The Research on Multi Objectives and Multi-level International talents' Cultivation, Communication and Cooperation

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Abstract—with the popularization of the higher education and the development of social economy, a multi-objective and multi-level system of cultivating internationalized talents, communication and cooperation in colleges and universities should be built. Taking the family background, the personal interests and the education as the three coordinate axes to establish a multi-tower model, multi-level and multi-target analysis towards mid and low levels of most popular colleges and universities' education was achieved, which was applied in the process of internationalized talents cultivation of undergraduates and junior college students, communicatio and cooperation and had positive effects.

Keywords- internationalization; talents' cultivation; multi-leve;, multi objectives

I. INTRODUCTION

With the development of social economy, the higher education comes to the stage of popular education. National development and social progress rely on education. The reason that the Jews have remarkable achievements lies in their emphasis on and advocacy of education. However in the new century, in addition to overcome the unfair education, we should also realize the misunderstanding of the "elite education" and "mass education" cognitively in order to better cultivate talents and serve for social development.

The need of talent cultivation based on the needs of society, but the society is a multi-level social, which causes the diversity of requirements and determines the multi objectives of education. The individuals being educated in the society like trees or even leaves varied and their pursuits and goals are not only affected by their social levels, but also by their interests and hobbies. Anyone is not born to be a talent or not, but the needs of society and the discovery and excavation of real interest decide what an individual will be. Social values of the mainstream is a handicap and a block against the interests and hobbies of the minority, so education needs to be adjusted to be based on the social hierarchy and guidance to personal interests and hobbies. Therefore, based on a multi-objective social hierarchy and educational demand and combined with the personal interests, a 3D multi-tower model is built to explain the problem of multi objective and multilevel international talents cultivation, communication and cooperation.

II. THE MULTI-LEVEL SOCIETY

China is a society with thousands years of cultural tradition, constantly maintaining her multiple levels. Each level has its own goal, pursuit and the purpose of education. Before liberation, people are divided into farmers, scholars, officials and businessmen. After the liberation, there are five different types: workers, farmers, soldiers, students and businessmen and their class positions changed as a result of the different emphases of social status during different periods. After the reform and opening up, making full use of their own abilities, some people got rich and some district became developed step by step centered on the market economy. So rich people touched the wider world and developed areas were more internationalized. For example, between the eastern coastal developed areas and the western poverty area, in addition to the huge gap between the facilities, there are also a large gap in the cultural thought and ideology. After thirty years of reform and opening up, the society has become extensively multi leveled and this characteristic determines the multi leveled educational needs and demands.

There are different levels between different areas, besides there are multiple levels in an area. Different layers can go up or down and the power of appropriate education is undoubtedly an up push. In a virtuous circle of society, all levels are interacted and each level has its own proper ratio going upwards and downwards to ensure social stability. For society lacking rising channels, it's impossible to maintain stable for a long period of time because history taught us over and over again that rising channels should be opened up between levels. The following figure shows the hierarchy of society.
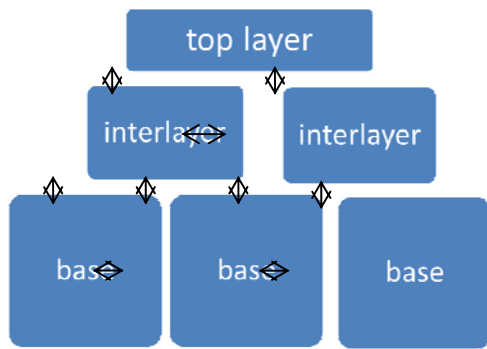
TABLE I.   THE STRUCTURE OF SOCIAL HIERARCHY

The base level of the society contains more people and is the cornerstone of the society. But this foundation will be gradually increased and elevated with the development of social economy. For example, in eighteenth CPC National Congress social development goals were put forward that by 2020 a comprehensive well-off society should be realized. That is to say that currently more focus should be kept on local weak area which is the base of society. Only when all parts of the base level are improved, can the cornerstone be elevated and developed. So the top design exactly considered the importance of the rising and improving social foundation to the development of economic society.

Foundations can interact and influence each other, but in microcosm they are independent and three-dimensional. The intermediate levels can also interact and influence others and they are also affected by the impact and influence of the bottom and top levels, so the middle levels are not stable but always changeable. Therefore, it is a fact that the middle class at present suffer most serious social pressure. They do not want to fall down and it is difficult for them to climb up to the top level. However it is this instability that promotes the stability and rationality of all social hierarchy. Because the proper rising and fall channel conforms to the laws of nature and contributes to a virtuous cycle of the whole society.

