

Study on the cultivating Model Innovation of internationalized talents from the perspective of "integration of production and education"

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Abstract: The Promulgation of the policy of "integration between industry and education ", local colleges and universities has changed the talent training mode. This requires universities to carry out reform and innovation in the cultivation of talents (especially Internationalized talents). This paper analyzes the demand types of local Internationalized talents, Combined with the problems existing in the management of innovative talents and Internationalized talents training in colleges and universities, Put forward the new train of thought of extrovert talent training, so as to promote the organic integration of industrial development and college education, which has certain reference value and practical significance to Actively promote "combination of industry and Education, combination of work and Study". Based on the analysis of the needs of Chinese internationalized people, this paper puts forward the demand types of Internationalized talents, and the training elements, objectives, modes and countermeasures of Internationalized talents. This paper gives a basic definition of extraverted talents and summarizes several types of extraverted talents. At the same time, on the basis of analyzing the needs of Chinese internationalized people, this paper puts forward the demand types of Internationalized talents, and puts forward the training elements, objectives, models and countermeasures of Internationalized talents.

1. Introduction

With the introduction of the policy of "integration of production and education" in China, the enthusiasm of colleges and universities to cultivate applied and innovative talents has been greatly improved. Under this background, local colleges and universities should realize the connotative development and the transformation of talent training mode. In recent years, China's innovation and entrepreneurship education has made certain progress, but many universities and vocational colleges have failed to combine the curriculum and teaching with the social demand for talents in the new era, to a large extent, out of the social requirements for the development of the corresponding industry, talent training lacks foresight and planning, training mode is rigid, training methods are rigid, lack of flexibility and applicability.

This requires that under the background of "integration of production and education", the cultivation of talents (especially Internationalized talents) should carry out reform and innovation, adapt to local conditions and take corresponding measures. Based on the analysis of the demand types of local Internationalized talents and the problems existing in the management of innovative talents and the cultivation of Internationalized talents in colleges and universities, this paper puts forward corresponding new ideas for the cultivation of

Internationalized talents, which has certain reference value and practical significance for promoting the organic integration of industrial development and college education, and actively promoting the "combination of production and education, and the combination of work and study".

2. The proposal of "integration of production and education"

In terms of the connotation and characteristics of the integration of production and education, Allan Klingstrom (1987) proposed that the integration of production and education is a talent training model that closely links educational activities with social production activities [1]. Kari Laine (2015) and other scholars proposed that schools should provide experimental bases and internship positions for teachers and students according to their own advantageous majors and relying on school-run industries [2].

In 1991, China promulgated the Decision on Vigorously Developing Vocational and Technical Education, which mentioned "promoting the combination of production and education and the combination of work and study", and the concept of "integration of production and education" basically came into being. Since the concept of the integration of production and education

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was put forward, the academic circles have given different interpretations on its meaning. Tan Zhong, director of the Science and Technology Department of Xiamen University, has the most appropriate understanding of the integration of industry and education, that is, through the deep cooperation between college education and industrial practice, to achieve the pre-training of industrial talents and the industrialization of scientific research capabilities of colleges and universities, so as to help industrial development with the scientific research capabilities of colleges and universities.

On this basis, Chinese scholar Zhou Jinsong (2010) believes that "production and education" has two meanings. The first layer refers to industry (industry enterprises) and education (mainly school education), which involves the problems of running a school and system construction of vocational education; The second meaning refers to "production and teaching", focusing on the teaching model and method of vocational education [3]. Cao Dan (2015) believes that the integration of industry and education is different from school-enterprise cooperation, and it is a process of two-way integration between industry enterprises and colleges for their own development [4].

3. The definition of Internationalized talents

Internationalized talents refer to all kinds of excellent foreign-oriented talents needed in the process of Internationalized economic development, including foreign language talents, international legal talents, technological innovation talents, cultural exchange talents, business talents and so on. Specifically, it refers to foreign-related talents who are basically familiar with international trade rules and international practices, have the ability of international exchange and cooperation, have the ability of cross-cultural communication, have the strong ability of management innovation, and have the ability of international new technology innovation. Practitioners should also have a strategic development vision and grasp the development dynamics and trends of the international market [5]. Internationalized talents have three aspects: knowledge, ability and spirit.

