



**RESEARCH ON CULTIVATION STRATEGY OF
INTERNATIONALIZED TALENTS IN HIGHER EDUCATION**

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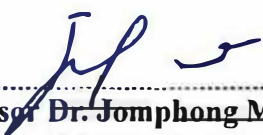
**RESEARCH ON CULTIVATION STRATEGY OF
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**Thematic Certificate
To
JINZHONG CAI**

This Independent Study has been approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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ABSTRACT

With the deepening of economic globalization, higher education institutions have started to explore and begin the internationalization of education on the basis of modernization and popularization in order to understand the goal of internationalization of talents. In China, the cultivation of internationalized talents in higher education is still characterized by different standards and uneven degrees of regional development.

The author took Quanzhou Light Industry Vocational College as an example, and adopted a mixed research method to analyze the key words, such as "talent training mode," "human capital theory," and "strategic alliance theory." The main research questions, research objectives, and research methods were determined by the overview analysis of the research results of higher education and internationalization talent cultivation. By understanding the current situation of internationalized talents cultivation in higher education, the students of Quanzhou Light Industry Vocational College were surveyed through questionnaires on four aspects, including faculty structure, curriculum and teaching, personal qualities, and campus environment. By means of content analysis, regression models were constructed, statistical analysis of the current situation, and problems of internationalized talents cultivation in higher education in Quanzhou Light Industry Vocational College were conducted and specific measures were proposed. The survey analyzed the current situation, problems, and specific measures of internationalization in Quanzhou Light Industry College.

Through this study, we hope to improve the significance of internationalized talents cultivation for Chinese higher vocational colleges and universities.

Keywords: higher education, internationalization, Talent Cultivation Model, Human Capital Theory, Strategic Alliance Theory

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The seal of Siam University is a large, circular emblem in the background. It features a central shield with a crown on top, surrounded by a wreath. The shield is set against a background of a sunburst. The entire emblem is enclosed within a circular border containing the university's name in Thai script at the top and 'SIAM UNIVERSITY' in English at the bottom. Two small stars are positioned on the left and right sides of the border.

JINZHONG CAI

DECLARATION

I, CaiJinzhong, hereby certify that the work embodied in this independent study entitled "Research on Cultivation Strategy of Internationalized Talents in Higher Education" is result of original research and has not been submitted for a higher degree to any other university or institution.



(JINZHONG CAI)

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Chapter 1 Introduction

1. 1 Overview Of The Study

In the current context of economic globalization and international development of education, the cultivation of international talents is realistic. From the practical point of view, governments all over the world attach great importance to the cultivation of international talents, and the internationalization strategy is a breakthrough direction for China's higher education work. In the National Medium and Long-term Education Reform and Development Plan (2010-2020), it is clearly stipulated that "in order to meet the requirements of national economic and social opening to the outside world, colleges and universities need to cultivate a large number of international talents who have solid professional foundation, international vision, knowledge of international rules and practices, and can participate in international affairs and international competition. " In the General Plan for Coordinated Promotion of the Construction of World-Class Universities and First-class Disciplines, China has made another policy requirement for the cultivation of internationalized talents: "Promote international exchange and cooperation, strengthen substantive cooperation with world-class universities and academic institutions, enhance international collaborative innovation, and effectively improve the international competitiveness and discourse of China's higher education " and has made it one of the five major directions of reform. In June 2020, the Ministry of Education contacted other departments to jointly promulgate the Opinions on Accelerating and Expanding the Opening of Education to the Outside World in the New Era, in which it further emphasized the need for China's education to focus on the cultivation of globally competitive talents in the process of modernization. In the symposium for scientists held on September 11, 2020, General Secretary Xi Jinping clearly emphasized: "In order to speed up the solution of some key problems that restrict the development of scientific and technological innovation, universities should strengthen the education and training of innovative talents, respect the law of growth of talents and the law of scientific research activities themselves, cultivate and create a number of strategic scientific and technological talents, scientific and technological leaders and innovation teams with international level ; to gather first-class talents for the world, attract overseas high-end talents, and provide internationally competitive and attractive environmental conditions for overseas scientists to work in China."

Therefore, while keeping up with the international situation, Chinese universities

will do a good job in cultivating and building talents, giving full play to their own educational and talent resources, learning from other foreign educational practices, and learning from China's talent cultivation reforms. In the context of the development of education modernization and internationalization of education, China has always attached great importance to the development of internationalization of higher education, and the development content of internationalization of education has been mentioned many times in the relevant working meetings, which shows that China attaches great importance to university education. Therefore, many universities have adapted to the changes of the times and started to explore the goal of international talent cultivation. Under this new situation, universities need to maintain a clear understanding according to China's educational national conditions and the market demand for talents, reasonably analyze and adjust the framework of international talents training and strive to build a quality talent system that can adapt to both domestic and international conditions to achieve the goal of education reform.

However, there are obvious differences between international talents training and traditional talents training, and higher education institutions need to make comprehensive analysis of the influencing factors of international talents training from multiple perspectives and propose corresponding improvement countermeasures on the basis of grasping the overall relationship, so as to further improve the overall level of Chinese higher education in international talents training.

Therefore, some scholars have also deepened their attention to this issue and launched research and analysis from different perspectives: Luo, Zeng & Li (2022) chose University H as the research object and argued that in order to improve the level of international talent cultivation, higher education institutions need to learn from international advanced educational concepts, strengthen their own global awareness, international communication ability, and design and carry out international curriculum on the Based on the design and development of international curriculum, the level of training for each student should be improved in order to establish an international vision and development thinking. From the perspective of the Belt and Road strategy, scholar Yan (2018) argues that international talents need to address the issue of cross-cultural communication in their training, and must improve students' adaptability in social, psychological, and academic cultures, and build a perfect curriculum system to enable more international talents to integrate into the construction and development of the global economy. Zhang, Yin & Mu (2019) raise the importance of training international talents in TCM, arguing that such talents not only need to have solid

theoretical knowledge of medicine, but also need to have the differences in the way of thinking between TCM and Western medicine, be able to skillfully use professional English to interpret international standards and norms of medicine, and be able to use international resources to promote the overall development of TCM. Scholars believe that in order to cultivate more excellent international talents in TCM, it is not only necessary to enhance international awareness, but also to build an international curriculum system for TCM and enrich international communication modes, so as to broaden the existing talent cultivation channels. Scholar Gou (2022) believes that university education is of great significance in the cultivation of internationalized talents, which helps to follow the trend of education globalization, improve comprehensive national power through the cultivation of talents, and lay a solid foundation for the development of education modernization. However, combined with the actual situation, there are a series of problems in the cultivation of internationalized talents in Chinese higher education at present, and it is necessary to improve the quality of internationalized talents cultivation through the establishment of the concept of internationalized education, the optimal allocation of human resources, the construction of faculty members and the development of bilingual teaching activities. Wu & Chen (2022) argue that under the influence of the new crown epidemic, the work of higher education cannot be limited to the original scope, but needs to be based on an international perspective to achieve full sharing of knowledge and cultivate more excellent talents, so as to meet the requirements of internationalization for talents. Scholars Wang & Zhang (2022) argue that in the context of the reality of the Belt and Road, China's higher education has shown an outward trend in international cooperation, and the cultivation of international talents can enhance political mutual trust, which is extremely important for improving the soft power of international culture and realizing the sharing of teaching quality system and academic achievements. It can be seen from the above-mentioned studies that scholars have increased their attention to the cultivation of internationalized talents in higher education in recent years, which has also laid a solid foundation for the research work in this paper.

1. 2 Research Problems

In her study, scholar Hu (2022) taking into account the development of internationalization of higher education in China's major economic circles, clearly states that: Internationalization is an important trend in the development of world higher education in the 21st century. It has been generally recognized and highly valued by all countries in the world. In this era of deepening economic globalization and

increasingly fierce international competition, the internationalization of higher education has become an irresistible trend. International talent has become the only way for China to develop. In recent years, with the proposal of the "Double First-Class" program, the pace of internationalization of China's higher education has been accelerating. Scholar Yang (2022) argues that in the development of modern Chinese higher education, the transformative development of internationalization can actually be seen as a game. In order to adapt to the development of higher education and promote the construction of "double first-class", the internationalization of China's higher education is imperative. This article selects teachers from Quanzhou Light Industry Vocational College who have studied abroad or visited, front-line teachers who have participated in international exchanges, and years of experience working in universities in Hong Kong, Taiwan and abroad. From the perspective of development, combined with China's guidelines and policies for promoting the internationalization of higher education, this paper analyzes the current situation and existing problems of the internationalization of Quanzhou Light Industry Vocational College, and puts forward corresponding suggestions and countermeasures.

1.3 Research Questions

In this era of advancing economic globalization, the internationalization of higher education is receiving widespread attention from countries around the world. China and many regions of the world have put forward important strategies to promote international higher education development, and universities in various regions of China are exploring ways of international development that meet their own characteristics. Scholars Hu & Guo (2022) through studying the current development of higher education in China, fully realize that: in the process of internationalization, it is inevitable to encounter many difficulties and challenges. This requires university administrators to be calm, rational and analytical, pay attention to keep pace with the times and constantly adjust their directions and strategies. In the process of internationalization, it is inevitable to encounter many difficulties and challenges. This requires university administrators to be calm, rational and analytical, pay attention to keeping up with the times, and constantly adjust their directions and strategies. In his study, scholar Wang (2015) pointed out that colleges and universities bear important missions in the process of cultivating international talents, and they have important attributes of higher education, which not only need to "complete the target mission of socialist modernization development, but also undertake the basic task of promoting employment and improving people's livelihood." Therefore, this paper takes Quanzhou

Light Industry Vocational College as an example. Through the study of relevant literature, the importance of international talents cultivation in colleges and universities is analyzed by the subjects of colleges and universities, and on this basis, the following research questions are proposed:

1. What is the approach adopted by Quanzhou Light Industry Vocational College in the cultivation of international talents? What effect has it achieved?
2. What are the main factors influencing the cultivation of international talents in Quanzhou Light Industry Vocational College?
3. What are the problems in the cultivation of international talents in Quanzhou Light Industry Vocational College?
4. What are the countermeasures that Quanzhou Light Industry Vocational College should take in order to improve the effect of international talent cultivation?

1.4 Objectives Of The Study

In the preface to *Expanding the International Dimension of Higher Education* (1980), University of California President Clark Kerr called for "a new conception of higher education that goes beyond the notion of the land-grant college, namely, that higher education be internationalized. Colleges and universities become the main body to promote internationalization, and internationalization activities in higher education are mainly concentrated at the institutional level." From this, we can see the important role of higher education in the cultivation of internationalized talents. At present, with the advancement and development of higher education in China and the continuous construction of economic globalization, the importance of internationalized talents cultivation has been increasing. In this study, taking Quanzhou Light Industry Vocational College as an example, by analyzing the quality and influencing factors of internationalized talents training in this college we hope to achieve the following goals:

1. to understand the current situation of internationalized talents cultivation in higher education institutions through the study.
2. through the research on the concept, motives, risks, current situation, problems, paths and countermeasures of internationalization of higher education, it can promote and improve the research on the theory and practice of internationalization and enrich the theory of internationalization of higher education.
3. By analyzing the policy of internationalized talents cultivation in Quanzhou Light Industry Vocational College, it can provide new ideas for innovative higher education talents cultivation programs.
4. By analyzing the current situation and problems of internationalization in

Quanzhou Light Industry Vocational College and proposing specific measures, it can serve as a reference for other higher education regarding the construction of talent cultivation.

