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*Yan Tianming,
Associate Prof., Zhejiang International Maritime College,
Zhoushan, China*

*Chernytskyi Volodymyr,
Ph.D., Prof., National university
of Shipbuilding, Mykolayiv, Ukraine*

ON IMPROVING THE TEACHING QUALITY OF SINO-FOREIGN COOPERATION EDUCATION

Abstract. Sino-foreign cooperation education has become an integral part of high education in China and has played an very important role in talents cultivation. But in recent years, some challenges has existed such as students' weak ability of English, unstable foreign teachers, traditional teaching methods, lack of effective monitoring of teaching Quality. We can improve the teaching quality of Sino-foreign cooperation education from four aspects: perfecting the English ability training curriculum system, setting up bilingual cross-disiplinary teaching team, using the "internet plus" teaching platform and enhancing the teaching quality supervision system. In this case, the teaching quality can be improved to ensure the sustainable development of Sino-foreign cooperative education.

Keywords: Sino-foreign cooperation education; Joint project; Teaching quality.

I. Brief introduction to Sino-foreign cooperation education

In China, one important function for higher colleges and universities is international exchange and cooperation, and Sino-foreign cooperation education has become an essential part of international cooperation. The paper will discuss the specialized higher education joint project in shipbuilding and marine engineering between Zhejiang international maritime college, China (hereinafter referred to as ZIMC) and Admiral Makarov National University of Shipbuilding, Ukraine ((hereinafter referred to as NUOS).

Zhejiang International Maritime College is located in Zhoushan Archipelago New Area, a beautiful island city famous for its "heavenly Buddhists' domain and rich fishing town". The college is a vocational and technical college, government funded, led by maritime related specialties, with Marine Equipment Manufacturing, Port Trade and Logistics and Petrochemicals as its main specialties (specialty

groups) and coordinated development of Marine Electronic Information Technology and Modern Marine Services.

The Admiral Makarov National University of Shipbuilding (NUOS) was founded in 1920. It is a leading higher educational establishment of Ukraine which trains professionals for shipbuilding and other related fields. More than 55,000 specialists have graduated from the University and now work for the national and foreign shipbuilding industries.

In order to expand Sino-foreign education joint projects and improve the level of internationalization, starting from 2010, ZIMC and NUS have reached an agreement on the "2+2" undergraduate upgrading and the "3+2" master's degree training model. In 2012, ZIMC applied for the Sino-foreign education joint project "shipbuilding and marine engineering technology", which was officially approved by Education Department of Zhejiang Province on January 25, 2013; In September of the same year,

ZIMC started enrolling students. Up to now, 262 students have been admitted and registered in these two universities simultaneously. So far, ZIMC has sent 10 groups of students, a total of 178, to further study at NUOS in Ukraine. Among them, 132 students received the Bachelor's degree and 52 received the Master's degree.

II. The present situation of Sino-foreign education joint project

2.1 Students' Weak Ability of English

Although the Sino-foreign education joint project of higher colleges has been included in the National Enrollment Plan, most of the freshmen come from the fourth and fifth batches of high school graduates. On the other hand, the tuition fee for Sino-foreign education joint project is quite expensive, which is usually three times the price of other ordinary programs. Facing the challenge to recruit enough students, many colleges chose to reduce the academic requirements of students and consequently got a batch students whose academic competence are quite poor. Most of these students are from wealthy families, with a low learning motivation and unclear learning goals, therefore it is rather difficult for them to accept new knowledge, especially when their English are poor. Due to the weak listening and speaking ability, they might be totally confused at professional vocabularies and terms in courses taught in English.

2.2 The Lack of Faculty Stability

International teachers is an essential prerequisite for Sino-foreign education joint project. According to the "four one-thirds" requirement in the evaluation index system for Sino-foreign cooperative education, the introduced foreign courses and professional core courses should account for more than one-third of the total core courses. The number of professional core courses and teaching hours undertaken by foreign teachers should account for more than one-third of the total courses and teaching hours. Seeing from the current point, some undergraduate colleges do not satisfy this requirement and the situation is even worse in higher colleges.

Foreign teachers' high mobility and insufficient teaching qualifications have become main obstacles in Sino-foreign cooperative education. On the other hand, China parties always rely on foreign parties more than they rely on us, which makes China parties more passive in cooperative education system and feel hesitated to ask for even reasonable teaching requirements. It is obviously that the instability of the teaching faculty hinder the teaching quality of Sino-foreign cooperation education to some extent.

2.3 The Lack of Attractive Teaching methods

Excellent teaching methods and teaching models can improve the effectiveness of classroom teaching. Most of the professional core courses of Sino-foreign cooperative education are undertaken by foreign parties which impart professional knowledge mainly in English. On the one hand, foreign teachers are not familiar enough with Chinese students' English ability and cognitive ability, therefore unsystematic and incoherent teaching appeared often. On the other hand, foreign teachers emphasize on knowledge teaching and adopt the traditional teacher-centered teaching method, such as the cramming method of teaching, this kind of teaching strategies and methods has obviously fallen behind the fast-growing education industry and hinder the development of high-quality talents in 21st century as well as the development of Sino-foreign cooperative education. What's more, most of the foreign teachers choose to stay in China just for a short term (ranges from half a month to a month) for saving the teaching cost, which leads to a relatively concentrated and intensive teaching plan in a short period and consequently make students hate studying.

