

Localization Approaches and Strategies of Foreign High Grade Instructional Resources Based on Sino Foreign Cooperative School Running Projects

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Abstract: The introduction of foreign high grade instructional resources, advanced educational concepts and teaching models is of great strategic significance for cultivating international talents with global vision and improving the international competitiveness of Chinese education. The development of SFCRS projects has broken the limitation of studying abroad. Through SFCRS and introducing foreign high grade instructional resources, the direct purpose is to quickly cultivate a group of high grade and compound international talents. In this situation, how to introduce high grade instructional resources and how to improve the utilization rate of high grade instructional resources have become the top priority of SFCRS. This paper combs the characteristics of high grade instructional resources, and puts forward countermeasures on the basis of clarifying the current problems of introducing high grade instructional resources, in order to promote the sustainable development of SFCRS.

1. Introduction

Economic globalization has promoted the optimal allocation of various international production factors and resources, increasingly deepened the interdependence of countries around the world in terms of capital, products, markets and information necessary for development, and promoted the transnational flow of knowledge, technology and manpower [1]. The introduction of foreign high grade instructional resources, advanced educational ideas and teaching models is of great strategic significance for cultivating international talents with a global vision and improving the international competitiveness of Chinese education. The development of Sino-foreign Cooperation in Running School(SFCRS) has broken the limitation that studying abroad must go abroad. Its outstanding performance is that some introduced courses are of good quality in China, but focus on commercial interests after export, resulting in a decline in the quality of curriculum implementation [2]. Through SFCRS and introducing foreign high grade instructional resources, the direct purpose is to quickly cultivate a group of high grade and compound international talents. Under this situation, how to introduce high grade instructional resources and how to improve the utilization rate of high grade instructional resources have become the top priority for Chinese-foreign cooperative schools [3].

SFCRS has become one of the important forms of talent training in China's higher education. The national and provincial education authorities also actively advocate and encourage universities to carry out various forms of SFCRS. Schools at all levels and of all types are encouraged to carry out various forms of international exchanges and cooperation, run a number of demonstration SFCRS and a number of Sino foreign cooperative school running projects, and explore various ways to make use of foreign high grade instructional resources. In the process of cooperative school running, only by absorbing the advantages of each other and absorbing them can we really implement the introduction of high grade instructional resources. Quality education resources is a historical category and relative concept, which will change and enrich with the development of the times. Its basic meaning can be summarized as school cultural resources, institutional resources, material resources, teacher resources and characteristic resources with advanced education level in the world and maintaining certain leading advantages [4]. Therefore, under the background of introducing overseas high grade resources in the stage of higher education, how to successfully graft overseas educational resources with Chinese higher vocational school-running resources and realize “localization”, so as to make them an organic component of Chinese higher vocational education resource system. In the long run, absorbing and innovating foreign high grade instructional resources, improving local educational resources and enhancing the international competitiveness of Chinese education are the fundamental goals of cooperative education [5].

2. Analysis on the Characteristics of High Grade Instructional Resources

2.1 High-Quality Educational Resources Are Diverse

The diversity of educational resources can be reflected in its content, nature and introduction methods. The diversity of content can be seen through scholars' definition of high grade instructional resources. Generally speaking, high grade instructional resources are comprehensive resources such as courses, teaching materials, teachers and teaching management system with advanced teaching ideas, successful educational experience and leading advantages all over the world. From various definitions, high grade instructional resources can be classified as educational resources of high-level well-known universities, high grade, distinctive and systematic disciplines and majors, or high grade instructional resources in emerging and urgently needed fields. They have diversity, but they are also the unity of school running philosophy, school running content and activities, school running investment and conditions [6]. Blindly pursuing the educational resources of high-level prestigious schools is prone to “indigestion”, and it is difficult to effectively integrate them into practical application, and students will have many difficulties in accepting them. From the management system, it can be divided into central government directors and local government directors. From the nature of the school, it can be divided into public and private schools. From the angle of profit, it can be divided into for-profit educational resources and non-profit educational resources. Cooperative education projects in universities introduce more majors of economics and management, but the majors of machinery, chemical engineering and biology can not be introduced reasonably because of the relatively high cost of running schools. Therefore, we should avoid low-level duplication with other schools, but strengthen professional advantages and form our own characteristics by means of cooperative education [7].

