

Ideas and Advantages of Sino-Foreign Cooperative Education

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Abstract: Under the background of education reform in China, the effects of Sino-foreign cooperative education should be facilitated to improve Chinese education level. By analyzing current debates on the ideas and advantages of Sino-foreign cooperative education and some necessary idea changes, this study reached several conclusions on the developing trend of Sino-foreign cooperative education. With the comprehensive discussion on the ideas and advantages of Sino-foreign cooperative education, this study proposed some plans for the sound development of Sino-foreign cooperative education so as to promote the positive meanings of Sino-foreign cooperative education.

1 INTRODUCTION

With the continuous education reform in China over the recent years, Sino-foreign cooperative education has been common in higher education. For example, some Chinese education institutions and foreign education institutions are exchanging students. However, due to the continuous increase of returned students and low rate of economic return on current higher education, many families become careful to studying abroad. Through Sino-foreign cooperative education, the education cost can be reduced while the education level can be improved (Wang Daoxun, 2014). However, there are some differences in teaching ideas which need to be updated in current Sino-foreign cooperative education so as to facilitate the deeper development of Sino-foreign cooperative education and further demonstrate its advantages.

2 ANALYSIS ON THE IDEAS OF SINO-FOREIGN COOPERATIVE EDUCATION

2.1 Debates on the ideas of Sino-foreign cooperative education

Sino-foreign cooperative education can be regarded as an important way for China to internationalize its higher education. The current education

internationalization is demonstrated in two forms. One is higher education internationalization and the other is open national education market. The first form aims at promoting mutual cooperation among international education institutions. The second form adheres to market support, and its education model and activities mainly use economic development to facilitate education cooperation, regarding higher education as an international commodity (Yan Xiao, 2014). The two forms of education internationalization reflect the differences about education philosophy. The core debate on this issue includes the following aspects: the first is whether higher education needs to adhere to market competition; the second is whether higher education can be consumption product for students; the third is whether higher education can be commodities exchanged in different countries. Some scholars believe that higher education is a kind of social cultural heritages and an important part to study social structures. Therefore, higher education, in essence, should be public property. In a sense, it can be even a kind of public responsibility. For developing countries, higher education is an important channel for them to promote their social productivity.

Other scholars argue that apart from the consideration on the education essence, there are other factors on the differences of cooperative education ideas. On the operational level, many traditional famous universities have been integrated with local culture. Therefore, the teaching ideas of

these famous universities, like Oxford and Cambridge, are hard for other countries to copy successfully (Qi Xiaodan, Zhang Xiaobo, 2013). Those successful Sino-foreign cooperative universities are newly-found, and these universities haven't been constrained by academic traditions or systematic regulations. Therefore, they can leisurely face the pressure from academic circle and satisfy market demands, which is also an important way for the innovation of cooperative education.

Currently, there are a few of OECD countries that oppose education marketization. However, education marketization has been the developing trend for cooperative education. Many higher education exporting countries are conducting education cooperation with undeveloped areas for economic benefits rather than education assistance. Therefore, the ideas of Sino-foreign cooperative education should accept commercialized education and observe market-oriented operating ideas and models, which ought to be applied in enrollment of students, major setting, education goals and management.

2.2 Innovation on the changes of Sino-foreign cooperative education ideas

Over the recent years, the financial crisis caused by American subprime crisis has spread to the whole world. Both the eastern and western world are considering the future trend of economic development under the backdrop of economic globalization. Politicians and scholars are seriously study the challenges to human commercial morals brought by liberal economy and virtual economy. In a sense, this is not merely a simple financial issue, but the nature of economic conducts served by this financial system. Therefore, when people are pursuing for wealth and benefits, even the most advanced liberal economy system can be manipulated and changed during its development.

As demonstrate by economic development, in the process of Sino-foreign cooperative education, we need to review the relationship between education support and education commerce under the background of over marketization. We also need to ask that whether the profit-oriented education ideas have deviated from the essence of education and the goals of Sino-foreign cooperative education. It is questionable whether this profit-oriented cooperative education will cause financial loss to China. If the answer is yes, how we can use national policies to guide cooperative education, thus establishing correct ideas and readjust the direction of

cooperative education. All these questions are not aimed at reducing the profits of cooperative education, but aimed at promoting the development of cooperative education with certain economic returns based on the model of non-government funded education. If we suddenly reduce or constrain the profits of cooperative education, the foreign investment would be severely influenced, thus hindering the introduction of foreign education resources. In addition, with the guidance of national policies rather than reliance on market only, the profit-oriented trend of cooperative education can be rectified in a certain extent and the scientific development direction can be clear and definite.

3 ADVANTAGES OF SINO-FOREIGN COOPERATIVE EDUCATION

3.1 Beneficial to attracting foreign investment

The Sino-foreign cooperative education is the necessary choice for Chinese education in the international environment. Seen from the different type of Sino-foreign cooperative education conducted by higher education institutions, an important advantage of Sino-foreign cooperative education is that it can attract large amount of foreign investment, which plays an important role in making up the shortage of higher education funds. Since China adopted its reform and opening up in last century, the whole country have been emphasizing on attracting foreign investment and have drawn up many preferential policies to attract foreign investment. Over the past several decades, China has achieved a lot in attracting foreign investment. Large amount of practices show that introducing foreign investment is important in quickening the development of education. The Sino-foreign cooperative education is the best form in education field to introduce foreign investment.

