

Exploration to the International Talents Training Model based on Four in One Teaching Approach

Haiying Ma^{a,*}, and Hua Liu^b

School of Economics, Northwest Minzu University, Lanzhou (730124), P.R. China

^a lxmahaiying8888 @163.com; ^b5491460@qq.com

* The corresponding author

Keywords: Chinese universities; Internationalization; Personnel training; Four in one

Abstract: Internationalized talent training is an important content and support of the strategy of strengthening China's talent power. On the basis of drawing lessons from the advanced concepts of internationalized talents cultivation in famous universities at home and abroad, this paper clarifies the basic meaning of internationalized talents cultivation in universities, and analyses the practical problems existing in the mode of internationalized talents cultivation in colleges and universities, and puts forward the four-in-one system of formulating scientific target orientation, building three-dimensional training mode, introducing powerful guarantee mechanism and establishing effective evaluation system of International talent training mode.

1. Introduction

With the strengthening of economic globalization and educational economic integration, as well as the rise of information technology and network society, the internationalization of higher education has become an irresistible trend. The Outline of National Medium and Long Term Educational Reform and Development Plan (2010-2020) clearly points out that higher education should adapt to the requirements of national economic and social opening-up, train a large number of internationalized talents with international vision, knowledge of international rules, and ability to participate in international affairs and international competition, and strengthen international understanding education, promote cross-cultural exchanges and enhance students' understanding of international affairs and competitions. In January 2016, the Central Committee of the Communist Party of China and the General Office of the State Council issued some opinions on the opening-up of education in the new period, which also put forward that we should persist in expanding the opening-up, strengthening China's education, promoting cultural exchanges, and constantly improving the quality of education. These strategic documents put international talent cultivation in an important position in the development of universities, which is not only the mainstream of the development of higher education in the world today, but also the educational concept that universities must have to deal with globalization[1]. As the most important carrier of higher education and the main position of high-end talent training, international talent training should also become an important part of the talent training system in Colleges and universities.

2. Implication, Mission and Elements of International Talents Training

Educational internationalization is the basic soil for cultivating internationalized talents. There are different opinions on the connotation of educational internationalization in the academic circles at present, such as result theory and process theory, as well as macro-theory and micro-theory, but they all have a common direction. Higher education internationalization refers to the process of transnational and cross-regional exchanges and cooperation of higher education in this region. In this process, many factors of higher education, including modes and concepts, should be recognized and accepted by other countries or regions, and have practical exchanges with other countries or regions.

The ultimate goal of internationalization of education is to realize the internationalization of talent cultivation and cultivate talents with international awareness, international communication ability and competitiveness.

2.1 The Basic Meaning of International Talents Training.

Economic globalization and the rapid development of science and technology are the motive force for the formation and development of the concept of internationalized personnel training. Internationalized talent cultivation has four meanings [2]: first, internationalization of talent cultivation concept. From education authorities to universities, from school administrators to ordinary teachers, we should attach importance to and establish the concept of international education, which is the prerequisite for the training of international talents. The second is the internationalization of talent training environment. We should learn from foreign advanced concepts, select international advanced teaching materials, open bilingual courses, introduce high-quality educational resources, create international conditions for students to run schools, and provide information-based platform for academic exchanges and scientific research cooperation. Thirdly, We should constantly improve the training methods, pay attention to the cultivation of students' practical ability, innovative ability and personalized ideas, and transform the traditional teaching methods of preaching and speaking into an interactive international training mode that allows students to think and participate in the majority.

2.2 The Strategic Position and Important Mission of International Talents Training.

The powerful countries (regions) of higher education in the world regard international talent cultivation as an educational strategy, and shoulder the important mission of improving the quality of talent cultivation in Colleges and universities. From the government level, the developed countries (regions) in the world attach great importance to the internationalization of higher education and establish internationalization as one of the important strategies for the reform and development of higher education. In 1945, the report published by the British Government regarded the internationalization of universities as an important way to solve the problems of higher education in Britain at that time. In 1946, the U.S. government enacted the Fulbright Act, which requires that the remaining assets of the United States abroad be used as a fund for American scholars and professors to lecture or research abroad, and specially invites experts in Humanities and social sciences from developing countries to study in the United States [3]. In 2008, the Japanese government formulated the 300,000 overseas students plan to strategically acquire more international talents and speed up the training of Japanese in the world. From the University level, the world's top universities take caring for human development and promoting knowledge as their mission, have established the concept of international talent training, and actively train high-quality international talents. In the Mission Statement of the top 50 world-class universities selected by the Times Higher Education Supplement from 2013 to 2014, 25 universities explicitly mentioned internationalization in the mission description, totaling 38 times. Since its establishment, Harvard Business School in the United States has been committed to training outstanding business leaders from all walks of life around the world, vividly interpreting the concept of internationalization of Harvard University.