1.5 Significance of The Study

The significance of this paper in the study is mainly reflected in the following aspects:

Enrich the existing relevant theoretical achievements through research. The speed and level of internationalization of higher education in China have been further improved, and the Chinese government and other related departments have launched a series of guidelines and countermeasures to improve the internationalization of higher education. However, for a long time, some higher education institutions and research parts have focused mainly on the construction of faculty and the optimization of teaching level, neglecting the analysis of higher education internationalization talent cultivation in several aspects such as influencing factors. scholars Mo & Huang (2022) analyzed the characteristics, motives and strategies of internationalization of higher education, and scholars Zhang (2012) analyzed the trends and problems of internationalization of higher education with Shanghai Foreign Language University as the research object, but mostly from a theoretical perspective. Therefore, in this paper, the internationalization talent cultivation in higher education is studied in depth, and the existing theories are integrated and analyzed on the basis of research and summarization of relevant theoretical achievements of scholars, which ideologically strengthens the importance and knowledge of internationalization talent cultivation in higher education and helps to enrich the existing system framework.

This study has strong practical significance. Ma Cong, a scholar, points out that the cultivation of international talents in higher education makes national education more diversified, and it is very necessary to cultivate a group of complex high-level talents with strong international awareness, knowledge of international trade, finance and law, strong adaptability and innovative spirit to meet the needs of socialist modernization in many aspects, and also to contribute to the development of world culture and It is also to contribute to the development of world culture and human civilization." Although some Chinese higher education institutions and research institutes have increased their attention to the cultivation of international talents, they are still in the fumbling stage in the actual work, and there are serious shortcomings in the construction of faculty and the improvement of teaching quality, which have

brought an extremely negative impact on the cultivation and development of Chinese international talents. Therefore, the practical significance of this paper is based on the empirical analysis, a profound discussion and analysis of the current situation and problems of international talent cultivation in higher education, and the corresponding improvement countermeasures from the faculty, talent quality cultivation, and campus environment construction, so as to further improve the overall level of China's international talent cultivation and ensure that China's higher education can achieve international conformity.

1. 6 Research Contribution

The contributions of this paper in the research are mainly reflected in the following aspects:

In this paper, a mixed research method is used to summarize the existing research results of scholars. From the existing theoretical studies, it can be seen that although most scholars have recognized the value of international talent cultivation and provided corresponding policies and measures for the practical work of some universities, most of these scholars' studies are from theoretical perspectives, lacking empirical support and more focused thinking. For example, although scholars Liu & Ji (2022) analyzed the internationalization development of higher education in China based on the perspective of global governance, they still started from the perspective of connotation, and the municipal research method adopted was to cite relevant cases of university education. In their study, Zhu & Jiang (2022) summarized the overall history of research on internationalization strategy of higher education in China and explored its future development trend. Therefore, this paper adopts an innovative research method in the study, which to a certain extent helps to update the existing research methods.

In addition, this paper synthesizes the existing research concepts of scholars, and refers to the questionnaires of some scholars on the "quality of talent training" and "influencing factors", and technically determines the factors that affect the training of international talents in higher education as: In terms of teacher structure, curriculum teaching, campus environment, and personal quality, corresponding questionnaires and data models have been constructed to provide direction and content support for the follow-up research work.

1. 7 Limitations Of The Study

Zhang (2021) argues that under the realistic background of globalization, internationalization of higher education should be improved and optimized in terms of theory and development path, and it is necessary to readjust strategic development ideas and conduct active research and development. Although the research in this paper has strong theoretical and practical values, there are also more shortcomings, mainly in the following aspects:

First of all, the research of this paper is mainly from an empirical point of view, although on the basis of referring to the existing questionnaires of scholars, I have compiled a corresponding questionnaire and adopted a scale method. However, due to my limited ability, there is still a large room for analysis and development of the scale, especially in the selection of independent variable content. Further improvements can be made in later research and analysis.

In addition, in the process of research, this paper discusses the current situation and problems of the cultivation of international talents in the process of higher education and puts forward corresponding improvement measures on this basis. However, due to the lack of a platform for practical application, the proposed countermeasures proposed in this paper still lack space for verification and need to be improved with the development of specific teaching work in the later stage.

Chapter 2 Literature Reviews

2.1 Introduction

On the basis of clarifying the research direction of this paper, in order to understand the current theoretical research of scholars, the selection of international talent training in terms of independent and dependent variables, and to grasp the latest research direction of scholars, this paper integrated and analyzed the existing research of scholars by selecting relevant key words in the research and through domestic and international research platforms such as China Knowledge Network and Springer.

When Peter (2015) conducted interviews with international students at Stanford University, he found that there were also some problems in terms of communication between international and local students at Stanford. Therefore, he also suggested that in addition to the situation of the school's needs, there is also a need for international students to take the initiative and not be limited to that. According to a survey by Dades (2016) the UK, like China, as a non-English speaking country, has seen an increase in the use of English in high school education and research. The German government is unhappy about this and fears that the use of English will be replaced by German.

After analyzing and summarizing the ways and methods of internationalized talents cultivation in higher education in the United States, Germany and other countries, Li (2016) put forward the problems and countermeasures of Chinese universities in the ways of internationalized talents cultivation, mainly including international talents, internationalization concept, faculty and student mobility, international cooperation projects and the study of internationalization development strategy of universities in China, which provides some reference materials for Chinese universities to cultivate internationalized talents. Wang (2019) who has conducted little research on individual projects of internationalization in universities in different regions, has conducted a detailed analysis and research on the current situation of international talent training in Chinese universities, pointed out these problems, proposed countermeasures according to local characteristics, and summarized their common experiences on this basis for international talent training in China.

Li (2016) points out that in the four industrial revolutions and industrialization processes of human society, universities played different roles and positions, and their modes of schooling and talent training were different. In the "steam era" of Industrial

1.0, universities were still ivory towers, and talent training still adhered to the traditional rational training. In the era of Industry 2.0, the goal of talent training has shifted from cultivating versatile talents in classical universities to cultivating professional talents, and a high degree of specialization has become the main feature. In the era of Industry 3.0, talent training has started to get rid of the misconception of over-specialization and formed the characteristics of talent training with equal emphasis on semi-open professional education and liberal education. In the era of Industry 4.0, talent cultivation emphasizes more on basic, comprehensive, personalized and practical focus, and forms a professional education talent cultivation mode based on general education. To adapt to the new talent cultivation model in the era of Industry 4.0, higher education must be open to the outside world and requires openness, integration and fusion of faculties and specialties within universities.

Liu (2016) proposes measures such as adjusting the professional settings of colleges and universities, building online education platforms, and developing international cooperation to strengthen the cultivation of talents in higher education institutions for the "Belt and Road" strategy, so as to promote the economic integration development of countries and regions along the route through the medium of talents. Zhao (2016) pointed out that in recent years, practice teaching has been playing an increasingly important role in the cultivation of talents in higher education. However, practice teaching in China started late, and common problems such as backward teaching concepts, old teaching methods, and unreasonable arrangement of practice teaching courses exist. Yang (2016) points out that the development of higher education in China provides an important strategic opportunity with the "One Belt, One Road". Higher education institutions should actively integrate into the "One Belt, One Road" strategy, create overseas schools, focus on cultivating international talents, carry out various forms of academic exchanges and cooperation, establish high-level think tanks, and contribute to the development of higher education culture.

By analyzing the employment destinations and characteristics of different types of college graduates in higher education at present, Gao (2017) emphasizes that employment is only one of the ways out for college graduates. How to correctly understand the pros and cons of employment orientation in higher education is crucial for running a good university.

2. 2 Literature Reviews

In an experiment, the independent variable refers to the condition that is intentionally changed or manipulated by the experimenter and is the cause of the dependent variable, while the dependent variable refers to the result that changes because of changes in the independent variable. In this paper, the cultivation of internationalized talents in higher education is taken as the dependent variable in the study, and the existing research results of scholars are combined to extract and analyze the selection of existing independent variables and integrate and analyze the concepts of relevant independent and dependent variables.

On the study of the concept of internationalization of higher education talents training in the dependent variable. The research concept of internationalization of higher education by foreign scholars differs greatly from that of domestic scholars. Compared with China, I prefer to study the internationalization of schools and higher education as a whole from a macro perspective. Foreign scholars have conducted empirical studies on several aspects of internationalization. With regard to internationalization, since World War II, some of China's approaches to developing internationalized talent for higher education have been based primarily on international and local aid. the International Education Act of 1966 in the United States enhanced the study of political, economic, scientific, cultural, ethnic, and regional practices in countries around the world and actively trained specialists in international affairs. held in 1992, the symposium "International Challenges to U. S. Higher Education" held in 1992 emphasized the establishment of a "global university" as an effective strategy for adapting to the changing international environment and as a basic goal for future development. In order to raise the international awareness of Korea in the 21st Century Commission, Korea is making efforts to improve the ability of people to speak foreign languages and to enhance the sense of autonomy of global citizens. A systematic research program on international issues is being developed to strengthen the study of global political, economic, social, historical and religious issues, to enhance international exchange and cooperation, and to strengthen international mutual understanding. Europe released the Green Paper "The European Dimension" in 1993, advocating the promotion of Europe-wide talent exchange, teacher training, foreign language teaching, distance education and educational reform. The 1998 Sorbonne Declaration emphasized the important role of universities in shaping the "cultural dimension". In Europe, the Sorbonne Declaration recommends the creation of a European Higher Education Area in 2010 and the development of a European Higher Education Area for all European countries, setting long-term goals for higher education

systems and advancing the internationalization of higher education in European countries.

The scholar Hans (1995) summarized the current meaning of internationalization of higher education, and regarded internationalization of higher education as a development trend and process, and universities need to combine international awareness with their teaching, research and social service functions; in addition, internationalization of higher education also encompasses international exchange and cooperation activities of higher education, mainly including international content of curriculum, international mobility, international technical assistance and cooperation programs, etc.

Scholar Wu (2009) defines internationalization of higher education as the process of exploring the integration into internationalization in the macro context of internationalization, according to the historical stage of higher education development and following the essential characteristics of higher education talent cultivation. And the cultivation of internationalized talents is the core of internationalization of higher education, which needs to start from many aspects such as curriculum, faculty exchange and scientific research cooperation. Jane (1997) argues that internationalization of higher education is the process of combining the goals, functions, and delivery of higher education across global dimensions, internationally, and across cultures.

Although scholars have not clarified the concept of internationalized talents in higher education, they have discussed the competencies and qualities that internationalized talents in higher education should possess. According to Wu (2013) the cultivation of international innovative talents in the 21st century requires the following abilities and qualities: global vision, international perspective, understanding of current issues, history and trends of world development; national sentiment, familiar with the traditional culture of the country, understanding of the realities of the country, and a sense of social responsibility to serve the motherland; innovative spirit, good at learning, adapting to changes, and bravely participating in competition They have the necessary professional knowledge and ability to participate in international affairs and international business activities; they are proficient in at least one foreign language and have excellent skills in listening, speaking, reading, writing and translating; they have cross-cultural communication skills and can understand and respect different cultures. According to Zhang (2018) internationalized talents refer to those who have an

international vision, are familiar with mastering the theoretical knowledge and professional skills of the profession, and have the ability to communicate and cooperate in a diversified international environment.

The above inductive analysis shows that scholars have fully recognized the value of internationalization of higher education in recent years, and not only theoretically outlined the analysis, but also summarized the competencies and qualities of internationalized talents, which provides theoretical support for the study of this paper.

