

The Explore on the Quality Improvement of China-foreign Cooperative Education

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Abstract: The international cooperation in higher education is an important way to internationalize higher education. However, many problems in the specific process of project implementation have a great impact on the quality of running a school. Based on the problems existing in Sino-foreign cooperation in running schools, the quality of personnel training Enhance the strategy to explore, propose reform-teaching methods, strengthen the construction of specialized teachers and management teams, improve the evaluation system for quality standards for China-foreign cooperative education, and implement scientific management to improve the quality of personnel training.

1. Introduction

The rise of economic globalization and the knowledge economy puts forward higher requirements for the quantity and quality of internationalized talents. Especially after China's accession to the WTO, there is an urgent need for a large number of talents who can participate in international technology competition and cooperation, and the cooperation of international institutions of higher learning. School running is regarded as one of the important ways to internationalize higher education [1]. Through the development of Sino-foreign cooperation in running schools, the university will build a platform for exchanges and cooperation with the international community, introduce advanced foreign education ideas and educational concepts, fully learn from foreign advanced teaching and management experience, and introduce high-quality educational resources such as teachers, courses and teaching materials from abroad [1]. Promote the talent-training model and teaching reform, and comprehensively improve the quality of personnel training and the level of discipline construction.

As a new form of education that has emerged since the reform and opening up, Sino-foreign cooperative education has developed rapidly across the country, showing strong vitality and huge development potential, and showing a diversified development trend. In particular, Sino-foreign cooperative education in higher education has not only expanded the channels for students to receive higher education, but also increased the opportunities for students to choose international education. With the continuous advancement of China's open policy and education reform, the scale of Sino-foreign cooperative education has gradually expanded and the level has continuously improved, and the school-running model has become more diversified [1]. The cooperation between China and foreign universities in the university has developed from extensive to quality and has become an important part of China's education.

2. The development path of Sino-foreign cooperative education

Since the development of Sino-foreign cooperative education, it has experienced a development process from small to large, from immature to mature. Here, the author reviews and summarizes the problems encountered in the development process of Sino-foreign cooperative education, and how to solve the problem and continue to develop.

2.1 The overall level of cooperation with foreign parties has risen steadily.

From the perspective of Sino-foreign cooperation in running schools, it is mainly to introduce high-quality educational resources, and one of the core elements affecting the quality of cooperative education is the level of cooperation with foreign educational resources. Many developed countries in the world are measuring the level of educational resources of foreign partners in cooperation with the qualifications of foreign educational institutions [2]. When Sino-foreign cooperative education was just emerging, the qualifications of foreign educational institutions that entered the domestic market and approved to cooperate in running schools were uneven. Through investigations, it was found that there are many foreign second and third-rate universities in China, and there are quite a few first-rate universities.

2.2 The scale of running schools has continued to grow and develop, and the conditions for running schools have greatly improved.

The quality of Sino-foreign cooperative education affected to a certain extent by the scale of schooling and the conditions for running schools. The scale of Sino-foreign cooperation in running schools has also gone through a process of growing up and growing. In the early days, the scale was small, and some projects did not even form a scale at all. In terms of running hardware, some China-foreign cooperative education institutions lack hardware facilities, such as the lack of independent laboratories [2]. The school software is prominently reflected in the curriculum and the teaching staff. More prominent is the problem of the teaching staff, the lack of stability of the full-time teaching staff, and the low proportion of foreign teachers.

2.3 The professional setting tends to be reasonable, and the scientific and technological content is valued.

The introduction of foreign high-quality educational resources is the core of developing and standardizing Sino-foreign cooperation in running schools. The Regulations on Sino-Foreign Cooperation in Running Schools stipulates that China-foreign cooperative education institutions that introduce domestically demanding and advanced foreign courses and teaching materials should be encouraged. The Ministry of Education has also repeatedly stressed that Sino-foreign cooperative education should actively adapt to the strategic adjustment of China's economic structure, meet the needs of the talent market and the need to improve international competitiveness, with a focus on the development of high-tech disciplines and applied disciplines [3]. However, from the perspective of the overall layout of the disciplines, Sino-foreign cooperative education has opened more majors with lower investment costs, such as foreign languages, economics, business administration, foreign trade, etc. We urgently need cooperation in the fields of agriculture, medicine, engineering, life sciences, etc.

