

Exploration of Practical Teaching Reform Based on High-quality International Talent Cultivation

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Abstract: The most prominent problem in the process of economic globalization is the shortage of high-quality international talents. As colleges and universities that train talents, they shoulder the important task of international talent training. However, there are still some deficiencies in the training of international talents in domestic universities, such as inconsistent practical teaching, incomplete teaching practice conditions, instable teaching staff, and unsound management system, etc. This paper starts with the problems existing in the practical teaching of international talent training in China, and then puts forward that the practical teaching of international talent training must be based on China's national conditions. By comparing and analyzing 39 journal articles, the author proposes some solutions to improve the ability of colleges and universities to cultivate high-quality international talents. During the process of cultivating high-quality international talents, colleges and universities must change ideas and build a perfect teaching system; Increase investment and provide excellent teaching conditions; Introduce talents to ensure the stability of the teaching staff; Innovate management and improve practical teaching mechanism. Only by this way, colleges and universities could cultivate more and more excellent high-quality international talents with a sense of social responsibility who have an international vision and Chinese feelings, are familiar with international rules, and can directly participate in international cooperation and competition.

Keywords: High-quality International Talents, Practical Teaching, Reform Exploration

1. Introduction

In the international environment of globalization, the competition between countries is becoming increasingly fierce, and the demand for high-quality international talents is particularly urgent. For this reason, *The Outline of the National Plan for Medium and Long-term Education Reform and Development* (2010-2020) clearly states that "to adapt to the requirements of the country's economy and society opening to the outside world, we should cultivate a large number of international talents with international perspectives, familiar with international rules, and able to participate in international affairs and competition (Zhou et al, 2017)." *The opinions of the Ministry of Education and other eight departments on accelerating and expanding the opening up of education in the new era* further put forward that "to enhance the international competitiveness of China's higher education talent training and accelerate the training of high-level international talents with a global perspective." Facing the great changes that have not occurred in the world in the last century, China urgently needs to cultivate a large number of professionals with global vision and world vision who can participate in global affairs in various fields (Jiang, 2020).

To be specific, the so-called high-quality international talents should have the following basic qualities: First, they should have good ideological and political quality, strong ideological and political consciousness, full of love for the country and the nation, and full of confidence in China's system and road. This is the most basic quality of international talents, because fundamentally speaking, high-quality international talents will ultimately contribute to China's socialist modernization and the great rejuvenation of the Chinese nation. Secondly, they have a wide range of international perspective, have a good understanding of international affairs and specific handling methods, and can carry out national cooperation and competition in compliance with relevant international laws, conventions and etiquette (Suo & Hao,

2022); Third, they should master a foreign language as a communication tool, have a clear understanding of the political, economic, cultural and social conditions of the relevant country. Therefore, they can use foreign languages to carry out intercultural communication; Fourth, they have a high professional level and professional ability, and have a clear understanding and grasp of the international development trend of related majors and fields; Fifth, they have strong practical ability, entrepreneurship and innovation ability, and can adapt themselves to the changes and development of the situation as soon as possible in the fierce international competition and rapid development(Hu, 2016).

2. Problem Statement

Since the reform and opening up of China, the mode of cooperation between China and foreign universities is relatively single, mainly sending teachers and students to foreign universities for study and exchange (Zheng et al., 2021). Through this short-term training, we can improve teachers' teaching level, promote students' learning, and enhance the internationalization level of teachers and students. However, there are many problems in the internationalization of higher education in China, which will inevitably affect the quantity and quality of international talent training in China. The internationalization problems of higher education in China mainly focus on the following aspects:

(1) Insufficient investment in education funds (Hu, 2016). Funds affect the internationalization level of colleges and universities. Nowadays, with the continuous development of the national economy, the demand for international talents is also increasing. Therefore, colleges and universities should also increase capital investment and purchase teaching equipment to create a better teaching environment and provide better teaching resources for students. However, the growth rate of government investment in higher education cannot keep up with the development of higher education, and there is a lack of international talent training platform.

