

The Construction and Models of International Talents Training: Taking Cooperative Academic Program as an Example

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Abstract: International talent training is an objective requirement of the globalization of the world economy today, and it is an inevitable requirement for the Chinese economy to enter the international society and enter a new stage of development. Combining the research results of scholars' theory and the practical experience of the Sino-US cooperative education project of Northwest University for Nationalities, from the definition of international talents, the practice exploration of international talent training mode and the construction of international talent training mode, it is proposed from three levels how to cooperate with the school platform. Introduce quality educational resources to promote the cultivation of international talents, with a view to providing new ideas for the reform of traditional Chinese education models.

1. Introduction

Cultivating international talents is a natural move for the reform of higher education. Along with the wave of economic globalization, the rapid development of the knowledge economy and the rapid advancement of science and technology have made today's resource competition increasingly evolve into talent competition. Especially after China's accession to the WTO, China has opened up to the international community and integrated into the international community in accordance with its WTO commitments. The process of internationalization is getting faster and faster, international cultural exchanges are becoming more frequent, and international talents have become the core competitiveness of the new era. Higher education is responsible for cultivating a group of international talents who can stand on the ground, look to the world, and understand international rules and ritual culture.

2. Definition of International Talents

Yang [1] summarized the characteristics of international talents as: international concept, international consciousness, overcoming narrow nationalism, establishing a global service, opening to the world; having international communication skills, and being able to interact with foreigners. Harmony, respect foreign customs and religious beliefs, safeguard China's national dignity and legal authority; at least master a foreign language; have a certain international knowledge, understand foreign history, politics, geography, customs and customs. Recent studies have made the characteristics of internationalized talents more specific. For example, Wei [2] defines international talents as: an international vision, knowledge and international standards; international ethics and professional ethics; Practices and rules; have a global perspective and strategic thinking; have hands-on experience in communication, division of labor, cooperation, and creative problem solving in a cross-cultural environment. Zhao [3] meticulously summed up the basic qualities of international practical talents. He believed that he should have: strong English communication skills; international vision and innovation awareness; intercultural communication skills; using modern technology The ability to integrate information; rapid learning ability; teamwork ability. With the trend of global

economic integration constantly emerging, experts and scholars have never stopped studying the concept of international talents in the past 20 years, and as the research continues to deepen, people gradually focus on the characteristics of international talents in the following Aspect: Have an international vision or global awareness; master more than one international language; be proficient in a certain field or have skilled skills; have cross-cultural knowledge and communication skills; have strong practical operation ability, innovation awareness and Teamwork. For the more abstract concept of international vision in this definition, Robert G. Frank, executive vice president of Kent State University in 2009, described this at the Forum of Chinese and Foreign University Presidents: in a teamwork in a diverse world. Make a difference; establish global awareness through understanding of global society and economic development; communicate effectively with people they meet in life and work; and show insight in a multidimensional global environment. Combined with the multi-angle interpretation of the international vision and the dynamic changes derived from the continuous development of international cooperation, the concept of abstract "international vision" has become increasingly clear, that is, to establish a global awareness of openness, cooperation and common development; Comply with international practices and regulations; have international ethics and professional ethics.

3. The Practice of International Talent Training Mode

In June 2012, the Ministry of Education approved the Northwest University for Nationalities and the University of Utah to organize an undergraduate education program for International Economics and Trade. In the same year, the school enrolled students through the school transfer program. Since 2013, the school has been enrolled in the second batch of enrollment programs for undergraduate students. After students have enrolled in the university, they are enrolled in the US University. They are admitted to the two schools and have two school titles. Those who have passed the qualifications will receive a bachelor's degree in economics from Northwestern University for Nationalities, a bachelor's degree in economics, and a bachelor's degree in science from Utah State University. As of December 31, 2016, there were 91 registered students.

