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Research on the Demand Oriented “Four Forces Collaboration” Graduate Internationalization Training System in Western Local Universities

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Abstract: The article aims to explore the demand driven international graduate training system of “four forces collaboration” in local universities in the western region.

Through in-depth analysis of the current situation of international training for graduate students in western local universities, this study proposes a “four forces synergy” training model, which combines teaching and learning abilities, scientific research abilities, practical abilities, and international exchange abilities.

This model is guided by the needs of graduate students, focusing on cultivating their international perspective, cross-cultural communication skills, and innovation abilities.

The article elaborates on the connotation and characteristics of the “four forces collaboration” training model, and analyzes the problems that exist in the current internationalization training of graduate students in western local universities, such as unclear training objectives, single training methods, and limited international exchange opportunities.

The article proposes targeted optimization measures, including strengthening demand analysis, improving the curriculum system, enriching practical activities, and expanding international communication channels.

The effectiveness and feasibility of the “Four Forces Collaborative” training model were verified through the analysis of a case study.

Keywords: International cultivation of graduate students; Demand-oriented; Four forces synergy

Introduction

With the deepening development of globalization, international talents have become an important component of national competitiveness.

As an important part of cultivating high-level talents, the internationalization level of graduate education directly affects the development and international competitiveness of a country.

There are many shortcomings in the internationalization training of graduate students in western local universities, such as insufficient implementation of internationalization concepts and low participation of all staff in international exchange and cooperation.

Therefore, exploring a new model of international graduate education suitable for local universities in the western region is of great significance.

1. Analysis of the Characteristics of Graduate International Training Programs

1.1 Clarity of demand orientation

The characteristics of graduate international training programs are distinct, primarily reflected in the clarity of demand orientation.

This project is guided by the national and local demand for international talents, especially in response to the shortcomings of western local universities in international talent cultivation, and clarifies the training direction with the goal of cultivating high-level and innovative talents.

In the process of training, emphasis is placed on integrating international concepts and elements into the entire teaching and research process of graduate education, ensuring that the trained graduate students can deeply participate in international exchanges, formulate and voice the “China” voice.

The project also relies on various national level internationalization platforms and talent training programs to ensure the implementation of the entire process of graduate internationalization training through policies, ensuring the accuracy and effectiveness of demand orientation.

1.2 The innovation of “four forces synergy”

Another major feature of this project is the innovation of “four forces synergy”.

The so-called "four forces" refer to the synergistic effects of platform, faculty, curriculum, and talent.

The project aims to establish a cross national and cross-cultural team of graduate teachers, improve the mechanism of international teacher training and joint training between domestic and foreign supervisors for graduate students, utilize an international curriculum system to achieve value guidance, and supplement it with policy guarantees, forming an international talent training system that coordinates the four forces of "platform teacher curriculum talent".

This innovative model not only accelerates the cultivation of high-level scientific and technological talents, but also promotes the deep development of international graduate education.

1.3 The comprehensiveness of international cultivation

The graduate international training program has also shown outstanding comprehensiveness.

The project not only focuses on improving the academic and professional abilities of graduate students, but also emphasizes cultivating their global perspective and cross-cultural communication skills.

Through the introduction and setting of progressive and multi-dimensional international curriculum systems, such as the Belt and Road and Global Development, the China Plan for Global Governance, and the reform of international teaching methods, students are provided with rich international learning resources and practical opportunities ^[4].

At the same time, the project also encourages and supports graduate students to participate in international academic conferences, overseas study visits, and other exchange activities, further expanding their international perspective and academic exchange capabilities.

2. Improvement Strategy for Graduate International Training Program

2.1 Inaccurate requirement identification

Although the graduate international training program has shown outstanding performance in demand orientation, there is still a problem of inaccurate demand identification.

On the one hand, some universities lack in-depth research and accurate prediction of the demand for international talents, resulting in a deviation between the training direction and actual needs.

On the other hand, universities often overlook individual differences and personalized needs of students when identifying the demand for international talents, resulting in a lack of targeted and flexible training programs.

2.2 The synergy of the four forces is not tight

In terms of "four forces collaboration", although the project has established corresponding mechanisms and systems, there is still a problem of loose collaboration.

The specific manifestation is that the connection and cooperation between the platform, faculty, curriculum, and talent are not close enough, resulting in the insufficient utilization of the training effect.

For example, in terms of platform construction, some universities lack effective integration and utilization of international education and research platforms;

In terms of teaching staff, there are still difficulties in introducing high-level foreign experts and cultivating them locally;

In terms of curriculum, the improvement and optimization of the international curriculum system still need to be strengthened;

In terms of talent, the selection, cultivation, and incentive mechanisms for international talents still need to be further improved.

2.3 Insufficient international training resources

The insufficient international training resources are an important factor restricting the development of graduate international training programs.

On the one hand, some universities have insufficient investment in international education and research, resulting in inadequate facilities and resource allocation to meet training needs ^[8].

On the other hand, universities have limited reserves of international talents and resources, making it difficult to meet the growing demand for international training.

3. Optimization of internationalization talent cultivation strategies in universities

3.1 Strengthen requirement identification and analysis

To address the issue of inaccurate requirement identification, it is necessary to strengthen the work of requirement identification and analysis.

Universities should strengthen in-depth research and prediction of the demand for international talents, accurately grasp the trends and characteristics of national and local demand for international talents.

Universities should fully consider the individual differences and personalized needs of students, and develop more targeted and flexible training programs.

3.2 Deepen the mechanism of "four forces synergy"

In response to the problem of insufficient coordination among the "four forces", the construction of the "four forces coordination" mechanism should be deepened.

Universities should strengthen the connection and cooperation between platforms, faculty, courses, and talents to ensure smooth operation and mutual support between each link.

Universities should improve the construction and management of international education and research platforms, and enhance the efficiency and effectiveness of platform utilization.

3.3 Expand international training resources

To address the issue of insufficient international training resources, it is necessary to expand international training resources.

Universities should increase their investment in international education and research, and improve the level and quality of related facilities and resource allocation.

Universities should actively seek external cooperation opportunities and resource support, and establish extensive cooperative relationships and exchange platforms with well-known domestic and foreign universities, enterprises, and research institutions.

4. Conclusion

The project closely focuses on the national and local demand for international talents, especially the shortcomings of western local universities in international talent cultivation, and has developed practical and feasible training plans.

This demand-oriented training model ensures the accuracy and effectiveness of graduate education direction, providing strong support for cultivating high-level and innovative talents.

The innovative mechanism of "four forces synergy" is the key to the success of the project.

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