2.3 Elements of Internationalized Talents.

Internationalized talents should have internationalization consciousness and mind, have first-class knowledge structure, reach the vision and ability of internationalization level, and be good at seizing opportunities and striving for high-level talents in the global competition. Internationalized talents in colleges and universities have higher requirements on both professional quality and comprehensive ability. In terms of professional quality, we must have solid professional knowledge to keep pace with the international frontier knowledge and the latest information; secondly, we must be able to master more than one foreign language proficiently and be able to better engage in professional communication; thirdly, we must have the consciousness of insisting on innovation and daring to innovate, and have all kinds of abilities and thinking needed for innovation. In terms of

comprehensive ability, we should have an international perspective or perspective, be able to observe and think from a global or broader perspective; secondly, we should have a strong cross-cultural communication ability, be able to effectively learn and surpass in the process of international communication; thirdly, we should have a healthy psychological quality, be able to withstand the impact of multicultural, and be able to use a good mentality.

3. Perspective on the Practical Problems of Internationalized Talents Training

3.1 Insufficient Attention to the Training of Internationalized Talents.

At present, due to the limitations of school-running conditions and concepts, many universities, especially local ones, do not attach enough importance to the training of internationalized talents and have a one-sided understanding. They often regard internationalized education as an elite education for a very small number of excellent students, or only as a supplementary means in the talent-training system, instead of putting internationalized talents training in place. The importance of this position has not attracted enough attention from schools, teachers, students and parents. Even in the limited practice of international talent training, many of them only deal with the stipulation of filling in forms and digitalization, which delays the process of international talent training in universities as a whole from the source. This requires universities to keep abreast of the development of the times, change outdated and backward educational concepts, fully understand the importance of international education and international talent cultivation, which requires not only the leadership of universities to have the concept of international talent cultivation, but also the teachers and students of universities should have the awareness and preparation of international competition.

3.2 Insufficient Investment and Supply of International Educational Resources.

In recent years, the number of students enrolled in many colleges and universities has been increasing, the cost of running a school has been increasing, the corresponding hardware facilities, the life security of staff and the school environment have certain pressure, so that many colleges and universities are tired of dealing with the needs of conventional personnel training and the daily development of schools. In addition, the allocation of educational funds in different types of colleges and universities is not uniform, especially in some local colleges and universities, which only rely on the support of local governments, some because of geographical location and local economic constraints, school funding and educational facilities of schools appear unbalanced state [5]. For the internationalized education which needs more resources and higher costs, sometimes it becomes a kind of extravagant expectation for some universities, or it is understood as a kind of talent training mode which is comparatively burning money. Therefore, the lack of resources input or supply of universities has become a kind of resistance to the cultivation of internationalized talents.

3.3 The Unclear Characteristic Orientation of International Talent Training.

Different levels and types of colleges and universities undertake different missions of international talent cultivation, and there are also differences in the orientation, specifications and methods of talent cultivation. However, the modes of cooperative program in most universities in China are comparatively similar and single. Especially in most local universities, international cooperation in cooperative program is still in the exploratory stage, and the mode of international talent training is not completely finalized. Therefore, various joint training mechanisms cannot be solidified by the system provisions, which lead to the lack of institutionalized quality supervision standard system for international talent training. Many colleges and universities are not clear about the orientation of internationalized personnel training, and fall into the predicament of over-pursuing the characteristics of the homogeneous development. Therefore, the practice process of international talent training needs the efforts of government departments, school leaders, professional teachers and students, constantly improve the mechanism, clear positioning, and ultimately form characteristics.

3.4 The Level of Internationalization of Staffs Needs to be Improved.

Teachers are an important guarantee for international talent training in colleges and universities. At present, there is a general lack of experienced teachers in international exchanges in colleges and universities. Most of the teachers are stereotyped and lack of international vision. Some teachers with high prestige and strong abilities are busy with many jobs, and they do not have much time and energy to think about the cultivation of internationalized talents and how to improve their internationalization level, which often leads to the lack of internationalized talents training in universities. The shortage of education funds in some colleges and universities also restricts the development of teachers, reduces the opportunities for international academic exchanges and learning of teachers, fails to improve their overall quality, makes the concept of teachers not in time and in line with international standards, and international education cannot attract the attention of university teachers, which further hinders the pace of international talent training in colleges and universities.