(2) The internationalization level of university teachers is not enough (Jiang, 2020). The internationalization level of teachers will affect the internationalization level of students. Although people can learn international advanced knowledge through the network platform in today's advanced information level, college teachers have heavy teaching tasks and scientific research tasks, so they rarely have time and energy to actively understand the international training methods of other countries, improve their own international vision and learn advanced educational concepts. Moreover, many teachers have no opportunities to study and further study abroad due to the limitations of funds and their own factors. In addition, as an international talent, the most basic factor is that they can speak foreign languages. Most teachers lack international awareness. Therefore, in bilingual classes, they only show some English words simply related to students' majors in the courseware, and most courses are still explained in Chinese. Some teachers can't use English well to teach professional courses due to the limitations of their own majors.

(3) The curriculum system is not sound enough (Sou, 2022). At present, China's higher education has not fully realized the international docking. English teaching lacks the language environment and still uses the traditional teaching methods. Students are not interested because the language is limited, and they cannot communicate with foreign university teachers. In addition, undergraduates have less professional knowledge and cannot well understand the advanced knowledge and technology.

Practical teaching is an important measure to promote the reform of talent training mode and an important content to achieve the goal of talent training in higher education. Integrating theory with practice and guiding students' knowledge, ability and quality in practice are all reflected in practice. Strengthening practical teaching and continuously improving students' practical innovation ability are the objective requirements for students' self-development and self-improvement, and also an important link to comprehensively improve the quality of higher education. In order to cultivate high-quality international talents, colleges and universities at home and abroad begin to pay attention to and strengthen practical teaching to cultivate high-quality international talents who adapt to the global economic development.

3. Research Objective

The topic about practical teaching reform based on high-quality international talent cultivation presents situation analysis of international talent training, summarizes the basic causes, and puts forward the problems existing in international talent training. Specifically, it includes the following two major research objectives:

- (1) Identify the deficiencies in the current practical teaching of high-quality international talent training
- (2) Analyze the solutions proposed to improve the ability to cultivate high-quality international talents

4. Methodology

A meta-analysis used to gather all of information based on the deficiencies in the current practical teaching of high-quality international talent training and then analyze the solutions proposed to improve the ability to cultivate high-quality international talents. The method of extinction involves reading and gathering relevant materials or resources in written form such as journals and past studies by scholars. Researchers have also selected significant and relevant articles related to past studies by many scholars for more detailed analysis. Appropriate articles are also carefully selected using only articles published in 2016-2021 to ensure that the data obtained remains relevant. Therefore, only articles published in the last five years are used for analysis in this study.

39 articles were used in this study. The article was obtained from several countries such as the United Kingdom, China, United State of America, and many more. The selection of articles from overseas scholars is to ensure that the data obtained is more extensive and detailed. The findings proven that this issue is a global issue and does not only occur in China. Table 1 below shows the article based on the countries involved.

Table 1. Articles Related to Deficiencies in Practical Teaching Based on The Country Involved

Country	Total	Researcher
UK	3	(Alma & Michelle, 2018; Fuller & Stevenson, 2018; Harris & Jones, 2017)
China	17	(Ding, 2021; Ding et al., 2020; Djiraro Mangué & Gonondo, 2021; Hu, 2016; Jiang, 2020; Jiang, 2020; Liu et al., 2021; Liang & Pan, 2021; Li & Xue, 2021; Liu & Zhang, 2022; Ren, 2021; Shen et al., 2017; Tan et al., 2017; Wu, 2021; Xiao & Gao, 2018; Zheng et al., 2021; Zhou et al., 2016)
Italy	1	(Giancarlo, 2020)
Malaysia	1	(Harris, et al., 2016)
Taiwan	2	(Hsieh, et al., 2019; Huang & Asghar, 2018)
Cameroon	1	(Jean, 2020; Djiraro Mangué & Gonondo, 2021)
USA	2	(Kauko & Wermke, 2018; Suo & Hao, 2022)
Vietnam	1	(Nguyen Thi Mai & Hall, 2016)
France	1	(Schleicher, 2018)
Germany	1	(Dina, 2017)
Turkey	1	(Hasan & Temel, 2020)
Australia	2	(Hyung et al., 2019; McLay & Chua Reyes Jr, 2019)
Canada	1	(Hyung et al., 2019)
Finland	1	(Hyung et al., 2019)
Singapore	2	(Hyung et al., 2019; McLay & Chua Reyes Jr, 2019)
Hong Kong	2	(Katherine et al., 2016; Tong et al., 2020)
Philippines	1	(Tan, 2017)
Argentina	1	(Marta, 2021)
Japan	1	(Yamada, 2018)
South Korea	1	(Yoem, 2022)

5. Findings

After a detailed analysis is carried out, there are no denying that there are some deficiencies in the current practical teaching of high-quality international talent training, including lack of unified practical teaching system, lack of complete teaching practice conditions, lack of stable teaching staff and lack of sound management system. Figure1 below shows a meta-analysis of deficiencies in the current practical teaching of high-quality international talent training.