The project training program was jointly agreed by China and the United States to jointly implement teaching and management. The curriculum consists of six parts, a total of 65 out of 182 credits. In addition to the Chinese general education platform compulsory courses, practical innovation and research platform and extracurricular guidance system, the introduction of American English, general education and professional compulsory courses totals 46 143 credits. The introduction of courses accounted for 70.7% and 78.6% of the total and core courses. The teaching and student management as a whole are included in the management system of the School of Economics and the management system of the American Business School. That is, the students of the project and the students in the American school headquarters learn the same class, the same major, the same syllabus, the same teaching requirements, and the same course. Teaching materials, the same teaching progress, the same instructor, the same evaluation system, the same professional degree, the introduction of the curriculum and the United States, all the courses of the professional are fully integrated, the whole process of management, the same quality requirements, graduates. Students can also take the 2+2 or 3+1 joint training to attend the professional course at the US University. The two schools can recognize the credits of each other, allowing students to study all the courses in the university, and also encourage students to study in the US for part of the time. The university completes its studies. Up to now, 20 students have gone to the University of Utah to study abroad.

In addition to the Chinese curriculum, all American courses are taught by two teachers. Each course is equipped with two teachers according to 1:1 (that is, a US instructor teaches the class remotely and a Chinese teacher teaches face to face). All Chinese teachers must go to the US University for a one-semester special training before giving lectures. In addition to remotely guiding the Chinese curriculum, the US teachers visit our school every semester and participate in student training, teacher training and teaching and research activities through direct lectures, observation and

teaching, cooperative teaching, teacher training activities, and teaching evaluation or seminar activities.

The teaching quality monitoring and protection is mainly accomplished through the tracking, collection, supervision, evaluation, evaluation and rectification of the teaching process, teaching archives, teacher teaching behavior, and student learning effectiveness. Teachers from both China and the United States jointly plan and design teaching, cooperate to build teaching briefcases, interact with students in network and classroom teaching, coach students through Canvas network platform, correct and guide teaching operations, and organize participation in assessment and evaluation. The school teaching quality assessment center organizes teaching quality supervision and evaluation activities for all courses and teachers every semester, collects classroom teaching information, collects students and peers' opinions, analyzes and discovers teaching problems, and evaluates the quality of testing and teaching.

Yan [4] tends to cultivate the idea of internationalized talents through international education, and conducts special research on the internationalized school-running model, summarizing the introduction of curriculum training model, dual-degree training model, mutual recognition student exchange model, innovative type. There are several typical models for training professional talents such as the talent training experiment model and the domestic education + foreign practice qualification education training model. Fang [5] started from the practice of cooperation in running schools in Shandong Institute of Business and Technology, and discussed the training mode of international professional talents from the aspects of Sino-foreign cooperative education model, teaching plan setting, teaching management and guarantee mechanism. Internationalization, specialization as the standard, the introduction of foreign advanced educational resources, the implementation of the classification of training international professional talent training model.

Yunnan Normal University has targeted the talent needs of the China-ASEAN Free Trade Area and the Greater Mekong Sub-region, focused on the practical problems of international talent training, and explored and practiced the characteristics of Yunnan with the characteristics of internationalized talents. International talent training mode: integrating international education and teaching resources; constructing international talent training management mechanism and innovating international integrated talent training mode [6]. Seri International College of Dongbei University of Finance and Economics relies on its cooperation with the University of Surrey in the United Kingdom to explore in practice The training mode of international practical talents, that is, through language, perspective, ability, application, training and other multi-angle, international curriculum and development, from the teaching mode to the examination mode of all-round teaching reform, focusing on the introduction and original bilingual The construction of a combination of teaching materials, as well as the construction of a team of teachers with emphasis on professional background and practical experience, to build an international and practical talent training model; after more than 10 years of international cooperation in running schools, the International Business School of Shenyang Normal University is constantly exploring and learning. , inquiry, running in and out In, open up international business training model program set both systematic and innovative. The program adopts the method of target management, based on the establishment of the goal of international talent training, and establishes a scientific and systematic international administrative management and teaching mechanism by means of the advantages of Sino-foreign cooperative education, and at the same time highlights the innovation and practice of characteristic talent training. From the macro to the micro level, it provides a blueprint for the future internationalization of the school, and also provides a reference for the internationalization of domestic universities.

