

Original Research Article

One Belt, One Road, the Way to Train New Talents for Chinese Students Abroad

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Abstract: with the continuous strengthening of China's comprehensive national strength and the expansion of education, China has become the first choice for more and more foreign students. China's "one belt, one road" initiative has made the countries along the border the first choice for studying abroad. In order to cultivate the talents suitable for international students, colleges and universities and relevant education departments explore the training programs suitable for international students to adapt to the development of the international community. This paper mainly from the shortcomings of the previous training methods in China, in view of these problems, puts forward new training methods.

Keywords: One Belt; One Road; Overseas Student Education; Innovative Talents; Training Path

1. Introduction

China's China Silk Road Economic Belt and one belt, one road to the South China Sea, has been proposed by Xi Jinping since 2013. The major initiatives are aimed at expanding China's circle of friends and building an open, inclusive and win-win cooperation development circle through strengthening economic ties between China and the "one belt and one way" country. China one belt, one road ancient Chinese literature search initiative, has put forward new demands and tasks for China's higher education. The education in China is an important manifestation of China's opening up in the field of education, which helps foreign students better understand China and integrate into China. Foreign students as an important bridge to communicate with foreign countries further promote international exchanges and cooperation. One belt, one road, is an important platform for strengthening exchanges and cooperation among all countries. Nowadays, "one belt, one road" is facing new challenges. We should innovate our educational philosophy, reform our educational methods and improve our education system, so we must shoulder the new mission brought about in the new situation.

2. The current situation of training international students in China

2.1 The training objective and direction are not clear, and the professional advantages of the courses are not obvious

At present, most colleges and universities are not clear about the training plan of overseas students, and lack of scientific, comprehensive and reasonable positioning thinking.

2.2 The curriculum design system is not perfect and systematic, and the teaching facilities cannot keep up with the development of education in the times

At present, most of the professional courses in most colleges and universities in China are similar to those of the same major students in their own country when setting up the curriculum system for overseas students, lacking some international cutting-edge courses, such as international economy, innovation and entrepreneurship education, and most colleges and universities use relatively low proportion of international general textbooks.

2.3 Single and rigid teaching and assessment methods

The traditional mode of learning and education in China emphasizes hard work and hard work to make up for the shortcomings, which is reflected in the classroom teaching, which is often centered on teachers and teaching materials, adopts the "cramming" method, and the assessment method is the only standard for the final examination results, which is quite different from the emphasis on independent thinking and encouraging innovative thinking in western culture. At the same time, due to the uneven Chinese proficiency of foreign students, teachers cannot combine their language barriers and language differences in teaching, only to complete the class hours, the inspection results are relatively relaxed, unable to meet the learning requirements of foreign students,

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and finally the quality of foreign students cannot achieve the expected results^[1].

3. The training path of overseas students in China

3.1 Curriculum system design

Combined with domestic courses and international integration, it has both domestic characteristics and internationalization, and creates a brand discipline and advantage specialty for international students. In terms of curriculum system design for international students, we should stand at the front of the times, keep pace with the times and link up with the courses of foreign excellent universities. Domestic colleges and universities should do more research in personnel training and curriculum design, and then combine the characteristics and advantages of our school, set up the corresponding curriculum arrangement, and create the advantage brand specialty^[2].

3.2 Course content arrangement

We should not only emphasize diversification but also pay attention to individuality, create excellent courses and teaching materials for overseas students, take the training of innovative talents as the goal, fully respect the main position of students in the classroom, and respect the differences of students in different educational backgrounds. In the design of teaching content, we should give full consideration to the actual situation of foreign students, set up some disciplines with rich characteristics, blend different disciplines, rich content and wide range of knowledge. So that it can accept more courses in a limited time, and then lay a solid foundation. At the same time, combined with the credit system of foreign countries and the performance point assessment methods of their own countries, foreign students are given a more relaxed learning atmosphere and encouraged to develop diversified learning

3.3 Reform of teaching methods

On the one hand, we should train them in line with the training program of our country; on the other hand, we should treat them differently in their special situations. Due to the wide range of foreign students, learning basis and learning ability are uneven, so in the implementation of the unified management of foreign students' teaching, comprehensive teaching and classified guidance are carried out for different students. For some courses with Chinese characteristics, we can rearrange the teaching materials according to their foundation, let foreign language experts translate them into foreign languages first, and make them relatively easy to understand. In terms of specific teaching methods, teachers can combine foreign teaching methods, let them discuss in groups first, and then teach the problems that are difficult to be solved by everyone in a unified way, which can fully stimulate students' interest in learning, and return the classroom to students, which is also the difficulty in the teaching process in China. At the same time, we can also use modern technology such as micro class to enrich the teaching process. On the other hand, we can also let students show their strengths and advantages through computer technology and fully show their own abilities.