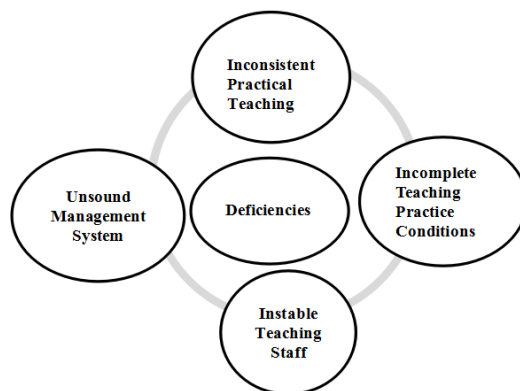


Figure 1. Findings of Meta-analysis Deficiencies in Practical Teaching

5.1 Identify the Deficiencies in the Current Practical Teaching of High-quality International Talent Training

Practical teaching is an important way to carry out educational reform and realize the goal of talent training in our country's colleges and universities. In practical teaching to improve students' practical ability, innovation ability, linking theory with practice, so as to achieve self-development, self-promotion. China has always attached great importance to practical teaching. As early as in "*On the Significance of Implementing Undergraduate Teaching Quality and Teaching Reform Project*", it clearly proposed the "reform and innovation of practical teaching and talent training mode", highlighting the importance of practical teaching reform (Jiang, 2020). Many colleges and universities have carried out a great deal of reform and exploration in practical teaching reform to cultivate high-quality international talents and achieved certain results. However, there is still a certain gap compared with the development of international situation and actual needs. This study was conducted to identify the deficiencies in the current practical teaching of high-quality international talent training in greater depth and analyze the solutions proposed to improve the ability to cultivate high-quality international talents.

5.1.1 Lack of Unified Practical Teaching System

The cultivation of high-quality international talents is a systematic project, which should be carried out under the guidance of a complete system with each link closely linked. But at present, the relevant teaching system of our country is not perfect. On the one hand, all links under the teaching system, such as classroom teaching, teaching practice, entrepreneurship and innovation, are not perfect enough. In particular, many links of teaching practice become mere formalities, and the guidance for entrepreneurship and innovation lacks pertinence and operability. There is no close connection between all links, and they are isolated from each other, "each singing his own tune". There is no teaching and training program with clear training objectives, specific content and complete process, which cannot give full play to the joint forces and provide effective guidance for the training of high-quality talents.

On the other hand, the concepts of theoretical courses and practical courses are not clear. There is no clear classification of which are theoretical courses, and which are practical courses. Theoretical teaching and practical teaching are confused in specific teaching, which cannot well design teaching according to their respective curriculum characteristics and cannot well achieve the teaching objectives of the curriculum. In fact, this makes the practical teaching link become empty talk. Naturally, the practice link is wasted, and the trained talents usually lack the corresponding practical ability.

5.1.2 Lack of Complete Teaching Practice Conditions

Practical teaching has a strong dependence on the site and basic facilities. However, at present, on the one hand, many colleges and universities do not invest enough in practical teaching. Meanwhile, they lack teaching practice bases and laboratories, especially long-term stable practice bases outside the school, and overseas practice bases are even less. Students can only be armchair strategists in domestic and even in school classrooms, which cannot guarantee the quality of students' professional practice. Or some laboratories are "hot and cold" in use due to management problems. Many secondary institutions are independent in the management and use of laboratories and test bases and cannot share resources with each other. As a result, some laboratories are "left out" all the year round, while others "are in fierce competition". The lack of effective use of the laboratory leads to the fact that the trained talents usually have a solid theoretical foundation, but their practical ability is relatively weak, and they will encounter certain difficulties in specific practice (Liang & Pan, 2021).