2. 3 Theory of Reviews

In order to understand the factors influencing the cultivation of international talents in the process of higher education, some scholars have conducted an in-depth review of the relevant independent and dependent variables in terms of theoretical concepts. In this paper, these concepts are summarized and analyzed in the study:

2. 3. 1 Human Capital Theory

Human capital theory is a theory that solves the social real problems caused by the uneven distribution of educational resources in the social economy during the transition period. This theory first appeared in 1662 by William Petty, the founder of the British classical political economy school. The statement published in "The Taxation", the founder of economics Adam Smith also affirmed the key role of education in enhancing human capital in his treatise. However, it is American economist Theodore Schultz who defines the concept of human capital clearly. His definition of human capital theory is as follows: "Human capital is the most important resource among all resources, and human capital theory is The core problem in economics; in economic growth, the role of human capital is greater than that of physical capital; the core of human capital is to improve the quality of the population, and education is the most basic means to improve human capital.

Li & Zhou (2019) argue that human capital theory has important economic values: first, human capital helps to improve people's entrepreneurial talents; human capital helps to improve labor productivity and promote the gross national product. In the specific study, scholars point out that the important role of education should be played to further improve people's knowledge and skills, in addition to emphasizing the basic role of health.

Scholars Dong & Sun (2022) combined human capital theory with higher education and argued that the main idea of human capital focuses on "improving productivity by investing in the education of individual students to improve the abilities and qualities they possess." In this regard, scholars advocate that occupational health education should be carried out in colleges and universities, focusing on the development of interprofessional transferability and the innovative development of vocational training for college students.

China is a country with a population of 1.3 billion. The advantage of the population determines that my country is a country with large human resources. At this stage, the number of human resources has greatly promoted the vigorous development of my country's economy. However, the fact behind the prosperity is that, a country with large human resources is not the same as a country with large human capital. Those industries with high application requirements are seriously lacking high-level technical personnel. The process of globalization has not only brought about the transformation of the economic structure but has also induced the rise of the knowledge economy and high-tech, and has made industries and industries have higher and higher requirements for human resources. At present, my country's economic structure is adjusting the pace of development, and the shortage of high-level applied technical personnel has affected the follow-up momentum of economic development. As the "main force" of high-level talent training - higher education, it should undertake the task of cultivating talents who master international technology and skills. Therefore, the human capital theory provides a solid theoretical foundation for the cultivation of international talents in our country's education.

2. 3. 2 Strategic Alliance Theory

The theory of strategic alliance was proposed by J. Hepland president of DEC Corporation, and R. Nigel, a management scientist. Strategic alliance was initially applied to the development of enterprises. Refers to: "Two or more enterprises with common strategic interests and equivalent operating strength, in order to achieve the strategic goals of jointly owning the market and using resources together, through various agreements and contracts to form complementary advantages or complementary advantages. a mode of cooperation in which risk sharing and mutual flow of production factors" . The application of strategic alliance can optimize the competitiveness of enterprises or organizations in the industry and is an important means for enterprises or organizations to maintain their own interests. A successful strategic alliance project helps each other to achieve their own development goals and

enhance their internal competitiveness.

Tao & Tao (2017) from the perspective of enterprises, argue that strategic alliances were initially used in cooperative arrangements between enterprises. And with the development of strategic alliances, they have also been used in a number of other fields, and have also achieved cross-border integration and networked growth, being embedded in a number of social macro areas such as education.

Nie (2014) argues that strategic alliances are now widely used in university education, and that such alliances adapt to the context of increasingly diverse educational needs and increasingly fierce competition among universities, resolving the contradiction between increasing demand and scarce resources, and achieving the strategic goal of sharing and cooperating in the supply of educational resources.

Now, the concept of strategic alliance has also been extended to the international cooperation of colleges and universities. The international cooperation and exchange project of higher education belongs to the strategic alliance in the field of international education. This kind of alliance project helps higher education institutions and partners to take advantage of their advantages to achieve the realization and development of common goals. Higher education institutions and cooperation It is the theoretical guidance for realizing foreign exchange and cooperation in education, the internal driving force for relevant institutions of higher education to improve the level and quality of school running, and an effective path to broaden the cultivation of international talents in higher education.

2. 3. 3 Talent Training Mode

Professor Liu (1993) who first proposed this concept, believes that the talent training model is an education and teaching style selected or conceived to achieve certain educational goals. This view is applied by Zhu (2005) with the concept of model and believes that the talent training model is the standard form (or style) of talent training, which is normative and operable, and people can follow. Liu (2011) believe that under the guidance of certain educational concepts, the talent training model is the systematic and stereotyped paradigm and style of the training objectives, training system, training process and training mechanism determined by colleges and universities to complete the task of talent training. The Ministry of Education's "Opinions on Deepening Teaching Reform and Cultivating High-quality Talents to Meet the Needs of the 21st Century" pointed out that the talent training model is the

knowledge, ability, and quality structure that schools build for students, and the way to achieve this structure. Yu (1997) believes that the broad talent training model refers to the combination of training objectives, education systems, training programs, and teaching processes under the guidance of certain educational ideas. Li (2000) believe that the university training model is a systematic structure formed by organically combining a number of related elements in order to achieve the goal of talent training. That Zhang (1997) believed that the training mode is essentially a comprehensive and practical process of the implementation of talent quality requirements and training objectives. He (2003) believes that the talent training model refers to the general term for a relatively stable education and teaching process and operation mechanism composed of talent training goals, education systems, training programs, and process elements under the guidance of certain educational ideas and educational theories. Cheng (2009) believes that the talent training model refers to the sum of the process of implementing talent education with advanced teaching content and curriculum system, management system and evaluation methods under the guidance of modern educational theories and ideology, according to specific training objectives. Yang (2012) believes that the essence of the talent training model is to build a relatively stable knowledge, ability, and quality structure for the educated, as well as the organizational form and operating mechanism of how to realize this structure.

Through the integrated analysis of the scholars' existing research, it can be seen that the vast majority of scholars have increased their emphasis on the cultivation of international talents in higher education and affirmed the impact of college teachers and education management on talent cultivation from different perspectives. This lays a good foundation for the determination of the research content in this paper and helps this paper to clarify the dimension of independent variables.

2. 4 Research Relevant

In order to understand the current status of scholars' research on international talent cultivation in higher education and the research methods used, this paper presents a generalized analysis of the existing studies.

Some scholars have started from a theoretical perspective and conducted a qualitative analysis of internationalized talent cultivation in higher education, using various research methods such as literature review, theoretical induction, and systematic analysis. From a qualitative perspective, Cheng (2018) argues that there are

several problems in the cultivation of complex international talents in Chinese business English majors, mainly in the following aspects: inconsistent professional orientation, the curriculum is still defective; lack of teachers in business English majors, insufficient resources of "dual-teacher" teachers; teaching environment The teaching environment is relatively single, and the business network training room cannot meet the current demand; there is an obvious gap between the quality of business English graduates and the requirements of enterprises. On this basis, scholars have put forward corresponding countermeasures for improvement. Lu, Peng and Chen (2022) and other scholars have systematically analyzed the system construction of Henan University of Traditional Chinese Medicine in international talent training, which mainly includes many aspects such as the target of talent training, the goal of training, the curriculum, the mode of project operation and effectiveness. In addition to the theoretical research of the scholars mentioned above, some scholars have also adopted various research methods such as case study method to identify problems and solve them from specific cases to further promote the cultivation of international talents.

Some scholars analyzed from the perspective of empirical research, elaborated the influencing factors on international talent cultivation from multiple perspectives, and proposed corresponding countermeasures for improving talent cultivation. Scholars Shen and Wan (2020) chose Jiangxi universities as the research object, adopted various methods such as questionnaire survey method and interview survey method, collected and integrated relevant data, analyzed the influence of different factors on the cultivation of international talents in universities from three dimensions: institutional level, enterprise level and environmental level, and put forward several hypotheses. In his study, scholar Du (2019) chose the aviation electromechanical equipment maintenance major in higher education institutions as the object and constructed a system for the cultivation of professional internationalized talents through the implementation of activities such as empirical research. In this process, the scholars fully adopted various methods such as questionnaires, telephone interviews and retrospective interviews, and believed that they should start from three aspects, namely, theoretical teaching, practical teaching and engineering training, to further improve the overall level of cultivation of internationalized talents. Sun and Yan (2022) chose Jiahua College of Beijing Technology and Business University as the research object and used various research methods such as questionnaire survey method and fieldwork method to both integrate and analyze the achievements of the institution in internationalized talents cultivation and to understand the satisfaction level of students. In terms of the investigation of specific satisfaction, the main aspects are the

curriculum design of talent training program, the influence of foreign partner institutions, the mode of teaching, and the mode of student management. On this basis, the scholars proposed to build a talent training system integrating advanced education concepts of East and West, to innovate international courses based on international needs and the requirements of students' main development, to build an international talent training platform for universities, and to strengthen the guidance of systematic planning of students' employment strategies. Finally, it is also necessary to base on the local economic development and strengthen the integration construction of industry-university-research.

Through the above scholars' research analysis, we can see that the current scholars have adopted various research methods in the research of internationalized talents cultivation in higher education, and the qualitative research and dimensional analysis of scholars have laid a good foundation for the research work of this paper.

2.5 Conceptual Framework

In this paper, we choose to investigate and analyze two aspects in our research: first, we investigate and analyze the quality of internationalized talents cultivation in higher education, focusing on three aspects: knowledge level, ability level and literacy level; meanwhile, we take faculty structure, curriculum teaching, personal literacy and campus environment as independent variables, and study and analyze the influencing factors that affect the quality of internationalized talents cultivation in higher education, so as to find the key to improve the cultivation of talents. Meanwhile, based on the analysis of the influencing factors, this paper summarizes and analyzes the problems of internationalized talents cultivation in higher education in terms of faculty structure, curriculum teaching, personal qualities and campus environment, and proposes corresponding countermeasures for improvement. The specific conceptual framework can be seen in Figure 2. 1 below

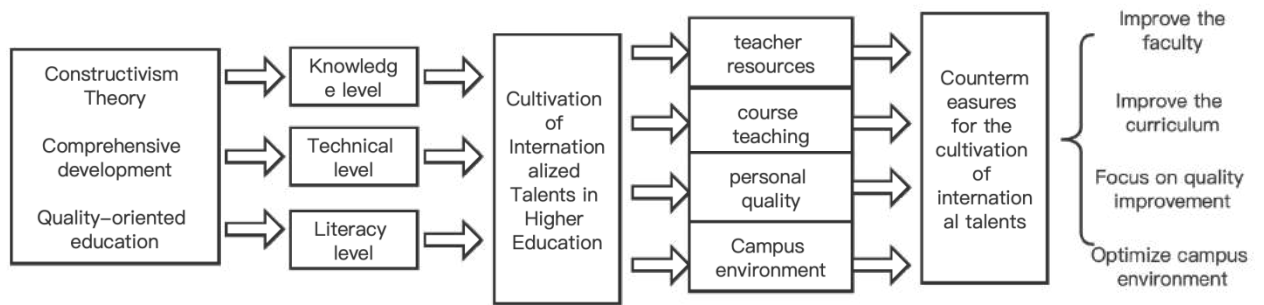


Figure 2. 1 Concept Architecture Diagram

2. 6 Terms And Definition Used In This Study

Internationalized talents are professionals with comprehensive knowledge and qualities such as global vision, international concepts, international skills and the ability to participate in international affairs, which is an important trend in the cultivation of talents in higher education.