3.4 Practical teaching support

We should adhere to the concept of opening school facilities and sharing teaching facilities. Colleges and universities should actively build some platforms for overseas students to enjoy the same treatment as domestic students. Open the internal practical teaching resources of the school, encourage overseas students to participate in community activities, actively participate in college students' entrepreneurship competition and related science and technology competitions and challenges, encourage overseas students to invest in the scientific research of the school, make full use of the existing teaching and education resources of the school, and cultivate the comprehensive practical ability of overseas students. At the same time, we should work with local governments and enterprises to introduce overseas students into the construction of socialism with Chinese characteristics, shift our attention from domestic excellent talents to overseas students, set up welfare systems such as scholarships for overseas students, and achieve deep integration of production, learning and research, which is a win-win way.

3.5 Evaluation method selection

We should combine foreign assessment methods, not only taking achievement as the only standard, but also diversification and key investigation. At present, most colleges and universities still take the final examination results as the main proportion to assess students. This kind of investigation not only makes the overseas students not fully reflect their comprehensive ability, but also negates their achievements to a certain extent. At the same time, it will also strike the students' interest in learning and let them slowly give up some other skills. This is a blow to students and a loss to schools. Therefore, in terms of assessment methods, we should focus on multiple inspection, not only on academic performance, but also include sports, social networking, scientific research, competition and other achievements in the assessment, so as to promote the development of students in various aspects.

3.6 Construction of teaching staff

In the process of teaching, teachers should have emphasis and inclination. Due to the diversity and stratification of the educational background, language and cultural background of the overseas students in China, more efforts should be made in the construction of the teaching staff. On the one hand, colleges and universities should ensure the classroom teaching quality of overseas students, let professors and excellent teachers enter the classroom; on the other hand, they need to train special teachers and management personnel, and increase the inclination in textbook compilation and teaching reform. In addition, for the higher-level foreign teachers, we should give them considerable welfare and reward mechanism to ensure that these teachers have the first mover advantage in the process of career promotion, which can increase the initiative and enthusiasm of teaching for foreign students.

4. Conclusion



Original Research Article

The Reception of Harold Shadick's Translation of The Travels of Lao Ts'an in the English World

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Abstract: As the masterpiece of late Qing novelist Liu E, *The Travels of Lao Ts'an* has received extensive attention from scholars both in China and abroad since its birth. This article intends to examine the reception of Shadick's version in the English world from three dimensions: comments on Shadick's translation, research on the novel itself, and the comparative study on the novel.

Keywords: *The Travels of Lao Ts'an*; Harold Shadick; Reception; English world

1. Introduction

In 1903, *The Travels of Lao Ts'an* was published in *The Tapestry Fiction*, one of the four major magazines in the late Qing Dynasty. It is the representative work of the late Qing writer Liu E. The novel sets Jinan, Shandong Province as the narrative background, and narrates the travelling of an itinerant doctor Lao Can (implying old and hopeless) to explore the social contradictions in the late Qing Dynasty, especially the view that "pure" officials mislead the country, and to seek people's social attention and recognition.

Compared with other translated versions of the novel, Harold Shadick's translation of *The Travels of Lao Ts'an* (hereinafter referred to as "Shadick's translation")^[1] is a popular one in the English world, and it is generally mistaken by scholars, such as Henry McaLeavy(1953), Bonsall G. W. (1954), as the first full English translation. This article aims at taking Shadick's translation as the research object, and study the reception of this novel in the English world based on the comments on the translation, analyses of the novel itself and comparative study of the novel.

2. The reception of Shadick's translation in the English world

In 1952, Harold Shadick's translation attracted wide attention from foreign scholars, and it also opened the way for systematic researches overseas on the English translation of *The Travels of Lao Ts'an*. The research perspectives of scholars start with the evaluations and analyses of Shadick's translation, and then elaborate on the content of the novel and the interpretation of Liu E's philosophy. Of course, translation and research are a complementary process, and most scholars' research on the novel is also both.

2.1 Praises and criticisms in mixture

After the publication of Shadick's translation, Henry McaLeavy (1911-1968) pointed out that *The Travels of Lao Ts'an* is

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With the proposal one belt, one road, a large number of overseas students are pouring into China. Although our country's innovative training mechanism for international students is not mature, with the continuous maturity and development of innovative talent training mode, our country pays more and more attention to international education. I believe that with the support of the national government and the joint efforts of colleges and universities, China's innovative mechanism will continue to improve, and more and better talents can be cultivated.

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