

Exploration of Internationalized Talent Cultivation in New Liberal Arts Under the Perspective of Industry-Education Integration in Local Applied Universities

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Abstract: To promote the integration of industry and education, it is necessary to cultivate globally-minded talents in the new liberal arts at local application-oriented universities. This paper investigates the current situation and problems of training models and curriculum system construction for international talents in new liberal arts at these institutions, and puts forward corresponding countermeasures to improve the quality of cultivation for international talents.

Keywords: Industry-education integration; Local application-oriented universities; New liberal arts education; International talent cultivation

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1. Introduction

With the progress of economic globalisation and the construction of new liberal arts, local application-oriented universities have been given the task of providing internationally-minded new liberal arts talents for society. The New Path for Talent Training is Industry-Education Integration. To improve the quality of higher education and increase its contribution to the development of society, we need to explore new models and ways of talent cultivation.

2. Overview of industry-education integration and international talent cultivation in new liberal arts

2.1. The connotation of industry-education integration

The general direction of the reform and development of application-oriented universities in China is industry-education integration. It is a new kind of educational institution that will help cultivate talents for industry and connect higher education with industrial demands. According to the layout of regional

industrial development and the post-standards for industries, the purpose of this model is to promote the deep integration of the university's talent cultivation system with the industrial chain, job-demand chain and technological innovation chain, thus removing obstacles to industrial development through education. The four general meanings of industrial-educational integration are resource integration, education integration, post integration and innovation integration. Resource sharing among universities and enterprises, co-creation of teaching scenarios, targeted talent cultivation and commercialisation of research results have formed a virtuous cycle system in which education empowers industry and industry in turn supports education. Industry-education integration can help to solve the problems of excessive theory and lack of connection with the economic needs of the region at local application-oriented universities, and at the same time promote a change in the talent cultivation model from standardised theoretical output to differentiated, application-oriented and adaptive education, thus enhancing the overall capacity of the university to support local development ^[1].

2.2. Goals of international talent cultivation in new liberal arts

In light of the new liberal arts movement, the cultivation of international talents is in line with the national strategy of opening up and the development needs of regional export-oriented industries in the new era. It will reform the goals of talent cultivation for liberal arts students at local universities to overcome the traditional problems of single-language and single-theory education. Cultivation aims to promote the moral education of students in line with the general development goals of society and culture. It aims to promote the all-round development of students and cultivate good humanistic literacy, a rich inheritance of Chinese culture, a global view, and cross-cultural communication skills. The cultivation system is no longer limited to training in foreign language skills; now, it also promotes the integration of various knowledge systems, international vocational abilities, practical foreign-related operational capabilities and foundational global governance skills in line with the new job requirements of cross-border trade, international communication, foreign-related services and cross-border language services. The development goals of the local application-oriented universities are to integrate the features of regional export-oriented economic development with localisation and adaptation, cultivate high-quality practical international liberal arts talents with the ability to serve local foreign-related industries, participate in regional international exchange, and take up grassroots foreign-related posts.

3. Current situation of international talent cultivation in new liberal arts at local application-oriented universities

3.1. Current situation of training models

Currently, the cultivation of international talents in new liberal arts at most local application-oriented universities is still in a traditional classroom mode, and it is generally characterised by theorisation, homogeneity and superficiality. A full training model for the development of applied talents in practice has not been built yet. Most of the foreign education abroad is in the form of on-campus courses, short-term foreign-related lectures and online general education courses; it lacks deep educational models such as university-enterprise cooperation, project-based learning and postgraduate practical training, and the entire training process is limited to campus teaching. The link between overseas training and the needs of local foreign-related industries for employment is weak. Differentiated education plans have not been developed

according to the regional characteristics of cross-border trade industries, international cultural tourism and foreign-related services. The training models in all places are very similar and lack local educational characteristics. University-enterprise collaborative education is still in its early stages; only internships and company lectures have been organised. The company has not been involved in the planning of its talent pool, training programs and other assessments. The training model does not meet the actual needs of the industry for talent cultivation, and thus the practical foreign-language skills of the students are insufficient^[2].