3. The main problems in the cooperation between China and foreign universities in higher education

3.1 There are some shortcomings in the positioning of China-foreign cooperative universities.

Lack of school positioning. This kind of situation occurs in colleges and universities with the cooperation of China and foreign education projects. These colleges generally adopt a segmented teaching mode. The China schools are responsible for enrolling students and are responsible for the teaching and management of the previous stage. The latter stage students enter the foreign cooperatives. School study, diplomas are issued mainly in foreign institutions [3]. This kind of cooperation is easy for domestic cooperative universities to neglect their own construction and development. All follow the rules and requirements of foreign institutions, and they have no sense of autonomy. Some colleges and universities even become the source of foreign students' transportation.

3.2 The level of cooperation is generally low and the total amount of quality education resources introduced is small.

At present, most of the educational institutions that come to China to cooperate in running schools regard cooperative education as an important way to seize the China education market, find export and subsidize their own educational investment for their domestic redundant educational resources, and interest motives occupy the dominant factor. Really, look at cooperation with China universities from the perspective of scientific research and academic exchanges. In addition, most of the foreign-funded universities in China are in the second, third-rate or even non-invasive colleges in their own countries. Their academic reputation and school-running level are not too hard. The educational resources exported are not specialties or in a profession. There are influential disciplines in the field [3]. The textbooks used cannot be in line with the frontiers of the disciplines, and the teachers are unsatisfactory, which seriously affects the quality and reputation of Sino-foreign cooperative education.

3.3 The level of qualifications of foreign teachers is uneven and lacks effective management.

"Foreign cooperatives scholars should select a certain number of teachers from this educational institution to teach at China-foreign cooperative education institutions," and require foreign teachers and foreign managers to be employed to "have a bachelor's degree or higher and a corresponding professional certificate, and have 2 Years of education and teaching experience." However, in reality, the management of foreign teachers' qualifications and certificates is not strict. Many foreign schools do not send their outstanding teachers to China to participate in cooperative teaching [4].

3.4 China's qualification assessment and quality supervision system for Sino-foreign cooperative education is not perfect.

In addition to individual cities, the nationwide quality supervision and evaluation mechanism has not yet established. In addition, there are many competent departments for supervising Sino-foreign cooperative education, which make the university face a situation, where there is neither a direct management department nor many management departments, resulting in management. Chaos, lack of a complete cooperative education system. There have been various phenomena of illegal schooling, seeking profiteering, and damaging consumer rights. For example, the annual inspection system and the school license system are still not perfect, and some areas have not yet carried out annual inspections or any form of mid-term quality supervision. In the qualification certification and quality management of foreign cooperative institutions, it has not been able to form a complete and effective qualification, which cannot effectively guarantee the quality of cooperation in running schools and protect the interests of the state and the educated [4].

3.5 There is a gap between the goal of Sino-foreign cooperation in running schools and the training of internationally innovative talents.

The goal of Sino-foreign cooperation in China is to cultivate a combination of innovative talents with international vision and intercultural communication skills, proficiency in foreign languages and relevant applied disciplines to meet the requirements of international competition. At present, Sino-foreign cooperative education has great room for improvement in terms of long-term goals. Therefore, in the process of Sino-foreign cooperation in running schools, comprehensive development, comprehensive consideration, and long-term goals are our best choices, so that the sustainable development concept can be truly implemented. The educational resources here should not be simply and artificially subject to professional disciplines, and should focus on all-round development [5].

4. The strategy of improving the quality of Sino-foreign cooperative education

The purpose of Sino-foreign cooperative education is to cultivate a large number of international talents with international vision and communication skills, familiar with international rules, and can participate in international affairs and international competition [8]. In the training of Sino-foreign

cooperative education, it should be internationalized, from the quality of enrollment, student management, the construction of the teaching staff of the KMT class, the construction of teaching content and teaching materials, the improvement of the teaching methods and assessment methods of diversified courses, and the formulation of special training programs.

4.1 Improve the quality of enrollment and enhance students' self-discipline and self-control.

Strengthen and expand the enrollment and publicity of Sino-foreign cooperation in running schools, and improve the quality of enrollment, especially the high-level English candidates [5].

To strengthen the self-management of foreign students, students who go abroad in the same school or class should set up a form of international student class, select the class leader to organize and exchange reports on life and study during the study abroad, help each other and encourage learning, and the visiting teachers can actively guide and help. In addition, mental health counseling for international students is also very important [6]. Encourage international students to actively participate in community activities, improve communication skills and communication skills, and effectively improve English listening and speaking skills, such as the University of Table Talk and World Cafe for international students.

