

Study on the Cultivation Mode of training Innovative Entrepreneurship Talents in Sino-Foreign and Jointly-Run Schools Based on the Three elements & Three Tracks mode

-Take Fuzhou Melbourne Polytechnic as an Example

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Abstract—Based on the institutions and projects of Sino-foreign cooperation schools, taking Fuzhou Melbourne Polytechnic as a case study, this study analyzes the train of thought and practice of how to cultivate innovative talents according to the needs of the state to cultivate innovative talents, problems encounter in the operation and countermeasures.

Keywords—Three elements; Three tracks; Innovative entrepreneurship talents (IET); Sino-foreign cooperation; FMP

I. INTRODUCTION

The characteristics of higher vocational colleges run by Sino-foreign cooperation in running schools are distinct and their own goals are to cultivate higher vocational talents to cultivate international demand. How to carry out the strategy of cultivating innovative entrepreneurship talents in China for a Sino-foreign cooperative college and how to combine international educational resources, domestic educational resources and enterprise training programs and take a distinctive road of cultivating innovative entrepreneurship talents (refer to as IET) is not only Opportunities, but also challenges.

II. PROS AND CONS OF SINO - FOREIGN COOPERATION IN RUNNING SCHOOLS FOR IET

Sino-foreign cooperative education usually refers to educational institutions that are mainly targeted at Chinese citizens and are jointly sponsored by foreign educational institutions and Chinese educational institutions in China. Currently, the state encourages Chinese-foreign cooperative education mainly in the fields of higher education and vocational education.

At present, there are many colleges and universities that carry out Sino-foreign cooperative education projects, including Tsinghua University, China University of Political Science and Law, University of International Business and Economics, Tongji University, Fudan University, Beijing Institute of Technology, Xiamen Jimei University and many

other famous universities, make use of overseas education resource, such as Japan ,Canada and other regions, also including Hong Kong, Taiwan and Macao universities and colleges. The main mode of cooperation is establishing of an independent school system, or setting up a specific school project.

Due to differences in region or cooperation agreements or cooperation modes, Sino-foreign cooperation in running schools has various characteristics in cultivating IET. Because of the various sources of information, the writer is prefer collect information in Fujian Province. This paper takes Fuzhou Melbourne Polytechnic as an example, in order to analyze the strengths and weaknesses of Sino-foreign cooperative education in cultivating IET.

A. Introduction of Fuzhou Melbourne Polytechnic

Fuzhou Melbourne Polytechnic (hereinafter referred to as FMP), is Minjiang University and the Melbourne Polytechnic cooperation in running schools. It was established by the Higher International Academy of Fujian Province by Chinese Ministry of Education. Until now is the only implementation of higher education Chinese-foreign cooperation school approved by the State Ministry of Education in Fujian Province.

FMP has always focused on innovation and entrepreneurship education. The so-called innovation and entrepreneurship education refers to the cultivation of entrepreneurial talent with the basic qualities and pioneering personality as the goal. So as to training IET, we not only enhance students entrepreneurial awareness, inspire innovation and popularize entrepreneurship-based education, but also change innovative idle and reform entrepreneurial ability training at different levels in stages of entrepreneurship for the whole society, especially for entrepreneurial groups. FMP emphasizes the combination of vocational education and vocational training in Sino-foreign cooperative education, and has the following advantages and disadvantages in specific training.

B. Analysis on Advantages and Disadvantages of IET cultivation in FMP

1) Advantages

a) Leading education concept

FMP has always attached importance to the innovative training of talents and has taken the lead in developing talents. FMP is committed to an eclectic model of personnel training. Students can adopt the recommended teaching standards in China and Australia, follow the syllabus, and jointly certify international talents both at home and abroad. They can also train qualified personnel for local construction needs according to the requirements of higher vocational education in China ; Can also be required by the school-enterprise cooperation, customized training of job-demand talent, students can study, study and job creation diversification needs.

b) A wide range of teachers and teaching materials

FMP has both Chinese and foreign teachers, foreign teachers selected by the Melbourne Institute of Technology in Australia, according to Australia's TAFE (full name: Technical And Further Education) curriculum standards (the standard passed ISO9000 certification), which uses small Teaching, courses by the business and academic sessions co-created, teaching achievements at the same time by the Australian enterprises and colleges recognized, it is one of fine standard to train standardized talent. The Chinese teachers have strong teaching practice ability, there are teachers transferred from enterprises, dual-type talents of double-division high, a high proportion of tethers with overseas study background. The teaching materials include not only Western standard version of the course materials, but also China's 13th Five-Year Plan books, as well as based on professional background by the college teachers to prepare practical manuals and other school-based teaching materials. Diversified teachers and teaching materials provide students with a cognitive world, a good understanding of national conditions, professionalism and quality improvement.

c) Deepening multidimensional cooperation

FMP is committed to introducing knowledgeable big class lectures from well-known business leaders, managers (top executives) and academic leaders from other institutions (academics and academics) to schools through "going out and inviting in." Students understand the development and dynamics of the contemporary industry so that the students 'knowledge structure is more comprehensive and the quality of students' theory and practice can be enhanced. At the same time, the college and business cooperation in entrepreneurship skills competition for students in business practices in schools to enhance marketing combat skills. School-enterprise cooperation between colleges and universities, training ideas diversified, training and project cooperation docking [1].

