning through diversified teaching methods, such as the introduction of virtual reality technology, the development of international cultural exchange programs, the establishment of cultural theme courses, and the use of role-playing and situational simulation. These innovative designs enable students to gain an in-depth understanding of the connotations and values of different cultures in practice, enhance their intercultural communication skills, and lay a solid foundation for their success in the future educationally globalized society.

The first and most important step in the process of implementing innovative curriculum design is to establish the core objective of the curriculum design, which is to work toward the enhancement of students' overall competencies, including the key elements of critical thinking, creativity, teamwork, and intercultural communication skills. To achieve this goal, the program design must employ several creative strategies. The first strategy is to innovate traditional course content by incorporating the latest technological advances, the essence of multiculturalism, and real-life problem-solving examples to fully stimulate students' interest and desire to explore. Second, the teaching methods should be diversified, and modern teaching methods such as project-based learning flipped classrooms, and online collaboration tools should be used to motivate students to actively explore knowledge and communicate with each other to cultivate their independent thinking and teamwork skills. At the same time, the course evaluation system should be adjusted accordingly, focusing on process evaluation and comprehensive evaluation, and comprehensively and deeply evaluate students' knowledge accumulation, skill improvement, and innovation ability development through various ways, such as project results demonstration, peer evaluation, and personal reflection.

In addition, the development of modern science and technology has also provided intercultural education with new teaching perspectives and tools. By introducing new learning tools and platforms, teachers can not only stimulate students' interest in learning, but also make their teaching more active and efficient, and cultivate students' in-depth learning and critical thinking. Among them, the use of mind-mapping tools as a learning strategy is often used to improve the academic performance of cross-cultural students. It is well known that learning historical concepts is often a confusing task for students because they are too abstract and theoretical, making them difficult to understand. In addition, historians' different perspectives on historical events make it difficult to reach agreement. To address this dilemma, educators Jannet van Drie and Carla van Boxtel created a case study that asked students to create mind maps on the topic of researching communism. Students were first asked to gather specific definitions of socialist ideology as a source for their work and then to create mind maps that ultimately incorporated their understanding of historical concepts [9]. While this will undoubtedly lead to some debate on certain aspects, it is also an opportunity to improve their critical thinking and debating skills. All in all, this assignment not only gives students more freedom and enthusiasm to explore the history, allowing them to focus on the historical events they want to pay special attention to, but it is also a form of teaching that incorporates new technologies, which may become a more popular trend in intercultural education in the future.

In the field of academic research, innovative curriculum design has shown remarkable significance and value in the field of intercultural education. It is not only a reflection of the innovation of teaching methods in the era of globalization, but also a core way to develop students' global literacy and intercultural communication skills. Through carefully planned curriculum structure and diversified teaching strategies, this process not only enriches students' knowledge structure, but also strengthens their competitiveness and adaptability in the context of globalization, and lays a solid foundation for them to become composite talents with an international outlook.

4.3. Creating a Diverse Campus Environment

In the macro perspective of intercultural education, the creation of a diverse and inclusive cultural environment is particularly important, and its far-reaching effects are worth exploring in depth. Building such an environment builds a bridge for students to transcend the limitations of their local cultures and enables them to fully appreciate the diversity of global cultures, thus expanding their cognitive boundaries and deepening their understanding of and respect for cultural pluralism. In recent years, Confucius Institutes, as important platforms for promoting Chinese language and culture, have been widely established around the world, not only as halls for language learning but also as bridges for cultural exchange and integration. With the promotion of Confucius Institutes, the traditional cultural treasure of Dragon and Lion Dance has been introduced into the classrooms, communities, and cultural activities of many countries, and has become a window for students to get in touch with and understand Chinese culture. Teachers at Confucius Institute not only teach the basic skills and movements of Dragon and Lion Dance but also explore the historical stories, cultural connotations, and symbols behind the dance, so that students can have a broader and deeper understanding of Chinese culture. In addition, the college also actively plans Dragon and Lion Dance tours and exchanges to bring this traditional culture and art to a wider region and further expand its international influence [10]. Such activities promote students' in-depth knowledge of different cultural values, social customs, and historical traditions, effectively reducing cultural prejudices and stereotypes and enhancing mutual understanding and respect. In the future, with the acceleration of globalization and the increasing frequency of cross-cultural exchanges, Confucius Institutes will continue to play their unique role in promoting more similar activities and contributing to the building of a more harmonious and inclusive globalized cultural environment. At the same time, it also expects more innovative teaching methods and platforms to emerge in the field of intercultural education, which will jointly promote global cultural exchanges and integration and lay a solid foundation for the common development and progress of mankind.

5. Conclusion

After extensive discussion, the role of intercultural education as a bridge in the context of globalization is becoming more prominent, but the path of its construction is not a smooth one. This study analyzes in detail the challenges facing intercultural education in practice, including the problems of classroom management caused by cultural differences, the integration of local and foreign cultures, and the limitations of the educational system in understanding multiculturalism. The existence of these challenges further highlights the important value of intercultural education in promoting the internationalization of the education system, enhancing the quality of education, and fostering global citizenship.

At the same time, this study also found that there are significant differences and imbalances in the implementation of intercultural education around the world. This finding provides a new perspective for the future research direction. On this basis, this paper innovatively proposes a model of intercultural education with integration and inclusiveness, which aims to break down cultural barriers, promote global cultural exchange and integration, and then realize the harmonious coexistence of cultures. The proposal of this model not only provides new ideas and new ways for the future development of intercultural education but also predicts that intercultural education will play a more important role in the process of globalization.

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