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The Training Mode of International Talents in Local Universities in China

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Abstract: Today's human society has entered the era of political and economic globalization. In the wave of political and economic globalization, capital, labor and technology have realized free flow, which has also had a profound impact on higher education. The globalization of political economy requires the internationalization of higher education. This paper analyzes the connotation of international talents in higher education under the new situation, and finds out the existing problems in the process of training international talents in local universities. This paper explores a new approach to the cultivation of international talents from four aspects: improving the international school-running mode, strengthening the international curriculum construction, enhancing international exchange and cooperation and improving the safeguard measures. It not only provides theoretical guidance for the cultivation of international talents in local colleges and universities, but also helps local colleges and universities to find a new mode of training international talents, so as to better meet and serve the needs of society.

Keywords: Higher Education; International Talents; Local Universities.

1. Introduction

Local universities play an important role in the process of training international talents. With the development of social politics and economy, the standard of international talents has also been continuously improved. Not only those who can speak foreign languages, but also those who are familiar with the geography, history and culture of other countries and are good at diplomacy. They are a new generation of international talent. At present, the cultivation of international talents cannot fully meet the social needs of China's new opening environment.

2. Connotation of International Talents

International talent is a combination of internationalization and talent, so to understand the core concept of international talent, we must first understand the concept of internationalization. With the development of globalization, internationalization is widely used to represent the activities and trends of political, economic and educational exchanges and cooperation between countries. According to Wikipedia, internationalization refers to a process (institution, idea) through which multiple peoples can be influenced. It can be used to describe increasingly interconnected economic and cultural influences.

Jane Knight argues that internationalization of higher education should be integrated with the day-to-day teaching, research, service and other functions of universities (Jane K, James J F F, Philip G A, 2007). In a detailed comparison of globalization and internationalization, Ulrich Teichler argues that internationalization, by contrast, emphasizes that national higher education systems can be protected only when cross-border activities take place. In addition, academic cooperation and knowledge transfer, international education, and material flows have been more discussed (Teichler U., 2004). Derek Van Dam summarizes eight major forms of internationalization, including student and faculty mobility, international curricula, overseas campus construction, cooperation agreements and institutions of higher education institutions, mutual recognition agreements, transnational education systems, and virtual higher education (Derek Van Dam, 2001).

3. The Necessity of International Talent Training

Since the outbreak of COVID-19, international exchanges and cooperation in various fields, including higher education, have been hindered by the epidemic. The concept of "internationalized education at home" put forward by Nelson, vice president of Malmo University in Sweden, in the late 1990s has attracted more and more attention. "Internationalisation at home", as the name implies, means that all local students can enjoy international education at home.

The proposal of "internationalization at home" makes international education and talent training no longer limited to the "cross-border flow and exchange of talents in the material space", but focus on the means of training local international talents (Chen Siqi and Jiao Min, 2021). At present, the world economic recovery is weak, globalization and confidence are frustrated, and the international situation is unstable and uncertain. All these also highlight the limitations of cross-border international education, exposing the deep contradiction of cross-border international education supply and demand imbalance.

The development of China's international education is closely related to the world situation and development. In order to avoid the passive situation of international talent training, Chinese local universities must actively find out the international education mode suitable for their own national conditions. Local colleges and universities should be self-reliant, make full use of their own advantages to speed up the internationalization of higher education, and combine local regional characteristics with localization and local development to promote all-round development cooperation means combining industry, education and research.

4. The Problems Existing in the International Talent Training Mode of Local Universities

Although some achievements have been made in the cultivation of international talents in local colleges and universities in China, there are still many problems such as single training mode, outdated management system and failure to meet the needs of society.

4.1. Lack of Sufficient Government Support

Many local governments do not provide enough guidance and support for local universities to cultivate international talents. First, influenced by the operating mechanism and the traditional idea, the management system of higher education in China has the characteristics of concentration. Compared with developed countries, there is still a big gap in the level of international education in local universities. Secondly, Chinese government departments have developed a series of programs, such as study abroad programs and joint training programs, to provide economic support for the development of international talents. However, according to the current situation, although the financial support for international talent training is gradually increasing, it still cannot meet the actual needs of local colleges and universities.

4.2. Drawbacks in the Curriculum

With the development of global integration, China continues to strengthen exchanges and cooperation with other countries in the world. This is true not only in the field of political economy, but also in the field of higher education. As the core link of university education, curriculum is very important for international education and international talent training. At present, many local colleges and universities have some problems, such as unclear curriculum positioning, derailment of curriculum setting and international teaching materials. Colleges and universities should speed up the pace of the reform of existing courses and constantly add new courses in line with the international situation. In addition, curriculum research requires a lot of investment, and local universities lack relevant support. Schools should increase the economic and human input in curriculum research, actively encourage front-line teachers and researchers to invest in curriculum research, cultivate the backbone, and actively encourage students to cooperate and participate. Focus on the study of international curriculum and related curriculum content that can combine international standards, national development trends, local actual conditions, and personal development characteristics.

