

# Practice and Thinking on International Cultivation of Postgraduates

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**Abstract:** National cultivation of graduate students has become the current mainstream trend. The postgraduate faculty should continuously optimize its own training model, establish a more complete and comprehensive educational mechanism, and thereby enable postgraduate international training be more collectively effective. If colleges and universities can cultivate graduate students with more international awareness and ability, the overall level of our country's current graduate students will be improved significantly. It will play a very important role in our country's future development and construction and the better development of graduate students themselves. In this context, this article will analyze the international cultivation of graduate students and propose some strategies for your reference.

**Key words:** Graduate students; Internationalization; Training strategy; Practice and thinking

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## 1 Introduction

According to the National Medium and Long-term Education Reform and Development Program (2010-2020), more multi-level and wide-ranging educational exchanges and cooperation should be carried out to enhance the internationalization of our country's education. As a higher-level talent in our country, postgraduate education has always been attached of great significance, and it is also an important part of our country's higher education. How to raise the internationalization level of graduate

students to a new height has gradually become one of the key considerations of teachers in the current graduate school. It can be seen that improving the internationalization level of postgraduates in universities has become one of the core issues in the current higher education sector.

## 2 The content of postgraduate international training

The internationalization of graduate students mainly includes the following contents.

First, it is to establish international training goals and introduce international postgraduate training resources. With the continuous improvement of our country's comprehensive national strength, it is necessary to conduct broader and deeper exchanges with other countries in the world. This requires colleges and universities to take a long-term view when conducting postgraduate training and set a more ambitious international goal for postgraduates. At the same time, in terms of faculty, platform construction, and textbook resources, colleges and universities should also be in line with international standards, so that the graduate students training can have an international perspective and the ability to adapt to society will be greatly improved.

Second, we should introduce a more international education concept. Our country is a massive country in postgraduate education. With the continuous development of society, our country must strive to become a strong country in postgraduate education. This requires graduate teachers to actively absorb experience of foreign graduate education and integrate into international graduate students with a more welcoming attitude. During the training, an

international postgraduate training path suitable for my country's national conditions will be explored, thereby comprehensively enhancing my country's soft power.

Third, the subject and object of education are internationalized. The so-called object here mainly refers to graduate students, whose internationalization is relatively simple. Internationalizing the main body of graduate teachers is the most important thing. Many universities do not pay attention to the internationalization of teachers, which makes it difficult to comprehensively improve the internationalization level of graduate students. Universities should allow graduate teachers to go overseas as much as possible in order to fully strengthen the academic exchanges between domestic and foreign teachers, so as to lay a solid foundation for the internationalization of college graduate students.

### **3 The status quo of international training of graduate students**

At present, the policies and systems for the internationalization of graduate students in our country's universities are not perfect. Many universities do not have their own set of procedures for the internationalization of graduate students, which largely affects the efficiency of international graduate students. Many colleges and universities have not helped them to establish clear training goals when they are cultivating graduate students internationally, which makes it difficult for many graduate students to define the direction of their efforts. In addition, our country's postgraduate training model is relatively rigid. Postgraduates usually focus on learning theoretical knowledge and fail to take the initiative to broaden their international horizons. This will have a certain impact on their innovative thinking and practical ability. In terms of curriculum design, the graduate courses of many domestic universities are very rigid and lack the necessary flexibility. These universities seldom take the initiative to introduce advanced foreign courses into the postgraduate training process, and the teachers' concept of globalization is relatively weak. In addition, few colleges and universities can take the initiative to hire high-level foreign teachers for graduate students. The foreign teachers who guide

graduate students are usually part-time professors, and it is difficult for these professors to teach academic knowledge systematically. At present, graduate teachers in most universities in our country have few opportunities to go abroad and lack of opportunities to communicate with outstanding teachers from other countries. This has also largely affected the process of internationalization of graduate students in my country.

