

The influence of the trend of younger age in international education

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Abstract: With the deepening development of globalization and the continuous development of international education, more and more parents support their children to accept international learning, and the phenomenon of low age of international education is prominent. Children who learn foreign languages and receive international education are getting younger and younger. Chinese children learn foreign languages early and receive international education because of the change of their parents' educational concepts and the preparation for studying abroad. There are many reasons for foreign children to learn Chinese too early, including the support of national policies, the need of personal development, the inheritance of culture by overseas Chinese, and so on. For children to learn foreign languages early and receive international education has both positive and negative effects. Receiving international education too early can help them become international talents and lay a good foundation for their future study abroad life. Leaving your family too early to study in a foreign country is not conducive to your children's physical and mental development. In addition, the younger age of international education will also have a certain impact on international schools, and international schools need to change certain teaching strategies to deal with this phenomenon.

At present, with the further development of economic globalization, international education has also developed rapidly. More and more parents support their children to learn a foreign language at their younger age. Many countries have also implemented relevant support policies for foreign language learning. Some important public figures also support their children to learn foreign languages at their younger age. These factors support many parents to participate in the upsurge of foreign language learning.

1. Overview of the trend of younger age in international education

The younger age of international education includes not only the younger age of domestic students learning English and other foreign languages, but also the younger age of foreign students learning to learn Chinese. And international schools tend to be younger.

2. The trend of younger foreign language learning in China

2.1 Reasons for the trend of younger age of domestic foreign language learners

The trend of younger foreign language learning in China can be seen from two aspects: on the one hand, the age of learners who mainly learn English in China is constantly developing towards a younger age. Based on the critical period hypothesis, many parents believe that the earlier their children learn a foreign language, the better, which is the most appropriate for 3 to 5 years old in the language sensitive period. There are also many parents who let their young children learn foreign languages due to their herd mentality, comparison mentality and educational anxiety.[1]

On the other hand, the age of international students continues to be younger. At present, the development of international education has become the trend of The Times. All countries want to make full use of both the domestic and international education markets, constantly optimize and improve their own educational resources and elements, cultivate high-quality talents with international competitiveness, and serve the economic interests of their own countries. Many countries aim at China's overseas study market and take it as the focus to stimulate economic growth. Many foreign universities and middle schools with mediocre reputation have also explored the domestic education market and set up booths, constantly lowering the threshold for studying abroad. However, the domestic overseas study consulting industry is booming, and customized education to open the door for young students. In view of the current situation of "one examination determines life" under the current domestic education system, more parents are reluctant to take the "single bridge" and begin to pay attention to the way out outside the entrance examination. Studying abroad is a way and opportunity to choose a famous school. Over the past 30 years since reform and opening up, China's comprehensive national strength has been among the top in the world, and some people who got rich first have the financial resources to allow their children to study abroad. In addition, the continuous appreciation of RMB in recent years has objectively reduced the cost of studying abroad for Chinese students. With the development of China's economy, the continuous improvement of residents' income and the decrease of the exchange rate, the burden of tuition fees for more parents has become lighter. In addition, the high employment pressure is also one of the reasons for the increase of young students. Nowadays, many domestic undergraduate graduates now find it difficult to find an ideal job, so many parents are ready to study abroad in high school, and they can choose to stay in the local work for further study abroad. Even if they choose to return to China to develop their career, overseas students will be more competitive because of their overseas study experience.[2]

2.2 Positive influence of the trend of young domestic foreign language learners

Studying abroad at a young age also has obvious advantages. For example, in small classes abroad, teachers will teach according to the actual needs of children, with strong flexibility. Foreign learning pays more attention to the cultivation of thinking ability, hands-on ability, intelligence and physical ability, which is very beneficial to the long-term development of children. Studying abroad early is an overall improvement to their personal quality, which helps to strengthen the child's personal survival ability and learning communication skills. The phenomenon of younger age is a good news for children with good self-care ability and superior family environment. As far as studying in the United States is concerned, studying in high school has more innate advantages than going to the United States for undergraduate and graduate study. By studying in American high schools in advance, many students can not only adapt to the learning and living environment abroad as soon as possible, quickly improve their practical English level, and accumulate different activity backgrounds. Those with excellent grades can also get recommendation letters from well-known

subject teachers in the United States, thus increasing the probability of being admitted to well-known American universities.

