

Research on the Talent Training Model of Sino-foreign Cooperative Education Under The Background of "One Belt and One Road"

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Abstract

The background of the "Belt and Road" has increased the demand for international talents. As an important part of higher education, Sino-foreign cooperative education is also the main way to cultivate international talents. At present, Sino-foreign cooperative education has ushered in new opportunities for talent cultivation under the perspective of the "Belt and Road", but there are also many problems. This paper mainly analyzes the current situation and problems of talent cultivation in Sino-foreign cooperative education in China, combines the advantages brought by the "Belt and Road", explores innovative talent cultivation models from the aspects of talent cultivation programs, professional course settings, faculty team deployment, and education monitoring mechanisms, and further improves the quality of talent cultivation in Sino-foreign cooperative education, in order to cultivate more high-level international compound talents for the "Belt and Road".

Keywords

"One Belt, One Road"; Sino-foreign cooperative education; talent training.

1. The Importance of Talent Cultivation in Sino-foreign Cooperative Education Under the Background of the "Belt and Road" Initiative

With the deepening reform of education in the new era, China's education level has been significantly improved, and it has gradually moved towards international development under the background of the "Belt and Road Initiative". The "Belt and Road Initiative" is a top-level initiative of the "Silk Road Economic Belt" and the "21st Century Maritime Silk Road" proposed by General Secretary Xi Jinping during his visits to Indonesia in September and October 2013, referred to as "Belt and Road". Subsequently, the Ministry of Education and local education departments and universities actively responded to the initiative and issued a series of relevant plans and policies for the "Belt and Road Initiative". The proposal of the "Belt and Road Initiative" provides a once-in-a-lifetime opportunity for Sino-foreign cooperation in running schools [1]. In recent years, with the continuous advancement of the "Belt and Road Initiative", it has pointed out the direction for the development of China's education. On the one hand, talent cultivation is an important support for deepening education reform. At present, China is in a period of transformation in education. How to develop the internationalization of education, how to build an education power, and how to cultivate more international talents for the "Belt and Road Initiative" strategy are issues that need to be considered and solved urgently. On the other hand, talent cultivation is an important guarantee for national development. The development of a country is ultimately determined by talents. As the main battlefield for cultivating international talents, Sino-foreign cooperative education should be based on the current actual needs of the country for talents, formulate reasonable talent training plans, cultivate more professional, international and high-quality talents for building a strong country, and provide solid talent support for the "Belt and Road" initiative.

2. Talent Cultivation Goals of Sino-foreign Cooperative Education Under the Background of "One Belt, One Road"

Sino-foreign cooperative education projects are conducted by Chinese universities in cooperation with a foreign university or teaching institution after approval by the education authorities[2]. Its main training objectives are to cultivate high-quality compound talents with international vision and cross-cultural communication skills, familiar with domestic and foreign economics, management, auditing, accounting, law and other related businesses, familiar with domestic and foreign standards, and possessing professional knowledge and skills. At present, as the world develops towards a diversified pattern, cultural and economic exchanges between countries have been strengthened, and the quality of training for international talents has gradually improved.

Under the background of the Belt and Road Initiative, on the one hand, it is conducive to exchanges and learning between China and neighboring countries and to sharing of educational resources; on the other hand, it is conducive to enhancing the influence of China's education and contributing to the construction of a cultural power. At the same time, it also ushered in new requirements for talent training. The "mutual benefit and win-win" advocated by the Belt and Road Initiative strategy cannot be separated from the support of international professional talents, which is also the new mission of talent training in Sino-foreign cooperative education. Reasonably learn from the advanced educational concepts of various countries, use high-quality resources to formulate talent training programs that meet the requirements of the new era, and cultivate application-oriented, compound and innovative talents with good professional ethics and teamwork spirit; have sound psychological qualities and innovation capabilities; have strong professional theoretical knowledge and practical hands-on ability; and master English and multiple foreign languages, and are proficient in computer application, to provide talent guarantee for the in-depth development of the Belt and Road Initiative and the high-quality development of China's education.

