

Research on the Construction of the Training Mechanism for International Students in Colleges and Universities

—Taking the Cultivation of International Students in China from a “Double First-Class” University in the West of China as an Example

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Abstract

The development of my country's higher education is inseparable from the training of international students in China. In recent years, my country's attractiveness to foreign students has increased, and the scale of students studying in China has gradually expanded. However, in the practice of training international students in my country, there are still problems that need to be solved urgently, such as unreasonable teaching forms and insufficient standardization of training procedures. Reconstructing the training mechanism of law majors in China by innovating training norms, establishing quality certification for studying in China, etc., will provide new ideas for the training of international students in my country, and promote the healthy and orderly training of international students in China. develop.

Keywords: international students in China, legal education, international student training mechanism

1. Introduction

The training of international students in China is an important part of higher education of China, which provides strong support for the joint construction of the “Belt and Road”, and also contributes to enhancing the international influence of my country's education and helping developing countries cultivate talents needed for their social and economic development. General Secretary Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China that the construction of first-class universities and first-class disciplines should be accelerated, and high-level higher education for international students in China is an indispensable and important part of the construction of “double first-class”. The Ministry of Education proposed that the education of international students in China should adhere to the quality first, strictly regulate the management, and take the path of connotative development. In October 2018, the *Quality Specification for Higher Education for International Students in China (Trial)* was promulgated as a national unified basic criterion to guide and regulate the development of education in China by colleges and universities, and it is the basic basis for the internal and external quality assurance of studying in China. Since the founding of the People's Republic of China, my country's higher education institutions have made remarkable achievements in the education of international students in China. However, at the same time, there are still problems such as unbalanced majors, the quality of training needs to be improved, and the training mechanism is not perfect. The construction of foreign student training mechanism has become an urgent issue faced by colleges and universities.

This article intends to analyze the main problems and causes of the training process of international students

based on the training practice of international students in the author's school, and focus on putting forward improvement measures from the aspects of the training plan, management system and quality certification, so as to complete the education mechanism for international students in higher education institutions and construction problem.

2. The Current Situation of International Students Majoring in Law in Colleges and Universities

2.1 Current Situation of the Scale of International Students in China

With the further development of my country's higher education opening to the outside world and the rapid development of international student education, and the promotion of the "Belt and Road" initiative, the number of Chinese students studying in my country has steadily increased, and the quality of international students has improved. According to statistics from the Ministry of Education, a total of 492,200 international students studied in Chinese institutions of higher learning in 2018, an increase of 0.62% over 2017 (Wang Zhongliang, Zhao Yubin & Wang Bei, 2020)). With the support of scholarships, professional accreditation of Chinese universities, and the improvement of international reputation, China has become the most popular destination for higher education study abroad in Asia, and its attraction to students from other countries along the Belt and Road is increasing. According to the data released by the Ministry of Education, the top 10 international students who came to China in 2018 were 80,786 in Beijing, 61,400 in Shanghai, 45,778 in Jiangsu, 38,190 in Zhejiang, 27,879 in Liaoning, and 27,879 in Tianjin. 23,691 people, Guangdong 22,034 people, Hubei 21,371 people, Yunnan 19,311 people, Shandong 19,078 people. There are 15,217 people in Guangxi, 13,990 people in Sichuan, 13,429 people in Heilongjiang, 12,919 people in Shaanxi and 10,340 people in Fujian with a population of more than 10,000 (Wang Zhongliang, Zhao Yubin & Wang Bei, 2020). It can be seen that compared with the universities in the eastern coastal areas, the universities in the west have a smaller scale of cultivating international students. Constrained by factors such as international flight schedules, international influence, and the quality of teachers, the universities in the west face some difficulties in training international students.

2.2 Main Source of International Students Studying in China

At present, a large proportion of international students from Chinese universities come from India, Pakistan, Sri Lanka, and Central Asian and African countries. The overall level of infrastructure construction in these countries is lagging behind, and the demand for employment in medical, engineering and other fields is relatively high (Meng Yiting, 2020). The economic cooperation between China and the countries along the route has become closer. The cooperation projects of Chinese companies in Asian and African countries have provided good prospects for the employment of international students. The high-quality tourism resources in some countries and regions are also looking forward to China's broad market (Shi Yucai, 2017). Based on the above factors, a large proportion of international students who come to Chinese universities to study are concerned with clinical medicine, pharmacy, software engineering, civil engineering and other disciplines that have strong advantages in China and are closely in line with local realities, and a large proportion of students pay attention to tourism, public management, etc. I hope to work in related industries in the future, strengthen further cooperation between the local and China, explore the tourism advantages of the source countries of international students, and attract Chinese consumers.