3.1 Knowledge level

In terms of knowledge, in addition to solid professional knowledge and basic knowledge, Internationalized talents should also master skilled foreign language communication skills, be familiar with the macro environment knowledge of world politics, economy and law, especially master the necessary international laws and regulations and international practices, and be familiar with the basic knowledge of international exchanges and cooperation.

3.2 Capability level

In terms of ability, in addition to having a broad international vision, excellent organizational management ability and pioneering and innovative ability, Internationalized talents should also have foreign language communication and expression skills, and the ability to flexibly use international laws and regulations and international practices;

3.3 Spiritual level

At the spiritual level, Internationalized talents must have certain ideals and beliefs, which are manifested as: having strong ambition, initiative and professionalism; Have good psychological quality and will quality; Have a firm sense of national integrity and pride and a sense of international justice.

4. Chinese scholars' exploration of the cultivation mode of Internationalized talents under the background of the integration of industry and education

At present, Chinese scholars continue to explore the training of logistics talents according to the requirements of China's "integration of production and education" policy. Yuan Fangying and Chen Shuang believe that when creating cooperation and development platforms, schools and enterprises should take mutual benefit as the basic principle. In the teaching process, schools should pay attention to reform and optimize the teaching content, and find professional talents suitable for the development of their own enterprises [6]. Zhao Shoudong believes that enterprises can be invited to participate in the development of teaching materials to keep up with the needs of social development and cooperate in the development of workbook and loose-leaf teaching materials [7]. Yi Qiuxiang believes that traditional teaching methods should be reformed to improve students' main position in the learning process [8]. Yang Fang believes that in the process of cultivating Internationalized talents in application-oriented colleges and universities, the "double-qualified" teaching team of "theory + practice" plays an important role, and focuses on cultivating interdisciplinary talents with both teaching ability and working experience [9]. At the same time, Yang Fang believes that to build an Internationalized talent training mechanism, it is necessary to constantly improve the talent market service system, build an Internationalized talent training model in line with international practices, and realize the smooth connection between Internationalized talents and international tourism enterprises, so as to ensure the reasonable adjustment and stability of Internationalized talents [10].

5. Classification of Internationalized talents

There are many types of Internationalized talents needed, and the talents involved in economic development mainly fall into the following categories:

5.1 Foreign language trade talents.

Foreign language talents are those who are proficient in English and other foreign languages. In addition to those who are familiar with English, Internationalized talents who are proficient in minority languages in Southeast Asia (such as Thai, Vietnamese, Lao, Malay, Indonesian, etc.) are also talents in short supply in foreign-related units and enterprises. On the basis of mastering foreign languages, talents who are proficient in foreign trade are also senior talents necessary for the economic development of foreign-related units and enterprises. People who know both foreign languages and foreign trade are in short supply.

5.2 Innovative talents in foreign-related management.

Foreign management innovation talents mainly refer to those with higher comprehensive talents.

(1) to have a broad vision and thinking, and be familiar with the latest developments in world political and economic development.

(2) being skilled use of modern high-tech information technology, with the ability to obtain international information.

(3) the experience of working in a cross-cultural context, knowing multiple languages and communication skills; Strengthen the cultivation of students' cross-cultural consciousness; The teaching mode integrating online and offline is adopted to improve students' intercultural communication ability [11].

(4) it has strong organizational and management leadership skills, and strong communication and coordination skills.

(5) Talents who are proficient in foreign languages and have relevant professional knowledge;

(6) to have the willingness to participate in the international market competition in the context of globalization, and actively work hard.

5.3 Talents with a good knowledge of international laws, regulations and practices.

In the process of international trade and exchange, it is inevitable that there will be various disputes and even international lawsuits. This requires lawyers who are familiar with international laws and regulations and international practices, mainly lawyers who focus on foreign-related litigation and arbitration. Foreign-related lawyers should be proficient in international laws and regulations, international practices and trade norms, and have a good knowledge of international investment laws

and regulations, international trade knowledge and trade practices, international intellectual property protection and other legal knowledge; At the same time, foreign-related lawyers need to have good foreign language communication skills and expression skills, have local connections, and have certain coordination skills. With the continuous expansion of China's foreign exchanges, its business with countries around the world has shown an upward trend. In this context, China's foreign-related enterprises and departments need a large number of Internationalized talents. These Internationalized talents escort China's international trade, technological exchanges and overseas investment, effectively protect the overseas economic interests of the Chinese government and enterprises from infringement, and reduce unnecessary losses.

