

Foreign Language Courses under the Mode of Sino Foreign Cooperation in Running Schools

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Abstract

Since the reform and opening up, China's Chinese-foreign cooperative education has undergone a process from naivety to maturity. With the continuous systematization and maturation of Chinese-foreign cooperative education, China pays more and more attention to the important role played by foreign language courses in colleges and universities. This paper summarizes the advantageous role of Chinese-foreign cooperative education, discusses the role of foreign language courses in Chinese-foreign cooperative education mode in colleges and universities today, and proposes that the innovative construction of foreign language courses in Chinese-foreign cooperative education mode needs to improve the concept innovation, teaching method innovation, overall operation mechanism improvement and other strategies to promote the development of foreign language courses in Chinese-foreign cooperative education.

Keywords

Chinese-foreign Cooperative Education; University; Foreign Language Course.

1. Introduction

Over the past 30 years, national and local policies on Chinese-foreign cooperative education have adapted to the needs of national economic and social development as well as educational reform and development at different times, and have played an overall role in guiding and promoting the development of education and Chinese-foreign cooperative education at different stages of opening up to the outside world. As a new mode of education provision, Chinese-foreign cooperative education has been developing rapidly and has become an important part of China's higher education.

2. Superiority of Chinese-foreign Cooperation in Running Schools

Under the influence of the social background of economic globalization and with the development of the Internet, the advantages of Sino foreign cooperation in running schools are gradually reflected. There are not only the support of national policies, but also the advantages of first-class cooperative colleges and universities, which reduces the cost of studying abroad.

2.1. National Support Policies

Education is a window and bridge for mutual learning among civilizations and cultural exchanges. As the main front of higher education opening to the outside world and an important platform for cultural and ideological exchanges between China and foreign countries, Sino foreign cooperative school running is an exchange and confrontation of multiple thoughts and cultures. In this context, it is of great value and significance to pay attention to traditional culture, adhere to cultural self-confidence [1], and integrate it into all aspects of talent training in Chinese foreign cooperative schools.

Its advantage is that it can learn from foreign advanced teaching ideas and talent training modes, introduce foreign high-quality resources, digest, apply and innovate foreign excellent teaching modes, integrate domestic good resources, actively explore "localized" teaching methods suitable for China's national conditions, and cultivate high-quality innovative talents with international vision. At the same time, foreign universities with Sino-foreign cooperation often have their own advantageous majors, and domestic schools can use this project to make up for their own professional shortcomings.

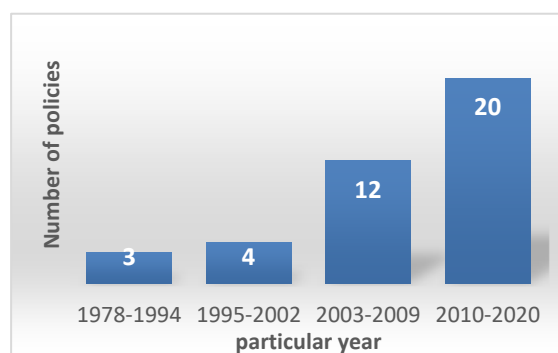


Fig 1. Release of relevant policies on Sino-foreign cooperation(Incomplete statistics)

2.2. Cooperative Colleges and Universities have Various Majors

Sino foreign cooperation in higher education involves more than 200 majors in 11 disciplines, including economics, law, pedagogy, literature, history, science, engineering, agronomy, medicine, management and art. The partners include 36 countries and regions, more than 800 foreign universities and more than 700 Chinese universities. The objects of cooperation are mainly developed countries such as foreign countries, the United States and Australia; Of course, there are also universities with first-class teaching quality of a foreign major or universities with century old teaching advantages. Therefore, foreign universities can further expand their professional influence.