On the other hand, the laboratory construction of many universities is unscientific, and a large amount of funds are invested in the hardware construction (Hu, 2016). Many laboratories look high-end, but in fact, the software development has not kept up with it, and there are certain difficulties in using it, resulting in low utilization rate. In particular, a lot of softwares are lacking, or the software system for teaching is not available. The software installed in advance is some software that does not match the teaching or is not needed for teaching. Reinstalling the software either requires a lot of investment, or requires a certain approval process, or is incompatible with the newer teaching software, which directly affects the utilization of the laboratory. This has led to the disconnection between students' theory and practice, resulting in students' high scores and low abilities. Many students have solid international professional theoretical knowledge, but they have no way to start in their actual work when they go to work, resulting in the disconnection between the school's talent training and the needs of the market.

5.1.3 Lack of Stable Teaching Staff

Teachers play the leading role in teaching. However, at present, many teachers in colleges and universities lack practical experience. Under the influence of traditional educational concepts, many teachers emphasize theoretical teaching and despise practical teaching (Liang & Pan, 2021). In addition, they have little practical teaching experience during their personal education. After graduation, they themselves have no relevant enterprise or actual work experience and directly take the post of teacher. They lack practical experience, resulting in their high theoretical levels but weak practical ability. Moreover, many schools lack corresponding practical teaching training during the process of teacher training, and teachers with "congenital" lack of practice have not been made up from the training after they go to work, so that their practical ability has not been effectively improved.

On the other hand, the teachers themselves are indeed caught in a dilemma of practical teaching. For many teachers, they are not good at practical teaching. It is not only necessary to learn and apply immediately when operating. At the same time, it is still very difficult compared with theoretical teaching, which is just "lip service". Let alone organizing students to leave the familiar place of the classroom to take classes in another unfamiliar place. Teachers need to have a certain organizational ability. That is, the use of equipment and facilities in the laboratory or experimental base, especially the safe use, requires a lot of time and energy (Wu, 2021). In addition, teachers seldom get corresponding support from schools, such as deviation in performance or salary, so teachers' enthusiasm for teaching practice is not high. This directly leads to the reduction of students' practice opportunities and affects the effect of practical teaching.

5.1.4 Lack of Sound Management System

The management system directly affects the exertion and utilization of teaching resources (Jean, 2020). On the one hand, the university does not carry out unified management of laboratories and experimental bases (Liu & Zhang, 2022). For example, some laboratories are managed by the University, while others belong to different departments, which leads to their own independence. The utilization is uneven, and it is difficult to realize sharing. In addition, the daily management of laboratories is also lax. Many laboratories are "locked" after completion. Except for occasional inspection, they are usually in the "ash" state, and many equipment and facilities have become furnishings.

On the other hand, many colleges and universities do not pay much attention to the assessment of practical teaching, so lack of effective incentives and guidance, and failing to mobilize the enthusiasm of teachers, all this results in some links of practical teaching becoming a mere formality and not achieving the corresponding goals. Many schools have not formed an atmosphere that attaches importance to practical teaching in the training of international talents, and the phenomenon of "emphasizing theory over practice" is very prominent.

5.2 Analyze the Solutions Proposed to Improve the Ability to Cultivate Highquality International Talents

5.2.1 Changing Ideas and Constructing a Perfect Teaching System

At present, many universities' teaching ideas are not updated, and they are still using traditional teaching ideas to guide teaching practice, so that the trained talents are seriously out of touch with the market demand. In order to meet the current needs of cultivating high-quality international talents, we must update our concepts, recognize the importance of practical teaching for talent training from schooling philosophy, strengthen top-level design, reinforce the attention of managers and all teaching staff to teaching practice. Therefore, we could better guide students to improve their hands-on ability and practical ability through practical teaching, deepen students' ability to combine theory with practice, and improve students' innovation ability and overall quality in practice. At the same time, we should strengthen the training of teachers and administrative personnel, establish their awareness of paying attention to practice, put practical teaching on the agenda, and create a good practical teaching atmosphere. In particular, it explores how to add the situation of practical teaching to the teaching evaluation system and improve the status of practical teaching through performance appraisal (Liu et al, 2021).

