A Study on the Quality of Sino-foreign Cooperative Education under the Vision of a Community of Shared Future for Mankind

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Abstract. The thought of a community of Shared future for mankind is an important part of xi jinping thought on socialism with Chinese characteristics for a new era. In the era of economic globalization, international exchanges and cooperation have become an important mission of universities. Chinese-foreign cooperation in running schools is the main form of international exchange and cooperation in education and an important part of China's educational cause. It is of great realistic and profound historical significance to strengthen the quality construction of international talent training and the quality improvement of international education from both macro and micro levels.

Introduction

Sino-foreign cooperative education is an integral part of China's education and the main form of internationalization of higher education in China. To study the quality construction of sino-foreign cooperative education under the vision of a community of shared future for mankind, improve the development level and competitiveness of China's higher education, and promote the development of China's higher education to become the center of the world.

The Significance of a Community with a Shared Future for Mankind

The vision of a community of Shared future for mankind has become an important part of xi jinping thought on socialism with Chinese characteristics for a new era. In his report to the 19th national congress of the communist party of China (CPC), general secretary xi jinping proposed substantially expanding market access and opening up the service sector to the outside world. We should stick to the path of peaceful development and promote the building of a community with a Shared future for mankind. In the era of economic globalization, international exchange and cooperation have become an important mission of universities, which is not only the manifestation of the internal internationality of universities, but also the response to the international development trend of higher education in the world and the requirements of the opening up of higher education in China in the new era. Job opening in Chinese education has entered a new period, the party central committee and the state council to do a good job of education in the new period open to the public for the deployment, and calls for strengthened with big countries, neighboring countries, developing countries, multilateral organizations pragmatic cooperation, give full play to the important role of education in the "area" initiative, form a key and win-win cooperation education opening to the outside world. It is in this context that China formally put forward the university's fifth mission - international exchange and cooperation. This new mission highlights the status and role of universities in international exchanges and cooperation. It is of great realistic and profound historical significance to strengthen the quality construction of international talent training and to study the ways, methods and measures to promote the quality of international education.
Theoretical Basis for Research on the Quality of Sino-foreign Cooperative Education

Total Quality Management Theory

Total quality management (TQM) aims to achieve quality assurance through "three comprehensiveness and diversity". "Three" is the whole staff, the whole process and the whole situation, which is also the core concept of the total quality management theory. To introduce the concept of total quality management in the field of quality assurance in higher education, the first point is to accurately position the products of colleges and universities. Part of the university personnel training mainly include education, teaching, service, and management and so on several major categories, the product distribution of colleges and universities should is by teachers in colleges and universities, logistics service personnel and management personnel supply all kinds of education services to all students, students through pay related fees for colleges and universities to provide these products, this creates a consumer relationship between university and student. In this link, students' comprehensive quality, practical ability, adaptability and employment competitiveness can be improved through high-quality and efficient education services, so as to improve the quality of talent training in colleges and universities. Through the total quality management, establish the university teaching quality assurance system, ensure the teaching process management, with the university to provide students with high-quality products as the ultimate goal.

Internationalization of Higher Education

The internationalization of higher education can be understood from the objectivity, regularity, systematization and diversity of higher education. The first is objectivity. Higher education imparts knowledge, especially advanced knowledge, which distinguishes it from other institutions. The essential attribute of higher education is knowledge or scholarship, and knowledge has a certain universality. Since its birth, universities have successively assumed the functions of disseminating, producing and applying knowledge. The internationalization of higher education has certain objectivity because of the nature of higher education. Second, regularity. The development path of internationalization of higher education shows certain regularity, which is shown as follows: universities have international characteristics since their birth, but the internationalization slows down after the rise of nation-states; With the development of globalization, the internationalization of higher education rises again. Again, systemic. According to the view of system theory, higher education, as one of the subsystems of the social system, is inevitably influenced by the external environment and has the characteristic of openness. In different social backgrounds, internationalization of higher education often presents different characteristics. Finally, diversity. The internationalization of higher education in different countries has different development modes and paths. In the process of internationalization of higher education, we should learn from the valuable experience of other countries through learning and exchange, so as to improve the quality and competitiveness of our own higher education.

Research on the Current Situation of Sino-foreign Cooperative Education at the Undergraduate Level in China

The Government's Macro-control Capacity Needs to be Further Strengthened

The state's macro-control of education has not yet penetrated into the education administration departments at all levels, and the top-level design has not yet achieved overall management in the setting of disciplines at different types and levels at home and abroad. On the execution of laws and regulations, the regulations on the sino-foreign cooperative education has been used for many years. The defects restricted the further development of sino-foreign cooperative education, on the one hand, influenced other countries take the initiative to the enthusiasm of cooperation in running schools with Chinese universities, on the other hand, in the sino-foreign cooperative education in
China is not practical. This is very unfavorable for the long-term development of sino-foreign cooperative education. At the same time, the tedious and complicated approval procedures for chinese-foreign cooperation in running schools also force the cooperation to deal with various approval procedures, which also has great restrictions on the cooperation, and the original intention of introducing high-quality resources cannot be well realized. Education quality assurance mechanism is not perfect, not in line with the international standards.

The Imported Foreign Educational Resources Need to be Further Optimized and Integrated

The following problems exist in the opening of sino-foreign cooperative education: first, there are many opening of economics and management majors, which tend to be repeated introduction and excessive competition; Second, there are many majors closely related to economic development, such as accounting, international economics and trade, etc., while some countries are in urgent need of, weak and blank frontier majors, which are insufficient to introduce resources. Third, some schools have given more consideration to the needs of the talent market and the needs of economic and social development in order to obtain greater economic benefits when setting up the major of chinese-foreign cooperative education, instead of setting the major according to the characteristics of the school. For example, some colleges and universities that mainly focus on engineering should set up characteristic majors based on the advantageous educational resources of the colleges and universities, so as to realize the purpose of cooperating with the high-quality resources of China and foreign countries. However, due to economic interests and other reasons, some majors of economics and business administration are often opened, which cannot make the best use of the educational resources of the school and greatly improve the teaching quality and educational benefits, which in turn will affect the school's ability of chinese-foreign cooperation in running schools. Therefore, the imported foreign educational resources need to be further optimized and integrated.

