

## **Research on Talent Cultivation in Higher Vocational Colleges under the Background of International Cooperation in Running Schools**

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**Keywords:** International cooperation in running schools; higher vocational colleges; personnel training

**Abstract:** Sino-foreign cooperative education plays an increasingly significant role the process of internationalization of higher education by import foreign good quality educational resources, drawing lessons from foreign progressive educational teaching concepts and aiming at cultivating high-quality talents with international vision. For the sake of get with the development tendency this era, the cultivation of talents in China has begun to develop towards internationalization, which has accelerate the fast development of Sino-foreign cooperation in running schools. International work together in running schools has brought new opportunities and challenges to higher vocational colleges. Based on this background, combined with the main problems existing in talent training in higher vocational colleges in China, and in view of the experience and advantages of international cooperation in running schools, this paper primarily talk over the construction measures of talent training mode in higher vocational colleges in view of international cooperation in running schools, so that promote the balanced development of talents' professional quality in higher vocational colleges.

### **1. Introduction**

As an integral part of China's higher education, Sino-foreign work together in school running, public schools and private schools are called the "troika" of China's higher education, and their students account for 1.4% of higher education [1]. With the continuous expansion of China's education market development, international cooperation in running schools has also been effectively developed, which is conducive to the International talent training in China [2]. Coupled due to development of economic globalization and the deepening of the new scientific and technological revolution, the society has put forward newer and higher require cultivating talents for colleges and universities. Facing the new international situation, China's education must seize the opportunity, accelerate development, deepen reform, adjust structure, improve quality, meet challenges and enhance the competitiveness of China's education.

This paper start with the problems faced by students in the process of cooperative education in higher vocational colleges, and explores ways to improve students' intercultural communication ability, so as to promote the development of international cooperative education in higher vocational colleges.

### **2. The importance of the reform and innovation of talent training mode to the development of Chinese-foreign cooperative education in China**

After exceed 30 years of development, Sino-foreign cooperation in running schools is growing in scale. When a school formulates a talent training plan for higher vocational colleges, it must establish a national school-running concept and talent training concept, actively introduce foreign excellent educational resources, learn from foreign advanced school-running models and talent training experience, and learn from foreign school management models [3]. Because the cooperation countries and institutions of each project are different, the level and professional requirements of the project are different, and the corresponding training objectives are also different, therefore, the teaching management of Sino-foreign cooperative education projects cannot be

incorporated into the management system of ordinary and junior college education. China's comprehensive national strength is constantly increasing, gradually developing from an economic power to an economic power, and playing the role of a big country in human resources in international economic activities. To realize the transformation to a mighty country in human resources, it is necessary for Chinese-foreign cooperation in school running in higher vocational colleges not only to stay on the surface of expanding the scale.

Among the 14 universities participating in the survey, 14.2% expressed "satisfaction" with "management institutions and systems", while 34.6% expressed "dissatisfaction" and "very dissatisfied", only 23.1% expressed "dissatisfaction". This shows that, on the whole, the research objects are quite acceptable to the establishment of the supervise organization and the soundness of the supervise system of Chinese-foreign cooperative education in our university. The satisfaction degree of "quality process guarantee system" basically concentrates on three levels: "satisfaction", "general" and "dissatisfaction". As shown in Table 1:

Table 1 Satisfaction with the school-running conditions of Sino-foreign cooperative education in higher vocational colleges

Dimension	Feel very satisfied	Satisfied	Common	Dissatisfied	Very dissatisfied
Policy environment	14.2%	34.6%	28.1%	13.7%	9.4%
Teaching facilities	22.3%	36.8%	28.7%	8.9%	3.3%
Teachers	10.8%	11.6%	26.7%	48.2%	2.7%

In terms of geographical distribution, Chinese-foreign cooperatively-run schools are comparatively centralized in eastern coastal provinces and large and medium-sized cities with relatively developed economy and culture. At present, due to the influence of many factors such as China's family planning policy, the number of students has decreased, and the competition among colleges and universities has become increasingly fierce. To attract more students, colleges and universities must constantly improve their education quality, strengthen connotation construction, and improve their competitiveness and influence. As one of the important forms of internationalization of higher education, Sino-foreign cooperation in running schools shoulders the heavy responsibility of training internationalized talents. How to innovate the talent training mode and increase the quality of talent training in Sino-foreign cooperative education is the core content of Sino-foreign cooperative education at present.

### 3. Problems in the national talent training of Chinese-foreign cooperation in running schools in higher vocational colleges

#### 3.1. The cultural foundation of students is weak. Lack of interest in learning

The emergence of this problem is closely related to China's admission system. Higher vocational colleges belong to the junior college level, and they are in the last batch of college entrance examination admissions. Compared with other batches, students' basic cultural knowledge is weak. The quality of the enrolled students is uneven, and the students' study objectives are diversified. They study in an environment where foreign cultures are intertwined with Chinese cultures, capitalist social thoughts and socialist ideological education, which is prone to ideological conflicts and confusion [4-5]. Only with a certain knowledge of cross-cultural communication, students can better adapt to the study and life of cooperative colleges when they go out. At the same time, cultivating students' cross-cultural communication ability is also an important way to promote cultural exchanges and mutual understanding among countries.