4. Construction of the Four in One Model of International Talents Training

4.1 Establishing Scientific Target Orientation and Defining the Direction of International Talent Training.

To strengthen the training of internationalized talents, we must have a clear and scientific orientation of what is an internationalized talent. We believe that internationalized talents should have three basic elements. First of all, we should have the concept of internationalization [6]. Idea is the precursor of action. This is the truth of new ideas, gold everywhere. The concept of internationalized talent cultivation in colleges and universities includes not only open and inclusive mentality, international exchange and cooperation consciousness, but also internationalization of talent cultivation environment, talent quality standards, internationalization of talent cultivation measures and internationalization of talent cultivation courses. Under the background of economic globalization and the ever-changing international environment, colleges and universities must guide college students to change their old and traditional concepts, to be familiar with international norms and operational rules, to accept the impact of diverse international cultures with an inclusive attitude, to judge and absorb from an international perspective, and to actively try advanced international exchanges and collaborative activities. Secondly, we should be proficient in international knowledge. Internationalization knowledge includes tool knowledge and professional knowledge. Nowadays, we must have excellent practical English application ability, including the ability of communication and professional literature reading comprehension in international communication and cooperation. We should also strive to broaden the scope and scope of knowledge, have a strong ability to use knowledge, and enable ourselves to have sufficient professional knowledge and a broad vision to examine the international social economy. Thirdly, it has the ability of internationalization. Internationalization ability includes thinking ability, understanding ability, communication ability and creativity. Internationalized talents need to be flexible and flexible in dealing with problems in a complex international society, calmly and calmly facing challenges, and timely and appropriate work [7]. In addition, international talents also need to have a keen sense of smell, can more accurately predict the development trend of things, and use their knowledge to analyze the situation encountered, make far-reaching and long-term plans and calculations.

4.2 Build a Three-dimensional Training Mode and Build a Diversified Training Channel.

Firstly, we should strengthen organizational leadership and optimize the training and working system of internationalized talents. Colleges and universities may set up specialized departments and teams to formulate an international exchange system for students, strengthen international exchanges and cooperation, and optimize the international educational environment [8]. Relying on its own advantages in cooperative program, we should carry out cross-cutting international exchanges and cooperation in education, teaching, scientific research and management, strives for real-time

integration with the international community, and actively carries out foreign exchanges and cooperation. Insist on creating an international atmosphere both in and out of class. Promoting the internationalization of the first classroom teaching curriculum in universities, including the establishment of joint education and training with foreign universities, the internationalization of curriculum content, the internationalization of teaching methods, the joint research and development of international scientific research projects with renowned universities and research institutions at home and abroad, and striving to improve the quality of the first classroom teaching. We should pay more attention to internationalization of second campus experience and encourage students to take part in activities of second campus after class, including international exchange student projects, short-term training projects, vacation travel projects, international internship projects, etc. in order to promote the internationalization of university talents. In addition, internationalization of internship bases, strengthening cooperation with foreign or domestic enterprises, expanding internationalization channels and introducing foreign resources, will transport students to foreign enterprises for long-term internship training, contact with world-class cutting-edge science and technology, experience the corporate culture of foreign companies, so that students can truly stay in the international environment and help students themselves in the process of internationalization. In career planning, we should break the inherent mode of thinking and choose our own path of employment and life development from an international perspective.

Secondly, we should strengthen the interaction of teaching and broaden the channels of international talent cultivation by bringing in and going out. On the one hand, when colleges and universities introduce professional teachers, they can clearly put forward the basic requirements of learning and exchanging experiences overseas, as well as the international advanced theoretical knowledge and innovative achievements. On the other hand, the competent departments at all levels should also introduce relevant supporting policies to enhance the internationalization concept and vision of teachers' teams by increasing the opportunities for teachers' international exchanges and cooperation, and bring the internationalization idea back to colleges and universities and pass it on to students.

Thirdly, we should promote the integrated development, strengthen the linkage of academic employment and international exchange of outstanding talents. Under the background of today's internationalization of education, colleges and universities should change their teaching concepts, emancipate their minds, keep pace with the times, and integrate teaching and practice. On the one hand, we should combine international talent training with graduate employment, formulate and implement incentive mechanism for students to study abroad, and improve individual subsidies for international exchanges. First, we can base ourselves on Hong Kong, Taiwan and other places with good international vision in the Asia-Pacific region, and then gradually expand the scope of international exchanges.