2.4 The Lack of Effective Monitoring of Teaching Quality

Teaching quality evaluation is an effective way to promote the sustainable development of Sino-foreign cooperative education. Course assessment that undertaken by foreign teachers is lack of strict assessment and evaluation requirements because of cultural difference and teaching concept difference. Most of the

time, the foreign party is responsible for classroom teaching and the China party is responsible for the monitoring of teaching content and teaching process. However, there is a lack of an effective monitoring of foreign teachers' teaching assessment and evaluation, so it is difficult to provide specific guidance and suggestions for foreign teachers' teaching.

III. Measures to improve the teaching quality of Sino-foreign Joint Project

3.1 Reform the English courses

One of the main factors affecting the quality of Sino-Ukraine Joint Project is the language level of students. The excellent language curriculum system is the premise of improving the teaching quality of Sino-Ukraine Joint Project. Some higher vocational colleges directly introduce original textbooks and foreign teachers in Sino-foreign joint projects to carry out traditional classroom teaching, with the problems of students' indigestion and low quality of classroom teaching. The reason, is that there is still a big gap between the language depth of the original textbook and the language foundation and cognition of students, it requires the Chinese and foreign teachers to actively discuss the talent training goals and optimize curriculum system. In particular, efforts should be made to set language curriculum, and a progressive English ability training curriculum system from "General English, professional English, bilingual English and English courses" to solve the language problems of students. As for Sino-Ukraine Joint Project "Shipbuilding and marine engineering", we should set up College English, basic English of shipbuilding, professional English of shipbuilding, bilingual courses from Chinese teachers, English courses from foreign teachers, etc., only in this way, we can solve the language problem of students in professional learning, and can achieve the two teaching goals of professional vocabulary and reading ability.

3.2 Establish a teaching team and innovate the teaching mode

The teaching team should consist of professional teachers from both sides, English teachers, teaching

management personnel. These personnel should carry out frequent discussion on the talent training plan, curriculum, teaching methods and make out a set of appropriate plan, curriculum standard and teaching methods according to the level and real situation of Chinese students. For example, most courses of the project "shipbuilding and marine engineering" will contain some formula and calculation, which require the Chinese students to have good maths level. We both sides can discuss the maths reform and make a list of the required maths knowledge, which should be mastered by Chinese students during the Chinese maths teachers' class. In this case, the students will feel it easy in the professional classes by foreign teachers. Foreign teachers can make the best use of ZIMC's experimental training room and training practice base to carry out professional teaching, these practice teaching provide the students a real situation, and it not only improves the enthusiasm of students, but also helps to strengthen students' professional ability.

3.3. Build the "Internet plus" teaching platform to strengthen the teaching feedback

Educational informatization is the trend and product under the background of "Internet plus". "Internet plus", as a new development concept and a new development model, has been applied to various fields of society. Organic integration of "Internet plus" with Sino-foreign cooperation projects will become an inevitable trend of teaching innovation, especially under the background of pandemic. In view of the impact of the pandemic, some courses are given by foreign teachers online through "Ding-talk". Some teachers can not speak good English and the internet speed is so slow, and the teaching quality is difficult to ensure. So we should build a teaching platform, in which we should build curriculum teaching resources to upload the course related resources including PPT presentation, picture animation, videos, test and tasks to the platform. Chinese teachers should actively communicate with foreign teachers to help them make better use of the teaching

platform and improve the quality of curriculum teaching. Before class, the students will complete the relevant tasks and homework assigned by foreign teachers according to the online materials. During the class, foreign teachers mainly deal with the unfinished tasks and priorities and difficulties encountered in the learning process, and highlight some important knowledge points. After class, the students continue to consolidate their knowledge through the homework and tests assigned by the teachers on the platform. In this way, the cycle mode before and after class can effectively solve the problem of foreign teachers' short time to school. The online and offline communication and contact between students and foreign teachers are not limited by time and space, which effectively improves the quality of teaching.

3.4 Improve the teaching quality monitoring system

The monitoring of teaching quality is the lifeline to ensure the sustainable development of Sino-foreign joint projects. The two sides should strengthen the teaching reform with the high requirements of Sino-foreign joint projects in the new era, estab-

lish a good atmosphere of "leadership emphasizes teaching, policy protects teaching, management and promotes teaching", and further improve the teaching quality supervision system. First we should establish teaching management supervision system, strengthen the standard of curriculum, teaching documents, the standardization and integrity of teaching content, carry out the teaching inspection as a work routine, timely find and solve the problems existing in the process of teaching. Secondly, it is necessary that the teaching evaluation mechanism should be improved. On the one hand, a teaching evaluation group was set up to be responsible for collecting listening records and listening evaluation opinions. On the other hand, a student evaluation system was established to score the teaching situation of foreign education through face to face interview and questionnaire survey. The relevant results will be feedback to the foreign teachers in time. For the foreign teachers who do not get ideal evaluation and students are not satisfactory, it will be a standard for shipbuilding university when selecting the teachers for Chinese students.

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