3. Analysis on the Current Situation of Talent Cultivation in Sino-foreign Cooperative Education under the Background of "One Belt and One Road"

Sino-foreign cooperative education has gone from the initial exploratory stage to the mature stage. Although it has achieved certain results in school scale and talent training, with the in-depth promotion of the "Belt and Road Initiative", Sino-foreign cooperative education has become an important way to connect with other countries and an important guarantee for international talent training. While welcoming international development, Sino-foreign cooperative education is also facing many challenges. Whether in talent training, teacher construction or monitoring mechanism, it has gradually entered a new stage. Through in-depth analysis of the talent training model of Sino-foreign cooperative education in recent years, the following problems have been found:

3.1. Talent development program issues

The talent training plan is a programmatic document guiding teaching. It plays an important role in the process of cooperative education and is an important guarantee for teaching tasks and talent training. The talent training plan is generally formulated in accordance with the requirements of foreign cooperative institutions and the characteristics of domestic institutions. First, the talent training objectives are relatively general. At present, the talent training of Sino-foreign cooperative education is mainly international talents with global vision and cross-cultural communication skills, familiar with international standards, and familiar

with domestic and foreign business . There is no specific systematic setting of teaching objectives, professional qualities, and innovation capabilities. Most of the training objectives are relatively general , especially the lack of training for talent innovation ability . The purpose of innovation is development, and development has increased the demand for innovation[3]. In the past, Sino-foreign cooperative education was more about pursuing students' mastery of professional knowledge, while ignoring the cultivation of students' innovative thinking. Secondly, there is a lack of practical ability. In the past, one of the talent training objectives was mainly to require students to master theoretical professional knowledge and complete courses in school. There was a lack of practical ability training , which was not conducive to students' future employment. With the increase in the number of Sino-foreign cooperatively-run schools, there are new goals and requirements for the quality of talent training, requiring students to not only master theoretical knowledge, but also apply the theoretical knowledge they have learned to practical work, so as to truly apply what they have learned. Under the background of the "Belt and Road Initiative", the demand for international talents has increased, and the requirements for the training of international talents have also increased. The current talent training program cannot meet the future demand for high-quality compound talents in the international market.

3.2. Issues regarding the setting of professional courses

As an integral part of teaching, curriculum setting is an important guarantee of teaching quality. Curriculum setting is usually set in accordance with the requirements of foreign partner institutions and in combination with our training objectives. There will be clear regulations on the number of professional courses, content and class hours of foreign professors. At present, there are mainly the following problems in the setting of professional courses in Sino-foreign cooperative education in China: First, most professional courses are theoretical, and there are fewer practical courses or school-enterprise cooperation courses. Secondly, there are fewer courses on competitions and innovation and entrepreneurship in the elective course category, and there is a lack of training to cultivate students' innovative thinking ability. Finally, the course content does not highlight the professionalism and international characteristics . The course setting is not based on the needs of the current international market, and the relevant courses have not been updated with the times, which cannot expand students' international vision, especially in cooperation with countries along the "Belt and Road". The core demand for talents in the international market has increased. Staying in the past stage cannot meet the talent guarantee for the internationalization of the country's "Belt and Road" .

3.3. Issues regarding the staffing of the teaching staff

The teaching staff is an important guarantee for promoting the long-term development of Sino-foreign cooperative education, and it is also a standard for foreign cooperative institutions to evaluate whether the cooperation is sustainable. At present, there is a relative shortage of foreign teachers with high academic qualifications and high professional titles in Sino-foreign cooperative education in China. On the one hand, China is in a period of educational transformation and development, and lacks superior guarantee policies in attracting international professional talents, making it difficult to attract top foreign teachers and retain talents for a long time; on the other hand, with the continuous advancement of the "Belt and Road Initiative", the requirements for the quality of teachers are gradually increasing. Only high-quality, compound, and international professional talents with profound knowledge, rich teaching experience, cross-cultural communication skills, and familiarity with international standards can serve as teachers. At present, teachers in Sino-foreign cooperative education in China cannot keep up with the pace of internationalization of education. In addition, foreign cooperative institutions will have strict requirements on the qualifications and teaching level of foreign teachers in Sino-foreign cooperative education, otherwise it will seriously affect the

quality of Sino-foreign cooperative education. Therefore, it is impossible to attract high-quality teachers. To a certain extent, the quality of foreign teachers and mathematics will restrict the sustainable development of Sino-foreign cooperative education. This problem is also a common problem facing Sino-foreign cooperative education in my country today.