4. The Construction of International Talent Training Mode

Using the Institutional Advantages to Establish an International Administrative Mechanism. The institution and the foreign cooperative school jointly set up a joint management committee, and recruited the college infrastructure investors, and the three parties cooperated to form an enterprise management mechanism for the board of directors. The board of directors is led by the school-level

leaders of the two universities, and regularly holds board meetings to jointly solve the problems of running schools and discuss the development plan[7]. First of all, the board of directors gives the school-running institutions a strong autonomy. From the personnel, teaching, students to financial management, it has more flexibility than traditional schools, and it is easier to break through the stereotypes of the traditional education management system. Under the light constraints, the school-running institutions can implement various reform measures, with faster pace and more obvious benefits. Secondly, the regular regular meeting of the board of directors can effectively ensure that the implementation of various policies of the school sponsoring institutions meets the basic requirements of both parties, maintains the balance of power, and maintains principles in flexibility.

5. Establishing a Systematic International Teaching Mechanism

5.1. Establish a Curriculum System Combining Chinese and Western.

The college achieves the integration of Chinese and American courses through mutual recognition of credits, appropriate introduction of American courses, appropriate increase in the total number of credits, and flexible adjustment of the types of courses. 42 credits of American courses are introduced in each professional teaching plan, accounting for one-third of the total credits, and meet the relevant requirements of the Ministry of Education. In addition to setting up complementary courses for both parties, in order to learn from the American educational philosophy and meet the requirements of the American curriculum, the curriculum also includes a number of interdisciplinary courses in the form of limited electives such as physics, environmental geography, history, and cross-culture. Another feature of the course system is the introduction of a large number of English courses and credits. More than 20 English language courses cover almost the first semester four-semester teaching plan [8]. They are opened in the Chinese system in the form of “professional basic courses” and in the US system in the form of “arbitrary elective courses”. In less than two years, the hours and intensity of English courses are comparable to those of English majors. At the same time, the proportion of English courses in the total course credits is effectively controlled by high class hours and low credits. The college has paid a high cost of teaching for this. However, as one of the important characteristics of international talents, foreign language ability has strengthened the ability of students to strengthen their English skills, which has enabled business school students to acquire ability while mastering business expertise, thus highlighting the characteristics of their international talents.

5.2. Form an International, High-Quality Faculty.

Efforts to achieve a high proportion of foreign teachers, a high proportion of returnees, high academic degrees, rich academic structure and other characteristics. Among the overall teachers, professional and language teachers account for 1/3, and undertake all the US professional courses and some English courses; Chinese professional teachers all have master's degree or above, of which doctors or doctors account for more than 1/2; Returned personnel and teachers who have gone abroad to study abroad should account for more than 1/2; the internationalized teaching staff is not only a strong guarantee for international curriculum teaching, but also an international cultural environment and atmosphere.

5.3. Guide Teachers to Reform Traditional Teaching Methods.

The research-based teaching is an important teaching method that focuses on the ability of students to analyze and solve problems. It is widely used in foreign classroom teaching. This approach allows students to take the initiative to learn after class and before class, to access materials, to prepare research reports, and to present them to students in the form of Presentation (Presentation), to develop self-judgment, analytical and communication skills. Both Chinese and American teachers actively introduce research-based teaching methods into the classroom, carry out active teaching activities, and guide students to make keynote speeches, teacher reviews, and scores in the

assessment.

5.4. Introducing Advanced Teaching Management System.

As a routine teaching management tool in the United States, the Blackboard system was introduced by the US cooperative school. The system has two functions of organizational teaching and educational administration, which is obviously superior to the single educational management system commonly used in domestic universities. With the support of the system, all aspects of the teacher's teaching and the students' academic situation are all reflected in the system management and monitoring, which enables the teachers to fully display the unique teaching methods and assessment methods that are unique, scientific, reasonable and efficient. The earth facilitates the interaction between teachers and students and students' self-learning, especially the homework completion, group activities, unit, mid-term and final-term tests in the academic assessment, as well as the students' self-testing and other activities through the test bank. It is embodied in the system and can be automatically evaluated according to various weights to obtain the final score of the student's course. The system effectively promotes the enthusiasm of students in classroom learning and the autonomy of after-school learning. Through the assessment of the academic process of the system, it is convenient to increase the proportion of ordinary grades and overcome the shortcomings of exam-oriented education.