#### 3.2. Teaching methods are backward and lack of practical application

The comprehensive practical training course designed by the college in the construction of the national model school has played a important role in improving students' comprehensive

professional capability and professional quality. Actively deal with students' academic problems and unexpected situations, and escort students to learn better and achieve better learning results. Language cannot exist without culture, and language learning without culture is difficult to succeed. The meaning of the same thing in different cultures may vary widely, so understanding the specific cultural background of language is the guarantee of successful communication [6]. Many teachers still teach for the sake of teaching, and the traditional indoctrination teaching is still used in classroom teaching. Although there are teacher-student interaction links, they can't arouse students' enthusiasm for learning, can't achieve satisfactory teaching results, and can't meet the requirements of national talent training for English proficiency at all.

Sino-foreign cooperation in running schools has its particularity, which is the convergence of educational resources between China and foreign countries. Its curriculum, teaching arrangement, quality evaluation, teaching staff and student management are different from those of other non-Chinese-foreign cooperation in running schools. If schools want teachers to make greater and lasting contributions to education and train more outstanding foreign language professionals, they have to enclosed significance to the construction of teachers.

#### **4. Talent training measures in higher vocational colleges under the background of international cooperation in running schools**

##### **4.1. Introducing foreign high-quality teaching resources**

Sino-foreign cooperation in running schools is an significant section of China's higher education. Its purpose is to graft high-quality foreign educational resources, learn from foreign advanced school-running ideas, introduce new school-running models and management mechanisms, and open up new ideas and new ways for professional structure adjustment and optimization [7-8]. However, due to the differences in educational philosophy and operating system between China and foreign countries, the talent training mode suitable for foreign universities may not be suitable for Chinese universities, so it is essential to enhance the effective integration of "internationalization" and "localization".

Schools, teachers and students should attach importance to the cultivation of intercultural communicative competence. Schools create opportunities as much as possible to provide teachers and students with the conditions to acquire intercultural communication knowledge and experience intercultural communication activities. Combining with the regional cultural and historical circle, we will explain to students the advantages and characteristics of our country's ever-flowing culture, strengthen the guidance of civilized behavior, and enable students to develop good habits. Chinese and foreign teachers regularly carry out teaching and research activities, attach importance to the analysis of academic conditions, collectively draw up talent drill procedure and teaching plans, jointly develop curriculum standards, and jointly prepare teaching materials such as handouts, courseware, teaching materials and lesson plans. Introduce the curriculum content of this major in cooperative universities, optimize the original professional curriculum system, and build a reasonable, advanced and practical international business professional curriculum system for Sino-foreign cooperative education.

##### **4.2. Establish a correct attitude towards cross-cultural communication**

Culture is diverse, and every culture should be respected, no matter the size or strength of a country. Schools can send outstanding teachers to study or visit countries participating in cooperative education, or invite overseas experts and scholars to give lectures and train teachers, and also carry out exchange activities between colleges and universities to learn from each other's strong points. Let students practice abroad or take courses in foreign universities, let students learn and apply foreign language knowledge in a more realistic foreign language environment, and broaden students' practice channels. For example, colleges and universities can establish an exchange system with foreign universities, giving more students the opportunity to train their professional skills abroad. We should explore and innovate the foreign language teaching mode of

Sino-foreign cooperation in running schools, establish the foreign language teaching curriculum system and teaching methods in line with the features of Sino-foreign cooperation in running schools, increase the intensity of language learning and training, and enable students to skillfully use foreign languages to communicate and communicate.

#### 4.3. Highlight international thinking and strengthen student management and service

First of all, it is necessary to manage the enrollment well and ensure the quality of students. We should strictly implement the catalogue of professional enrollment separately, and enroll students in the same batch in the same area, which can appropriately improve the requirements of foreign language achievements and improve the quality of students. Secondly, we should be careful improving the internationalization standard of the counselor team. Finally, we should strengthen the daily management and service for students. Break the time and space constraints of students in foreign language practice, give students more platforms to cultivate their professional qualities and abilities, and then accelerate the balanced development of students' foreign language qualities like listening, speaking, reading, writing and translation.

The essence of Sino-foreign cooperation in running a school in higher vocational colleges is that China's higher vocational colleges carry out educational cooperation with foreign higher vocational colleges according to their own reform and development needs, aiming at introducing foreign high-quality vocational education resources, updating the educational concepts and teaching methods of domestic higher vocational education, and cultivating high grade technical and technician with international vision [9]. Therefore, Chinese-foreign cooperation in running schools in higher vocational education should build a "three-dimensional linkage" operation mechanism with the cooperation between Chinese and foreign vocational colleges as the core and the connection between middle and higher vocational colleges and higher vocational undergraduate courses as a supplement, so that advance the smooth workable of the five-year education model. The model of "three-dimensional linkage" operation mechanism of Chinese-foreign cooperative education in higher vocational colleges is shown in Figure 1.