We should speed up the construction of an international curriculum system (Fuller & Stevenson, 2018). First, we should learn from the advanced curriculum concepts and systems of foreign universities, especially some talent training modes, core courses, textbooks and teaching methods can be introduced to cultivate students' international vision, so that students' knowledge structure can be connected with students of similar majors in the world. We should learn from the advanced curriculum concepts and systems of foreign universities, maintain the foresight of knowledge, ensure that the contents of students' learning are closely related to the current international needs, and pay attention to integrating cutting-edge knowledge into the curriculum, so that students can timely accept the curriculum of "all-round international education" and prevent the obsolescence of the knowledge system. At the same time, for the training of international talents, we must pay attention to expanding the proportion of foreign original textbooks, and also expand the proportion in the introduction and use of teachers, so that students can feel the international atmosphere in a simulated environment, so that students' knowledge structure can truly meet international needs.

Second, in the construction of the teaching system, at the same time, in the construction of the curriculum system, the training objective of "fostering virtue through education" and the education of Chinese traditional culture should always be run through the training of international talents, so as to ensure that students have strong Chinese feelings and a sense of responsibility to the motherland and society before, they have an international vision and international knowledge structure.

Third, we should reform the practical teaching curriculum system, update the teaching content, revise the teaching plan, create practical teaching materials and improve the teaching effectiveness of practical teaching links in combination with the actual situation and subject characteristics of the school. In specific practice, we should adopt a step-by-step approach, from single to comprehensive, from simple to complex, to comprehensively, systematically and scientifically design the practical teaching system, and to run through the training concept and training objectives of practical teaching in all links. In addition, schools should encourage the opening of some interdisciplinary comprehensive practical courses to increase students' opportunities for practice.

The table below shown idea changing by previous researchers regarding different aspects.

Table 2. Meta-analysis of Idea Changing

Number	Ideas	Researcher
1	Update Concepts	(Alma & Michelle, 2018; Liu et al, 2021; Hu, 2016; Jiang, 2020; Hsieh, et al., 2019; Kauko & Wermke, 2018; Hyung et al., 2019; McLay & Chua Reyes Jr, 2019; Katherine et al., 2016)
2	Recognize Importance	(Alma & Michelle, 2018; Fuller & Stevenson, 2018; Harris, et al., 2016; Jiang, 2020; Ren, 2021; Tan et al., 2017; Wu, 2021; Jean, 2020; Hyung et al., 2019; Hyung et al., 2019; Tong et al., 2020; Yamada, 2018)
3	Strengthen Top-level Design	(Ding et al., 2020; Hsieh, et al., 2019; Djiraro Mangué & Gonondo, 2021; Kauko & Wermke, 2018; Dina, 2017; Yoem, 2022)
4	Reinforce Attention	(Harris & Jones, 2017; Djiraro Mangué & Gonondo, 2021; Hu, 2016;)

5.2.2 Increase Investment and Provide Excellent Teaching Conditions

To carry out the reform of teaching practice, we should also make corresponding investment, including not only the investment in hardware facilities, but also the investment in teaching research and other related software. First of all, the university should further strengthen the construction and transformation of various professional laboratories, which is particularly important for the practical teaching of national talent training (Zheng et al, 2021). At the same time, it is necessary to develop and build a number of high-quality experimental bases. In particular, it is necessary to increase the construction of practice bases off campus, constantly expand the cooperation between schools and enterprises, and between schools, fully rely on the industry and regional advantages, fully combine "industry, university and research", and truly establish some practice bases with closely related interests and mutual promotion, on campus and off campus. In addition, in order to promote the cultivation of international talents, we must pay attention to the construction of overseas internship bases. We can establish a number of internship bases by strengthening cooperation with multinational enterprises. We should make full use of students' internships in foreign enterprises and overseas to enhance cooperation with international enterprises.

Then, we should increase the investment in "software" for international exchanges and cooperation(Hu, 2016), that is, by virtue of opportunities such as cooperation with foreign enterprises(Zheng et al., 2021), student exchange and training, international academic forums, international study visits and research, we should build a platform for students to go abroad and provide opportunities for students to truly touch and understand the development trends of relevant majors in the world, avoid acting blindly and effectively expand students' international vision. "You will never know what you have got on paper. You must practice it.". This is especially true for the cultivation of international talents. Not only should students be exposed to international knowledge as much as possible, so that they can have a nationalized

knowledge structure, a nationalized vision and mind, but also let them "go abroad" as much as possible, experience the international competition and feel the competitive atmosphere in the international market.