By integrating and analyzing the existing research results of the above scholars, it can be seen that more and more scholars have increased their attention to the cultivation of international talents and supported the development of the topic in theory and practice through various research methods such as qualitative analysis and quantitative analysis. In terms of specific research, scholars for talent cultivation mostly start from the assessment of knowledge, skills and quality mastery of these aspects, not only the existing concept of inductive analysis, and some scholars try to build the evaluation of the questionnaire, mostly through the scale for analysis and research. In the investigation and research on the factors influencing the cultivation of internationalized talents, although the existing scholars' theoretical concept research is insufficient, they have also assessed and analyzed from the theoretical perspective, starting from the aspects of internationalization awareness and level, talent cultivation mechanism, and environmental factors, but lacking the support of multiple aspects such as empirical research and modeling analysis.

Through summarizing the existing research results of scholars, we can find that the variable factors selected by scholars still have some limitations in the study of international talent training quality and influencing factors. This is also the starting

point and breakthrough in this paper. In this paper, we choose to analyze the quality of international talents training in higher education from the knowledge level, ability level and literacy level, and the application of specific theories is mainly from the following aspects:

At the knowledge level, the analysis is mainly based on the constructivist theory, which emphasizes the initiative and motivation of students in knowledge acquisition. Especially in the process of international talent cultivation, students not only need to master basic professional knowledge, but also need to combine the international talent requirements, expand the content of international knowledge, and realize the optimal construction of the knowledge system; on the level of ability, it is mainly analyzed from the perspective of comprehensive human development, and this theory focuses on the full and unified development of individuals in many aspects, such as intelligence, physical strength, aspiration, talent, and morality. In the process of training international talents, we should not only focus on the accumulation of students' knowledge, but also on the development of students' ability to participate in international affairs and international business activities, cross-cultural communication ability, the ability to adapt and learn actively, and other abilities; in the analysis of the literacy level, we mainly draw on the application of quality education and other related theories, and this education model focuses on improving the literacy of the educated in various aspects, which is helpful in the process of training international talents. In the process of training international talents, it helps to improve students' sense of social responsibility and global vision and ensure that they can respond to various tests in a more positive and good condition.

CHAPTER 3 Research Methodology

3. 1 Introduction

This paper adopts a mixed research method in the study. In the specific research work, firstly, through the literature review method, we collected and integrated the theories related to human capital theory, strategic alliance theory and talent cultivation mode through several platforms such as China Knowledge Network and Wanfang Data, etc. On the basis of summarizing and summarizing the existing research results of scholars, we grasped the research direction of related issues in general and constructed the corresponding research framework diagram. Then, this paper adopts the questionnaire survey method in the research, chooses students as the survey object, integrates and analyzes the current situation of internationalized talents cultivation, and analyzes the influencing factors affecting universities in internationalized talents cultivation through the survey; in the research, it also takes Quanzhou Light Industry Vocational College as the specific research object, and analyzes the measures and modes adopted by the college in internationalized talents cultivation; finally, also based on the above Finally, based on the above research results, we propose countermeasures for the cultivation of internationalized talents in Chinese universities.

3. 1. 1 Questionnaire Method

In this paper, the research activities are supported by the collection and integration of relevant data through questionnaires and with the help of various approaches such as regression model analysis. The analysis of the questionnaire data clarifies the relationship that exists between different variable factors and nationalized talent development in higher education, evaluates them, and thus supports the analysis of subsequent problems and countermeasure suggestions.

3. 1. 2 Literature Review Method

In order to understand the research of domestic and foreign scholars on internationalized talent cultivation in higher education, this paper collects and integrates the research results of scholars in this area through several different platforms, such as China Knowledge Network and Wan fang Data, in order to determine the methodology and direction of this paper in the research.

3. 1. 3 Content Analysis Method

In this paper, the content analysis method is adopted in the study to explore the

current development of the historical process of internationalization of Chinese higher education, discuss and analyze the educational methods of schools and students' independent learning methods, sort out the problems of internationalization of Chinese higher education, and combine the development of internationalization of Chinese higher education and the future layout strategy of internationalization of Chinese higher education with Chinese higher education.

3. 2 Research Design

Through the analysis of the existing research results of scholars, we can see that in recent years, scholars have gradually increased the importance of research on the cultivation of internationalized talents in higher education, which has provided a rich theoretical basis for the development of this educational work. Based on the theoretical achievements of scholars, this paper analyzes the impact on the cultivation of internationalized talents in higher education by organizing data and materials at the school level, from the aspects of faculty structure, curriculum and teaching, Sino-foreign cooperation, and campus environment. In addition, this paper chooses to take the cultivation of international talents in Quanzhou Light Industry Vocational College as the research object, each student is an independent individual, and there are obvious differences between different students, and their individual backgrounds will also bring different effects on the cultivation of international talents. Therefore, this paper also starts from the perspective of individuals and includes their personal backgrounds into the influencing factors, on the basis of which a corresponding research model is constructed. In order to ensure that the content of this research has reliable validity and reliability, this paper finally compiled one dependent variable for the quality of international talent cultivation in higher education, four independent variables, including faculty structure, curriculum and teaching, campus environment, and personal quality, and used a five-level Likert scale for measurement test, by which the initial questionnaire was developed.

3. 2. 1 Dependent Variable Measure

Dependent variable: The quality of internationalized talents cultivation in higher education is mainly reflected through three dimensions of knowledge, ability and literacy, among which.

Knowledge mainly includes: the professional knowledge, the professional knowledge required to participate in international affairs and international business

activities; ability mainly includes: the ability of practical application of foreign languages, the ability of cross-cultural communication, the ability of active learning and adapting to changes, the ability to participate in international affairs and business activities; literacy mainly includes: globalization vision, international concept, good national conditions, understanding the social responsibility of the motherland and other good qualities. In terms of the design of the question options, they can be seen in Appendix A as follows.

3. 2. 2 Independent Variable Measurement

Based on the literature review and the preliminary research work of this paper, the independent variables were identified as four independent variables, namely, faculty structure, curriculum and teaching, campus environment, and personal quality, which were considered to have a greater impact on the quality of internationalized talents training in higher education. Therefore, this paper designs a relevant questionnaire based on the construction of first-level indicators, which is shown in Appendix B.

In the design of this questionnaire, a questionnaire was adopted. The questionnaire was divided into two main parts:

The first is the basic information about the students, including many aspects such as gender, age, and political outlook; the other is the main part of the questionnaire, which measures the independent and dependent variables through a five-level Likert scale, from very conforming to very non-conforming.

Through the selection of dependent and independent variables in the study of this paper, a basic description of Appendix C as a variable was particularly constructed.

3. 3 Research Hypothesis

In the process of higher education, faculty structure plays an important role in the cultivation of international talents. Teachers' skills and professionalism can play a subtle influence, and in part, teachers' thinking and vision have a direct role in the expansion of students' international thinking. Only by ensuring that teachers have international expertise, skills and literacy can they inject more Chinese and foreign cases into their specific teaching, so that students can think and analyze problems with a dynamic vision of thinking.

In addition, from the perspective of curriculum and teaching activities, in order to

cultivate international talents, higher education institutions need to optimize the design of professional curriculum, integrate more teaching contents about internationalization, and optimize the existing teaching in many aspects such as management and teaching. Schools can also explore the ways of Sino-foreign cooperative education, open cooperative research projects, and provide good opportunities for overseas research and internship, so as to lay a solid foundation for the cultivation and export of international talents.

And from the level of students' personal literacy, at the stage of higher education, students have accumulated certain study habits and formed their own attitudes towards the learning of knowledge, and their previous knowledge accumulation, thinking cognition, and quality level also have a direct impact on their future learning, etc. , which must be incorporated in the research and analysis.

Finally, the campus environment also plays a role in the cultivation of international talents. In the process of receiving higher education, students are not only influenced by classroom teaching, but also the hardware and software environment they come into contact with and the activities they participate in will have a direct effect on their vision, awareness and learning level in an invisible way. Take the construction of hardware environment as an example, we can integrate more international elements in colleges and universities, show the international development status of a certain profession, and inject them into the poster design and window display, so that students can get in touch with the culture of various nationalities and countries at anytime and anywhere, and better establish the cross-cultural vision and thinking.

In summary, the following hypotheses are proposed in this paper in the study:

H1: Faculty structure in higher education has a positive effect on the cultivation of internationalized talents.

H2: Curriculum teaching in higher education has a positive effect on the cultivation of international talents.

H3: Personal quality in higher education has a positive effect on international talent development.

H4: The campus environment in higher education has a positive effect on the cultivation of international talents.

3. 4 Overall And Sampling

3. 4. 1 The Overall Object Of The Study

In this study, the subject is Quanzhou Light Industry Vocational College, which was established in 2009 and is a private full-time general college approved by Fujian Provincial People's Government and recorded by the Ministry of Education. It is also a model modern vocational college in Fujian Province, a project construction unit of high-level vocational college and professional construction program in Fujian Province, a demonstration base of community education in Fujian Province, a pilot unit of comprehensive reform of "three-wide education" of colleges and universities in Fujian Province, and an overseas Chinese education base in Fujian Province.

Internationalization is a characteristic of the university, which has taken the lead in recruiting international students for academic education overseas since 2017, and has trained 114 international students in total. 3, 510 graduates will graduate from Quanzhou Light Industry Vocational College in 2022. Among them, there are 1, 743 fresh graduates, 1, 706 graduates from the enterprise "dual system", 45 international graduates from Malaysia, 15 international graduates from Vietnam, and 1 international graduate from Cambodia. Mr. Huang Chongcheng, Vice President of Quanzhou Light Industry Vocational College, read out the decision to approve the graduation of 2022 students, and Mr. Lin Songbai, President of Quanzhou Light Industry Vocational College, presented the graduation certificates to the graduates.

Although the number of international students enrolled in Quanzhou Light Industry Vocational College is increasing year by year, it still adopts the traditional management and teaching methods. In the future, Chinese students will be managed and taught separately from their Chinese counterparts. This phenomenon is more evident at both the undergraduate and graduate levels. In order to ensure the safety and ease of management of international students in China, the university has adopted a relatively centralized approach to the study and living of international students. International students live in international student apartments provided by the university and are fully managed by a dedicated International Student College. The vast majority of international students have their own individual classes and classrooms. Recreational exchanges are mainly limited to circles of the same ethnicity, color or language. This separate management of foreign students is not conducive to fostering an international atmosphere on campus. In terms of the participation of international and Chinese students, the academic lectures, exchange meetings, seminars, tutorials and training activities currently held by Quanzhou Light Industry Vocational College

are mostly attended by Chinese students, while cultural visits, Chinese competitions and international cultural festivals are mostly attended by foreign students. Participation defeats the purpose of promoting international exchange. International students lack both interaction with Chinese students and mutual understanding among international students, except for some courses that are distributed within different colleges and require sharing courses with Chinese students. They are easily excluded from the mainstream learning status of the school and are unable to truly experience the true Chinese campus life and the unique charm of Chinese culture.

3. 4. 2 Sampling

In order to understand the situation of international talents cultivation in Quanzhou Light Industry Vocational College and to conduct an in-depth analysis of relevant influencing factors, this paper chose to conduct a sample survey among existing talents in the study, and collected and integrated relevant data through the distribution of questionnaires.

3. 5 Sampling Method

In the selection of sampling method, this paper chose a random sampling method to randomly select college students in Quanzhou Light Industry Vocational College to conduct the survey and subsequent analysis of the questionnaire.

