

Analysis on the Selection, Implementation and Risk Prevention and Control of Sino-Foreign Cooperative Majors in Higher Vocational Colleges

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Abstract: This thesis thoroughly discusses a series of important issues regarding the selection, implementation, and risk prevention and control of Sino-foreign cooperative majors. During the research, we conducted a comprehensive and in-depth analysis of the advantages and characteristics of Sino-foreign cooperative majors. Based on this, we put forward a series of scientific methods and effective ways to rationally select Sino-foreign cooperative majors. At the same time, we also elaborated on many key issues that need special attention in the implementation process of Sino-foreign cooperative majors to ensure the smooth progress of the whole process. In addition, we conducted extensive and in-depth research on various possible risks, deeply explored the causes and potential impacts of these risks, and put forward corresponding risk prevention and control strategies specifically, aiming to provide a solid theoretical basis and practical guidance for ensuring the smooth progress and sustainable development of Sino-foreign cooperation.

Keywords: Sino-foreign Cooperation; Major Selection; Implementation; Risk Prevention and Control.

1. Introduction

With the acceleration of the process of world economic integration, the trend of economic globalization is increasingly evident. In this context, Sino-foreign cooperative education has flourished and gradually become an important form that attracts much attention in the field of higher education. Sino-foreign cooperative majors, with their unique advantages, not only create an international educational environment for students and provide rich and diverse educational resources, but also broaden their horizons and help cultivate them into high-quality talents with international vision and strong competitiveness.

However, we must also be clearly aware that in the process of selecting and implementing Sino-foreign cooperative majors, it is not all smooth sailing, and there are still many risks and challenges that cannot be ignored. These risks and challenges may come from different aspects, such as the cultural differences between the two parties in cooperation, the collision of educational concepts, and the control of teaching quality. Therefore, in-depth and systematic research on the selection, implementation, and risk prevention and control of Sino-foreign cooperative majors is of crucial practical significance for promoting the healthy development of Sino-foreign cooperative education and enhancing the internationalization level of higher education.

2. Selection of Chinese-Foreign Cooperation Majors

2.1. Evaluation of Professional Advantages

When choosing Sino-foreign cooperative majors, we need to conduct a comprehensive and in-depth assessment of their advantages. This includes a detailed analysis of the international curriculum system to ensure its alignment with international standards and forward-looking nature; a strict screening of high-quality faculty, who should not only have

rich teaching experience, but also have deep academic attainments and industry influence in related fields; at the same time, we also need to pay attention to advanced teaching methods, such as project-based learning that emphasizes the cultivation of practical abilities, and heuristic teaching that focuses on stimulating students' innovative thinking. Through a comprehensive assessment of these aspects, we can better understand the advantages of Sino-foreign cooperative majors and provide a strong basis for our choices.

2.2. Degree of Professional Fit

When choosing Sino-foreign cooperative majors, we need to fully consider the degree of match between the major and our own interests, abilities, and career plans. This means that we need to deeply understand our own interests and career goals in order to select a major that is consistent with them. At the same time, we also need to objectively assess our own ability level to ensure that we can fully utilize our own advantages in this major. Only when the major is highly matched with our own interests, abilities, and career plans, can we maintain a high level of enthusiasm and motivation in our studies and lay a solid foundation for our future career development.

2.3. Reputation of the Partner Institution

When choosing Sino-foreign cooperative majors, the reputation and quality of the cooperative institutions are crucial factors to consider. We need to understand the history and background of the cooperative institutions, including their status and reputation in the field of education. In addition, we can also refer to the rankings and evaluation results of the institutions to understand their performance in teaching quality, faculty strength, and research level. Choosing institutions with a good reputation and strength for cooperation can ensure that we receive high-quality educational resources and academic support, providing a strong guarantee for our learning and future development.

3. Professional Implementation of Chinese-Foreign Cooperation

3.1. Teaching Management

In the implementation of Sino-foreign cooperative majors, it is essential to establish a scientific and reasonable teaching management system. This system should cover various aspects such as the formulation of teaching plans, the monitoring of teaching processes, and the evaluation of teaching quality to ensure the smooth progress of teaching and the steady improvement of teaching quality. First, the formulation of teaching plans should fully consider the educational concepts and teaching resources of both parties to ensure the rationality and forward-looking nature of the curriculum. Second, the monitoring of the teaching process should be strictly implemented, including the supervision and evaluation of teaching progress, teaching content, and teaching methods, to promptly identify problems and make adjustments. Finally, the evaluation of teaching quality should establish a scientific evaluation index system, regularly evaluate and feedback on teaching quality to provide a basis for teaching improvement.