So what is the relationship between social stratum's hierarchy, education and training? The different strata of social group have different orientation and perception for education and talents. This is so far why education can't be positioned properly and why educational fairness is hard to fulfill. Philosophically speaking, there is nothing absolutely fair. It is fairness to meet the demands and implement the requirements relatively. Fairness does not represent all the same. Diversity of demand determines the multi objectives of education.

III.   MULTI OBJECTIVE OF EDUCATION

With the development of economic society and the popularization of education, knowledge is not respected accordingly but the attitude that knowledge is useless prevails oppositely. From the top design, education are divided into basic education, occupation and technology education, adult education and higher education, following certain patterns, which is the so-called 'talent training mode'. To a certain extent, there are two aspects of the questions: 'what kind of people cultivated to be' (training goal) and 'how to train people' (method of training) [1]. This kind of training pattern emphasized a mode chosen or designed to fulfill a certain educational goal under a certain school running condition [2]. It is apparently a pipelining mode, in which the teachers are equivalent to assembly line workers while the students are the products in assembly line (these products have certain commonness according to different university positioning). It may be possible to cultivate innovative talents and elites to a certain degree under the help of this mode, but it is difficult to cultivate master.

In fact the popularization of higher education acknowledged the existence of educational level and differentiation and many teachers are still trying to proceed by one stylized mode at various levels, killing the origin of education which is to stimulate personal interest and creativity. Centralized mode makes education flat. No matter how much you do the division, you can just add some branches in the plane, but in fact the world is multidimensional, as the forest is composed of different trees and trees are in different shapes and have different branches, below which there may be some grass tenacious to growth and some rattan affiliated obtaining living space toughly. Here light and water is also the indispensible elements for lush forests. It is not difficult to see that education need to be diverse and the diversity decides the multi objectives of education.

Are there contradiction between multi-target method and stylized mode? It should be admitted that any education need certain patterns or program but it is inappropriate to delimit the education, to define education and to hinder the diversity of education by certain patterns or programs.

On the surface, the basic education is successful in comparison with that abroad in recent years, because Chinese middle school students have the best test ability and win the most Olympic awards. But precisely because of this kind of test-oriented education, a lot of creativity and interest are stifled and thinking methods become lazy. Learning contents in foreign primary and secondary stages are much less and easier than that in the according stages domestically, but why most theoretical works and a lot of masters are cultivated abroad? There is a difference that in foreign educational process discussion and interaction are more significant and students' potential and interest are stimulated by different educational ideas based on the characteristics of different subjects. For the students who are not suitable for learning the subject, advice is given to do proper things through identification. In the continuous discussion and exploration, the potential master with strong interest in an area may be inspired and once you have interests and hobbies, you have the best teacher. With interest, it will be handy and easy to learn.

Here is a story about a Canadian gardening expert. At first he studied very hard, but after he graduated from high school, counselors told him that he was not fit for college and higher education. Although he was sad, he accepted. Then he had nothing to do, so he went to the park to assist his father who was a gardener. After his pruning and management, all the seedlings grew very well. There was a mountain of garbage near The City Hall that no one knows how to deal with. He went to the government and said that he would transform the garbage mountain into a park after several years if he was

given some seeds. At last he succeeded and became a world-famous landscape gardener. In the park his interest are stimulated.

Following are the formations of educational targets' diversity: 1) Different social backgrounds; 2) Different traditional cultures; 3) Different family backgrounds; 4) Different economic backgrounds; 5) Individuals' genetic differences.

Society is developing and changing constantly. Although some rules are universal, they are not like the laws of physics or static phenomenon. Therefore the theory about society needs to be adjusted in an upward spiral state. The background nowadays differs largely from that before the reform and opening up and even dramatically from that before the liberation. But in the flux of time, how much is this time? These distinctions formed just after 30 years and 60 years.

There is a saying that three miles away, tradition differs everywhere. Because of the particular climate and survival techniques, there are a lot of different traditional cultures on plain, mountain, grassland and islands. The traditional culture will affect your whole life once you are born there. People with different cultural and traditional backgrounds will indeed have different educational objectives.

The difference of traditional culture is also reflected in the different education modes and patterns. For instance, in Taiwan and Australia occupational education and training level are quite different from those inland [3].

People with different family backgrounds have diverse cognitions about education, so their education goal will be different.