5.4 Cross-border e-commerce talent.

With the advent of the digital economy era, the rapid development of e-commerce in various countries, cross-border e-commerce has become a growing part of the economic trade of various countries. With its advantages, cross-border e-commerce continues to play an important role in promoting global economic integration, gradually eliminating various tariff or non-tariff barriers between countries, and promoting trade facilitation, efficiency, and transparency. However, with the vigorous development of cross-border e-commerce and the new development of network strategy technology, countries around the world have an increasing demand for talents who are familiar with cross-border e-commerce business. However, there are still many problems in the training of cross-border e-commerce talents in relevant domestic universities and vocational colleges, which have a negative impact on the development of cross-border e-commerce and national economy [12].

Therefore, it supports the sustainable development of cross-border e-commerce and social economy to cultivate cross-border e-commerce in colleges and universities.

5.5 Innovative talents with an international perspective.

International innovative talents refer to the innovative, scarce and compound international talents with an international vision. In the context of increasingly complex global political and economic relations, the economic growth of various countries largely depends on technological innovation and management innovation, and more on the development of science and technology and the quality of human resources. Various technological innovation and management innovation have become important engines to drive economic development. Developed countries continue to increase capital investment in the cultivation of innovative talents, give full play to the joint role of governments, universities and enterprises, implement the global talent introduction strategy, and actively expand the cultivation

and growth of innovative talents. The introduction of foreign intellectual resources and the collaboration of academic platform construction provide a guarantee for students to expand their international vision and improve their innovation ability [13].

6. An analysis of the factors and objectives of the cultivation of Internationalized talents

6.1 Composition of training elements

Generally speaking, the elements of Internationalized talent training include: subject, resources, perfect management system, international culture. See the Table 1

Table 1. The elements of Internationalized talent training

Serial number	Element category	Element composition
1	Main body	The subject of international activities. It includes innovative groups such as students, teachers and research workers, as well as innovative institutions such as faculties and research departments.
2	Resources that should be available	The foundation of international activities. Including infrastructure, electronic resources, information networks, capital and so on.
3	Perfect management system	Ensure that the training of oriented personnel is carried out effectively. Including Internationalized personnel training coordination mechanism, work procedures, Internationalized personnel training evaluation mechanism, personnel training incentive policy
4	International culture	To maintain and promote a sustainable development of campus outward-oriented talent cultivation environment. It includes not only the internal soft environment such as university cultural concepts, but also the external social environment that can actively participate in international cooperation and exchange.

6.2 Training objectives

Through the integration of production and education, Internationalized talents should achieve the following abilities: See the Table 2

Table 2. Internationalized talent ability form

Serial number	Educational background	Bachelor degree or above
1	Foreign language ability	Good reading and writing skills, good communication skills, English in CET-4 or above, it is best to master a small language
2	Service capability	Have some work experience, can complete the relevant work business independently
3	Operational capability	Ability to operate and develop business independently

4	Foreign trade expertise	Skilled in foreign trade related business operations
5	Comprehensive service capability	Higher recognition, better customer retention, better communication skills
6	Ability to grasp international laws and regulations	Master the relevant international laws and regulations, and flexible application

7. Analysis on the cultivation mode of Internationalized talents under the background of integration of production and education.

In view of the above types of demand for Internationalized talents, the cultivation of Internationalized talents can refer to the following models:

7.1 Respect regional cultural differences and cultivate talents with intercultural communication skills.

Actively cultivate college students' cross-cultural communication ability and innovative ability in the complex, so that college students have the opportunity to cooperate and exchange with talents imported from abroad and "overseas returnees", open up an international vision and stimulate the spirit of innovation. At the same time, college students are encouraged to integrate and work together with talents from different cultural backgrounds. In terms of cultivating cross-cultural Internationalized talents, a scientific and reasonable evaluation mechanism for Internationalized talents should be established [14] to cultivate application-oriented innovative talents with national feelings, international vision and international competitiveness.

7.2 Actively promote the continuing education of Internationalized talents.

Encourage universities to actively participate in the international education service market competition. Increase the scale of recruitment and training of foreign students, gradually attract foreign students from other countries and regions to study in China on the basis of training students from ASEAN countries. Secondary colleges with superior disciplines and specialties should incorporate the work of international students studying in China into their development plans; Strengthen cooperation with overseas colleges and universities, expand the educational mode of personnel training, set up Chinese and foreign courses, and vigorously develop Chinese as a foreign language education.