3.2. Construction of Teaching Staff

In the implementation of Sino-foreign cooperative majors, strengthening the construction of the teaching staff is the key to improving the quality of teaching. On the one hand, it is necessary to improve the teaching level and international literacy of Chinese teachers, by means of training, exchanges, etc., so that they can understand the advanced international teaching concepts and teaching methods, and improve their English proficiency and cross-cultural communication skills. On the other hand, it is necessary to strengthen the management and services of foreign teachers to ensure that they can adapt to the teaching environment and culture in China, and improve their teaching quality and teaching effectiveness. In addition, by introducing outstanding foreign teachers and renowned domestic experts, the overall level and academic influence of the teaching staff can be enhanced.

3.3. Student Management

In the implementation of Sino-foreign cooperative majors, it is crucial to pay attention to students' learning and living conditions. The school should establish a comprehensive student management system, including student learning management, life management, and psychological counseling. In terms of learning management, the school should strengthen learning guidance and supervision for students, help students formulate learning plans, and improve learning efficiency. In terms of life management, the school should provide good living conditions and life services, care about students' living difficulties, and help students solve practical problems. In terms of psychological counseling, the school should strengthen mental health education and psychological counseling for students, help students establish a correct outlook on life and values, and enhance students' psychological adjustment ability and stress resistance.

4. Selection, Implementation and Risk Control of Chinese-Foreign Cooperation Major in Higher Vocational Colleges

4.1. Policy Risks

During the process of selecting and implementing Sino-foreign cooperative majors, policy risk is a factor that cannot be ignored. Due to the uncertainty and variability of policies, they may have a significant impact on cooperative projects. Therefore, we need to closely monitor changes in national policies, promptly understand the adjustments and updates of relevant policies, and adjust cooperative strategies in a timely manner to avoid policy risks. At the same time, we also need to enhance communication and coordination with government departments, strive for policy support and preferences, and create a favorable policy environment for the smooth implementation of cooperative projects.

4.2. Cultural Differences Risk

Cultural differences are inevitable in Sino-foreign cooperative majors. Cultural backgrounds, values, and ways of thinking in different countries and regions vary, which may have an impact on the implementation and management of cooperative projects. Therefore, we need to enhance cultural exchanges and integration, enhance mutual understanding and trust, and reduce the negative impact of cultural differences. At the same time, we also need to respect and tolerate different cultures, cultivate students' cross-cultural communication skills and global vision, enabling them to adapt to the learning and working environments in different cultural backgrounds.

4.3. Quality Risk

In Sino-foreign cooperative majors, quality risk is an important issue. The teaching quality and talent cultivation quality of cooperative majors are directly related to students' future development and social reputation. Therefore, we need to establish and improve a quality monitoring system, strengthen the management and supervision of the teaching process, and ensure the teaching quality and talent cultivation quality of cooperative majors. At the same time, we also need to strengthen the construction of the teaching staff, improve their teaching level and professional quality, and provide students with high-quality educational resources and services.

4.4. Financial Risk

In Sino-foreign cooperative majors, financial risk is also a concern. The capital investment in cooperative projects is large, and improper use of funds and financial management may lead to financial risks. Therefore, we need to reasonably plan the use of funds, strengthen financial management, establish and improve the financial system, and ensure the safety and effective use of funds. At the same time, we also need to strengthen cost control, improve the efficiency of fund use, and reduce financial risks.

5. Conclusion

The selection, implementation, and risk prevention and control of Sino-foreign cooperative majors is a complex and systematic process that requires the joint efforts and close cooperation of all parties. Through comprehensive consideration of professional advantages, personal interests,

and career plans, we can make reasonable major selections. The scientific implementation process depends on a sound teaching management system, high-quality faculty teams, and comprehensive student support services. At the same time, we must always be vigilant about risks and effectively prevent and control potential risks through policy research, cultural exchanges, and quality monitoring. Only in this way can we give full play to the advantages of Sino-foreign cooperative majors, provide students with an international educational environment and resources, and help them grow into talents with a global vision and competitiveness. At the same time, this will also make a positive contribution to the international development of higher education, promoting educational exchanges and cooperation between different countries and regions.

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