

Opportunities and Challenges for China-Germany Cooperation to Cultivate Applied Talents

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Abstract: In recent years, with the continuous application of "Internet +", it has changed every aspect of our national life, and some traditional industries have also changed with the Internet. Under the influence of new new conditions, higher education needs to cultivate more applied talents constantly. Because of the lack of experience in our country, the outstanding achievements of Germany in this field, coupled with the friendly relations between the two countries, ushered in a great opportunity for the joint cultivation of applied talents in the history of the two countries. Therefore, on the basis of deeply understanding the German applied talents training model and the current background of our country, this paper deeply analyzes the opportunities and challenges of "Internet+" cooperation in training applied talents in Germany.

1. Introduction

Chinese-foreign cooperation in running schools is a public welfare undertaking and an important part of education in China. The state implements the policy of opening wider to the outside world, standardizing the running of schools, administering according to law and promoting development. The state encourages Chinese-foreign cooperation in running schools and introduces high-quality educational resources from abroad. The legitimate rights and interests of Chinese-foreign cooperatively-run schools shall be protected by Chinese law, and Chinese-foreign cooperatively-run schools shall enjoy preferential policies as prescribed by the state in accordance with law, and carry out their own educational and teaching activities. Chinese-foreign cooperatively-run schools must abide by Chinese laws, implement China's educational policies, abide by China's social ethics, and must not infringe upon China's national sovereignty, security and social and public interests. Chinese-foreign cooperatively-run schools shall adapt to the needs of the development of China's education undertakings, ensure the quality of education and teaching, and devote themselves to training all kinds of talents for China's socialist construction.

2. Background of the School

Since the 1980s, with the rapid development of reform and opening up, the economic and cultural exchanges between China and Germany have become more and more frequent and in-depth, and the exchanges and cooperation between domestic colleges and universities and German universities have also been greatly developed. From the initial inter-school exchange, mutual dispatch of students, invited visiting professors and other cooperation, to the current multi-disciplinary, multi-professional cooperation in running schools. Especially since the 1990s, many colleges and universities in China have established Sino-German colleges one after another, marking the development of Sino-German cooperation education has reached a new height.

2.1. The Characteristics of the Times of Cooperation between China and Germany in Running Schools

Sino-German cooperation in running schools rose in the 1990s and flourished in the early 21st

century. The continuous development of Sino-German cooperation in running schools is a concrete embodiment of the deepening spirit of reform and opening up in the field of education and culture in China. From the 1990s to the 21st century, China entered a period of great historical revival. With the rapid development of China's industrial economy, a large number of high-level talents with advanced science and technology and international vision are needed. With the rapid development of economy and the fierce competition of talents, a large number of young generation are more capable of going abroad, learning advanced technical knowledge and looking at the world.

2.2. China-Germany's Educational Concept of Training Applied Talents

The former Sino-German co-operation in running schools includes Tongji University's Zhongde College (Fig.1), China University of Political Science and Law, Institute of Economics and Law of Nanjing University, etc., which are devoted to postgraduate training, and other training programs that give priority to cultivating practical talents in undergraduate education. In terms of educational resources, at present, Chinese and German schools cannot only rely on the capital and strength enterprises of the Chinese and German governments, but also rationally use the students'family economic ability, which largely reflects the concept of educational equality, and everyone has the right to education.



Figure 1 German machinery

3. The Opportunities for China-Germany Cooperation to Cultivate Applied Talents

China and Germany have conducted international political, economic and cultural exchanges and cooperation since the establishment of friendly diplomatic relations in 1972. In the era of rapid development of the Internet, there is a great potential for the development of education and the cultivation of talents.



Figure 2 China-Germany Cooperation

3.1. The Chinese Economy Needs Applied Talents

In 2009, China overtook Germany as the largest exporter; in 2013, China overtook the United States as the largest exporter of goods, and China's export-oriented economy has grown comprehensively. In 2011, China's foreign trade situation became more severe, with general trade showing negative growth and processing trade falling sharply. Meanwhile, commodity prices have fallen sharply, with energy such as crude oil and iron ore becoming the main popular imports. The rise in prices and the decrease in quantity are conducive to lowering costs and improving terms of

trade. The training of applied talents in traditional international trade focuses on the negotiation and implementation of general trade and processing trade, including commodity knowledge, trade practice and business negotiation skills. However, with the change of China's foreign trade situation and the new demand of the world market, the traditional talent training mode has been very difficult to adapt to the development trend of our country's future foreign trade [1]. Therefore, we should constantly use the Internet to carry out big data analysis, understand the international open policy, constantly adjust the structure of talent training, innovate a new mode of cooperative school development, and aim to cultivate more applied talents.

