Research on Cultivation of International Outstanding Talents in Zhuhai based on OBOR and the Theory of Knowledge Innovation

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ABSTRACT
With the implementation of the One Belt One Road (OBOR) Initiative and “Guangdong Bay area” strategy, Zhuhai’s geographical advantage will be very obvious, present situation of outstanding talent internationalization research background OBOR in Zhuhai City, from the perspective of the construction of the mechanism of knowledge innovation based on the training mechanism and training approaches to international talent training two mode, provide advice Zhuhai city college talent training. Focus on OBOR initiative planning vision, and steadily promote educational and cultural exchanges OBOR along the countries and relevant countries, and strive to create stereoscopic training system, talents, providing talents and intellectual support for the construction of OBOR construction.

Keywords: Talent cultivation, OBOR, International talent, Self-learning, Leadership, Cross-cultural

1. Introduction
International talents need to make corresponding adjustments according to the new pace of opening. Under the background of national implementation of OBOR strategy. Cultivating ability of cross-cultural understanding and communication of new international talents is the top priority, in cultivating scheme of universities to strengthen foreign language ability, cultivation of cross-cultural ability, and increasing the basic knowledge of economic and trade at the same time. Chinese excellent traditional culture, such as course content, is trying to establish associated with relevant institutions at home and abroad to develop a new model of talents.

Domestic universities for international talents connotation, contain many years of education practice reflection on the basic quality of first-class talents, including knowledge, professional level, practice ability, innovation ability, social responsibility and other factors. In addition emphasized the social development should adapt to the national open with the character of "international perspective" or "cross cultural communication ability". Specifically, how to cultivate students’ "international perspective" and "cross-cultural communication ability" in the stage of talent training, there are different ways of training programs and courses in universities.

We should focus on shaping students’ sense of mission in the community of common destiny, and even surpass the vision of the country and the nation, and dare to bear the common challenges faced by mankind. These include to understand the history of the world and to understand the context of the international community. Also enhance students' cross-cultural collaboration and leadership skills, including language, communication, negotiation, leadership, and the ability to integrate into a diverse culture.

OBOR is a century project which needs a large number of talents with global vision, professional quality and innovation ability. Therefore, the university education in Zhuhai needs to implement the training strategy of breakthrough, focusing on the reform of integration and innovation, to build professional, compound and practical specialized talents training projects. In the process of training talents, we should focus on cross-cultural education, self-learning and training, and improve students' ability of foreign language and innovation. Students will have the ability to solve global problems, such as resources, environment, ecology, and so on. This includes the training frame of international outstanding talents (see Fig. 1).
2. Current situation of international talent cultivation

OBOR white paper shows that 66% of respondents said it is difficult to find high-level talents, 40% of the respondents find special skills and difficulty in attracting talents is the lack of competitiveness of salary and welfare. How to create and adapt to high-quality creative talents to enhance the OBOR process is a problem we must think deeply.

OBOR white paper shows that the current our country enterprise faces three major challenges in overseas talent layout, including the hard to reach high level overseas talents, lack of suitable candidate channels and lack of employer brand awareness worldwide. The respondents of the state-owned enterprises, 66% enterprises said that it is difficult to find other senior personnel, skilled personnel find special difficulties of the 40% enterprises, and to attract talent when salaries and benefits of the lack of competitiveness, and two-way strange for overseas market to 36% enterprises to find suitable candidates lack of channels.

From a macro and long-term perspective, OBOR needed high-end talent cultivation, use and reserve mechanism, which requires countries to take into consideration and top-level design, in order to avoid future OBOR may be encountered in the process of the implementation of risk and resistance. It is necessary to study the strategies and ways of cultivating high end talents.

3. Self-learning and self-assessment

Teaching is the dynamic process of interaction between teachers and students. Learning is the process of making a lasting change in behavior or behavior due to experience. Evaluation is using scientific methods and techniques, to collect information about the students’ learning behavior and its achievement right, according to the teaching goal, the situation of students’ learning performance, analysis, research, and judging a series of work. In the whole teaching process, the evaluation is the key part of the transfer, not the end of the teaching process, not the end of the teaching activity. The main purpose of teaching evaluation is to analyze the difficulties in teaching and diagnosis and study, as the basis for implementing remedial teaching and individual counselling. Teachers can ask questions and guide students to think. We focus on cultivating students' independence and critical thinking, and laying a foundation for self-learning and development.