2.3 The negative impact of the trend of young domestic foreign language learners

Young international students, because they are young and immature, will form an all-round test in the face of a series of new changes, such as new learning and living environment, new education and teaching system, and new culture. Especially for children aged 5-10, this period is the time for children to communicate closely with their mothers, and leaving home and crossing the sea will make him lose his sense of family too early. Because the lack of family education is unfavorable to the cultivation and growth of his character. And the teenage child mind is not mature, adolescence is a period of changeable temperament, suddenly in different places, from the original school and parents of strict management. If they do not find an outlet, the problem may accumulate deeper and deeper, which is very bad for their growth.

Young children have poor self-care ability. Some overseas students often lead to life phobia. Some children with poor self-restraint ability even begin to dabble in pornography, gambling and drugs after going abroad. If they are arranged to study abroad by parents is not voluntary, lack of enthusiasm to accept the environment, they are more likely to have psychological problems.

In addition, younger international students will also encounter academic barriers. Foreign teaching is flexible, but if the child's language ability is poor and it takes some time to adapt to foreign teaching, he may encounter academic obstacles. And the international students around adolescence is an important period for the formation of the world outlook. Parents are not around, and various conflicts such as language and culture will have a great negative impact on their growth. Too young children's self-regulation ability itself is weak. If the language ability is poor, it is easy to cause psychological loneliness and psychological problems.

3. Trend of younger Chinese learning abroad

3.1 Reasons for the trend of younger age of foreign Chinese learners

3.1.1 China's rapid development

A language if you want to become a foreign language, or want to become the second language, even want to become a global language, is determined by many conditions, but there are two decisive conditions: one is the country's comprehensive strength, this is the most basic conditions, especially the economic strength, international influence can rank in the front in the world. The other is that the country's education, science and technology undertakings have been highly developed. The second factor is a key factor built on the first factor. The development of China is the most fundamental factor for the formation of the younger age of Chinese learners. The rise of China promotes the strong spread of Chinese in Thailand in all aspects and levels. This development is not a unilateral one, but a comprehensive and overall development, including politics, economy, society, culture, science and education.[3]

In recent years, with the booming development of China's economy, China has become the second largest economy in the world. As the core engine of global economic development and the backbone of world peace, development and common prosperity, China has played a huge impact on the development and change of the world. The comprehensive strength of the nation state represents the influence and communication power of the language. The rise of China's economy has attracted global attention. The economic value and importance of the Chinese language are self-evident. Young people from various countries are also paying attention to China's social development trends

and domestic employment situation. In the future, they are willing to engage in Chinese-related work, such as Chinese teachers, Chinese translators, tour guides, etc. Their language advantages in choosing employment will play a leading and guiding role in the choice of foreign language learning for primary and middle school students.

Secondly, the development of Chinese culture. Traditional Chinese culture and art, such as Peking Opera, face-changing, martial arts and calligraphy, are deeply loved by foreigners. Some students go to learn martial arts and other performances, in the "Chinese bridge" and other competitions, we can see the students wonderful, lifelike performance! Some schools also set up special Chinese talent courses to teach students to write calligraphy and tai Chi, which shows the strong attraction of Chinese culture. Rich and diverse Chinese delicacies also have incomparable charm. Chinese delicacies are not only famous in the world, but also have a good reputation in foreign countries, and even become the motivation for some foreign primary and middle school students to come to China. China's scenic spots and strange mountains and rivers also deeply attract foreign primary and secondary school students, such as the Badaling Great Wall and the Terracotta Warriors of Emperor Qin Shihuang. For them, interest is the biggest motivation to learn Chinese. This is also an important reason for the low age of foreign Chinese learners, and Chinese film and television culture will promote the further development of Chinese teaching.

3.1.2 The help of Confucius Institutes

The vigorous development of Confucius Institutes in foreign countries not only enables their role in Chinese teaching and Chinese communication, but also provides a platform for foreign students to understand China. Confucius Institutes provide Chinese language teaching courses for students, teachers and the general public, language and culture training, Chinese language proficiency tests (HSK), opportunities for further study in China, information consultation, and china-Thai exchange activities related to Chinese language and Chinese culture. Confucius Institutes have attracted a lot of primary and middle school students to pay attention to Chinese. For example, the Chinese Examination for Primary and middle school students (YCT) organized by the Confucius Institute is widely supported by foreign primary and middle school students. The test is the Chinese communication ability of primary and middle school students who are not native Chinese. The written test is divided into four levels, and the oral test is divided into two levels. Confucius Institutes and Confucius Classroom provide strong support for young foreign young learners in terms of teaching resources. They are a platform for dialogue between China and foreign countries and a place for foreign learners to learn and exchange. Through the activities, primary and middle school students can understand all aspects of Chinese language and culture. Primary and middle school students' interest in Chinese learning can be mobilized to the greatest extent, and their Chinese knowledge has been greatly improved.

