

Survey and Reflection on the Safety Hazards Caused by International Students Coming to China

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Abstract: Based on the investigation, statistics, analysis, induction, reasoning, deduction and summary of the history and current situation of the education development of Chinese students in China, this paper had analyzed the development reasons, motivation and trend of the education of Chinese students in China, focusing on the increasing number of foreign students in China, the source of more and more extensive, but also would bring various problems to the Chinese society and the public has some negative impact. It even would bring some security risks, calling on people to pay attention and vigilance, and pointing out that it would be necessary to analyze the causes, had found the root causes, think, explore and discuss how to prevent and hope to put forward methods, measures, ways and mechanisms to prevent the security risks caused by international students, which would be very important, necessary and urgent, and would be a problem that the majority of Chinese scientific research workers should pay close attention to. To lay a solid foundation for promoting the normal, healthy, high-quality and cost-effective development of the education of Chinese students in China, pave the way for China's diplomatic and economic development, and lay a solid foundation for the follow-up in-depth research on this issue.

Keywords: International students in China; Security risks; Survey; Reflection

1. INTRODUCTION

As a nation with a population exceeding 1.4 billion, China faces the dual challenge of having a large populace and limited resources, necessitating vigorous development and construction efforts. This encompasses various dimensions, including infrastructure development aimed at enhancing related industries, stimulating market prosperity, fostering job creation to accommodate workers; concurrently, there would be an imperative to advance education by nurturing high-quality talents and improving workforce capabilities. Furthermore, it is essential to promote economic construction that facilitates market expansion and drives economic growth; actively pursue scientific research initiatives to transition from the previous model characterized by high consumption and low yield towards a more refined approach emphasizing low consumption coupled with high returns; additionally, we would ardently advocate for maritime power strategies while developing a green and environmentally sustainable economy. Education stands out as a green industry marked by low consumption yet high returns—hence its significant emphasis in recent years. Over nearly three decades of robust growth, China's education sector would have made remarkable strides, particularly in higher education which now ranks among the world's advanced systems. As of June 20, 2024, China boasts 3,117 institutions of higher learning—including 2,868 regular universities comprising 1,308 undergraduate programs and 1,560 vocational colleges; alongside this are 249 adult higher education institutions^[1]. Statistics indicate that in 2024 there will be approximately 291 million students across all educational levels: around 47 million enrolled in higher education—of which about 20 million are pursuing regular undergraduate degrees—and roughly over one million engaged in vocational training programs along with approximately 17 million attending higher vocational schools. The number of adult college students reaches about one million while online college enrollment stands at nearly seven million^[2]. While

China's educational landscape experiences vigorous growth and rapid expansion leading to unprecedented advancements for Chinese students domestically, it also presents certain challenges.

2. RESEARCH METHOD

The whole research process of this issue would apply a variety of research methods, the specific research methods include investigation method, the investigation would be divided into network investigation, literature investigation, field investigation, etc., and because the field investigation would be relatively difficult and costly and time-consuming, it would mainly focus on literature investigation and network news investigation. This paper analyzes the most widely used, most important and most important research methods. In the process of this study, the analysis and research methods would be applied to study the security risks brought by international students to Chinese universities, as well as the nature, extent and reasons of the security risks. Among the research methods, investigation and analysis, induction and summary, and deductive reasoning are the most common and commonly used methods. This research would use a variety of research methods, including the commonly used investigation and analysis method, observation and interview method, network survey method, literature research method, deductive reasoning method, and induction and summary method. More distinctive and innovative two-fold evidence method, multi-disciplinary comprehensive research method (this problem may involve multiple disciplinary professional fields, and better results could be achieved if multi-disciplinary and multi-disciplinary theoretical knowledge and skills could be comprehensively utilized in this research), and probabilistic statistics method (the collected relevant information and data need to be mathematical statistics. Find rules from statistical results), big data technology method (this is the latest research method, if you could obtain relevant valuable data from relevant big data statistical information, it would be conducive to the study of this problem), artificial intelligence method (it would be best to use artificial intelligence to mine relevant information, which would be conducive to the study of this problem).