3.2. Current situation of curriculum systems

There are several problems with the system of international curricula for new liberal arts at local application-oriented universities, such as a lack of structural uniformity, absence of interdisciplinarity, weak practical training and poor localisation; thus, it is difficult to cultivate composite international talents. The main components of the current curriculum system are traditional language courses and foreign-related theoretical courses, and there is a small number of interdisciplinary integrated courses. There are no interdisciplinary courses in this area under the new liberal arts design, such as digital foreign-related services, international communication, foreign-related practice, cross-border services, etc. The content of the curriculum is now outdated. Curriculum Design mainly covers teaching theoretical knowledge, but there are too few practical, project-based and case-study courses. There are no courses with practical application based on real projects from local foreign-oriented industries, so students cannot be trained in the international practical skills required for employment. There is a lack of diversity in the content of the curriculum resources. Some courses focus too much on foreign theories and international rules and do not cover Chinese cultural outreach, local foreign-related cases and regional characteristics of international cooperation; thus, the dual cultivation of international vision and cultural confidence is not achieved. The Scope and Content of Curricular Education are too general.

3.3. Current situation of faculty

The main reason for the lack of development in cultivating foreign-language talent at local application-oriented universities is a shortage of teachers. The all-around abilities of the faculty do not meet the demands of industry-education integrated education. Most liberal arts teachers have good theoretical teaching ability and basic foreign language skills, but lack direct work experience in foreign-related enterprises and practical experience in the industry. They are not aware of the current foreign-related industry standards and practical processes in China, so we cannot organise effective and targeted international classes. There are very few teachers who have been trained in interdisciplinary teaching abroad and in industry-education integration. Most of the teachers' teaching ideas are still in the style of traditional liberal arts classes and do not meet the reform demands for new liberal arts, interdisciplinary integration, industry alignment and international practical teaching. Most of the faculty development systems at the university focus on improving theoretical teaching and do not have regular development paths such as university-enterprise job rotation programs, industry practical training and international exchanges. The growth of faculty's industrial literacy and international practical skills has been slow, so supporting the construction of new education models based on the paradigm of industry-education integration has been difficult.

4. Problems in international talent cultivation for new liberal arts from the perspective of industry-education integration

4.1. Insufficient depth of university-enterprise cooperation

Generally speaking, the cooperation between local application-oriented universities and foreign-oriented industry enterprises is weak, informal and short-lived. There have been no lasting mechanisms for deep cooperation to advance the cause of international education. Most of the university-enterprise cooperation is in the form of short-term student internships and occasional corporate lectures; the content and duration of cooperation are relatively brief. The company does not need to develop its own talent. The company has not been actively involved in the necessary education links of talent plan revision, curriculum development, classroom teaching, practical training guidance and outcome evaluation. Universities cannot use enterprise resources to meet the actual needs of the industry and improve the education system. At the same time, university-enterprise cooperation does not have long-term institutional constraints or interest-linkage mechanisms. Universities focus on the supply of talent and access to training grounds, but enterprises are unable to build talent pools and enjoy the benefits of technology and other advantages provided by education; thus, the two cannot work together effectively. The shallow model of university-enterprise cooperation results in only superficial integration of industry and education; thus, it cannot provide deep support for the cultivation of international liberal arts talents through industrial resources^[3].

4.2. Shortage of foreign teaching materials

Due to geographical constraints, lack of funds, etc., local application-oriented universities have weak reserves of international teaching resources and poor integration capabilities, so it is difficult to offer high-quality international education in new liberal arts. Most universities do not have special teaching materials abroad, such as high-quality foreign-language textbooks, localised international cases, etc. The general international resources are not relevant to the local industry and do not meet the needs of regional foreign-related job education. The construction of overseas practical platforms has been slow, and there is a shortage of university-enterprise co-built foreign-oriented training bases, international project practice platforms and cross-cultural communication scenarios. Students cannot learn through the real-world application of foreign languages in their studies. There are very few overseas exchange and cooperation channels. The local institution does not have the funds of leading universities for overseas partner institutions, international academic exchange, and cross-border practice projects. Students have fewer chances to study abroad and experience life overseas. Due to the lack of such resources, international education has been deprived of a scenario and material basis, failing to improve the general level of education.