4.2 Strengthen the training of the "introduction" and "going out" faculty.

To train high-quality international professionals, we must first have the quality assurance of the teaching staff, especially professional teachers, not just language teachers. On the one hand, you can "please come in" and invite foreign universities to send their teachers to China to teach and give lectures. Not only to teach students, but also to talk with teachers, exchange teaching experience and conduct teaching discussions, and build a bilingual professional faculty team faster. On the other hand, it is necessary to "go out" and send teachers to work in class, especially young backbone teachers, to go to foreign universities. This is a more effective way to improve. For example, the author cannot accurately grasp the requirements of bilingual teaching in the early stage of class, and they are slowly exploring. After a year of visiting the salt industry, especially in the classroom experience of foreign universities, they can talk with foreign teachers and students [7]. The orientation better grasps his class style, teaching content system, assessment requirements and methods.

4.3 Foreign original textbooks are used as reference books, and the actual teaching content is diversified and updated rapidly.

The textbooks for China-foreign cooperation in running schools, especially engineering textbooks, should use foreign original textbooks. Students can lay the foundation of English professional knowledge from the very beginning, accept the new methods, the latest academic trends and research results in the original textbooks and help to cultivate International talents help to shorten the gap between foreign countries and disciplines [6]. Teachers are encouraged to write their own lectures, the teaching content is constantly updated, the teaching examples are close to the actual production, and they are derived from the latest journals, newspapers, academic reports, online audio-visual materials, etc. The concept of talent cultivation emphasizes "practical first-school" and focuses on cultivating students' innovative ability and practice. Ability to emphasize the rapid update of knowledge and technology in course teaching [8].

4.4 Three-dimensional, networked, informational and a combination of distance learning and face-to-face teaching.

In response to some problems arising from the dispatch of foreign teachers, as well as restrictions on the strength of teachers, to avoid the impact of surprise lectures, it is recommended to use the resources of foreign multimedia and other information resources to vigorously develop three-dimensional, network and information-based teaching [5]. Due to the limitations of the masters and the time constraints, in the 2014 inter-school exchange summary, the two sides proposed innovative teaching methods, with a wide range of teaching methods, recording the lecture video and face-to-face. Before the formal face-to-face teaching, with the remote function of the network, the

China teacher assisted in the completion of the study materials distribution, layout preparation work, etc.; improved the e-mail and networked teaching platform, realized the opening of the networked teaching platform of both parties, and realized the timely cooperation between foreign teachers, teachers and students.

4.5 Appropriate teaching, rich, and diverse assessment methods.

It is suitable for practical teaching with rich and diverse assessment methods, improving students' normal learning ability, enhancing teamwork awareness and communication skills. Compared with the single examination method of domestic teaching, foreign countries pay attention to the actual effect of teaching. Usually, students will be clear about the learning objectives, requirements, expectations and assessment plans at the beginning of the course, and strictly enforce them [7]. For example, the foreign church requires students to hand in a Logbook. Record the self-study content of all classes and daily after-school courses in the course of the course. The teacher will check the signature comments and confirm them regularly. Foreign teachers' pay attention to the combination of usual examinations and examinations, and arrange a large number of project-based assignments, including discussion reports, research, academic essays, and lectures on the stage [6]. They participate in the assessment of course performance and occupy a certain proportion, thus greatly reducing students. The speculative psychology of the final exam pays more attention to the usual study.

4.6 Under the leadership of the China side, the two sides will jointly develop a training plan.

The goal of Sino-foreign cooperative education is to cultivate international talents. The professional training plan and curriculum should be combined with the domestic demand for compound international professionals. The China and foreign partners will jointly discuss and formulate, and neither directly adopt the original foreign training programs. It is not a direct translation of the domestic professional training program. Instead, with the assistance of the China leader and the foreign party, the professional teachers and management of the two sides jointly discuss and formulate a training plan for the national team that meets the needs of domestic talents [8].

5. Summary

Sino-foreign cooperative education is a useful attempt to deepen China's education reform. Although such problems have arisen in the short term, with the improvement of the system, we will continue to build a scientific and standardized Sino-foreign cooperative education quality monitoring system and management mechanism comprehensively enhance the Sino-foreign cooperation. The quality and level of running a school, Sino-foreign cooperative education will become an indispensable part of China's higher education system.

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