2) Disadvantages

a) The two sides, Chinese and foreign teaching courses, have conflicting teaching concepts

Chinese education emphasizes professionalism while Western education focuses on general education. For example, in the same profession, teachers in both China and Australia have the teaching of public relations, while China is a public

relations theory and case study, while Australian teachers focus on humanistic concepts and student self-learning.

b) Course structure is limited

As Sino-foreign cooperative education needs to consider academic education requirements of overseas cooperative institutions and requires a high level of ability in reading and writing of students' English conversation, under the condition of a constant total amount of courses, there is a large proportion of English basic courses and test-taking courses plus On the English major, other higher vocational colleges in the relatively small number of domestic professional courses, professional practice class arrangements inadequate.

c) Poor quality of their own students, difficult in training

As a higher vocational college, enrolled students with lower admission standards, the overall poor learning ability, basic knowledge is not perfect, lack of creativity and creativity [2], and most of them have no correct attitude toward learning, philosophy of life is unsound, it is difficult to use three years, in combination with domestic and foreign colleges and enterprises resources, to enhance the efficiency of joint training.

III. THE MEANING OF IET TRAINING MODE OF THREE ELEMENTS & THREE TRACKS AND HOW TO DESIGN IT

A. The meaning of Talents Training Mode, its Three - elements and Three - tracks

As shown in the figure below, the meaning of three elements, refers to the three major participants in the process of personnel training, representing domestic institutions, international cooperative institutions and domestic cooperative enterprises respectively; and three tracks means three major modes of personnel training: Sino-foreign cooperation training (cooperation between domestic institutions and international cooperative institutions), cooperation between schools and enterprises (cooperation between domestic institutions and domestic enterprises), cooperative training (domestic institutions of higher education, International institutions and domestic enterprises to work together).

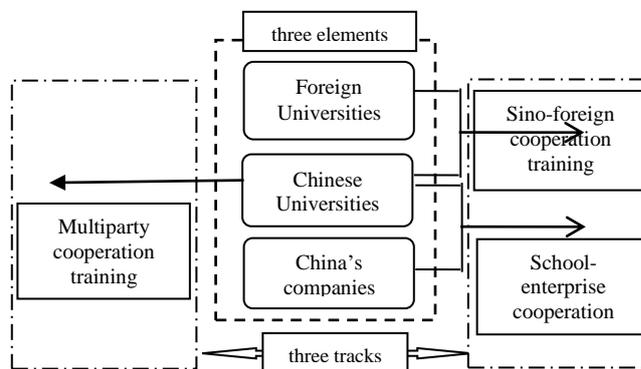


Fig. 1 The meaning of three elements & three tracks mode

B. Design of IET cultivation

FMP design its IET training model specific, combined with training objectives (training objectives), teaching

methods, teaching staff and other considerations, the design of a careful distinction between the specific model design as shown in the following table.

TABLE I COMPARISON OF THREE ELEMENTS AND THREE TRACKS TRAINING MODES

Training mode	Training objectives	Teaching methods	Teacher	Development Direction
Sino-foreign cooperation training	International professional background and social knowledge of professionals, focusing on docking overseas courses, focusing on training students to adapt to study abroad	Classroom teaching and practice teaching	Come from Chinese Universities & foreign Universities	Through visiting student's working, studying abroad units, to understand the development of students, according to the characteristics of overseas employment, to adjust the curriculum.
School-enterprise cooperation	Cultivate Talents in Urgent Need of Economic Development in the Region	Construction of school practice base & double development of curriculum & practice skills competition	Chinese professional teachers & domestic business mentor	Emphasis is placed on the transition from career planning courses for students to dual courses, which are jointly developed by professional teachers and business mentors.
Multiparty cooperation training	We work together to cultivate new professionals who adapt to the economic globalization	Project Multiple Practical Lessons & High-level Skill Contest	Foreign teachers & Chinese professional teachers & domestic business mentor	To focus on cross-border e-commerce professional disciplines, project-driven, such as relying on the Guangzhou route company founded Ali booking class, the overseas English background, the domestic operating environment, the actual business combination.

IV. PROBLEMS AND COUNTERMEASURES IN THE PRACTICE OF TALENTS, THREE TRAINS AND TALENTS TRAINING

In the design of three elements & three tracks training mode, the practice is not easy, which also exposed a series of problems.

A. Analysis of common problems

- Integration of teacher resource is hard

Sino-foreign cooperation in running schools in Chinese and foreign teachers, and even business appoint mentors, lack of communication and exchange, each other on the course did not understand the training of students into a good direction did not form a good combination.