The Teaching Staff Needs to be Improved

Sino-foreign cooperative education has put forward higher requirements for teachers. Teachers should not only be proficient in foreign languages and adapt to bilingual teaching, but also have a strong theoretical level and certain professional experience, and have done a lot of case studies. It is difficult to build up such a contingent of teachers. There are many problems in the construction of Chinese and foreign teachers, such as the younger teachers, the shortage of teachers in some majors, the shortage of excellent bilingual teachers and the weak practical ability of teachers. The level of foreign teachers directly affects the quality of chinese-foreign cooperative education. In many sino-foreign cooperative education, only a small part of the foreign teachers are from the cooperative schools. Most of them are recruited from the society by the institutions. Some even have no previous experience in education and teaching. Many of the teachers employed are older and have less ability to think creatively. Some teachers have strong accents, which affect the quality of teaching and students generally do not respond well. In addition, foreign teachers appointed is usually short-term work, on the arrangement of the class is in the form of centralism teaching, foreign teachers to go back China just adapted the teaching environment, and send the teachers are not fixed, often change frequently, which makes the teaching quality of chinese-foreign cooperation in running schools and course construction is affected by the larger.

Countermeasures and Suggestions to Improve the Quality of Sino-foreign Cooperative Education

Macro Countermeasures at the Government Level

From the perspective of the government, the macro countermeasures mainly include the following four points: first, give play to the functions of the government and strengthen macro-control. We will formulate and issue preferential policies to support chinese-foreign cooperation in running schools. Make a good plan for the internationalization of the education team. Give full play to the advantages of international education and do a good job in this article. Second,
highlight regional advantages, balance professional development, balance professional development. Government departments to come as soon as possible to give prominence to the sino-foreign cooperative education short professional directory, effective management and guidance to chinese-foreign cooperation in running schools project, as well as a related preferential policies, for specialty directory specified in the bid of sino-foreign cooperative education project offer certain policy and financial support, and speed up the time and the process of examination and approval. We should encourage colleges and universities to carry out sino-foreign cooperative education of their superior specialties, and give correct guidance to the cooperation of science and technology undergraduate colleges and foreign educational institutions in running economics and management majors. Third, the establishment of a monitoring system, improve the quality assessment. The competent education authorities of the state may attempt to delegate the examination and approval and part of the supervision authority to the competent education authorities at the provincial level, and entrust the evaluation and certification involved in sino-foreign cooperative education to the market and the third party intermediary agencies. We will form a management system that is regulated by the policies of the state education administration, examined and approved by provincial education administrations in accordance with the law, evaluated and certified by social intermediary agencies, and self-restrained by cooperative education. We should give full play to policy guidance and the evaluation and supervision of social intermediary organizations, strengthen classified guidance and establish a sound supervision system for the implementation of education policies. The upper supervisors should regard the process of policy implementation of the lower executors as an important content of supervision and inspection, and each layer should have corresponding supervision and inspection plans and measures for education policies. Establish the information communication and feedback mechanism of all departments. Fourth, we will continue to improve the construction of an information platform for chinese-foreign cooperation in running schools. Advice to the sino-foreign cooperative education supervision information platform for the proper hierarchical division of labor, the provincial education administrative departments also have opened on sino-foreign cooperative education information management platform, timely release the province related education of output and input relevant information, to ensure the timeliness and effectiveness of information, improve the work efficiency of information platform. On the basis of the existing information platform, it develops the information platform of national education administration department and the second-level information platform of provincial education administration department.

Micro Countermeasures at the University Level

From the perspective of colleges and universities, micro-countermeasures mainly include the following five points: first, select partners and introduce high-quality resources. Colleges and universities can choose foreign cooperative colleges and universities on the basis of whether the foreign educational institutions are well-known foreign institutions of higher education or well-known disciplines and whether there are famous professors. Second, standardize teaching management and ensure teaching quality. We will strengthen the quality control and supervision of chinese-foreign cooperation in running schools. Formulate the corresponding teaching management rules and regulations, and gradually form the school's internal scientific education quality evaluation system. Third, strengthen the management of teachers to ensure the quality of teachers. Through the combination of on-the-job training, sending for further study and on-the-job doctoral study, the professional quality and academic structure of Chinese teachers can be greatly improved. In particular, we should strengthen the foreign language training of Chinese teachers, send them abroad regularly for further study, and improve their bilingual teaching and ability to use original foreign textbooks. Strengthen the management of foreign teachers and encourage teaching exchanges and cooperation between Chinese and foreign teachers. Fourth, strengthen student management and improve the quality of students. Adhere to the "students as the main body" concept, to serve every student; Be strict with your students and be kind to them. Fifth, to explore foreign markets and take the initiative. Colleges and universities should conform to the trend of the
development of higher education, actively explore foreign education market, in addition to establish Chinese and foreign language and culture center in overseas spreading Chinese language and culture, the universities can also take advantage of their own disciplines and specialties, with overseas colleges and universities to carry out the all-round exchanges and cooperation, the mature curriculum and subject to the world, improve the utilization rate of higher education resources.

**Conclusion**

It is of great realistic and profound historical significance to strengthen the quality construction of international talent training and promote the quality improvement of international education from both macro and micro levels.

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