3. CURRENT SITUATION AND REASONS FOR STUDYING IN CHINA

As a big country in the East, China would have a long history, profound cultural heritage, picturesque rivers and rivers, vast territory and diverse geographical customs, which strongly attract students from all over the world to study in China. After the founding of New China (that is, after the Communist Party of China came to power), since the 1950s, the education of international students in China has probably gone through three stages:

1) **The first stage:** In the early years of the CCP's rule, the students enrolled in China were mainly concentrated in the Soviet Union, Cuba, East Germany, North Korea, Mongolia, Yugoslavia and other socialist countries, with the characteristics of the socialist camp and the consciousness of building an international communist team. The enrollment and education during this period was characterized by exchange, in which the number of Chinese students China recruited from other socialist countries and the corresponding number of Chinese students sent to study in China were free of charge, equal and mutually beneficial[3]. This enrollment system and training mechanism continued to be implemented until the Chinese Cultural Revolution, but the scale of enrollment and training was reduced. Although the Chinese Cultural Revolution had a certain impact on China's higher education, the work of exchanging students with other socialist countries was still persisted and slightly reduced.

2) **The second stage:** After the end of the Cultural Revolution, economic construction became the main theme of China and the subsequent reform and opening up were carried out. The college entrance examination was resumed in Chinese colleges and universities, and the development of college education was achieved. The previous system of recommending workers, peasants and soldiers to enroll students in Chinese colleges and universities was changed. It specially enrolls international students from some European and American countries [4] to prepare for China's reform and opening up and economic construction to cultivate international friends. The structure of international students in China had also been expanded, both academic and non-academic education at all levels have been gradually expanded, and the source of students had been expanded. There were various forms of tuition exemption and tuition fee collection, and this policy had been maintained for about 20 years.

3) **The third stage:** Starting from the second decade of this century, the policy of recruiting international students in China had been developed and adjusted. In this century, China's national strength and economic strength seem to had been greatly improved on the surface (whether it is true or

not is outside the scope of this article), thus there had been some new changes in the enrollment and education of international students in China. Whether these changes would be good or bad must be still not settled. The main policy understanding and practical operation links that cause these problems were more the chaos caused by individual behavior. However, due to different values and political views, it was estranged from developed, democratic and liberal countries such as Europe and the United States, but it was very close to less developed, less enlightened and less democratic and free countries such as Africa, Southeast Asia and Central Asia (China calls it developing countries), and the enrollment object of international students in China has undergone a major shift from Europe and the United States to these countries. The biggest feature of this stage was that the number of international students from Europe and the United States had decreased significantly, while the number of international students from developing countries in Africa, Southeast Asia and Central Asia had increased significantly and become the main body.

The reasons why students leave their home countries to study in China could be summarized in the following aspects:

- 1) **The Rapid Development of China's Economy:** With the beginning of China's reform and opening up in the 1980s, more than 30 years, the economy had been rapidly rising, the national strength had been improved, the material had been enriched, more and more foreign students want to come to China to learn advanced science and technology and management experience.
- 2) **High-quality Educational Resources:** China had a long history of education and rich educational resources, extensive and profound traditional culture, which would provide a broad learning platform for foreign students.
- 3) **Cultural Attraction:** China would have a civilization history of 5,000 years and a profound cultural heritage. Many foreign students should have a keen interest in Chinese traditional culture and art.
- 4) **Policy Promotion:** The Chinese government had introduced a series of preferential policies to attract foreign students, such as providing scholarships and facilitating admission procedures.

4. QUESTIONS AND REFLECTIONS

With the advance of The Times, the education policy of international students in China had been adjusted accordingly, which responds to the changes of China's national conditions, the changes of China's main contradictions, and the changes of administrative means, methods and objectives.

The 18th, 19th, and 20th national Congresses of the Communist Party of China related to the introduction and implementation of economic construction and strategic decision-making and foreign policy policies, the strategy of maritime power, the construction of the Belt and Road, etc. Therefore, the foreign citizens studying in China would be mainly some countries along the Belt and Road and developing countries, Africa, Pakistan, Bangladesh, Vietnam and other universities were the main source of students in China.

In addition, the learning level of studying in China had been broadened. At present, the international students in China would be at the general undergraduate, master's and doctor's degree levels, and even at the higher vocational college and even technical secondary school and so on. Majors and disciplines spread across almost all majors and disciplines, and would be no longer the few majors and disciplines of the past. With the continuous development of China's economy and the improvement of its international influence, the number of international students in China was expected to continue to grow. In the future, China will further strengthen educational exchanges and cooperation with other countries in the world and provide more opportunities for foreign students to study in China. At the same time, with the increase in the number of international students in China, it would also promote the internationalization of Chinese education and enhance the international competitiveness of Chinese education. These data reflect the development trend of China's higher education and the changes at different levels of education.

With the increasing scale of international students in China, more and more degree levels, more and more majors and disciplines, more and more people, the number of countries was getting larger and larger. More and more colleges and universities enroll foreign students, the level of colleges and

universities was becoming wider and wider, although a lot of achievements, but also brought a lot of negative problems, these problems are worth thinking and paying attention to.