3. 6 Sample Size

A total of 100 questionnaires were distributed to the students of Quanzhou Light Industry Vocational College, and a total of 85 valid questionnaires were returned, with an effective rate of 85%. The other 15 questionnaires were not successfully collected because some students' completed questionnaires were not complete and there were contradictions in their answers to relevant questions, which were not counted in the questionnaire. Therefore, in this paper, we analyzed these 85 questionnaires in order to conduct an in-depth study.

3. 7 Data Collection

In this paper, based on the distribution of questionnaires, the relevant data

information of 85 respondents was counted and integrated, and Excel software was used in the process to create the corresponding tables and drawings, which laid a solid foundation for the subsequent research work. In this paper, based on the initial integration of data, the gender, age and political outlook of the surveyed persons were integrated.

In terms of the gender of the respondents, there were 52 males, accounting for 61.18% of the total number of respondents, while there were 33 females, accounting for 38.82% of the total number of respondents. The specific situation can be seen in Figure 3. 1. From this figure, it can be seen that the number of male respondents is significantly higher than that of females, which is directly related to the composition of male and female students in Quanzhou Light Industry Vocational College. In this college, the number of males itself exceeds that of females.

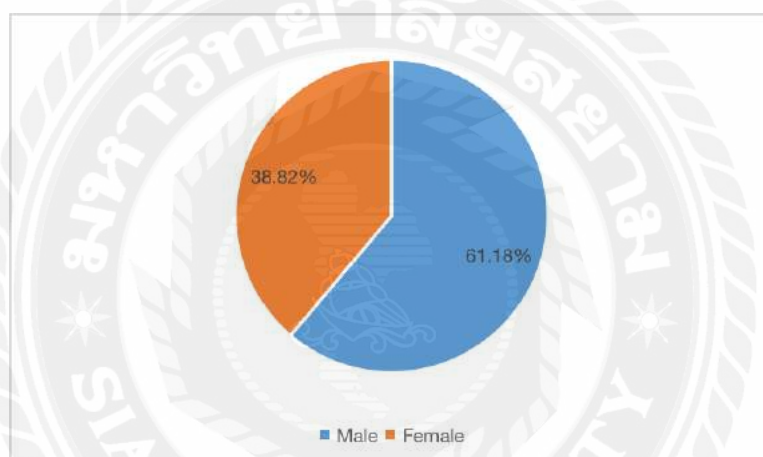


Figure 3. 1 Gender composition of the surveyed personnel

Finally, in terms of the political affiliation of the respondents, there were 33 students who were party members, accounting for 38.82% of the total survey. In addition, 52 students were non-party members, accounting for 61.18% of the total number of respondents.

3. 8 Data Analysis

3. 8. 1 Data Analysis Method

In order to deepen the understanding of the role of different factors influencing the cultivation of international talents and to make an in-depth argument for the above hypothesis, this paper has used different software such as SPSS and EXCEL to integrate and analyze the relevant data based on the collection and integration of data.

3. 8. 2 Models And Data Processing Tools

In this paper, the following data models were developed as indicators in the study to support the statistical analysis at a later stage.

$$Quai = \alpha_0 + \alpha_1 Teai + \alpha_2 Edui + \alpha_3 Acci + \alpha_4 Envi + u_i$$

In the equation, the explanatory variable $Quai$ is the quality of international talent cultivation in higher education, the explanatory variables $Teai$, $Edui$, $Acci$, and $Envi$ denote faculty structure, curriculum teaching, personal literacy, and campus environment, respectively, i denotes the sample size, α_0 is a constant term, α_1 , α_2 , α_3 , and α_4 are regression coefficients, and u_i is a nuisance disturbance term. The construction of this equation model can examine the relationship between several factors mentioned above and international talent cultivation under general circumstances.

3. 9 Reliability And Validity Analysis Of The Scale

3. 9. 1 Validity Test Of The Scale

Factor analysis is one of the statistical data analysis methods, which mainly includes exploratory factor analysis and validation factor analysis. In this paper, exploratory factor analysis was used in the study, and this analysis method is a basic method that is often used in multivariate statistics to initially determine the factor structure of a measurement instrument.

Analysis of exploratory factors for dependent variables Before conducting an exploratory factor analysis, it is necessary to discriminate whether the variables are suitable for factor molecules on a case-by-case basis. Usually, a KMO value greater than 0. 8 indicates that the scale has reached a good indicator and the relevant data are suitable for conducting factor analysis.

The KMO value of 0. 87 is higher than the general standard of 0. 8, which means that the scale is suitable for factor analysis. The approximate chi-square distribution of Bartlett's sphericity test is 1034. 096, with 120 degrees of freedom, and the probability of significance is $p=0. 000 < 0. 05$, which reaches a significant level, rejecting the hypothesis that the relevant variables are 0 (each variable is independent of the other). The 8 items in the "Current Situation Survey Scale of International Talent Cultivation" have a correspondence with the measurement dimensions "knowledge level", "skill level" and "literacy level", and it is possible to Factor analysis and other activities can be conducted.

Table 3. 2 KMO and Bartlett's test for the current status of internationalization talent training

KMO and Bartlett's test		
KMO sampling suitability quantity		0. 87
Bartlett's sphericity test	Approximate cardinality distribution	1034. 096
	Degree of freedom	120
	Significance	0. 000

Exploratory Factor Analysis of Independent Variables

"The KMO value in Table 3. 2 is 0. 87, which is a good indicator of the suitability of the "International Talent Development Quality Influencing Factor Scale" for factor analysis. The approximate chi-square distribution of Bartlett's spherical test in Table 3. 3 is 1238. 463, with 231 degrees of freedom, and the probability of significance is $p=0.000 < 0.05$, which reaches the significant level. "The data are suitable for factor analysis.

Table 3. 3 KMO and Bartlett's test for the current status of internationalization talent training

KMO and Bartlett's test		
KMO sampling suitability quantity		0. 840
Bartlett's sphericity test	Approximate cardinality distribution	1238. 463
	Degree of freedom	231
	Significance	0. 000

3. 9. 2 Reliability Test Of The Questionnaire

After the exploratory factor analysis, we should continue to check the reliability of each dimension of the International Talent Development Quality Impact Factor Scale against the total scale. Reliability refers to the stability and consistency of the results measured by a test or scale instrument, and the greater the reliability of a scale, the smaller the standard error of measurement. The alpha coefficient, created by L. Cronbach, is a coefficient between 0 and 1. The probability of having a value of 0 or 1 is extremely low, and the higher the alpha coefficient, the higher the reliability and the

better the internal consistency. Generally speaking, an alpha coefficient of 0.6 or above indicates acceptable reliability. Combining the views of several experts and scholars, it is generally believed that the value of α coefficient is less than 0.5, which means very unsatisfactory and can be discarded; greater than 0.5 and less than 0.6, which means unsatisfactory and needs to reformulate the questionnaire or make corrections; greater than 0.6 and less than 0.7, which means generally acceptable and can include additional questions or modify the language appropriately; greater than 0.7 and less than 0.8, which means acceptable; greater than 0.8 and less than 0.9, which means confidence level is high; greater than 0.9, indicating very satisfactory.

The reliability analysis of the scale of factors influencing the quality of international talent cultivation is shown in Table 3.4, and the alpha coefficient values of each dimension and the overall are around 0.8, indicating that the reliability of the questionnaire is high and ideal.

Table 3.4 Questionnaire reliability analysis table

Variables	Cronbach's Alpha
Faculty Structure	0.826
Course Teaching	0.855
Personal Literacy	0.831
Campus Environment	0.792
Quality of internationalized human resources training	0.906

CHAPTER 4 Results Of The Study

4. 1 Introduction

In this paper, the literature review method was used in the study, and the independent and dependent variables were selected by drawing on the existing research methods of scholars at home and abroad, on the basis of which a targeted survey scale of international talent cultivation was developed, thus providing more comprehensive data for this paper to carry out in the research work. In the specific survey research, this paper takes Quanzhou Light Industry Vocational College as the survey object, chooses the sampling method, on the basis of issuing questionnaires, uses SPSS22. 0 and Excel software to integrate and analyze the data collected in this paper, and carries out a more in-depth analysis and research while constructing the model. This part of the study reveals that, on the one hand, the subjects of this study have strengthened the cultivation of international talents at the knowledge level, but are deficient in the improvement of skills and literacy levels. Based on the description of statistical variables, this paper also combines relevant data, existing models, and further defines the profound influence of curriculum teaching, faculty strength, personal literacy, and campus environment on the cultivation of international talents with the support of data statistics, thus providing more support for the subsequent theoretical overview and summary induction.

4. 2 Description Of Statistical Variables

A total of 85 samples were collected, and all Quanzhou Light Industry Vocational College participated in this questionnaire survey, so this time a sample survey was taken to investigate and analyze the current situation and quality of international talent training. In the survey study, the three main dimensions are knowledge level, skill level and literacy level. Table 4. 1 shows the scores of the quality of international talents cultivation, which is mainly composed of the number of question items, the maximum value and the minimum value. By summarizing the theoretical research results of existing scholars, we can find that there is no mature model and no recognized score scale for the quality of internationalized talents cultivation at home and abroad, and the current situation and quality of cultivation are analyzed in this study by drawing on the research methods of some scholars.

Table 4. 1 Integration of Survey Data for International Talent Development in Higher Education

Variables	Number of items	Minimum value	Maximum value	Average value	Mean value per question	Standard deviation	Theoretical median value
Knowledge level	2	6	10	9.15	4.23	2.11	9
Skill Level	3	5	15	10.29	3.81	2.68	11
Quality level	3	4	15	10.31	3.62	2.69	11
Quality of internationalized human resources training	8	18	40	30.75	3.65	4.06	31

Table 4. 1 shows that the theoretical median and mean values of international talent cultivation quality are 31 and 30.75, respectively, which are low but close to the theoretical median, which indicates that the quality of international talent cultivation in this institution is now close to the ideal effect. Among the three dimensions, only the mean value of the knowledge dimension is close to the ideal median, which indicates that the level of mastery of the knowledge dimension in the process of international talent training in this institution is high, while the other two dimensions have more room for improvement. This phenomenon is also present in the mean value of each question. This indicates that the level of training of international talents in the skill level and literacy level of this institution still needs to be further improved.

4. 2. 1 Knowledge Level

The survey of knowledge dimension reflects the mastery of the students of the institution for their own professional knowledge and whether the students of the institution have good professional knowledge needed to participate in international affairs and international business activities. The mean and the ideal median of the knowledge dimension obtained by Quanzhou Light Industry Vocational College in this survey are 9.15 and 9 respectively (shown in Table 4. 2), the mean is higher than the theoretical median, which indicates that the situation of students in the knowledge

dimension is more impressive, and also indicates that a better result has been achieved in this aspect of talent training work. In this dimension, the mean value of Q1 is significantly higher than the mean value of Q2, which indicates that the respondents' mastery of this expertise is significantly higher than their mastery of the expertise required for international affairs and international business activities, and the latter's knowledge needs to be further strengthened. The details can be seen in Table 4. 2.