The table below shown investment increasing by previous researchers regarding providing excellent teaching conditions.

Table 3. Meta-analysis of Investment Increasing

Number	Investment	Researcher
1	Hardware	(Alma & Michelle, 2018; Liu et al, 2021; Hu, 2016; Jiang, 2020; Hsieh, et al., 2019; Kauko & Wermke, 2018; Hyung et al., 2019; McLay & Chua Reyes Jr, 2019; Katherine et al., 2016)
2	Software	(Ding, 2021; Fuller & Stevenson, 2018; Zheng et al., 2021; Zhou et al., 2016; Harris, et al., 2016; Huang & Asghar, 2018; Jean, 2020; Jiang, 2020; Liang & Pan, 2021)

5.2.3 Introduce Talents and Ensure the Stability of Teaching Staff

A stable and high-quality teaching staff is the basic condition to ensure the quality of practical teaching. To build a high-quality teaching team, it is necessary to determine the direction and objectives of teaching team construction in combination with the overall development plan of students and the development plan of disciplines and specialties, so as to ensure that the construction team can not only meet the needs of practical teaching, but also have a joint structure. We need not only some professional teachers, but also a number of part-time teachers.

First, we should introduce a team of influential experts and scholars according to the requirements of discipline and specialty construction. Especially when enrolling some foreign teachers, there should be a set of scientific recruitment model and assessment mechanism to ensure the quality of teachers. At the same time, we will increase the further training of in-service teachers, actively carry out international cooperation and exchange, provide more opportunities and funding for teachers to study overseas, build more platforms, improve the management ability and service level of international cooperation and dialogue, allow teachers to participate in more international, Hong Kong, Macao and Taiwan academic conferences and research, and expand the international scientific research influence of the university. In addition, besides front-line teachers, in school management, we should also introduce foreign advanced management methods and management talents, adopt international talent management methods, and form an international management atmosphere and management team.

Second, we should improve and perfect the management of the practical teaching team, guide and encourage teachers to participate in the practice teaching work, provide corresponding supports, support teachers to carry out research on practice teaching, provide corresponding funding guarantee, and give corresponding preference in performance appraisal and professional title evaluation. For example, provide powerful logistical support for the laboratories needed by teachers for practical teaching. At the same time, we'd better give certain rewards to teachers who have carried out practical teaching activities more times or achieved better results and give priority to the evaluation of excellence (Ren, 2021).

In addition, we should actively carry out practical teaching research. We should actively use resources inside and outside the school, regularly organize various knowledge and experimental skills competitions, and encourage teachers to actively participate in the research of innovative experimental projects, so that they can improve their innovation ability in practice. In particular, teachers should be encouraged to carry out research and exploration on practical teaching reform, establish project teams to carry out research on production, teaching and research projects, and promote the transformation of achievements while improving their own quality. Teachers are encouraged to combine research with practical teaching, actively explore new methods and means of practical teaching, and improve the level of practical teaching.

The table below shown ensuring stability of teaching staff by previous researchers regarding talents.

Table 3. Meta-analysis of Ensuring Stability of Teaching Staff

Number	Teaching Staff	Researcher
1	Talent Introduction	(Ding et al., 2020; Hsieh, et al., 2019; Hu, 2016; Jean, 2020; Jiang, 2020; Liu et al., 2021; Liang & Pan, 2021; Li & Xue, 2021; Nguyen Thi Mai & Hall, 2016; Ren, 2021; Xiao & Gao, 2018; Zheng et al., 2021)
2	Improve Management of Practical Teaching Team	(Dina, 2017; Huang & Asghar, 2018; Hyung et al., 2019; McLay & Chua Reyes Jr, 2019; Marta, 2021; Suo & Hao, 2022; Katherine et al., 2016; Liu et al., 2021)

3	Encourage Practical Teaching Research	(Ding et al., 2020; Dina, 2017; Hsieh, et al., 2019; Hu, 2016; Jiang, 2020; Liu et al., 2021; Liang & Pan, 2021; Li & Xue, 2021; Ren, 2021; Suo & Hao, 2022; Zheng et al., 2021)
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5.2.4 Innovating Management and Perfecting Practical Teaching Mechanism

Only by renewing management means can we effectively guarantee the realization of practical teaching objectives. First of all, it is necessary to establish and improve the management system of practical teaching, establish relevant departments, clarify the management responsibilities of each department, and form a scientific management pattern with strong leadership, division of labor and cooperation among departments and common development from the perspective of internationalization and in combination with the actual management of the school. Meanwhile, we should improve the strategic management, target management and the two-level management system of the university and the college, clarify the relationship between the rights and responsibilities of the university and the secondary college, especially their rights and responsibilities in the training of high-quality international talents, fully mobilize the enthusiasm and initiative of the secondary college management, regulate their rights and prevent unclear responsibilities(Liu & Zhang, 2022).