Different economic backgrounds will also cause a great diversity of educational goal. For example, the economic condition may guarantee that you can go to USA and have more opportunities to contact the world, so there will be different effects. This is equivalent to mountain climbing and economic condition is equivalent to the climbing elevator, which can let you climb higher, faster. Standing higher, you may see a different world. This difference certainly will contribute to the diversity of educational objectives.

Due to genetic differences, individuals have various types of education diversity needs and goals.

As a result of the vast region of China, in history a variety of doctrines and religions have been coexistent and many ethnic groups have coexisted. Confucianism, Taoism, Buddhism, Zen Buddhism, Islam, western mainstream Christian and so on are able to take roots in China and develop branches, which also shows the educational diversity and inclusiveness in China. Each kind of education can exist as there are soil and atmosphere for its presence.

The diversity analyzed from above determines the multi objectives of education. The multi objectives need to be discovered and inspired by creating proper atmosphere and more attention should be paid to individuality in generality, which is the way of education.

IV. THE DIVERGENCE OF PERSONAL INTERESTS

Influenced by genes, certain personality, interest and hobby are inborn and somebody conditions are also determined at birth. If you don't have the talent, even if you try it hard, you won't get good outcome in addition to pain. Some people are capable of swimming while some are skilled in gymnastics. Most athletic talents are physically inborn. The same goes for education. Individual differences exist objectively and individual interests differ greatly. Different Individuals are gathered in one category receiving model or stylized education, which seems to be effective but makes it difficult to cultivate masters.

It is not only inventors but also theoretical masters that render the economic society developing. Philosophy guides us. At the same time a large amount of people are needed to realize inventions and theories and some are needed to serve these people. With the development of economic society, industry changes constantly. China, once an agricultural country, is becoming an industrial country gradually, and in the process of modernization, many emerging industries are evolved and spawned. Any emerging industries are all based on the divergence of personal interests and hobbies.

A philosopher said that interest is the best teacher. It is interest that made Jobs successful, brought Bill Gates fortunes and also allowed Jack Ma in Alibaba and Huateng Ma in Tencent to be prosperous.

There are many unknown things in the world and also in education. Creativity should not be blocked or forbidden just because of the unknown things at present.

The misunderstandings of model or stylized education should be dispelled. The divergence of personal interest should be accepted, guided reasonably and inspired appropriately so that more talents and masters can be trained in the future.

V. THE CONSTRUCTION OF 3-D MULTI-TOWER MODEL

A four-dimensional model was built based on the multi levels of society, multi objectives of education and divergence of personal interests as residential planning chart below.

TABLE II.   SCHEMATIC DIAGRAM OF 3D MULTI-TOWER MODEL

The role of education in this model is inspiring personal interests and help individuals find their own space or room in this multi-tower model based on social multi-level (there are a variety of types of houses, trees and rivers). As in residential planning chart, everyone can find his or her own room or space for the interest.

The entire three-dimensional multi-tower rises spirally as time goes by.

VI. THE INTERNATIONALIZATION OF TALENTS TRAINING, COMMUNICATION AND COOPERATION, A WAY TO REALIZE THE INTERCOMMUNICATION AND PROMOTION OF 3D MULTI-TOWER MODEL

In the current training mode, how to use 3D multi-tower model of to cultivate students? The way is to promote internationalization of talents training, communication and cooperation.

The exchange, cooperation and cultivation of internationalized talents help students with different interests find their own proper platforms and fully inspire their potentials and interests through cooperation with foreign educational institutions in various levels and personalized guidance.

Specifically, occupation education and training mode in Taiwan and Australia make ideal ways for students interested in occupation. Korea and Japan provide choices for middle-income families while some students in wealthy families can attend schools in Europe and the United states.

In this model, for the inherent educational mode, how to adapt to the students with different hobbies, different family and economic backgrounds and different educational objectives to individual students? It is feasible to provide students who are different in interest, cultural background, family background, economy background and educational mode with diverse options by international exchange and cooperation so as to meet the diversity of educational objectives and to meet the social multi-level needs.

By the bridge of the internationalized talents training, communication and cooperation, different levels will intercommunicate, the shackles of educational diverse goals will be no longer binding, and divergence of individual interest will be stimulated. In this model, all kinds of contradictions can be dissolved which is a benign cycle mechanism and the foundation of social harmony and stability.

In our work, we have established the international exchange programs with Taiwan, Singapore, Japan, South Korea, Dubai, Australia, the British and the United States, which have provided students with the different interests, backgrounds and economic conditions with a variety of choice and achieved good effects in recent years.

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