3. Problems Existing in the Cultivation of International Students Majoring in Law in Colleges and Universities

3.1 The Teaching Form is Unreasonable

A survey on the training quality of postgraduate students studying in China shows that postgraduate students studying in China generally encounter language difficulties, and nearly 80% of postgraduate students studying in China believe that language barriers are the biggest difficulty they encounter in the process of studying abroad. The main reason for this problem is that the current all-English courses in Chinese colleges and universities are weak, and the proportion of English teaching is low. The survey also showed that postgraduate students studying in China have relatively low satisfaction with the teaching content, teaching and evaluation methods in Chinese classrooms. There is a large gap between their expectations and gains in obtaining high-quality education in China. Many postgraduate students studying in China believe that China's teaching methods are mainly cramming, with less classroom discussions, and discourage students' classroom participation and critical thinking (Liu Shuiyun, 2017). At the same time, the professional level of teachers in Chinese universities, especially ordinary institutions of higher learning, for teaching foreign students in my country is generally not high, and there is a serious shortage of qualified teachers with international thinking ability, strong professional knowledge and professional English teaching ability (Wang Zhongliang, Zhao Yubin & Wang Bei, 2020). Universities rarely offer international and related courses, and many teachers' educational concepts and teaching methods are relatively backward. According to international standards, teachers relatively lack in cross-cultural theoretical knowledge, and their professional level and practical application ability are generally insufficient.

On the other hand, limited by practical conditions and various resources, the teaching of some international students in China is currently separated from that of Chinese undergraduates and postgraduates. Some international students who come to China have a poor Chinese language foundation. In order to improve the level of internationalization and build innovative courses, colleges and universities often accept international students by setting up all-English majors, which is not easy to guarantee the same teaching plan and teaching quality as Chinese students. Due to the lack of time accumulation and resource support, the teaching plan, teacher training, and guarantee of teaching conditions are not mature enough. As a result, the academic level requirements for international and Chinese students are different in the same university. On the one hand, it may have a negative impact on the continuous training of international students and the improvement of overseas reputation. On the other hand, it may lead to a gap in the expectations of international students on the professional level, and some contradictions may arise in the communication between Chinese students and international students. In terms of teaching, some teachers reported that due to the different origins of students and the great differences in their learning foundations, especially for the “hard” science and engineering disciplines, it is difficult to grasp the progress of the class, and the method of assessing students’ achievements remains to be discussed (Meng Yiting, 2020).

3.2 Insufficient Management of the Training Process

The training systems such as the opening report, mid-term assessment, the quality of the dissertation, and the requirements for publishing papers are crucial to the quality of talent training. The survey found that postgraduate students studying in China have a high degree of recognition of the proposal report and dissertation, but a low evaluation (3.03) of “the mid-term assessment of postgraduate training and qualification examinations play a role in controlling research progress” (Shi Yucai, 2017). After interviews with postgraduate students studying in China and management personnel, it is found that the formalization phenomenon is serious in these links, mainly due to language barriers. It is difficult to implement mid-term assessment and qualification examination according to the requirements of English teaching, and it is difficult to operate in all aspects; With the corresponding Chinese proficiency, most colleges and universities adopt no requirements for the qualification examination for studying abroad, and the mid-term assessment is similar to that of Chinese students. Other forms of assessment play a role in checking the quality of study and research of postgraduate students studying in China (Shi Yucai, 2017).

On the other hand, in order to ensure the quality of postgraduate training, some colleges and universities currently have the same degree-granting standards for postgraduate students studying in China as domestic postgraduate students, requiring degree applicants to publish papers or obtain certain scientific research results before graduation. This move lacks flexibility and fails to take into account the individualized learning needs and goals of overseas graduate students, which not only creates enormous pressure on students to study, but also reduces their enthusiasm for studying in China. At the same time, my country’s postgraduate education is still in a development stage of “focusing on scale and ignoring quality”. Some instructors are not strict in the management of the training process of international students’ attendance, test scores, graduation thesis defense, etc., and it is difficult to improve the training quality of overseas graduate students.