4.3. Teachers and Students Lack the Concept of Internationalization

College teachers and students are the direct practitioners of college international talent training. The internationalization level of teachers and students is a direct reflection of the internationalization level of the school. Colleges and universities should vigorously promote the internationalization of teachers and students.

However, from the perspective of teachers, the poor foreign language ability of some college teachers hinders the development of international teaching and reduces the possibility of international communication. Some schools have a weak scientific research foundation, lack and low level of scientific research personnel, and it is difficult to get the opportunity to cooperate and exchange with the world's high-level educational institutions and scientific research institutions.

From the perspective of students, many college students have a weak awareness of internationalization. Especially in local universities, students have few opportunities to participate in international exchange activities, and they think that the concept of internationalization is very far away from them. Many students have never even had contact with foreigners, let alone exchange abroad. Students can only learn relevant knowledge from books, and many of them do not have any reference value due to timeliness. Due to the lack of contact and participation opportunities, students have fewer opportunities to speak, which leads to the poor level of most students in foreign language. As a result, due to the lack of foreign language skills and cross-cultural knowledge, students are even more afraid to contact with foreigners, and even resist some international communication opportunities.

5. The International Talent Training Mode of Local Universities

5.1. Continuously Improve the International School-Running Model

It is one of the important ways for local colleges and universities to improve their internationalization level and train international talents to develop cooperative education and explore various modes of cooperative education. Actively carry out the model of inter-school cooperation. Advocate the "2 + 2" or "3 + 1" training mode, that is, the first two years of teaching in China, mainly to learn the basic knowledge and theory of the major, the last two years can strive for overseas cooperation universities for further study. The main purpose of this cooperative model is to provide a good transition for students. Due to the language barrier or living habits of reading clubs from home to abroad, and the traditional teaching mode that Chinese students have accepted for a long time, they cannot quickly adapt to the student-centered teaching mode in foreign countries. The "2 + 2" or "3 + 1" cooperative teaching mode solves this problem well, providing a transition for students to strengthen their foreign language ability while learning basic professional knowledge, and laying a foundation for further study abroad.

5.2. Strengthen International Curriculum Construction

The content and quality of the course determine the teaching effect, and also determine the enthusiasm and participation of the students in the course learning. Local colleges and universities should keep pace with The Times, absorb foreign advanced teaching concepts and introduce foreign high-quality teaching resources in the course construction process. Including excellent original teaching materials, advanced teaching mode, rich electronic resources, various forms of online courses and so on. This not only enriches the course content, improves the teaching quality, but also greatly improves the students' learning enthusiasm and initiative. Interest is the best teacher, whether students are interested in the course and willing to learn is the key to achieve the learning effect. By introducing some advanced international curriculum resources and improving the original teaching methods, a systematic international curriculum system can be formed to meet the needs of the country and society. At the same time, cross-cultural activities and

simulated international forums are held to help students develop an international perspective, enhance competitiveness and social responsibility, and improve their understanding of the development of globalization.

We should actively introduce and absorb foreign high-quality educational resources and teaching models, and build a number of international professional courses. Actively explore the establishment of a "professional +" personnel training system, especially with the development of the "Belt and Road", the economic and cultural exchanges between our country and countries along the route are becoming closer and closer, and local colleges and universities should shoulder the heavy responsibility of training international professional and technical personnel urgently needed for the construction of the "Belt and Road".

5.3. Enhance International Exchanges

Expand overseas partners and strengthen international cooperation and exchanges. According to the development needs of the university, we actively establish friendly relations with overseas high-level universities and related institutions, build exchange platforms, comprehensively expand the space and connotation of cooperation and exchange, and carry out substantive personnel training and scientific research cooperation projects.

Cultivate students' international vision, and promote the mutual recognition of courses and credits, and the mutual or joint awarding of degrees. We will vigorously develop long-term study programs in our university for two or three years, one or two years in partner universities abroad, or short-term study programs in overseas semesters or summers. Encourage students to participate in more international events and conferences, and conduct more international academic and cultural exchange activities, so as to strengthen the communication between Chinese and foreign students. At the graduation stage of students, local colleges and universities create more opportunities for students to overseas paid internship through school-enterprise cooperation, encourage students to go abroad for social practice, see the world more, learn more about international needs, and make a better contribution to the development of local economy in the future.

The way in which higher education trains international talents, the types of talents needed and the quality of talents are constantly evolving. The existing research on international talent training is mostly theoretical and practical research, and there is a lack of systematic research on the combination of international talent training theory and practice. The COVID-19 epidemic has had a profound impact on the world's politics and economy, and has also had a violent impact on the field of education. In the face of the changes in the international situation, the training of international talents has also put forward new requirements.

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