3.4. Problems with the education monitoring mechanism

Under the perspective of the "Belt and Road", Sino-foreign cooperative education serves as a window for my country's cultural export to the outside world, and is also a cradle for international talent cultivation. Although my country's Sino-foreign cooperative education has achieved certain results, it is still in the exploratory stage. In the process of running schools, due to the imperfect education and monitoring mechanism, it is not possible to effectively improve the quality of talent cultivation. First, there is a lack of external monitoring. Sino-foreign cooperative education is a cooperative training between domestic and foreign schools. Since most talent training methods are "4+0", and since they are in China for 4 years, they are generally trained by Chinese schools throughout the process, resulting in insufficient participation of the foreign party throughout the process, and it is impossible to monitor the quality of students, teacher selection, and teaching management of Sino-foreign cooperative education, promote the standardization of school operation, and master the quality of talent training. Second, there is a lack of internal monitoring. Due to the special nature of the project, Sino-foreign cooperative education is often independent of ordinary undergraduate management. Sino-foreign cooperative education is different from ordinary undergraduate majors in my country in terms of project management, personnel setting, professional course setting, classroom assignments and final examinations. Therefore, when schools manage Sino-foreign cooperative education, they cannot manage and monitor it synchronously with other undergraduate majors, and thus cannot standardize the management of Sino-foreign cooperative education. Talent training will also be affected to a certain extent.

4. Optimizing the Talent Training Model of Sino-foreign Cooperative Education Under The Background of the "Belt and Road" Initiative

4.1. Innovative talent training program

As my country's education gradually moves towards international development, Sino-foreign cooperative education has also become the main way to cultivate international talents. The goal of talent training is to cultivate compound talents with international vision, professional theoretical knowledge and practical ability. Therefore, it is necessary to continuously improve and innovate in talent training programs: First, highlight the international characteristics. Combining the advantages brought by the "Belt and Road Initiative", talent training will be viewed from a global perspective, centered on the concept of education, and adopt diversified teaching methods according to the characteristics of different disciplines and majors. Various professional competitions and English competitions are actively held, and students are encouraged to actively participate in the competitions to exercise their innovative thinking ability and provide comprehensive qualities, highlighting the highlights of internationalization. Second, deepen school-enterprise cooperation. Taking advantage of the opportunities of cooperation with countries along the "Belt and Road Initiative" strategy, actively carry out in-depth cooperation with multinational companies. Make full use of the company's cutting-edge technology and resources to provide students with a professional internship platform and fully exercise their practical ability; strive to sign employment cooperation agreements with multinational companies, cultivate international professional talents in multiple dimensions and directions, and provide talent guarantee for the "Belt and Road Initiative".

4.2. Optimizing the curriculum system

The Belt and Road Initiative has promoted the further development of Sino-foreign cooperative education, and the cultivation of international talents has gradually shifted from quantity to quality. Therefore, in view of the unreasonable and imperfect curriculum setting of Sino-foreign cooperative education, it is necessary to optimize the curriculum system setting, based on the goal of cultivating global international talents, and strive to make the cultivation of international professional talents for the country the primary task of Sino-foreign cooperative education. First, adjust the proportion of curriculum setting. The main core professional courses account for 70%, and the elective courses account for 30%. When setting professional courses, it is necessary to communicate with foreign cooperative institutions. Both parties aim to cultivate international talents. According to the current international market demand for talents and the characteristics of different majors, the proportion of professional courses should be reasonably and correctly formulated. It is necessary to ensure that students can learn professional knowledge in class while being able to explore and understand the knowledge of different majors, so that the course is no longer a single development, but a diversified development, which is conducive to the cultivation of compound talents. Second, focus on the development of practical courses. In the past, although the development of Sino-foreign cooperative education in China has achieved certain results internationally, with the advancement of the Belt and Road Initiative, it has ushered in new challenges. The cooperation of countries along the route will surely provide more employment opportunities, and the requirements for international professional talents have also changed from professional to compound talents. Secondly, in terms of curriculum formulation, we should break through the traditional way of separating theoretical learning from practical learning, and combine students' theoretical knowledge with practical knowledge. When setting up elective courses, we can include courses such as cross-cultural ability, international marketing, international business negotiations, big data analysis, and AI technology to comprehensively enhance students' comprehensive abilities, expand their international horizons, and meet the international market's demand for talents.