2.2 High Grade Instructional Resources Are Relative

Traditionally, people are used to treating developed countries and famous universities in the world as high grade instructional resources. This kind of evaluation standard is feasible, but it is definitely not the only standard. Management and quality control are under the responsibility of the

Australian special person. The Australian diploma obtained by students upon graduation is the same as the diploma issued in Australia, and is recognized in Australia, China and other Commonwealth countries in the world [8]. In fact, high grade instructional resources are relative, and compared with the running level of domestic cooperative colleges, they will also be different because of the different regions where universities are located. The introduction of foreign educational resources should first pay attention to advanced educational concepts. Higher vocational education must be closely combined with industrial enterprises according to the development characteristics of local economy, so as to effectively serve the local economy. In addition, if we blindly pursue the cooperation with absolute high grade instructional resources, it will inevitably lead to the surplus of high grade instructional resources. This difference in level and level makes the students of domestic universities have problems in the reception link in the learning process, which is difficult to digest and understand the content, but becomes a burden. Enterprise experts transfer new industry knowledge, new technology and new trends to the school, and directly participate in talent training scheme design, teaching reform and implementation, practical teaching outside the school, so as to make the ability of the training object meet the actual needs of professional posts.

3. Localization Approach of Foreign Quality Education Resources Based on Sino-Foreign Cooperative Education Project

At present, there are two tendencies in the theoretical circle to pay attention to localization: localization and localization. The former focuses on the internalization of learning and the externalization of practice after internalization. The latter includes “localization is internationalization”, “localization is colonization” and “localization is local”. Based on the analysis of the whole process, “localization of overseas high grade instructional resources” also has three similar links, which are closely linked and play an important role in building China's high grade local educational resources. This paper creatively divides foreign high grade education resources into explicit high grade education resources and implicit high grade education resources, as shown in Table 1.

Table 1 Classification and Characteristics of Foreign Quality Education Resources

Standard	High grade instructional resources	Features
Explicit high grade instructional resources	Textbooks and reference books	It is characterized by the existence of matter, practical and easy to absorb and melt
	Teaching equipment	
	Teacher	
	Curriculum system	
	Teaching method	
Hidden high grade instructional resources	Teaching concept	It is characterized by the existence of consciousness and has personalized characteristics, which is difficult to absorb and integrate directly
	Teaching management	
	Characteristic culture	
	Social reputation	

① Acquisition of raw materials: identification and introduction of overseas educational resources

Identification and introduction is the initial link for the localization of overseas high grade instructional resources and the “gateway” for overseas resources to enter China. This link aims to obtain high grade educational raw materials for SFCRS, and the relevant parties play a “checkpoint” role. The introduced high grade instructional resources should match China's vocational school and conform to the school running philosophy and characteristics of universities. In order to realize the introduction of foreign excellent educational resources and the basic

guarantee of reasonable investment, the state should allocate special funds for the introduction of resources, for example, a part of the training funds can be allocated for teachers' training abroad. . Through the active development of SFCRS projects, we can better learn from foreign advanced vocational education concepts and introduce foreign high grade vocational education resources and teacher resources.

② Rough processing: absorption and utilization of overseas educational resources

The initial product is the basis of the final product. Rough processing will largely determine the quality of the final product of education and become the main link reflecting the high quality of educational resources. Combined with the characteristics of our universities, teachers are encouraged to join curriculum reform and teaching construction in the process of introduction, actively apply for teaching and research projects, and promote teaching reform. Promote the construction of international teachers' team, professional teaching reform and innovation in each school, build a training mode of Sino-foreign cooperative talents that is in line with national conditions and school-based reality, realize local innovation by introducing resources, and improve the level of SFCRS.

③ Finishing: transformation and innovation of overseas educational resources

Transformation and innovation is a process of in-depth processing of introduced resources according to the quality of educational products, focusing on solving the problems of acclimatization and quality decline in the first two links. The localization of foreign teaching reform system is mainly based on the mode of talent reform and training. By introducing foreign high grade instructional resources, further integrating school resources and comprehensively promoting teaching reform is imminent. We can combine foreign advanced teaching ideas and teaching design.

4. Conclusions

At present, the world is attracting high grade instructional resources as the focus of the development of education. Therefore, countries need to open up multiple paths to introduce high grade instructional resources better, faster and more accurately. The introduction of foreign high grade instructional resources will inevitably go through initial imitation and reference. On the premise of ensuring the school running quality, we should integrate and innovate in combination with the development direction and school running strength of our own universities, innovate the teaching concept, gradually integrate with the international education level, and make students adapt to the needs of economic globalization faster. SFCRS in domestic universities has its special mission and practical significance. "Introduction" is an important form of education internationalization at this stage. Localization of high grade instructional resources requires a school-running system that conforms to the basic laws of vocational education, and a practical and feasible management model as the foundation. In short, no matter what form of SFCRS is adopted, improving teaching quality and benefiting students are the first issues that must be considered in the development of SFCRS.

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