- Students confused in career

Higher vocational colleges originally planned to train professional talents as their main goal. However, it is an important objective to help students to study abroad in higher vocational colleges run by Chinese and foreign scholars. Thus, in the actual teaching process, there has been a series of problems such as students' uncertainty about whether to study abroad, whether to work, whether to start a business first,

whether to engage in a certain job, or not. The ambiguous goals of student development make the future innovation and entrepreneurial training more difficult.

- lack of important moral education

As we pay more attention to the cultivation of students' ability to innovate and start a business, we gradually pay little attention to cultivating students' business ethics based on sincerity. These may lead to future innovation and entrepreneurship students, lack of awareness of integrity, thus the risk of increasing social external costs increase.

B. Analysis of specific model problems

Mainly in the following areas:

First of all, the practical progress of the three elements and three tracks talent training mode is different. Among them, the multi-cooperation training mode is still in the first step due to the complicated factors involved in the curriculum design and teacher team building. Experience need to be accumulated.

Second, the level and depth of school-enterprise cooperation is not enough [3]. At present, the number and

types of enterprises that cooperate with schools are still relatively limited. Cooperation is also mainly limited to skill competitions, and there is still a gap with the current professional and directional construction needs. From the perspective of cooperation, the main cooperation stays in the relatively simple form of cooperation such as construction of trainee base and lecture of business mentors.

Third, in Sino-foreign cooperation training plan, Chinese and foreign institutions adopt parallel teaching and practice to meet the diverse needs of students. The so-called parallel teaching and practice means that the Chinese curriculum adopts practical teaching (laboratory software internship and off-campus internship, practical training) as the mainstay, and strengthens the cultivation of vocational students' practical ability. The foreign curriculum mainly focuses on the English curriculum and humanistic theory. Cultivate students' English communication skills and foreign humanities concepts; Chinese professional courses emphasize practice, while foreign professional courses focus on serving overseas students. We are still in need of improvement as we create more commonality-common courses to jointly provide students with innovative entrepreneurship skills.

C. Countermeasures

1) *Personal training concepts of teachers, mentors not only have consensus, but also need to be optimized.*

It is neither scientific nor realistic to educate people in essence based on the essence of double education. We need to have a set of talent assessment scale, tracking the students' potential, hobbies, professional awareness and other aspects of learning during the university. Thus objectively select talent adaptive for innovation and entrepreneurship and talent, and track and evaluate their abilities.

2) *Double education model- the "three standard one" in practice can be applied.*

In practice, we need to adopt the principle of "double creation education model" and adopt the "three standard and one standard" standardized system of quality, environment and occupational health and safety in enterprise management to standardize the education objectives, daily teaching and assessment on quality to ensure the operation Mechanism stability; environment education environment, working environment and other environment creation, in order to facilitate the stimulation of innovation and entrepreneurship; occupational health and safety, for teachers and students of occupational health, physical and mental health scientific management, emphasizing innovation and entrepreneurship education should also be people-oriented [4].

3) *Professional ethics education can not be ignored*

There are several aspects to the qualities needed by innovation entrepreneurs, and with Germany first, there

should be an important consensus. Contemporary society is a modern commercial society. Commercial honesty is the cornerstone of the development of society. Therefore, we should guide students in a subtle and imperceptible manner to make them understand the importance of abiding by laws and regulations and abiding by integrity [5].

4) *Organized, with policies*

Consider the college's feature specialty, suitable for innovation and entrepreneurship professionals, hiring, including overseas teachers, domestic teachers and corporate trainers / managers, as a mentor team, among the students in the selection and cultivation of a group of double-hit students [6]. Supporting students to business incubator base, university students innovation research base, college and business cooperation, including hardware, software, capital, technology and other elements of the two start-up input, at the same time for outstanding mentor, innovation and entrepreneurship team reward, establish a typical.

5) *Select the key points, and specify the training direction*

Taking into account the differences in the quality of college students, professional development to adapt to different levels of innovation and entrepreneurship and other reasons, the need to select key specialties, key groups, develop their ability to innovation and entrepreneurship.

Through the three steps to build a professional dual-genius talent, the first step, through the pre-career planning, let them determine their development goals by themselves, and selectively found potential to create double talent, focusing on training innovative talents.

The second step, through mentoring, plus extracurricular after-class training for the knowledge and skills required for innovation and entrepreneurship, the recommended conditions for those involved in vocational skills competitions, business practice and other forms of internships, the ability to sublimation skills.

The third step, the tutor team recommends the advantages of projects, but enterprises start their own practice. Take the relevant success stories and the experience of failure professional training programs for future professionals to specify the direction of training.

V. CONCLUSION

As a new attempt of Sino-foreign cooperative education to cultivate double talents, this model is a kind of practical innovation. Under the background of Sino-foreign cooperation schools, this attempt combines the innovation and entrepreneurship groups of undergraduates with the complete development of evaluation and selection, personnel training, guiding double creation, independent growth and maturity. The road to change has a long way to go and we all work together and practice all the way.

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