2.3. Reduce Personal Expenses for Studying Abroad

As of 2020, there are 2332 Chinese foreign cooperatively run schools and projects approved by the examination and approval authorities in China, with more than 600000 students [2]. Sino foreign cooperation in running schools is a new mode of running schools in the development of higher education in China in recent years. The forms of Sino foreign cooperation in running schools include "2 + 2", "3 + 1" and so on.

Therefore, compared with other students studying abroad, they can have the opportunity to study abroad under the condition of the lowest economic consumption. They can choose to return home after studying foreign courses, so that they can use the professional knowledge of foreign students to obtain more job opportunities and reduce the pressure of domestic employment. However, no matter how many advantages cooperative schools have, foreign language teaching is an essential and important link. It is related to whether the students participating in cooperative schools can smoothly transition to the study of professional courses, understand the professional teaching of foreign teachers, and obtain foreign diplomas. In short, the key to the success of a Chinese-foreign co-operative programme is for students to achieve an excellent standard of foreign language proficiency. The improvement of students' foreign language skills not only relies on students' own self-control; it also requires schools to have reasonable foreign language teaching plans and excellent teaching resources.

3. The Role of Foreign Language Courses in Colleges and Universities in the Mode of Chinese-Foreign Cooperation in Running Schools

Colleges and Universities Carrying out Sino foreign cooperation in running schools are an important part of colleges and universities in China, and foreign language education also plays an important role in the whole Sino foreign cooperation education system.

3.1. Foreign Language Course Mode of Sino Foreign Cooperation Specialty

Nowadays, the majority of Chinese foreign cooperatively run schools in domestic colleges and universities divide foreign languages into foreign languages and the local languages of the partner countries. Of course, the most important thing is English. On the other hand, one part of the foreign language teaching mode of domestic colleges and universities is to introduce foreign excellent books and foreign language teaching materials into our school, and introduce excellent foreign teachers to enable students to feel the official foreign language to the greatest extent. The other part is to directly choose traditional foreign language teaching methods. However, the foreign language curriculum of Sino foreign cooperative education should be significantly different from the traditional foreign language teaching. At present, the types of foreign language curriculum in cooperative education are complex, but the curriculum is not different from the traditional teaching.

3.2. Necessity of Foreign Language and Foreign Language Course

Cooperation between Chinese universities and foreign excellent universities, introducing foreign high-quality educational resources and cultivating "foreign language +" international professionals [3] is the original intention of Sino foreign cooperation in running schools. Sino foreign cooperation in cultivating international professionals includes two aspects: one is to cultivate students' foreign language ability, and the other is to improve students' professional level. However, the foreign language level of students is related to whether they can smoothly transition to professional courses, understand the professional teaching of foreign teachers, and obtain foreign diplomas. Therefore, the foreign language ability of students in Sino foreign cooperative schools should be higher than that of students in traditional schools.

3.3. Foreign Languages and the Significance of Foreign Language Courses

The foreign language teaching mode in Colleges and universities is of great significance to the teaching of Sino foreign cooperation in running schools in the following aspects:

(1) Foreign language teaching is conducive to creating a good international atmosphere for students. Through foreign language teaching, students can feel the pure foreign language accent of foreign teachers in our school.

(2) Bilingual teaching is conducive to improving students' comprehensive quality. Under the influence of bilingual teaching environment, students will gradually adapt to this teaching mode, imperceptibly influenced by foreign languages, feel the great differences between western culture and Chinese culture, and learn more about foreign learning methods and problem-solving methods, so as to broaden students' knowledge range, cultivate students' divergent thinking, and train students to be more solid in professional knowledge and better in foreign language ability Greatly improve personal cultural literacy and cultivate more high-quality talents with international vision. Foreign language teaching is conducive to the application of foreign high-quality teaching resources in Colleges and universities in China.

4. Innovative Construction of Foreign Language Courses in Colleges and Universities under the Mode of Chinese-Foreign Cooperation in Running Schools

The top priority of Sino foreign cooperation in running schools is to effectively absorb foreign high-quality educational resources. However, the traditional foreign language teaching currently adopted by colleges and universities has great challenges. In particular, students are required to meet the foreign language proficiency test scores required by cooperative colleges within one year, obtain the qualification to study abroad, and lay a solid foundation for further study.