Table 4. 2 Knowledge Level Survey Data Sheet

Title item	N	Min	Max	Mean value per question	Standard deviation
Q1	85	3	5	4. 46	0. 62
Q2	85	2	5	4. 15	0. 60
Knowledge level	85	6	10	4. 23	2. 11

4. 2. 2 Skill Level

The skill level survey can systematically understand whether the students of this institution have the ability to communicate internationally and whether they can communicate linguistically and cross-culturally. The survey shows that the median value of the skill dimension is 11, but the mean value is 10. 29 (Table 4. 1), which is lower than the theoretical median value and there is more room for improvement. According to Table 4. 3, the mean value per question for the skill dimension is 3. 81, and the mean value per question in Q3 and Q4 is comparable to or even higher than the overall mean value, indicating that the respondents have a relatively good mastery of these two dimensions. However, in Q5, the mean value per question is relatively low for "the skills you can actively participate in international affairs and business activities", which indicates that respondents generally lack the ability to participate in international affairs and business activities. Therefore, it can be seen from this data that in the process of cultivating international talents, the level of students' participation in international affairs and business activities should be improved.

Table 4. 3 Skill level survey data sheet

Title item	N	Min	Max	Mean value per question	Standard deviation
Q3	85	2	5	3. 48	0. 83
Q4	85	2	5	3. 67	0. 77
Q5	85	1	5	3. 42	0. 86
Skill Level	85	5	15	3. 81	2. 68

4. 2. 3 Quality Level

The literacy level involves many aspects of respondents' ideology, morality, and values. The survey shows that the current mean and theoretical median in the literacy dimension are 10. 31 and 11 respectively. the mean is relatively low, which indicates that the overall level of respondents in the literacy dimension still needs to be improved. According to Table 4. 4, the mean value of literacy level is 3. 62, and relatively speaking, Q7 and Q8 have higher mean scores per question than the overall mean, which indicates that the respondents have a certain understanding of the situation of the Chinese nation and are able to have a strong sense of social responsibility. However, there is a deficiency in global vision and international concept.

Table 4. 4 Quality level survey data sheet

Title item	N	Min	Max	Mean value per question	Standard deviation
Q6	85	1	5	3. 38	0. 84
Q7	85	3	5	3. 70	0. 77
Q8	85	3	5	3. 68	0. 85
Quality level	85	6	15	3. 62	2. 69

4. 3 Results Of The Study

In this paper, in order to understand the impact of the four dimensions of faculty structure, curriculum and teaching, personal literacy, and campus environment on the development of internationalized talents in higher education, the method of regression analysis was adopted. This method is used as a statistical analysis method to determine

the quantitative interdependent relationship between two or more variables, and the regression equation is able to predict the relationship between the variables and the effector variable, elaborate the relationship between the independent variable and the regression equation is able to predict the relationship between the variable and the effector variable, to explain the strength of the relationship between the independent and dependent variables, and to explain whether the amount of variation reaches a significant level. In the process of multiple regression of variables, SPSS 22.0 stepwise analysis was used to analyze the data between the independent and dependent variables. In this paper, the regression analysis was carried out based on the construction of equation (1).

In this paper, we first examine the goodness of fit of the model of factors influencing the quality of international talent training. r^2 is the degree to which the linear equation can respond to the real data. r^2 is between 0 and 1, and the closer to 1, the better the model fits the data. generally speaking, r^2 above 0.6 indicates a good fit. It can be found through Table 4.5 that the decidable coefficient $R = 0.914$, $R^2 = 0.827$, and the corrected $R^2 = 0.818$, indicating that the constructed linear regression equation can reflect 81.8% of the real data, which is much higher than the standard line of 60%, indicating that the fit is very good. The Durbin-Watson test is mainly used to detect whether there is autocorrelation between the data, if not, it indicates that the constructed regression model is a true regression, and vice versa, and a new regression model needs to be reconstructed. the range of D-W is 0-4, when $D-W=0$, there is positive autocorrelation between the variables; when $D-W=4$, there is negative autocorrelation between the variables; when $D-W$ =between 1.5-2.5, it indicates that the original hypothesis can be tested according to the given level of significance while incorporating the critical value position. In this paper, $D-W=2.060$, there is no autocorrelation.

Table 4.5 Goodness of fit and Durbin-Watson test for internationalized talent development quality

Models	R	R ²	Adjustment R ²	Error in standard estimation	Durbin-Watson
1	0.914	0.827	0.818	0.22245	2.060
A Predictor variables: (constants), faculty structure, course instruction, personal qualities, campus environment					
B Dependent variable: international talent development					

ANOVA is able to test the significance of the means between multiple groups of samples of interest. The ANOVA is shown in Table 4. 6, where $F = 98.843$, corresponding to a significance level of $\text{sig} = 0.000 < 0.05$, indicating that the regression effect is highly significant and that one or more of the independent variables of the inputs must have some effect on the dependent variable. However, ANOVA can only indicate that one or more of the independent variables of the inputs have an effect on the dependent variable, which or which variables will have a significant effect on the dependent variable and what is the magnitude of the effect of each variable will need to continue to be determined through the regression coefficient table. Therefore, this study constructs a regression analysis model by using the stepwise multiple regression method to find out the variable that has the most predictive power on the dependent variable among the independent variables put in. The magnitude of significance was determined based on the equation coefficients.

Table 4. 6 Analysis of variance (ANOVA) of factors influencing internationalization talent development

Models		Square and	df	Mean Square	F	Sig.
1	Return to	24.949	5	4.891	98.843	0.000n
	Residuals	5.494	111	0.049		
	Total	29.949	116			

Dependent variable: international talent development

Predictor variables: (constants), faculty structure, course instruction, personal qualities, campus environment

Table 4. 7 shows that the independent variables of faculty structure, curriculum and teaching, personal qualities, and campus environment are all directly related to the dependent variable of quality of international talent training. By analyzing the predictive power of each independent variable on the dependent variable, the most predictive power for "talent cultivation quality" is the independent variable of curriculum and teaching, which explains 76.9%, followed by "faculty structure", which explains 43.1% of the variance, and "campus environment", which explains 43.1% of the variance. The second strongest predictor was "campus environment" with 32.9% of variance. Finally the explained variance of students' personal literacy was

17. 8%. In terms of standardized retrospective coefficients, the β values of the four predictor variables in the regression model are 0. 358, 0. 734, 0. 179, and 0. 226, respectively, so the effects of the independent variables in the four dimensions on "international talent development" are all positive. Therefore, the hypotheses proposed in this paper are all validated. It can also be seen from this data that the structure of teachers, curriculum teaching, personal quality, and campus environment will all have a positive impact on the cultivation of international talents. However, relatively speaking, the influence of personal quality and campus environment is relatively weak, while the influence of teacher structure is relatively strong, and the influence of curriculum teaching is the strongest. Therefore, in the process of cultivating nationalized talents, it is necessary to further strengthen the emphasis on the improvement of curriculum teaching and teacher structure.

Table 4. 7 Summary Table of Stepwise Multiple Regression Analysis

Input disguised order	R	R2	R2 Amount of change	F-value	Number of F changes	B	β	Significance
Load Distance						0. 959		
Faculty Structure	0. 894	0. 818	0. 112	325. 887	325. 891	0. 324	0. 358	0. 020
Course Teaching	0. 904	0. 769	0. 769	325. 887	325. 891	0. 578	0. 734	0. 000
Personal Literacy	0. 883	0. 780	0. 041	202. 583	21. 429	0. 148	0. 179	0. 000
Campus Environment	0. 893	0. 796	0. 015	146. 855	8. 542	0. 198	0. 226	0. 004

Faculty Structure Has A Significant Positive Impact On

International Talent Development

Among the independent variables of faculty structure, teachers' methods and teachers' ethics are more significant in terms of influence, indicating that these two have some explanatory power on international talent cultivation. Teachers can only

exert their influence on the cultivation of international talents if they master the correct teaching methods and have certain advantages in their own ideology and international vision in actual teaching.

Course Teaching Has A Significant Positive Impact On International Talent Development

In the process of international talent cultivation, curriculum teaching is the main independent variable influencing factor with a standardized coefficient of 0.734 and a positive regression coefficient, indicating that curriculum teaching and international talent cultivation show a significant positive correlation, and the more reasonable the curriculum is set up, the better it is for the improvement of international talent cultivation. Among the indicators of this dimension, curriculum, course content, and Sino-foreign cooperative education have the strongest explanation for the quality of talent cultivation. In the current accelerating progress of economic globalization, the society puts forward higher standards for international talents, and curriculum teaching is the main carrier of international talents cultivation, and the kind of talents cultivated and the degree achieved are to a certain extent governed by curriculum teaching.

Personal Literacy Has A Significant Positive Impact On International Talent Development

The standardized coefficient of students' personal literacy and international talent cultivation was 0.179, and the regression coefficient was positive, indicating that students' personal literacy and international talent cultivation significantly had a positive relationship. The stronger the personal literacy of students, the better the effect of international talent cultivation. According to Marxism, there are two significant manifestations of human subjective initiative: people know the objective world passively, not passively; people can transform the objective world passively on the premise of knowing. The exercise of human subjective initiative is inseparable from students' personal literacy, and the accumulation of existing knowledge, literacy and skills directly affects the cultivation of subsequent international talents.

Campus Environment Has A Significant Positive Impact On International Talent Development

In this study, the multiple regression method was used to analyze the degree of influence of independent variables on dependent variables. According to the survey and analysis, it can be found that the standardized coefficient of campus environment is 0.226, and the regression coefficient is positive, which indicates that the campus environment plays an implicit influence on the cultivation of international talents, and the positive environmental atmosphere, rich teaching resources and perfect teaching facilities can have a positive effect on students' learning and growth. The regression coefficient is positive.



CHAPTER 5 Conclusion And Recommendation

5. 1 Introduction

In this paper, through the organic combination of qualitative and quantitative research methods, the current situation and influencing factors of internationalized talents cultivation in Chinese higher education are integrated and analyzed from a comprehensive perspective. Through the above research, this paper not only has a clearer and more accurate perception of the overall situation of internationalized talents cultivation in Quanzhou Light Industry Vocational College, but also draws conclusions in the following aspects.

5. 2 Conclusion

The situation of economic globalization and education internationalization has brought development opportunities and new challenges to China's education reform. Various problems have arisen in the process of training international talents. However, with the support of Chinese policies and education system, China is able to accurately seize the opportunities and carry out the work of building talents in the wave of international competition. Therefore, in response to the various talent training problems mentioned above, Chinese universities will adjust their international talent training programs from the perspectives of changing development concepts, strengthening international cooperation, innovating teaching resources, and forming faculty teams to train students in a targeted manner to serve society and provide internationally competitive high-end talents.

As the cultivation of internationalized talents in higher education has been deepened in research, scholars' research on this aspect has also been deepened. Some scholars choose to start from qualitative analysis method in their research, select specific universities as cases, conduct targeted analysis and research on the implementation, achievements and problems of their internationalized talents cultivation, and formulate corresponding improvement countermeasures; while some scholars choose specific evaluation criteria, construct a quantitative research system of independent and dependent variable research and analysis, and realize the deepening of research through the collection, integration and analysis of relevant data. In terms of the selection of independent variables, most scholars recognize that the cultivation

of talents is directly related to individual students, faculty strength, education and teaching, etc. Although the relevant contents of international talent cultivation are covered first, it still lays a solid foundation for the research work of this paper.

Through the research and investigation of this paper, it can be found that at present, although Quanzhou Light Industry Vocational College has made certain achievements in the cultivation of international talents, there are also shortcomings. Its achievements are mainly reflected in the mastery of professional knowledge, the formation of national consciousness and the improvement of social responsibility, but there are obvious shortcomings in the enhancement of specific international skills, knowledge and literacy.

In this paper, through the construction of regression models and the use of relevant statistical data, we conducted an in-depth research and analysis of the collected data to argue the hypotheses proposed in this paper and recognize that the dimensions of faculty structure, curriculum teaching, personal literacy, and campus environment all have a profound impact on the cultivation of internationalized talents. It is for this reason that attention to these dimensions should be strengthened in the process of higher education to achieve optimization in these four dimensions.