## **4 Strategies for international training of graduate students**

### **4.1 Establishing a complete international training system to enhance teachers' interest in postgraduate international training**

At the national level, it is necessary to actively analyze and explore the global postgraduate education model, introduce those effective and excellent experiences into the graduate training process of Chinese universities, and establish corresponding laws and regulations in accordance with the actual situation of postgraduate training in Chinese universities. In addition, local governments can periodically guide them in the international training of graduate students based on the actual situation of universities, and urge them to establish corresponding school supervision institutions to ensure the smooth implementation of corresponding graduate international training regulations in universities.

In terms of mechanism, universities can introduce foreign postgraduate evaluation systems and evaluate postgraduates with international standards, which can effectively improve the quality of postgraduates, promote them to better integrate with international standards, and enhance their international competitiveness in future career. In addition, universities can establish international postgraduate training institutions based on actual conditions and establish special postgraduate international training funds which can be used in a planned and scientific manner to improve the efficiency of postgraduate international training. Colleges and universities can establish international training channels to allow graduate students to visit different countries on a regular basis. Graduate international training teachers can also establish contacts with foreign scholars through this channel, participate in targeted academic conferences, and enhance international graduate

students' interaction level. Through the above methods, the enthusiasm and interest of university teachers in the internationalization of graduate students will be greatly improved.

#### **4.2 Improving the international training measures for postgraduates and enhance the international communication ability of postgraduates**

If teachers want to train postgraduates internationally more efficiently, they must first define their goals. Combining with the requirements of the current global development for graduate talents in our universities, we will focus on improving the innovative and practical ability of graduate students and help them develop a broader international vision, so as to develop the academic thinking of college graduate students. In this way, the ability of postgraduates in cross-cultural cooperation can be effectively enhanced, which lays a solid foundation for efficient cooperation between them and foreign postgraduates. Moreover, it is also very important to build a more reasonable international curriculum system. When designing courses, college teachers can combine the content of postgraduate courses, incorporate some cutting-edge academic knowledge into the courses, and have the courage to introduce some short-term courses of international famous teachers into teaching, thereby broadening the academic horizon of postgraduates. That said, college teachers can more actively participate in the construction of international courses, laying a solid foundation for more efficient international postgraduate teaching. Finally, colleges and universities should actively explore new international training models for graduate students, abandon the traditional fixed-style teaching model, and introduce new teaching methods such as seminars and lectures into the graduate training process. At the same time, teachers can try to carry out international teaching for postgraduates through micro-class videos, multimedia equipment, etc., by using rich international teaching resources. That is how postgraduates can access the latest academic content without leaving home, and enhance their international communication capabilities.

#### **4.3 Optimizing the postgraduate faculty team and improve the international comprehensive level of the postgraduate faculty**

To improve the comprehensive level of postgraduate

teachers in universities, we should start with enhancing their English ability. For postgraduate teachers in colleges and universities, only with good English ability can they better grasp the first-hand international English academic achievements. Therefore, colleges and universities should actively build an English learning platform for graduate teachers to help teachers clarify the importance of learning English, so that graduate teachers can better participate in the process of graduate internationalization. In addition, colleges and universities can also introduce some outstanding talents from abroad, and recruit overseas teachers into the postgraduate international training faculty team through global recruitment, so as to lay a solid foundation for students to better understand the international academic situation. In addition, colleges and universities can regularly send teachers to universities in different countries for further studies. Through scientific discussions with international counterparts, they can improve their academic standards while cultivating their international literacy. This will be very important for teachers to cultivate graduate students in an international way.

## **5 Conclusion**

From all mentioned above, the internationalization of graduate students is a long journey, which requires college teachers to constantly update their own teaching concepts and have the courage to introduce new teaching concepts into their own postgraduate international training. In addition, teachers need to establish clear internationalization goals for postgraduates in colleges and universities, and constantly improve the training content for postgraduates. That said, students can have a better and more comprehensive understanding of the international academic situation, and lay a solid foundation for their further development. Through the continuous expansion of the channels for the internationalization of graduate students, the effect of the internationalization of graduate students in our country will gradually climb higher, which is of great significance for the further study of graduate students.

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