4.1. Lack of Innovation and Integration of Foreign Language Courses in Domestic Colleges and Universities

Strengthening the construction of innovative ideas is the top priority. Through innovative ideas to build foreign language curriculum integration between China and foreign countries. The standardization and characteristics of Sino foreign cooperation in running schools are the core of the sustainable development of Sino foreign cooperation in running schools. As an important carrier of the concept of Sino foreign cooperation in running schools, foreign language curriculum contains the collision, friction and integration of multiculturalism. Therefore, the introduction of advanced curriculum concepts and innovation is the premise of Chinese and foreign cooperation.

However, the introduction of ideas requires innovation, which should not be copied or accepted completely, but should be integrated with local traditional excellent ideas to generate innovative ideas for foreign language teaching in Sino foreign cooperative schools with Chinese characteristics, adapting to Chinese society and international characteristics. For the lack of integration, it can run through the integration of foreign languages with natural disciplines, social disciplines, science and engineering disciplines and other cooperative professional disciplines. By refining the knowledge essence of cooperative disciplines, it can also take the knowledge system of cooperative disciplines as the specific goal. Therefore, integration can promote the close relationship between foreign language courses and students' professional knowledge system and career development, and achieve the goal of foreign language innovation and construction.

4.2. Insufficient Acquisition of Materials for Foreign Language Courses

The traditional teaching mode of foreign language courses in Sino foreign cooperation accounts for a large proportion. The selection of English textbooks is another problem. Sino foreign cooperation in running schools should focus on foreign original English textbooks. At the same time, the existing information teaching platforms and software in China have less supporting materials for the original English textbooks, so most of them use domestic traditional textbooks. On the other hand, in terms of teaching division between Chinese and foreign teachers, local teachers have more teaching hours and adhere to the traditional teaching methods, which virtually widens the gap between foreign language teaching and the idealized model.

4.3. Students' Basic Understanding is Insufficient and the Strength of Teaching Resources is Mismatched

Teachers' basic understanding of students is not clear enough [4]. Therefore, the teaching methods of foreign language courses in Sino foreign cooperative schools should be innovated. Specifically, the teaching of foreign language courses in Sino foreign cooperative schools basically adopts the small class teaching system, and local teachers cooperate with foreign teachers and adopt Bilingual Teaching [5]. Schools should adopt a variety of teaching materials, or on the basis of the existing teaching material system and combined with digital teaching

material resources, establish an online and offline English Learning Center, and provide different teaching materials guided by the individual needs of students.

Under the current social background, it is inevitable to strengthen the online teaching and learning of foreign languages in Colleges and universities. Foreign language teachers in Sino foreign cooperative schools should include individuals from different countries of China and foreign countries. Teachers are required to not only have excellent foreign language knowledge, forward-looking discipline integration ability and international teaching vision, but also always take into account China's national conditions and the special knowledge of Chinese students.

5. Conclusion

Whether foreign language courses can be carried out completely normally. There are some overlapping functions between Chinese schools and foreign schools. The differences between Chinese and foreign teaching modes affect students' enthusiasm of active learning and exploration consciousness. The foreign language teaching is mainly in China. The teaching thinking and mode can not meet the standards of foreign schools for the time being. The teaching implementation content will take care of one thing and lose the other, which will have a negative impact on the improvement of teaching quality, and then make it difficult to realize the normalization of foreign language courses. Therefore, both parties should establish a curriculum committee, and Chinese and foreign teachers should jointly formulate the curriculum syllabus, teaching plan, teaching and examination procedures. Make the integration of Chinese and foreign curriculum models more perfect, make it easier for students to accept and reach the relevant test level, and improve the overall operation mechanism of foreign language courses.

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