4.3. Strengthening the construction of teaching staff

Teaching has always been at the core of the talent training system and is also a routine basic work[3]. High-level teaching staff is not only an important guarantee for promoting the development of Sino-foreign cooperative education, but also an important factor affecting the quality of talent training. The teaching staff of Sino-foreign cooperative education is generally jointly established by the cooperating institutions. There are certain requirements for the proportion of foreign teachers and the number of class hours. Chinese cooperative teachers are also required to have a study abroad background and professional knowledge. In order to attract more outstanding foreign teachers and promote the internationalization of China's education, under the background of the "Belt and Road Initiative", it is necessary to continuously improve the talent introduction policy and system construction. First, improve the talent introduction policy. For excellent foreign teachers, relevant policies can be adjusted in terms of salary and family arrangements, and efforts can be made to introduce high-level and compound talents with profound knowledge and rich experience, so as to further improve the teaching level of Sino-foreign cooperative education. Second, regularly hire foreign experts and scholars to come to the school for regular phased training of teachers, improve teachers' teaching ability, and continuously improve teaching quality. Third, implement a rotation system of visiting scholars. Taking advantage of the resources brought by the "One Belt, One Road" strategy, professional teachers in Sino-foreign cooperative education can take turns to visit and exchange with countries along the route, and strive to improve the cross-cultural communication ability and teaching level of the teaching staff. In addition, foreign experts are

invited as co-mentors of Sino-foreign cooperative projects to strengthen the teaching staff of Sino-foreign cooperation and provide a solid teacher guarantee for the cultivation of international talents.

4.4. Improve the monitoring mechanism for education

Establishing a sound talent cultivation monitoring mechanism is the internal driving force to ensure the normal operation of Sino-foreign cooperative education, and it is also an important guarantee for Sino-foreign cooperative education to cultivate international talents . First , strengthen the monitoring of both parties. First of all, the current Sino-foreign cooperative education is mainly led by our side from teaching to talent cultivation. The foreign side's support and participation in the project are not enough. It is necessary to strengthen the cooperation between the two sides . The foreign side will regularly visit our cooperative colleges for assessment and research every year, solve the daily problems that arise in a timely manner, and jointly cultivate talents . Secondly, through the establishment of a Sino-foreign cooperative education platform, the project's teaching management, enrollment publicity, and teacher construction will be monitored online, and online meetings will be held regularly to ensure the sustainable development of Sino-foreign cooperative education . Second, strengthen the monitoring of teaching quality. Establish teaching supervision from schools, colleges to departments , and conduct assessments on classroom, post-class assignments, midterm exams, and final exams to ensure teaching quality; third, improve the feedback mechanism. Students evaluate the teachers through the teaching evaluation system, and organize students and class committees to talk from time to time to deeply understand the students' learning and living conditions, and jointly improve the multi-faceted monitoring system from inside to outside, and continuously promote the long-term development of Sino-foreign cooperative education .

5. Conclusion

As the main form of internationalization of higher education, Sino-foreign cooperative education needs to be committed to cultivating high-level talents with international vision and subject consciousness, who are able to conduct cross-cultural exchanges and innovation at a deeper level[5]. With the continuous advancement of the "Belt and Road" strategy, the talent training model is still being explored and improved. In view of the problems of talent training programs, professional course settings, teacher team deployment, and education monitoring mechanisms that have emerged in the current talent training model, we can take multiple measures to further optimize the talent training system through innovating talent training programs, optimizing course system settings, strengthening teacher team construction, and improving education monitoring mechanisms, so as to effectively improve the quality of talent training in Sino-foreign cooperative education, make Sino-foreign cooperative education truly an important force in promoting the internationalization of China's education , and provide talent guarantee for the "Belt and Road" strategy.

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