3.3 The Daily Management of International Students is Obviously Specialized

At present, domestic colleges and universities have formulated a series of rules and regulations on the teaching management and daily management of international students, but there is a phenomenon of “special care” in the teaching and management of international students. Teaching quality standards, there is a widespread phenomenon of “wide entry and wide exit”. Due to differences in language, culture, education and teaching, international students in colleges and universities usually need a long time to adapt, which brings many difficulties to “convergence management”. However, from a long-term perspective, convergent management is still one of the important ways to ensure the quality of education for international students in China.

At present, the phenomenon of “expatriate privilege” in many colleges and universities is relatively common. Many colleges and universities in my country follow the traditional management model of international students. The daily management of international students in China is mainly centralized management, and most of them are based on convenient operation, often ignoring students’ own interests. The vast majority of colleges and universities adopt a separate mechanism, that is, domestic college students and international students in China are managed separately. Although they are in the same major, they are not in the same class. This management mechanism can improve the convenience of the school’s management of international students, but it will cause many problems such as “The phenomenon of “privilege of international students” arises because some colleges and universities have formulated completely different management mechanisms from domestic students in order to cope with the management of international students with different cultures and characteristics, which will cause some domestic students to question the management of international students. This “specialized” management method will also make some international students in China have an inexplicable sense of

“superiority”, thinking that they have certain “privileges” compared with domestic students (Meng Yiting, 2020). great dangers and dangers. At the same time, the decentralized management system adopted by various colleges and universities is objectively not conducive to the cultural interaction, language communication and mutual learning between international students in China and students of the same major in colleges and universities.

4. Construction of the Training Mechanism for International Students Majoring in Law in Colleges and Universities

4.1 Innovative Management Model

Foreign students in colleges and universities come from different countries and regions, with different ethnic backgrounds, political backgrounds, historical backgrounds and cultural backgrounds, with different educational backgrounds and social experiences, as well as their ideological consciousness, religious beliefs and customs. Therefore, it is difficult to manage. It is particularly important to build a high-quality management team for international students. However, some management personnel of international students are not well-versed in English, and they do not have a systematic understanding of teaching rules, curriculum settings, and teaching processes. The student management and services of international students from domestic universities are generally in charge of a small number of staff from the International Student Management Office, and the college is only responsible for teaching arrangements. This traditional centralized management model can no longer adapt to the new situation of the education development of international students in China. It is necessary to speed up the establishment of new management models and work norms to improve the management level of international students.

On the other hand, based on comprehensive consideration of the existing postgraduate degree standards and the actual situation of international students in China, the relevant regulations for degree awarding of international students in China can be adjusted appropriately. At this stage, my country's postgraduate degree standards are relatively high in terms of academic system, dissertation level, graduation requirements, etc., compared with that of most sending countries. Corresponding degree award conditions. In practice, under the premise of achieving the same educational goals, the criteria for awarding graduate degrees in China should be appropriately relaxed.

At present, various colleges and universities have formed their own management norms and training modes in the process of education and management of international students in China, and have formed their own management norms and training models. Effective methods and measures have achieved good results. In November 2019, Wuhan University issued the *Decision on Dropping Out of 92 International Students*, which is an important measure for strict school rules and disciplines, strengthening the quality of training, and maintaining the normal teaching order of the school. Withdrawal process. Wuhan University's serious school discipline has played a warning role in the teaching management of international students in China, laid a foundation for improving teaching quality in the future, and provided a helpful reference for universities. However, given the various problems that have been exposed at present, there is still a long way to go to review the problems and self-improvement. We should re-examine the problems existing in the entire process of education and management of international students in China in accordance with relevant norms, and take timely measures when problems are found. Take appropriate measures to solve the problem (He Chao, 2020). At the same time, in the process of discovering and solving problems, colleges and universities should timely and effectively revise and improve the corresponding rules and regulations in the management of international students, solve fundamental problems, and form a benign mechanism.