In the future work of international talent reform, colleges and universities should change their development concepts and strengthen the importance of international education. Specifically, based on colleges and faculties, they can require each teaching department or curriculum group to regularly focus on the guiding documents and relevant policies of international talents training, organize regular education reform seminars, experience exchange meetings and study the contents of seminars, and guide each college and department to strengthen the importance of international talents training. At the same time, universities can learn from other institutions, find the right educational positioning, actively promote the important concept of international talent training on campus, and transform the concept of teacher and student education from top to bottom by posting advertisements, banners, and making promotional videos. It has attracted the attention of teachers, students and educators. Given the problem that China has fewer opportunities to train international talents, the future needs to strengthen international ties and work to create platforms for exchange and cooperation. Specific universities can use their resources to improve international talent training goals, develop international talent training plans and exchange programs, and propose to foreign universities to establish information resource website sharing and talent co-

education programs, and make efforts to cooperate with foreign universities to establish long-term cooperation mechanisms and create opportunities for cooperation and exchange. Meanwhile, universities can regularly send teams of teachers and professors to foreign partner universities for exchange visits and learning experiences, or organize teachers and students to visit advanced teaching methods and teaching concepts of foreign universities to realize education sharing.

5.3 Discussion

The above research analysis shows that the four dimensions of higher education, namely, faculty structure, curriculum teaching, personal qualities, and campus environment, all have a positive relationship on the quality of international talents training. Therefore, this paper selects Quanzhou Light Industry Vocational College Institute as the object of this study, discusses the current problems in the cultivation of internationalized talents in this institution, and proposes corresponding countermeasures for improvement.

After entering the 21st century, China has made great development and progress in foreign exchange exchanges and cooperation. Driven by the wave of economic globalization and international development of education, China has kept pace with the times and started to explore the goal of international talent training in the field of higher education. It is hoped to enrich the talent pool in the future changes of the world landscape and to stand firmly in the international arena. At present, China's international talent training faces problems such as insufficient attention, less exchange opportunities and weak teaching resources, which bring certain limitations to talent cultivation. These problems have hindered the process of international talent education to a certain extent, so it is necessary to analyze the root causes of the problems in detail and find out the crux of the problems.

At present, there is a problem of insufficient attention in the cultivation of international talents in universities. On the one hand, students lack international perspective in their daily professional study and lack learning interest in international exchange activities. Although some universities also organize many external exchange activities on campus, they all have little effect. The main reason is that students have been exposed to the traditional culture of their home countries and they have accepted the traditional education concept and education form. Now they suddenly turn to internationalization and first of all it is difficult to accept them in a short time. It takes

time to form certain study and thinking habits, and it takes time to be exposed to foreign study habits. Therefore, most students find this educational method tedious and express little concern about it. On the other hand, universities are influenced by exam-oriented education and devote their teaching energy mainly to domestic talent training. They do not have time to consider the specific requirements for educational methods. Therefore, not much attention is paid to it at the university and teacher levels. Scholar Zhuang, (2004) has clearly stated in his research that "globalization will not only affect the external shape and operation mechanism of Chinese education but more importantly, it will change the established concept of education unprecedentedly and break through the educational thinking stereotype to trigger a revolution in educational thinking. We higher education workers should understand that it is an important mission of Chinese education to cultivate and shape high-quality talents who can adapt to the globalized environment and live in harmony with society and nature." But higher education's indifference to international talent cultivation is bound to directly affect the level of talent cultivation.

In the process of internationalized talent cultivation at the higher education level, the institution has long lacked standardized criteria, and the existing teachers and counselors have shown weaknesses both in the level of bilingual teaching and in the level of specialized knowledge and international integration. Teachers generally lack the ability in many aspects such as professional skills, international vision, cross-cultural communication and exchange, which also seriously restricts the cultivation of internationalized talents in the process of higher education. Teachers, as direct participants in the cultivation of internationalized talents in colleges and universities, their own quality level is an influential factor in determining the quality of talents. Scholars Xia, (2015) clearly pointed out in his study that "teachers with broad international vision, strong international awareness, agile international thinking and rich international knowledge are the backbone of promoting the international development of university teaching, research and talent cultivation." In some universities, although the teaching professionals are strong, there are not many teachers with international teaching conditions. There are a considerable number of universities in a given university-some faculty and students lack international awareness: awareness of engagement and international teaching ability, and the existing teaching teams do not have the faculty qualifications to train international talents. In addition, the teaching force brought in by universities only serves the current domestic social market and has not yet been linked to an international component in teacher evaluation and teacher training. Thus, the problem of insufficient faculty power is reflected in this

talent development.

There is a lack of targeted training programs and serious problems in curriculum development. Scholar Knight, (1994) clearly pointed out in his study that the curriculum is the "pivot" of international talent cultivation, and such curriculum mostly refers to "course content and methods with international perspective and cross-cultural concepts." In recent years, in order to cultivate excellent talents, Quanzhou Light Industry Vocational College has encouraged its R&D staff to carry out a series of activities such as training and study, but the design of teaching contents has a series of problems such as professional teaching is partial to skills, language teaching is not deep, and international understanding education is still missing, which has a negative impact on the cultivation of international talents. In the design of the curriculum of the first classroom, the professional courses emphasize the popularization of professional basic knowledge and training to improve professional skills, and there is a lack of professional courses related to the country. In the design of activities in the second classroom, thematic, diversified and cross-cutting activities are generally lacking. Technical skill competitions favor single professional knowledge or foreign language skills, and there are fewer technical skill activities with multi-dimensional intersection of professional, language and culture. In terms of project design of the third classroom, the content lacks innovation, international exchange study programs are mainly short-term, and the types of projects are mainly short-term research activities. There is a lack of projects with appropriate cycles and matching majors that can significantly improve students' overall quality, such as overseas training, internship in overseas enterprises, volunteer service abroad, etc. This makes students unable to apply what they have learned in the first classroom in the process of participating in the third classroom. In the current general universities, there are not many opportunities to go abroad to become exchange students or even to study abroad. Universities only have partnerships with foreign universities with the right exchange terms to get a few places and only a few students have the opportunity to come. For most ordinary students, there are few opportunities to study abroad with foreign experts and professors, which shows that China still has some limitations in the field of international education. At the same time, most universities have not yet established independent international exchange departments and the number of international universities with partnerships is small, resulting in a lack of opportunities to train international talent in China.

5.4 Recommendation

In response to the above problems, Quanzhou Light Industry Vocational College should start from several aspects to further improve the level of international talent cultivation. In this regard, countermeasures can be taken in the following aspects.

Schools Should Take The Initiative To Build Awareness Of

International Talent Cultivation

Scholars Wang. & Liu, (2022) believe that the improvement of internationalized talent cultivation awareness is of great significance for the cultivation of such talents. The internationalization of talent cultivation in higher education should put the talent cultivation mode and development of colleges and universities themselves in the general background of world economic development. Facing the impact of internationalization, the first thing colleges and universities must do is to update their concepts and establish international thinking. As the leader of Quanzhou Light Industry Vocational College, he should have a big vision and broad-mindedness of internationalization and a global consciousness of internationalization, and must consider his international development in the top-level design of development of Quanzhou Light Industry Vocational College. The middle and administrative managers of Quanzhou Light Industry Vocational College should also fully implement the intentions of the top management, adhere to international management in their management activities, and strive to convey international intentions to the whole college.

In addition, teachers should also strive to enhance their own internationalization awareness. From the point of view of optimizing the faculty structure and broadening their knowledge, teachers should recognize the college's internationalization initiative and realize the importance of their own internationalization to the university as a whole, so that they can increase their enthusiasm to participate in internationalization. In this process, it is necessary to lead teachers to "go out" by attending short-term international conferences and training programs, by actively applying for positions at overseas branches of their universities or by participating in national faculty export assistance, international faculty pools or exchange programs. This is an important way for Chinese teachers to gain an in-depth understanding of internationalized teaching methods and internationalized teaching trends abroad, absorb the latest internationalized teaching research results, and learn the most advanced internationalized teaching concepts and

teaching methods. In this process, it is necessary to pay attention to the development of teachers' thinking cognition and internationalization insights, and to improve their cross-cultural communication awareness through active and effective means, so as to prepare actively and adequately for the cultivation of international talents at a later stage.

Focus On The Construction Of An Excellent Faculty To Achieve

Internationalization Of Party Management

In his study, Lu, (2022) pointed out that teachers are fundamental for universities to achieve internationalization of talent cultivation, and talent resources are the first resource; without the introduction of high-level world-class talents and academic teams, it is difficult to have world-class higher education. To promote the cultivation of international talents, it is necessary to focus on the internationalization of the faculty. In this regard, colleges and universities should set up a special institution responsible for the internationalization of the faculty, and fully support teachers to improve their internationalization level in terms of human, material and financial resources. At the same time, we should make it clear that the introduction is only a stopgap measure. Through the introduction and further study abroad, the purpose is to diversify the thinking, values and knowledge background of Chinese faculty and finally improve their ability to analyze international issues and solve international problems.

In terms of faculty training, sending faculty abroad for short-term academic or teaching exchanges is the most common "going out" initiative for universities. In order not to interfere with the normal teaching activities of teachers, it is a good choice to arrange overseas exchange activities during the holidays, as this will not only allow more teachers to have the opportunity to participate in the exchange. In addition, it can extend the communication time of teachers so that they can have a deeper understanding of overseas culture and domain knowledge. Tsinghua University, for example, has established the "Young Backbone Teachers Study Abroad Program" since 2005, and each year a group of young backbone teachers will be selected through a vote, and the university will organize a unified application for relevant funding programs for training abroad. In the specific selection process, the university also focuses on outstanding young teachers under the age of 45 who have never experienced foreign experience. The selected teachers will pay more attention to visiting opportunities to improve the international perspective of the entire faculty. Many universities have implemented "one-to-one" overseas faculty exchange programs to

exchange faculty and resources while increasing the internationalization of faculty at both institutions. A "one-to-one" exchange means that each partner institution sends a faculty member from the school to another institution for a short period of time.

Improve Teaching Environment And Enrich Campus Life

Zhang, (2020) in the context of the "One Belt, One Road" initiative, believes that the cultivation of international talents cannot be without the support of campus environment. The influence of environment on teaching quality is subtle, and the beautiful teaching environment is also a consideration of the comprehensive strength of universities. The degree of construction of hardware and equipment is also a reflection of the comprehensive internationalization strength of universities. In this regard, in order to promote the cultivation of international talents, we can start from the following aspects, including.

Upgrading of hardware and facilities in the teaching environment In order to cultivate international human resources, students can improve their international adaptability by studying in colleges and universities. The existence of universities should be centered on students, and in this dimension, in addition to teachers, internationalization course offerings, and university management, the hardware facilities of teaching and learning play a key role. Hardware facilities do not only refer to new media equipment, etc, but also include teaching environment, learning environment, recreation environment, etc, such as study rooms, libraries, gymnasiums, cafeterias, etc. By reviewing the literature, we found that the Shuyuan system attaches great importance to the construction of hardware facilities, and often in this environment, students are more likely to have a more positive learning attitude.