3.2 Beneficial to attracting foreign high-quality resources

The Sino-foreign cooperative education plays an important role in introducing foreign advanced school-running ideas and thoughts, management experiences and teaching methods. The guidance of these advanced teaching ideas is also beneficial to the cultivation of high level internationalized talents.

On the one hand, the Sino-foreign cooperative education is beneficial for the enhancement of the comprehensive education level in China. Under the influence of foreign advanced teaching ideas, we can conduct corresponding comparisons and introspections on domestic teaching systems and policies, thus promoting the deep reform and further development of Chinese education system. On the other hand, with the help of Sino-foreign cooperative education, the shortage and empty of some majors in Chinese universities can be made up. For example, the introductions of some majors like logistics, sports management and leadership have not only cultivated correlative professionals needed urgently, but also played a very important role in facilitating the enhancement of the comprehensive quality of the whole industry. The Sino-foreign cooperative education can lay a vital foundation for China to have continuous development in these industries and even reach the global advanced level.

In addition, Sino-foreign cooperative education can effectively use international education resources to enhance international competition level of domestic teachers through mutual integration and influence. The teacher partnership system adopted by Sino-America international management school can also facilitate the formation of close relationship between Chinese and foreign teachers, thus having mutual development in scientific research projects and teaching. In cooperative education, when foreign professors are lecturing, they can actively set up public gallery for Chinese young and middle-aged teachers, which can deepen the integration of both parties and provide superior conditions for the improvement of strong teaching staff in China.

3.3 Beneficial to the enhancement of Chinese education development

One of the goals of Sino-foreign cooperative education is to achieve sustainable development, which needs increasing funds input and innovation on running model and type of operation, thus forming its own characteristics. Sino-foreign cooperative education is supposed to promote its competitive power in fierce market competition so as to effectively activate Chinese education market. Then, different forms of Chinese education can continuously learn from Sino-foreign cooperative education. Meanwhile, these forms of education can bring threat and competition to existing education institutions. However, it is competitions that can better facilitate the reform and development of Chinese education and promote the innovation on

education systems and ideas, thus improving the education institutions in China.

3.4 Beneficial for the development of international trade in China

In a sense, current Sino-foreign cooperative education is market-oriented. It becomes part of the international education trade in China, so developing Sino-foreign cooperative education to facilitate the education development in China, in essence, is contributions to the development of international trade. Since education industry has a basic and leading status with conditions progress and development, Sino-foreign cooperative education can play an important role in facilitating the sustainable development of international education trade and society in China.

4 DEVELOPMENT PLANS OF SINO-FOREIGN COOPERATIVE EDUCATION

4.1 Choosing cooperative countries in view of the general situation of national education development

Choosing proper countries to cooperate is a vital premise for Sino-foreign cooperative education. The choice needs to follow the strategic goal of national high-quality education development and some countries that can meet the future vocational requirements and students requirements are needed. The Chinese the Twelfth Five-year Plan regards vocational education as one of an important direction for the future development of Chinese higher education. Currently, German vocational education institutions have advanced management experiences, so China can choose to conduct cooperation with Germany according to the higher education demands in China. In addition, the US has excellent graduate education, so China can have cooperative education with the US in order to have first-class higher education and facilitate the continuous development of research-based universities. Through the platform of cooperative education, China should co-establish academic innovation platform with other countries and further strengthen the academic exchanges, thus seeking funds support from national policies to optimizing the Sino-foreign cooperative education.

4.2 Focusing on eliminating unbalance of education

Due to regional unbalance of higher education in China, when cooperating with foreign education institutions, China should lean to undeveloped areas to eliminate the unbalance situation of education, which can make up the shortage of insufficient education resources in these areas. To achieve this goal, China needs to have strong national guidance and education development plans since during the development of marketization, the strong will always strong. Only through policy intervention and guidance can China effectively optimize its education layout. For example, government can subsidize Sino-foreign cooperative education institutions and allow them to gain reasonable economic return, thus eliminating the unbalance problems of education resources.

4.3 Optimizing disciplines and majors

When conducting Sino-foreign cooperative education, China should actively optimize majors and even introduce some burgeoning disciplines and imperative majors. Therefore, education institutions need to analyze which major is needed. For example, many majors about financial management have been set up by Sino-foreign cooperative education over the recent years. With the occurrence of financial crisis and the gloom of Chinese security market, graduates of financial management and economy can hardly find good jobs. These majors are in saturation and needs to be pruned. Comparatively, with the continuous increase of infrastructure investment, talents of infrastructure management are rare, especially graduates of light rail construction and engineering management. So, China can deeply cooperate with Germany and Japan in these areas to enhance the quality of professional talents. It will have positive effect on Chinese economic development.

disciplines through the guidance of policies. The government is also supposed to support the education resources to lean to undeveloped areas, thus effectively helping the development of education industry and facilitating its sustainable development. For the society, only through the sustainable development of education can we achieve social sustainable development. In this point, the advantages of Sino-foreign cooperative education will be more obvious.

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5 CONCLUSIONS

Although there are some divergences on the ideas of Sino-foreign cooperative education, it can play an important role in facilitating the development of education industry and the reform of education system in China. However, Sino-foreign cooperative education can not be profit-oriented, and government should optimize the forms of education and strengthen the cooperation of weak majors and