4.2 Designing a Training Program for International Students

At present, various colleges and universities adopt a convergent training model for the training of international students, that is, the courses and requirements of international students and Chinese students are convergent, and there is a lack of special training programs for international students (Meng Yiting, 2020). In fact, the training goals and requirements of international students and Chinese students are obviously not exactly the same, and the curriculum and teaching forms of Chinese students are also difficult to adapt to the needs of international students. Therefore, according to the characteristics of international students and future development plans, it is particularly necessary to design a special international student program to standardize the management of the teaching process and improve the quality of international student training.

Therefore, colleges and universities should comprehensively deepen the reform of education and teaching on the basis of continuously improving the training programs for international students in China. They should pay special attention to the cultivation of the personal qualities and abilities of international students in China, especially the improvement of Chinese application ability and level, and strengthen the learning of Chinese language courses. At the same time, under the premise of ensuring the quality of teaching, strengthen the reform of course content and methods, for example, organize students to visit and study in combination with the practical aspects of the course, and actively enhance the understanding and cognition of Chinese excellent

traditional culture for international students in China. Mutual exchanges and learning between them, and improve the Chinese proficiency and language communication skills of international students in China. Colleges and universities should also strengthen exchanges and cooperation between domestic and foreign students, which is an important way to improve the quality of teaching. It is necessary to strengthen inter-school academic and cultural exchanges, actively develop medium- and short-term study abroad programs at different levels in countries along the “Belt and Road” and other regions, continuously expand opportunities for multi-level exchanges and learning, and promote the improvement of the training quality of international students in China.

4.3 Establish Quality Certification for Higher Education Institutions to Study in China

In the stage of large-scale development, the evaluation of teaching quality is carried out spontaneously and autonomously by various colleges and universities, and there is a lack of unified, convincing and highly recognized social evaluation in terms of training quality, teaching standards, and teaching effects. Entering the stage of connotative development, it has become an urgent need to establish a quality assurance and evaluation system for studying in China that is in line with my country's national conditions. Since 2016, the Ministry of Education has entrusted the China Association for International Exchange of Education to carry out the national quality certification of higher education for studying in China. The quality certification method and system of higher education for studying in China with Chinese characteristics provide objective standards for evaluating the quality of education and teaching for studying in China, and provides objective and fair certification results to the government and society (He Chao, 2020). The quality certification index system of higher education for studying in China has set up 5 first-level indicators, 15 second-level indicators, and 36 main observation points, mainly from the aspects of school-running guiding ideology, management and service level, school-running conditions, teaching and practice, and school-running effectiveness. , to test and assess the education of colleges and universities to study in China; the certification process focuses on “promoting reform through evaluation, promoting construction through evaluation, and promoting management through evaluation”; the principles of accreditation are voluntariness, fairness, effectiveness, and transparency. In accordance with the accreditation criteria, schools are eligible for accreditation if they meet all specified criteria with a score of 60. The validity period of the certification is determined according to the certification score: 60-70 points, valid for 2 years; 71-80 points, valid for 4 years; 81-90 points, valid for 6 years; 91 points and above, valid for 8 years. When the validity period of the certification expires, the school should apply for certification again.

In recent years, the reform of my country's education field has been continuously deepened, and the voices for improving quality and efficiency have become increasingly louder. In 2017, the 19th National Congress of the Communist Party of China made a major plan to prioritize the development of education, accelerate the modernization of education, and build a strong country in education from the strategic height of upholding and developing socialism with Chinese characteristics in the new era (Meng Yiting, 2020). The first national education conference in the new era held in 2018 put forward that education is a major plan of the country and the party, and it is of decisive significance to the realization of the great rejuvenation of the Chinese nation. In the same year, the 19th China International Education Annual Conference was held to explore the new development, new advantages and new measures of the internationalization of higher education. In February 2019, the Central Committee of the Communist Party of China and the State Council issued *China's Education Modernization 2035*, which proposed in the strategic task of “creating a new pattern of education opening to the outside world”, establishing and improving the education quality assurance mechanism for studying in China, and comprehensively improving the quality of studying in China. The quality certification of education for studying in China can internally match the value pursuit of the national education field from scale expansion to improving quality and efficiency, and externally promote the construction of my country's educational power and the opening of education to the outside world. It is the only way to promote the teaching career of international students in China.

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