3.2. The Training Model of Applied Talents in Germany has Gradually been Recognized by China

The "dual system" is the main form of vocational education in Germany, and it is a kind of talent training mode that promotes students to combine the theoretical knowledge learned in school with the practical skills learned in enterprises to cultivate high-quality professional and technical talents. The so-called "dual system" refers to the "monistic system" of vocational schools," monistic system "enterprises in various industries, the two through close cooperation to ensure the quality of the" dual system "talent training model. The dual education model students study in two places, companies and schools. Two to three and a half years of study, 60% in the company enterprise, 40% in the school. With the increasing trend of globalization, the training mode of corresponding talents in Germany has been paid more and more attention and study in the world. For our country, under the background of internet plus, co-operation with german universities cannot only effectively study the advanced training mode of german talents, but also cultivate international applied talents with strong specialized skills.

3.3. China-Germany Cooperation in Running Schools Ushered in the Best Opportunity

A new era is giving birth to a new development of Sino-German relations. Germany is a popular place to study abroad, known for its excellent education, academic status and elite education. As learning progresses, more and more Chinese teachers and children go to learn and communicate (Fig.2). China-Germany relations have opened a new era in recent years. Here are more than 70 flights a week connecting 10 cities, with more than one million visitors a year connecting China to Germany, the last route connecting the entire euro zone to Chongqing. Through the cooperation of digitization and innovation, we have advanced the cooperation of new industries such as artificial intelligence, new energy vehicles, interconnection and self-driving, and made full use of the research and development cooperation potential in the field of intelligent production [2]. Companies in both countries are therefore in urgent need of someone with the skills, expertise, industry and international communication skills, someone who can deliver expertise through cooperation and cooperation [3]. Schools also use change as an important strategic opportunity and future strategic development, based on close cooperation with German universities. The above cooperation is based on the German model and creates innovations that can give international vision, communication skills and professional competence.



Figure 3 Related meetings

4. The Challenge of Sino-German Cooperation in Cultivating Applied Talents

Because of the language barriers and space unique to cross-border cooperation in running schools, in teaching management, although Chinese and German teachers Creativity Management has made great efforts and communication, but according to Author Understanding Many institutions in the cooperative teaching experience, China-Germany cooperation in running schools, institutions generally exist in the management system is unclear, the system has yet to be improved, China-Germany teachers communication deficiencies are not sufficient.

As a small language, the study of German is a difficult task, especially in the study of German professional knowledge, is even more difficult. Although the Sino-German cooperative education program has worked hard across the country to promote students' learning, by using the teaching methods of teachers from both countries, three feet of ice is not a day's cold, and for Chinese students, it is better to learn written German than spoken. Sino-German cooperation in running schools requires students to live and study independently abroad, and China's new generation of only children lack the ability to live independently. Moreover, because of the traditional Chinese education mode that Chinese students come into contact with from childhood, they are used to the cramming teaching method of Chinese teachers and lack autonomy and originality in learning. On the other hand, there are differences in the social system between China and Germany, and there are very different laws, cultures, customs and so on. Therefore, there will be some differences on teaching mode, ideas and so on in the cooperation of running schools between the two countries. For example: the pursuit of applied talents in our country is efficient and cost-saving, while Germany pursues "craftsman level talents", hoping to create high quality and high cost products. These problems will be the challenge of Sino-German cooperation in running schools, but with the challenge, we can meet the challenge and develop more applied talents.

5. Conclusion

To sum up, under the background of "internet plus", the original applied talent training mode in our country can no longer adapt to the demand for talents in our country, but at present, as a manufacturing country, the demand for applied talents is increasing day by day. China-Germany cooperation to cultivate applied talents can continue to learn from Germany's advanced talent training model, to cultivate more applied talents. Although the Sino-German co-operation in running schools is still in its infancy, there are opportunities and challenges, and our country will continue to cultivate independent and high-quality talents with the continuous development of opportunities and challenges, so as to lay a solid foundation for the future career and constantly cultivate the applied high-quality talents needed by the motherland. We constantly promote the great changes in education, improve our comprehensive strength and cultural soft power, and promote the sustainable development of our country to train applied talents.

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