4.3. Impure talent evaluation systems

The current evaluation system for international talents in new liberal arts is still in the traditional examination mode, has a single standard and one-dimensional view, lacks industrial relevance, and therefore cannot meet the demands of the reform of industry-education integrated education. Most universities' main indicators for evaluation are course test results, foreign language proficiency certificates and achievements in theoretical papers; they focus on students' mastery of theoretical knowledge but fail to consider the all-around assessment of practical abilities in foreign languages, cross-cultural critical thinking, job adaptability and innovative practical skills. The only evaluation subjects are the assessments by the on-campus teachers, and there are no professional assessments from industry enterprise mentors or foreign-related practitioners.

Evaluation results do not show students' actual work readiness. The mode of assessment is still summative, and there are no other dynamic evaluation methods; thus, we cannot determine when and how a student's international competence development is occurring. An imperfect evaluation system will not lead to success; thus, it will fail to promote the construction of industry-education integrated education models.

5. Construction of training models and curriculum systems for cultivating international talent in new liberal arts from the perspective of industry-education integration

5.1. Collaborative education models

In line with the concept of industry-education integration, a new collaborative education model that incorporates university-enterprise cooperation, industry empowerment and local adaptation should be established to move away from the traditional single-campus model and meet the needs of the industry with high precision. Universities and enterprises should build a dual-subject education model that includes foreign-oriented enterprises, industry associations, cross-border service institutions and other such institutions at all times in the cultivation of talent. Based on the post-standards for export-oriented industries in the region, the talent cultivation plan will be jointly revised and core competency indicators for international talents will be established. Build a project-based education platform and use real foreign-oriented enterprise projects, cross-border service cases and international exchange activities as teaching materials to enable students to obtain practical skills in international affairs through project-based learning. A gradually tiered education system should be established; the lower grades will focus on cultivating basic international literacy, the middle and upper grades will organise after-school practical training through university-enterprise training platforms, and at the graduation stage, targeted internships and employment will be arranged with enterprises. The whole chain of collaborative education includes literacy cultivation, practical training and job adaptation ^[4].

5.2. Interdisciplinary curriculum system design

Given the features of the interdisciplinary development of new liberal arts education and the composite competency demands of positions abroad, a multi-level, cross-domain and practice-oriented international curriculum system should be built to correct the structural deficiencies of traditional single-subject liberal arts curricula. Collect knowledge from all sides, such as language and literature, international communication, cross-border economics and trade, foreign-related services, digital humanities, etc., and integrate them to build a four-tier curriculum framework of foundational literacy courses, interdisciplinary core courses, industry practice courses and specialised elective courses, in line with the cultivation needs of composite international talents. In line with the trend of digitalisation and the compound development of foreign-related positions in the new era, new interdisciplinary courses such as Digital Foreign-related Practice, Cross-cultural Communication, Regional International Cooperation and Cross-border Service Standards need to be added. Based on the characteristics of the region's industry, special courses need to be developed locally, incorporating content such as regional international economic cooperation, dissemination of local culture and foreign-related service cases; thus, they can be closely linked to the development of local industries, maintain an international outlook, and enhance the service ability of local industries.

5.3. Integration of foreign curriculum resources

Organised, practical and localised international curriculum resource systems should be established through coordination of on-campus and off-campus, industrial and sectoral, domestic and foreign resources to address the resource deficiencies of local universities. Universities can work with excellent foreign-oriented enterprises and industry associations to jointly develop special school textbooks, practical case libraries and project resource libraries; turn real cross-border projects and foreign-oriented service processes of enterprises into standardised teaching materials, and thus improve the practicality and industrial relevance of the curriculum. Integrate high-quality domestic and foreign teaching materials for new liberal arts education, obtain new foreign-related teaching materials through public education platforms, and at the same time screen and adapt resources according to the development needs of the region to avoid the problem of homogenization caused by general resources. Build a digital resource platform for university-enterprise cooperation to provide students with the latest information and all-round resources on foreign cases, practical videos, industry standards, new developments, etc., continuously support their independent study, practical training and ability enhancement, and thus form a resource foundation for international education.