4.3 Introducing a Strong Mechanism Providing Institutional Supports.

Strong safeguard mechanism is an important support for the effective development of internationalized personnel training. From the current situation of internationalized personnel training in China's universities, we can make efforts from the two levels of government and universities, and promote the internationalized personnel training with system innovation. On the one hand, the government should issue special policies to actively encourage international talent training in colleges and universities. According to the actual development situation, the relevant government departments should study and promulgate relevant policies for international talent training. Universities with high level of internationalization of cooperative program and remarkable achievements in training internationalized talents will be rewarded. On the other hand, colleges and universities should carry out internationalization development strategy in depth, establish international benchmarks accurately and actively promote the training of internationalized talents. Universities should establish the idea of internationalized and open cooperative program, carry out extensive and in-depth international exchanges and cooperation in school-running concepts, education and teaching, scientific research and the construction of teaching staff, transform teaching

resources, scientific research resources and teachers' resources into resources for internationalized personnel training, and carry out internationalized personnel training. Colleges and universities can establish their own international talent training system according to the reality.

4.4 Establishing Effective Evaluation System with Dynamic Monitoring.

Scientific and effective evaluation system is the baton to carry out a work, which can provide real-time dynamic monitoring for international talent training in colleges and universities. To establish a scientific and effective evaluation system of international talent cultivation in colleges and universities, we can start from two aspects: one is to establish a comprehensive evaluation system of international talent cultivation from top to bottom. In accordance with the national open policy and the internationalization trend of higher education, universities should highlight the comprehensive evaluation principle of combining self-evaluation with expert evaluation in the process of personnel training quality evaluation, and on the basis of existing ones, increase the participation of domestic and foreign experts in teaching evaluation and supervision. The government should pay more attention to the effectiveness of the indicators in evaluating the quality of internationalized personnel training in colleges and universities. It cannot simply be measured by the quantitative indicators such as the number of exchange and study persons abroad and the number of cooperation agreements.

5. Conclusions

The internationalized talent training is an important content and support of the strategy of strengthening China's talent power. On the basis of drawing lessons from the advanced concepts of internationalized talents cultivation in famous universities at home and abroad, this paper clarifies the basic meaning of internationalized talents cultivation in universities. On the other hand, we can strengthen the propaganda of overseas students, provide targeted courses and professional introduction, increase preferential policies and scholarship measures, constantly enhance the attractiveness of our school to overseas students, establish a wide range of channels for foreign recruitment, gradually expand the introduction and recruitment of overseas students, and strengthen the exchange between our students and overseas students through various activities and measures. Interactive opportunities can promote the integration of international culture and promote the internationalization of campus learning environment.

Acknowledgements

This work was supported by the research project of education and teaching reform of Northwest Minzu University (Grant No: 2019XJJG-63), and by the Pilot joint program of comprehensive professional reform of International Economics and Trade (Joint Program, USU and NWUN) (Grant No: 2017XJZYZHGGSD-01).

References

- [1] Liu Linjie, Research on the Internationalization Development Strategy of Higher Education in Yunnan Province, Wuhan University of Technology, 4(2013)11-18.
- [2] Liu Ying, Analysis and exploration of international talent training mode in colleges and universities, Education and Teaching Forum, 5(2016)125-127.
- [3] Han Shuangyu, Zhong Zhou, The internationalization strategy of top universities: a strategic map analysis, Fudan Education Forum, 2(2014)10-16.
- [4] Wang Yufeng, Fan Rong, The international talent training mode of colleges and universities: the experience and enlightenment of western famous schools, Journal of Xinjiang University, 4 (2016)22-30.
- [5] Yan Wenying, Research on international talent training in the perspective of university

development, *Jiangsu Higher Education*, 6(2007)79-82.

[6] Guo Zhaohui, Xu Yawen, Sun Le, Analysis of the path of internationalization talent training in local colleges and universities, *Cooperative Economy and Technology*, (2015)89-97.

[7] Deng Yuying, Research on the International Talents Training Model of English Majors; Taking Hunan University as an Example, *Education Forum*, 8(2014)94-99.

[8] Huang Yonglin, The motivation, characteristics and enlightenment of the internationalization of British higher education, *Journal of National Academy of Education Administration*, 5(2006) 83-88.