In order to cultivate international high-level talents, we must play the function of campus culture to implicitly influence students. The university's educational philosophy, school ideology, academic atmosphere, and talent cultivation are all compatible in the campus culture. Creating an open, positive, and harmonious international campus culture is necessary to cultivate international talents. To this end, we should establish international or international-related academic institutions and student organizations, conduct lectures, essays and speeches on topics related to all human beings, visit and study in multinational enterprises, hold multinational summer camps, participate directly in large-scale international activities, organize and implement frequent exchanges and fellowship meetings between Chinese and foreign students, cross-housing of Chinese and foreign students, etc. , so that these activities

can play a potential role in These activities play a subtle role in the cultivation of internationalized talents.

Broaden The Space, Scale And Mode Of Joint Education In China

And Abroad

Zhou. & Liu, (2021) point out that at the current stage, Sino-foreign joint education can help the deployment and efficient use of advanced educational resources. In this regard, international exchanges and cooperation should be strengthened, and openness should be adhered to promote reform and development. Carry out multi-level and wide-field educational exchanges and cooperation to improve the internationalization of Chinese education. Drawing on advanced educational concepts and educational experiences, we will promote China's educational reform and development and enhance the international status, influence and competitiveness of Chinese education. Adapt to the requirements of opening up the country's economic and social development to the outside world, and cultivate a large number of international talents who have an international perspective, are well-versed in international rules, and can participate in international affairs and international competition I. Support the mutual assignment of teachers, exchange of students, mutual recognition of credits and joint award of degrees between Chinese and foreign universities. Strengthen cooperation with high-level foreign universities, establish teaching and research cooperation platforms, jointly promote high-level base research and high technology research, strengthen education for international understanding, and enhance students' knowledge and understanding of different countries and cultures.

On this basis, higher education should also integrate more international concepts and elements into the curriculum. For example, in the teaching reform, in order to meet the trend of economic globalization and education internationalization, schools should reflect the concept of international teaching when planning and arranging the curriculum, introduce the original teaching materials from the world's leading universities, and strengthen the bilingual teaching mode, not only for the teaching of English language, but also for the development of international culture and international vision.

Establishing A Talent Cultivation Concept That Integrates

Internationalization And Localization

Scholars such as He. & Guo. & Liang, (2022) argue that in the process of insisting on internationalized talent training, it is necessary to focus on localized needs, close integration of cultures, and improvement and optimization of the existing education model. To establish the concept of internationalized talent cultivation, the most fundamental thing is to have a correct understanding and accurate positioning of the value of internationalization, make full use of all available international educational resources, actively borrow and absorb the philosophy of the world's top universities and all the advanced civilization achievements of human beings, so as to gradually narrow the gap with the world's top universities. To this end, we should focus on cultivating students with international consciousness and global thinking, overcoming narrow nationalistic thinking, possessing international communication skills, being able to interact harmoniously with foreign people, being able to seek common ground while reserving differences in foreign cultures, and caring for the problems faced by all mankind. At the same time, the internationalization of talent cultivation is developed on the basis of nationalization and localization. Only by placing the internationalization of talent cultivation in the context of national economic construction and the great rejuvenation of the Chinese nation, communicating and integrating foreign culture and local culture, and realizing the innovation of both on this basis, can we cultivate high-quality composite talents.

In order to achieve this goal, not only should we pay attention to the close combination of internationalization and localization in education, but also in the process of personnel training, we need to pay attention to the improvement of personnel's personal quality, skills and other aspects, so that their ideological cognition can be maintained in a good state, in order to carry out correct cross-cultural communication and interaction.

5.5 Further Study

In this paper, there are still more shortcomings in the research, mainly in the limitations of data availability, research perspectives and data limitations, and other aspects. In order to improve these shortcomings, in the future research, I will go deeper into the educational practices of universities and research units, carry out more

observation and analysis, recognize the current problems of international talent cultivation in higher education from the actual work, and find solutions to the problems on this basis. In the next research, I will also take the initiative to collect and integrate relevant research data, analyze the latest research results of scholars, conduct more comprehensive and specific research on the factors affecting the cultivation of international talents, and further improve the level and depth of my research.



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APPENDIX A

Design and measurement scale of dependent variables for international talent development in higher education

Tier 1 Indicators	Secondary indicators	Title number	Measurement question items	Reference Sources
Quality of cultivation of international talents in higher education	Knowledge level	Q1	You have a broad and solid professional theoretical knowledge	Sun, X. M. & Qi Y. H. (2022). Jian, C. M. (2021)
		Q2	The expertise you need to be able to participate in international affairs and international business activities	
		Q3	You have good practical foreign language skills and cross-cultural communication skills	
	Skill Level	Q4	You have good skills in active learning and adapting to change	
		Q5	Your skills to proactively engage in international affairs and business activities	
		Quality level	Q6	
	Q7		You have a comprehensive understanding of the ethnic situation in China	
	Q8		You have a sense of social responsibility to understand your country	

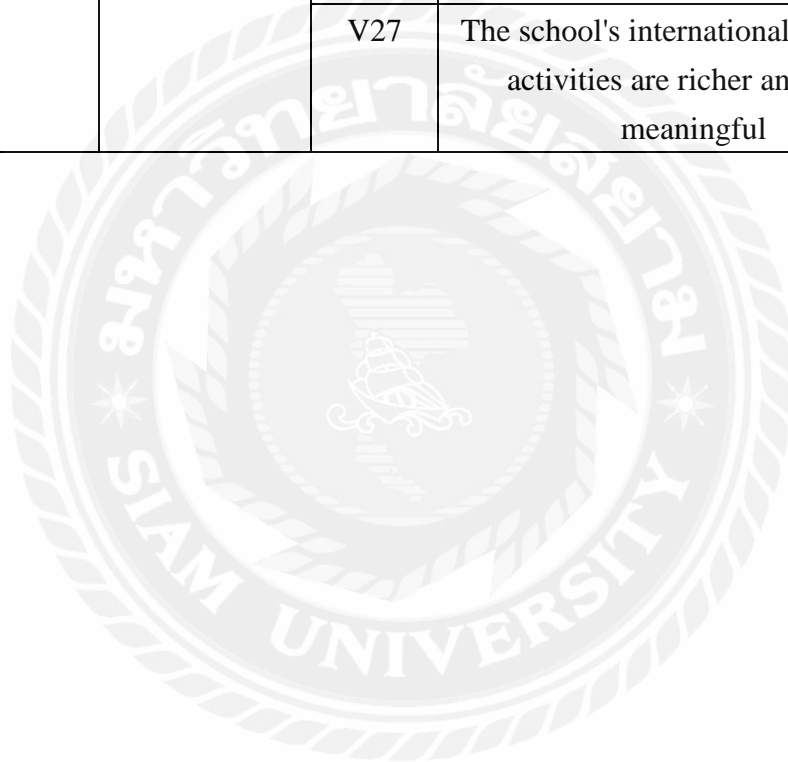
APPENDIX B

Design and measurement scale of independent variables for international talent development in higher education

Tier 1 Indicators	Secondary indicators	Title number	Measurement question items
Faculty Structure	Teacher Knowledge	V1	Teachers have a complete professional knowledge structure
		V2	Faculty have the expertise needed to participate in international affairs and international business activities
	Teacher Methods	V3	Teachers are able to incorporate international knowledge in their teaching and analyze professional content from a global perspective
		V4	Teachers are able to integrate knowledge with the development of global practice work in specific teaching
	Teacher ethics	V5	Faculty with a global perspective and advanced international ideas
		V6	Teachers are able to develop a strong sense of social responsibility based on respect for their own culture
Course Teaching	Teaching mode	V7	The school adopts an integrated Chinese and foreign teaching model
	Curriculum	V8	The school has set up different courses such as public courses, specialized basic courses and specialized courses according to the specialties
		V9	According to the goal of cultivating international talents, the university has set up international characteristic courses

		V10	The university has built an international interdisciplinary and digital curriculum
	Management System	V11	The university implements an international credit and reward system for students
		V12	The school's professional education is reasonably timed and has a better system
	Course Content	V13	Courses reflect the main knowledge, methodologies and international developments of the discipline
		V14	The course content can clearly improve your international literacy
	Sino-Foreign Cooperation	V15	The university is actively engaged in international cooperative education
		V16	The university has opened a research program with Chinese and foreign cooperation
		V17	The university provides students with excellent opportunities for overseas training and internships
Personal qualities of students	Existing Body of Knowledge	V18	You have a sound knowledge base
	Existing Competence Attitude	V19	You have a fundamental, pioneering mind and can manage your own learning tasks and processes independently
	Learning Attitude	V20	You have a strong learning initiative
Campus Environment	Physical conditions	V21	The university has a good foundation of hardware and software facilities, which can meet the needs of international talent training

		V22	The school has built a Chinese and foreign cooperation practice base
		V23	The school has built an international and open network of educational resources
	Campus Culture	V24	The school has an international learning atmosphere
		V25	The school has a positive and distinctive campus culture
		V26	The school has a high focus on international education
		V27	The school's internationalized social activities are richer and more meaningful



APPENDIX C

Variable description table of internationalized human resources training in higher education

Variables	Symbols	Definition
Dependent variable	Quai	The quality of cultivation of international talents in higher education is given a score of 1-5 depending on the degree of the questionnaire answers
Independent variable	Teai	Teacher structure, including teacher knowledge, teacher methods, and teacher ethics, with mean five-level Likert scale scores for the three objectives
	Edui	The mean value of five-level Likert scale scores for six objectives, including "teaching mode, curriculum, management system, course content, and Sino-foreign cooperation".
	Acci	Personal literacy, including the mean of the five-level Likert scale scores for the three objectives of "current knowledge system, current ability and attitude, and attitude toward learning"
	Envi	Campus environment, including the mean of the five-level Likert scale scores for the two objectives of "physical conditions and campus culture"

APPENDIX D

Questionnaire

1. What is your gender?

A. Male B. Female

2. What is your grade?

A. Freshman B. Sophomore C. Junior D. Senior

3. Are you a member of the Party?

A. Yes B. No

Title number	Title	1	2	3	4	5
V1	Teachers have a complete professional knowledge structure					
V2	Teachers have the expertise needed to participate in international affairs and international business activities					
V3	Teachers are able to integrate international knowledge in their teaching and analyze the content from a global perspective					
V4	Teachers are able to integrate their knowledge with the development of global practice in their teaching					
V5	Teachers have a global perspective and advanced international concepts					
V6	Teachers are able to develop a strong sense of social responsibility based on respect for their own culture					
V7	The school adopts an integrated Chinese and foreign teaching model					

V8	The school has set up different courses such as public courses, specialized basic courses and specialized courses according to the specialization					
V9	The school has set up internationalized special courses according to the goal of international talent cultivation					
V10	The school has built an internationalized interdisciplinary and digital curriculum					
V11	The school implements an internationalization credit system and award system for students					
V12	The school has a reasonable duration of professional education and a better system					
V13	The curriculum reflects the main knowledge of the discipline, the methodology and the frontiers of international development					
V14	The content of the curriculum clearly enhances one's international literacy					
V15	The school is actively engaged in international cooperation					
V16	The university offers research projects in cooperation with China and abroad					
V17	The university provides good opportunities for students to study and intern abroad					
V18	You have a sound knowledge base					
V19	You have a fundamental, pioneering mind and can manage your own learning tasks and processes independently					
V20	You have a strong learning initiative					
V21	The university has a good foundation of hardware and software facilities to meet the needs of international talent training					
V22	The university has established a practical					

	base for Sino-foreign cooperation					
V23	The school has an international and open network of educational resources					
V24	The university has an international learning atmosphere					
V25	The school has a positive and distinctive campus culture					
V26	The school has a high level of attention to international education					
V27	The school has rich and meaningful international social activities					