7.2.1 Strengthen cooperation with international universities.

Actively explore project cooperation with Hong Kong, Macao, Taiwan and Southeast Asian countries, expand

Yulin Normal University's continuing education project platform, and large-scale training of international logistics, international tourism, international exhibition and other foreign-related professionals in short supply in economic zones;

7.2.2 *It is necessary to strengthen cooperation in continuing education with Internationalized talents from developed countries.*

Many countries in Europe and the United States, as well as Japan, Singapore and other countries in the development of talent continuing education, due to early development, has a leading level. Actively establish contact with institutions in the above countries to learn and absorb advanced scientific training.

7.2.3 *Actively build an Internationalized talent evaluation system.*

Establish and improve the evaluation system of continuing education for Internationalized talents, pay attention to the introduction of market evaluation and social evaluation, and play the role of multiple evaluation subjects [15]; Scientific setting of evaluation criteria, the establishment of talent evaluation system and evaluation mechanism.

Therefore, relevant universities and vocational colleges are encouraged to strengthen personnel training cooperation with relevant institutions in Western countries, regularly select high-level professionals to go to Western countries for training and practice, and strive to cultivate Internationalized talents in the fields of international trade, international business, modern management, international investment, cross-border e-commerce and other fields that are in short supply in economic development.

7.3 *Actively promoting international cooperation in running schools.*

Learn from the successful model and experience of domestic and foreign universities in international cooperation in running schools, strengthen exchanges and cooperation with well-known universities in the world, and cooperate to train high-quality Internationalized talents; Encourage the economic zone colleges and universities to cooperate with foreign colleges and universities to offer professional courses, and actively introduce foreign colleges and universities teachers, courseware and other educational resources; Add disciplines and specialties to meet the needs of foreign economic development; Encourage economic zone colleges and universities to cooperate with foreign universities to build scientific research institutions, cooperate to train foreign-related graduate students, and promote the training of Internationalized senior talents; Actively cooperate with foreign universities, adopt the "2+2" or "3+1" transnational segmented training method to optimize the training mode and effect of Internationalized talents. International joint talent

training can be achieved through medium - or short-term exchange visits [16].

7.4 *Accelerate the training of excellent teachers and increase the introduction of foreign talents.*

We will use foreign high-quality resources to train high-level teachers, incorporate overseas training and further study into local talent development plans, combine them with the construction of key disciplines and key scientific research projects, and strive to train and bring up a high-level teacher team of Internationalized talent education. At the same time, colleges and universities are encouraged to focus on introducing specialized talents in foreign languages and cultures, international exhibitions, international tourism, international logistics, international trade, etc., and employ well-known foreign experts and scholars to give lectures, guide or cooperate in scientific research projects, so as to improve the education and training level of Internationalized talents. We should also pay attention to actively organize teaching skills training, expand the teaching understanding of front-line teachers, and steadily improve their teaching ability [17].

7.5 *Actively create a training environment for Internationalized talents.*

Colleges and universities should timely adjust the innovative personnel training system to train professional talents with Chinese characteristics in the new era [18]. At the same time, give full play to the functions of government service and supervision, urge governments at all levels to establish an efficient "one-stop" service mechanism, formulate various incentives for the cultivation and introduction of Internationalized talents, and provide services in place in the aspects of work, housing, medical care, family employment, children's schooling and elderly care, so as to provide high-quality and efficient services for Internationalized talents.

8. Conclusion

According to the needs of the times, the cultivation of extraverted talents under the background of "integration of production and education" has brought great opportunities and adjustments to the cultivation of extraverted talents in colleges and universities. Under this background, the cultivation of Internationalized talents in our country faces great opportunities and challenges, and puts forward requirements for the cultivation of high-quality international talents. The key to training international talents meeting the needs of our country lies in the training of high-quality compound intercultural communication talents. This requires a joint effort by schools and businesses. There is still a long way to go for the cultivation of high quality composite cross-cultural communication talents. Based on the analysis of the problems existing in the training of international marketing talents in Chinese universities, this paper puts forward the demand types of

Internationalized talents, and also puts forward the training elements, objectives, modes and countermeasures of Internationalized talents.

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