5.5. Adopt a Unique and Multi-Level Teaching Quality Supervision Mechanism.

The college draws on and integrates the teaching quality monitoring system between China and the United States, and introduces the teaching supervision mechanism of the US three-level monitoring, namely project monitoring, course target monitoring and teacher quality monitoring. The project target monitoring is mainly guided by the Affinity Diagram. The target management method is used to promote the overall direction of the project. The course target monitoring is based on the syllabus to guide the whole semester teaching. The outline must be in the semester. At the beginning of the announcement, in addition to the content of the course, there must be a detailed evaluation method, so that the curriculum management is both standardized and transparent; the quality of the teaching is guided by the visiting group and the student evaluation. The US teachers all adopt the contract employment system, and each year they are re-employed according to the results of the comprehensive evaluation.

6. Strengthening Students' Intercultural Competence and Practical Ability

6.1. Focus on the Combination of Chinese and Western Curriculum Systems.

In the Chinese-Western curriculum system, we constantly try to introduce foreign general courses, such as anthropology, American film, music appreciation, English writing, etc., so that students can better understand world civilization and Western culture, and increase knowledge while effective. The land has reduced communication barriers between China and the West.

6.2. Establish and develop an EAP English Intensive Project.

As a Sino-US cooperative education institution, the basic requirements for the study and acquisition of American degree from the goal of talent training have set a higher standard for students' English proficiency. Over the years, some students have been a problem that has plagued the college due to the lack of English proficiency in the academic process. The EAP program was established to train students in the intensive English and cross-cultural communication skills from the first grade to students who are not able to adapt to English and non-professional courses with a low level of English proficiency. The project features: foreign personnel management, foreign professor classes, English-language textbooks and foreign university assessment methods; closed management of learning and daily life, creating a westernized language and cultural environment.

6.3. Strive to Build an International Administrative Team.

As with the international faculty team, the internationalization of the executive management team is also critical to creating an atmosphere of cross-cultural communication. On the one hand, administrative management is the link between foreign teachers and students, and it is also a bridge for foreign teachers and teaching institutions to communicate. The cross-cultural communication ability of administrative personnel can directly affect the efficiency and quality of international management, and make the information transmission between foreign teachers and students and colleges smoother. On the other hand, the daily work of administrative staff is also an intercultural communication, which is the object of student learning and imitation.

6.4. Hierarchical Progressive Teaching Mode to Cultivate Students Innovative Practical Ability.

In the classroom, we will introduce high-quality educational resources at home and abroad, pay attention to the practicality of teaching, and carry out practical teaching and case teaching through professional basic courses such as microeconomics, macroeconomics, accounting, and international investment, and strive to improve students' practical analysis and solutions. Reform the examination methods, increase the content of the case analysis, and some courses (such as business negotiation and skills) conduct oral examinations. At the same time, during the teaching process, a series of professional knowledge lectures will be held to enable entrepreneurs, professional managers or trade practitioners to enter the classroom, and to explain the basic theory with fresh examples of practice through the appearance of the present.

7. Conclusions

The construction of an international talent training model is of great significance to the institutional reform of China's higher education institutions. On the one hand, it is an objective requirement of economic globalization and talent internationalization. On the other hand, it provides an opportunity for re-examination, objective evaluation and courage to change for the old and closed Chinese higher education. In addition, in view of the difficulties in the employment of college students in the Chinese society in recent years and the dual contradiction between supply and demand in the talent market, international talent training can be quickly and effectively alleviated. Therefore, the international personnel training model of colleges and universities is fully constructed.

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