There had been many changes in the structure of these international students. Students from different countries come to study in other countries with different purposes and motives. Some of them would be really good at what they learn, while others would be not. It would have a certain impact on the universities where they study abroad. These impacts would be positive, but some of these impacts would be negative, and even would bring security risks to the colleges and universities where they study, these security risks include the spread of religion, the spread of AIDS, the spread of promiscuity between men and women, the invasion of inferior culture, bad customs and so on.

There would be many reasons for these problems, first of all, we must affirm: the guidelines and policies formulated by the Communist Party of China and the Chinese government would be good, and the starting point would be good, but the following people had a wrong understanding of the spirit of international student enrollment, or the implementation of international student enrollment policies was skewed, which would cause some chaos. For example, in the process of understanding and implementing international exchanges, which would be one of the functions of Chinese colleges and universities, some colleges and universities unilaterally believe that the enrollment and training of international students in China would be all, so as to pay special attention to the enrollment and training of international students in China, which indirectly encourages the awareness of super-national treatment of international students in China. With the promotion of China's reform and opening up, the policies of the Communist Party of China and the government had been liberalized, the autonomy of universities had increased, and the enrollment and training of international students in China had become more independent. Originally, it would be a good thing, but it would have been exploited by some people, and the enrollment of international students in some universities had become the business of some people, who collude with some people in the countries where international students come from and profit from it. The admission qualification of international students in China had been greatly reduced, the quality of students has plummeted, and the poor quality of students would be also one of the main causes of some subsequent problems.

Since the beginning of the second decade of this century, when Chinese President had proposed the "Belt and Road" strategy, China had increased investment in the construction of the Belt and Road, and increased support for countries along the Belt and Road. Especially to the developing countries since a great deal of aid, so the enrollment of international students in China to a large extent in Africa and Southeast Asia and Central Asia some developing countries. The original intention of the ruling party and government of China would be good, and the policies would be right, but when it came to the departments and individuals working below, the direction had gone astray. The assistance provided by the ruling party and government of China to these countries would be mutually beneficial. As a result, due to some corruption problems, under the operation of these corrupt elements, some things had become unilateral efforts of China, and they could not get the due return. Some Chinese universities gave these international students the treatment of high-level Chinese citizens, high scholarships and scholarships, superior living and learning environment conditions, and even assign these international students to study with the opposite sex. These chaotic scenes, the occurrence of these chaotic scenes would be completely contrary to the original intention of the Chinese Party and government. In addition, the enrollment chaos had brought serious adverse consequences, among which, the infiltration of Islam into China, this serious phenomenon should cause the Chinese government and Chinese citizens to be highly alert, and should also make China reflect on the current enrollment system and operation mode of international students in China. Due to the "One Belt and One Road" strategy, a large part of the international students enrolled in China were from Muslim countries. These Muslim students enter Chinese universities to study, bring Islam into Chinese universities, and their piety to Islam in their study and life mad the management departments and administrators of Chinese universities and universities headache, dare not to control them, and would not control them. Worship in dormitories, mosque attendance, Ramadan (no classes throughout Ramadan) and so on, and Chinese universities had introduced a large number of Muslim foreign teachers in order to manage these Muslim students, which makes the problem worse. This series of problems was caused by the misinterpretation and implementation bias of the relevant policies of the CPC and the government by Chinese university administrators, as well as the consequences of related corruption (exchange of interests, Harming the

interests of the state and nation while obtaining illegal and unreasonable interests for themselves). And so on.

5. CONCLUSION

In summary, the advancement of education for international students in China would be an inevitable outcome of the country's reform and opening-up policies as well as the internationalization of its educational framework. The Communist Party of China and the Chinese government have implemented sound policies; however, various factors had led to a decentralization of management authority, resulting in some administrators not fully grasping or comprehending relevant policies and documents issued by these governing bodies. Additionally, certain individuals' undue admiration for foreign practices has contributed to existing disarray and generated several undesirable issues. The emergence and persistence of these problems have adversely affected China's economic development, social cohesion, and national security. It would be imperative that we remain vigilant, contemplate preventive measures, and devise timely corrective strategies. This matter demands urgent attention and action. Stakeholders should be alert to this situation while conducting a thorough analysis to identify root causes; they must think critically about how to mitigate risks effectively. It should be hoped that researchers and decision-makers will propose methods, measures, approaches, and mechanisms aimed at preventing security risks associated with international students in China—thereby fostering normalcy, healthiness, high quality, and cost-effectiveness in their educational experience within the country. Such efforts will contribute positively to China's diplomatic relations and economic growth while striving towards building a harmonious, civilized society.

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