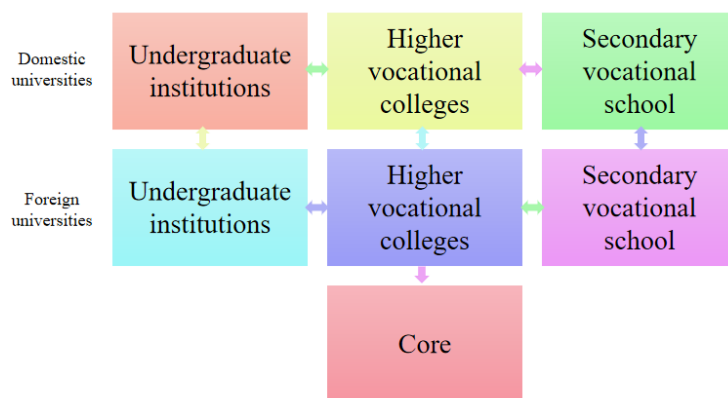


Figure 1 The "three-dimensional linkage" operating mechanism model of Chinese-foreign cooperative education in higher vocational education

When teachers implement cross-cultural teaching, they can take teaching materials as the key link, infiltrate or expand relevant contents, and also take advantage of the network to collect related cultural resources such as audio, video and online courses, and organize and form a series of cross-cultural databases, which is beneficial for students to systematically understand the lifestyles and teaching methods of relevant countries. Regularly forward the messages sent by overseas students to schools and students in school, help students who have the intention to study abroad to strengthen contact with international students, create channels, and post outstanding alumni records and personal honor exhibitions on the cultural corner of the department; Implement various teaching tasks through the international team combining Chinese and foreign countries, train students with the standard of international talents, and make students lay a solid foundation for future study abroad and employment in international enterprises after graduation.

#### **4.4. Strengthen the teacher construction and project management level of Sino-foreign cooperative education projects**

Strengthen communication with foreign parties at all levels, ensure that Canada sends high-level professional teachers, and ensure the quality of Canadian teachers from the source. Strengthen the unified management and construction of Chinese and Canadian teacher teams, and go to all lengths develop the advantages of all parties in the team, that is, local teachers are familiar with the college and students. Higher vocational colleges can arrange independent office areas and teaching areas for English learning according to their own actual conditions, provide dormitory areas for foreign teachers, post English motto slogans and pictures, and require teachers and students to communicate in English in sub-regions. So as to master solid professional skills, which not only meets the needs of the domestic talent market, but also meets the talent essential of some multinational companies investing in China, thus expanding employment opportunities.

In the international perspective, the talent training mode of cooperative education needs not only the integration of learning content with international standards and the enrichment of students' knowledge structure, but also students' comprehensive qualities such as strong physique, excellent teamwork spirit and strong practical ability. It is worth noting that cross-cultural resources include not only countries such as Britain and the United States, but also Chinese traditional culture and the cultures of other countries that cooperate in running schools, so as to make up for the one-sidedness and deficiency in the content of traditional cross-cultural teaching. Therefore, encouraging international business teachers to attend the professional courses taught by Canadian foreign teachers in batches can thoroughly study the teaching methods, organization forms and assessment of Canadian teachers, and help students make a breakthrough the momentous and difficult points of the courses.

#### **4.5. Constructing an international practice training base**

The cultivation of talents in higher vocational colleges in the new period must be based on the trend of internationalization, increase the proportion of practical teaching and realize the organic combination of theoretical teaching and practical teaching. Attention should be paid to giving lectures and guidance to students, including foreign education system, study plan, study strategy, etc., and organizing rich and colorful spare time activities such as foreign cultural lectures and social practice, so as to create an international learning atmosphere for students. For example, schools can cooperate with foreign universities to develop virtual online courses, or let foreign language majors and students of cooperative universities conduct oral training and learning exchanges through online teaching platform. In teaching methods, teachers can use comparative method, experience method, discussion method, explanation method, self-acquisition method, test method and evaluation method to help students feel foreign cultures, improve cross-cultural awareness, simulate foreign teaching methods and help students adapt to future study and life.

### **5. Conclusions**

Sino-foreign Cooperative education is a new trend of development of higher vocational education in China. To meet the needs of this development, relevant higher vocational colleges still have take a heavy burden and embark on a long road. As far as teaching is concerned, Sino foreign cooperation in running schools is an adjustment and adaptation of teaching. Talent training in higher vocational colleges in view of international cooperation in running schools requires schools to actively introduce international talent training concepts, strengthen the construction of talent training modes of internationalization of teachers, courses and practices, and bring about well circumstances and atmosphere for talent training in international higher vocational colleges. Promote the construction of international certification system for the evaluation of Sino-foreign cooperation in running schools, explore diversified evaluation modes of Sino-foreign cooperation in running schools, and establish a differentiated evaluation and certification index system. Form the standards with Chinese characteristics, export Chinese programs, and inject inject new vitality the

rapid development of internationalization of China's higher education.

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