3.1.3 Policy support from other countries for Chinese language education

Due to the increasing China's comprehensive strength, the continuous improvement of international status, and China's friendly foreign policy, makes many countries hope to strengthen cooperation and maintain friendly relations, it requires proficient in Chinese talent, so various countries will learn Chinese as one of the main foreign language, provides policy support on the Chinese education. Take Thailand as an example. In 2001, Thailand formulated the Basic Education Syllabus, which stipulates that Chinese is a foreign language teaching subject and points out the importance and significance of Chinese teaching. In 2005, the Ministry of Education of Thailand set up a working group, whose task is to draft relevant strategies and plans on how to promote Chinese teaching in Thailand, so as to meet the needs of Chinese in Thailand and enhance its

competitiveness in the world. In 2006, the working group put forward some strategies and measures to promote the development of Chinese language teaching. In the same year, China and Thailand signed the Chinese teaching cooperation framework agreement, the agreement includes the relevant departments will provide Chinese teaching materials for Chinese teaching, Chinese level test, teachers, can expand the Thai primary and secondary school Chinese teachers, and for increasing Chinese learners and young to lay a solid foundation. In 2008, a series of plans were formulated for the purpose of training Thai Chinese teachers, and Chinese Chinese teachers were dispatched to Thailand to strengthen the construction of teachers in Thailand. In 2014, the Ministry of Education of Thailand officially released the Reform of Chinese Teaching, which, as the guiding direction of Chinese teaching in the basic education stage of Thailand, points out the direction for young Chinese learning and provides a guarantee for learners. The good development of Chinese in Thailand cannot be separated from the strong support of the Thai government. The Thai government plays a strong leading role and gradually improves the Chinese education policy in Thailand. In addition, the Thai royal family plays an important role in promoting the communication of Chinese; the visits between the senior exchanges between the two countries, and the Thai royal family accelerates the development of Chinese in Thailand. Princess Sirindhorn has always been learning Chinese. The Thai people take Princess Sirindhorn as an example and have the enthusiasm to learn Chinese. The strong support of the Thai government enables the Chinese language to gain a foothold in Thailand and spread widely, and the development level of Chinese learners is so high.

3.1.4 Inheritance of Chinese mother tongue

The awareness of mother tongue inheritance of Chinese people in various countries has promoted the younger age of Chinese learners. When Chinese education was controlled, the Chinese had already begun to struggle for the development of Chinese education. Although the Chinese have lived in foreign countries for a long time and have a high degree of integration into the local areas, they will not erase the nostalgia of the Chinese children for their roots. They still maintain the tradition of Chinese culture. For example, foreign Chinese will continue to give their children Chinese names, and although they are usually used in foreign names and rarely used, Chinese names are still necessary. For example, when the Chinese hold a clan meeting, an ancestor worship ceremony, and all Chinese participating in the ceremony will use Chinese names. Primary and middle school students will try to use the Chinese names at home, and no longer ask the Chinese teacher to give Chinese names. Although the Chinese have lived in foreign countries for a long time, their strong sense of national identity and belonging is hard to shake. For Chinese people, Chinese is not only a language, a communication tool, but also a place of homesickness, and a spiritual way to find their roots. In this sense of seeking roots, they also hope that their descendants can learn Chinese and inherit Chinese. These large groups of Chinese play a role in promoting the development of younger Chinese learners.

3.2 Influence of the younger aging trend of foreign Chinese learners

For other countries, China has increasing economic strength and early contact with Chinese language, and communication with China. On the other hand, China has great potential to improve their competitiveness. For China, it is conducive to the spread of Chinese excellent culture and the increase of national identity. It is also conducive to attracting international talents.

4. The trend of younger students in international schools

4.1 Reasons for the younger age trend of international school students

With the deepening of China's internationalization, the country is also more and more in need of international talents. Many families with strong economic strength also tend to send their children to international schools, with the goal of improving competitiveness and cultivating international talents, and driving the trend of younger students. Other families have the goal of studying abroad, and they hope to enter international schools to learn foreign languages early, so as to lay a good foundation and prepare well for studying abroad.

4.2 Countermeasures for international schools to recruit younger students

International schools need to adjust the curriculum arrangement for the phenomenon of younger students, and modify the teaching content according to the characteristics of students. In the construction of the teacher team, relevant training is also needed according to the phenomenon of young students. International education schools should help students to establish correct ideas and fully implement the national educational standards.

The trend of younger international education is deepening. While analyzing the causes and influences, we should think deeply about what measures all parties should take to lead education to a better development path.

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