6. Countermeasures for the international talent cultivation of new liberal arts at local application-oriented universities from the perspective of industry-education integration

6.1. Strengthening deep university-enterprise cooperation

An institutionalised, long-term and mutually beneficial deep cooperation system among universities and enterprises should be built to promote the development of industry-education integration from superficial cooperation to deep symbiosis and strengthen the training of high-quality international talents in new liberal arts. Regular university-enterprise consultations should be held with foreign-oriented enterprises to learn about changes in the international job competency requirements of the industry, and then dynamically adjust talent cultivation plans, curriculum content and practical training systems so that the cultivated talents meet the actual needs of industrial development. Specialised industry-education integration training bases and industry colleges should be established in cooperation, and resources from both sides, such as facilities, technology, projects and faculty, should be combined to create an all-round education platform that covers teaching, training, research and development, employment, etc., so that students can participate in real foreign-related project operations at any time. Enhance the joint empowerment mechanism of universities and enterprises by having universities provide talent resources, theoretical knowledge and technical support for enterprises, and in return, enterprises can offer practical courses, faculty training and employment opportunities for university students; thus, build a long-term cooperative model based on mutual interests and shared achievements.

6.2. Enhancing faculty internationalization levels

Build a full-coverage, multi-level and regular faculty training system to strengthen the international competitiveness and industry-university cooperation teaching ability of new liberal arts college faculty. Build an industry training system for faculty so that liberal arts teachers can regularly participate in job rotation and project experience at foreign-oriented enterprises, gain in-depth knowledge of international business processes and standards, be aware of industry trends firsthand, and accumulate practical teaching

experience. Specialised international development programs should be organised, and domestic and foreign university exchange platforms and industry training channels can be used to arrange teachers' participation in specialised training on new liberal arts international teaching, cross-cultural education and foreign-related practical teaching, thus strengthening teachers' international outlook and interdisciplinary teaching abilities. A dual-qualified faculty team will be formed, and senior industry practitioners and enterprise technical experts from outside the university will be invited to provide off-campus mentorship for classroom teaching, practical training guidance and project evaluation; thus, we will add practical faculty from outside the university to supplement the theoretical faculty on campus and support the high-quality development of international education ^[5].

6.3. Optimising talent assessment and reward systems

In accordance with the new model of liberal arts international education, an all-encompassing, whole-process, multi-subject evaluation system that integrates industry and education should be established to move away from the old single-theory assessment mode and build a complete system of evaluation. Add more dimensions to the evaluation to cover the mastery of theoretical knowledge, all-round proficiency in foreign languages, experience in foreign-related projects, cross-cultural communication ability, achievements in industry practice, and cultural communication literacy; thus, comprehensively assess both theoretical and practical skills as well as international competence and local literacy. Enhance the goals of evaluation, build a multi-person review mechanism that includes on-campus teachers, company leaders, industry experts, etc., and improve the professional quality and recognition of the assessment results. Build a system to monitor both the progress and the results, collect all the growth data of the students during the course, project training and practical exploration, and continuously and accurately assess them. Enhance the support system for recognizing and rewarding students with outstanding achievements in overseas training and good job adaptability to motivate more students to participate in the all-round development of international talents.

7. Conclusion

In short, the purpose of building an industry-education integration model at local applied-oriented universities is to promote the all-round development of internationally minded new liberal arts talents. Enhance the quality of training models, strengthen the curriculum system, implement effective countermeasures, and cultivate high-quality talent to supply more outstanding, internationally minded liberal arts talents for the development of the local economy and society, as well as international exchange and cooperation.

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