Secondly, we should improve relevant systems such as fund investment and daily management to reduce institutional loopholes. Improve the executive power of the system, and constantly improve the system in combination with work needs and reality in practical work, so as to prevent the system from becoming a mere formality. In addition, the practical teaching materials and specific teaching rules and regulations should be constantly improved to improve work efficiency (Ding, 2021). In particular, we should establish and improve the incentive mechanism for practical teaching, improve teachers' enthusiasm for practical teaching, and give corresponding support and policy funds. At the same time, we should try to establish an assessment mechanism to assess the effectiveness of practical teaching and ensure the quality of teaching.

Finally, we should constantly optimize the practical teaching resources, integrate and effectively plan the existing resources, establish a resource sharing mechanism, and give full play to the joint forces of resources. Build a laboratory sharing platform, continuously expand the laboratory operation mechanism, prevent the laboratory from using unevenly, and build a scientific practical teaching base.

The table below shown perfecting practical of teaching mechanism by previous researchers regarding management innovation.

Table 4. Meta-analysis of Perfecting Practical of Teaching Mechanism

Number	Means	Reseacher
1	Perfecting Management System	(Ding et al., 2020; Hsieh, et al., 2019; Hu, 2016; Jiang, 2020; Liu et al., 2021; Liang & Pan, 2021; Li & Xue, 2021; Ren, 2021; Suo & Hao, 2022; Xiao & Gao, 2018; Zheng et al., 2021; Zhou et al., 2016;)
2	Improve Rules and Regulations	(Hu, 2016; Jiang, 2020; Zheng et al., 2021)
3	Optimizing Practical Teaching Resources	(Hu, 2016; Suo & Hao, 2022)

6. Conclusion

After an in-depth analysis, there are 4 major deficiencies existing in the current practical teaching of high-quality international talent training, which is inconsistent practical teaching system, incomplete teaching practice conditions, instable teaching staff and unsound management. There is no denying that changing ideas and building a perfect teaching system are the premise of practical teaching reform. Only by recognizing the characteristics of practical teaching from the school running idea can we effectively guide students to pay attention to the cultivation of practical ability, so as to strengthen practical teaching, cultivate students' practical ability, innovation ability, and then become high-quality international talents. Increasing investment and providing excellent teaching conditions are the basis for cultivating high-quality international talents. Colleges and universities should further increase the investment in practical teaching. On the one hand, colleges and universities should speed up the pace of laboratory transformation and construction and build high-quality practice bases. We should make full use of the off campus social practice platform, and. On the other hand, we should make full use of the off-campus social practice platform, establish a number of practice bases through cooperation with multinational enterprises at home and abroad, and make full use of students' internship opportunities in well-known foreign enterprises and foreign-related institutions to improve international communication skills. Introducing talents and having a stable team of high-quality teachers are the guarantee of the quality of practical teaching. Therefore, the construction of a practical teaching team that can meet the needs of practical teaching, with reasonable

structure, high comprehensive quality and level, can ensure the smooth progress of practical teaching. Innovating management and perfecting practical teaching mechanism are the means to achieve the goal of practical teaching. Colleges and universities should strengthen the management from the aspects of teaching plan, teacher allocation, fund investment and quality management to form a practical teaching management system of "unified leadership, unified planning and division of labor coordination", and ensure the standardized and orderly development of practical teaching through standardized management.

To sum up, all colleges and universities should follow the outline of the National Medium and long-term Program for Educational Reform and Development, improve the pertinence of running schools, identify and overcome the deficiencies in the current practical teaching of high-quality international talent training. Only in this way can we truly cultivate a large number of talents with international vision and ability to cope with future global competition.

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