Figure 1: Training frame
3.1 Self-learning

3.1.1 Cultivating students’ consciousness of self-study
The quality education is the main body of the students, and the students are the masters of the study. Therefore, in the process of implementing quality education, we should pay attention to cultivating students’ consciousness of autonomous learning, and encourage students to explore and think independently in teaching activities, so as to achieve the best teaching effect.

- Arousing interest in learning
  "What is needed for a successful teaching is not to be coercive, but to stimulate the interest of the students," Tolstoy said. Interest is the best teacher to learn. Psychological studies have shown that the level of interest in learning can have a great impact on the learning effect. If students have strong interest in learning and high spirits, he will go deep and lively in learning related knowledge and extensively related to knowledge. He will show a dogged spirit when he meets difficulties. Therefore, in order to promote students' active learning, it is necessary to stimulate and cultivate students' interest in learning.

- Establishing a harmonious relationship between teachers and students
  The teaching practice shows that the students love a teacher and love the course that the teacher teaches, and he will actively explore the knowledge of the subject. This also promotes the formation of students’ self-learning consciousness. In the book of learning, the famous book of education points out that this is the truth of "loving the teacher and believing it". So teachers should really love students, respect students, accept students, and meet their students.

3.1.2 Actively guide students to study independently
The theory of modern education advocates student-centered, emphasizing students' initiative in learning, teachers' role is reflected in the organization, guidance, help and promote students' learning, give full play to students' initiative, enthusiasm and creativity, so as to make students the most effective learning, to achieve the best teaching results.

- Create a situation and form a problem
  The key to the creation of the situation lies in the situation, in which the situation is stimulated and the new lesson is introduced with the best situation and the strongest feeling, and the problem is formed. The problem can be raised by the teacher in the situation, and it can be put forward by the students. However, the problems raised should hit the burning point of thinking, so that we can not only wake up the cognitive system of all students, but also improve the learning efficiency in unit time. Because of the ingenious stimulation of the situation, the students' enthusiasm for learning is aroused, the interest of learning is sprout, and the cognitive system begins to operate.

- Dare to question, be willing to think and study independently
  Good teaching atmosphere is very important to the development of teaching activities. In the classroom, this atmosphere should be created to allow students to be free and free in their study. They can create a thinking collision and flash a spark of thinking. Teachers should boldly let go in teaching, encourage students to learn independently, enable students to really grasp the initiative of learning and become the masters of learning. Students will actively participate in learning independently, and subjectivity can be brought into full play. Psychology tells us, "there is no doubt, but no doubt." Teachers should encourage students to question, not easily agree with the views of others, to boldly express their unique insights. Teachers should give students thinking, inquiry and self development room in the teaching, to be good at the contradiction between teaching content itself and students’ knowledge and experience as a breakthrough, to inspire students to explore the "why", make the students active thinking, to enable students to be diligent in thinking, thinking, and more actively engaged in learning.

3.1.3 Stratified guidance and flexible training
On the basis of obtaining certain perceptual knowledge, teachers should also guide students to think in their own way, so that knowledge can be changed from concrete to simple to abstract and complex, and to guide students at different levels.
3.1.4 Evaluation and analysis

Teaching evaluation is an important part of classroom teaching, teaching evaluation should make students self evaluation, to study the advantages and disadvantages of each one airs his own views speak freely. Teachers can start organizing student discussion and communication, and play a leading role by students, so that students' thinking can form mutual agitation. Students will not only release their mental energy, but also deepen their thinking. Teachers should guide and evaluate the quality of students' speech on the basis of the students' discussion and communication. The photos below show a student is speaking (see Fig. 2) and the students’ teamwork (see Fig. 3).

![Figure 2: Students speaking](image)

![Figure 3: Student Teamwork](image)

3.2 Self-assessment

3.2.1 Connotation and type of teaching evaluation

The teaching evaluation consists of three parts including evaluation of teacher’s teaching effectiveness, evaluation of students’ learning achievement and evaluation of curriculum program. In terms of the timing and performance of the evaluation, the teaching evaluation can be divided into formative evaluation and summative evaluation. In terms of the interpretation of the evaluation data, the teaching evaluation can be divided into norm-referenced evaluation and criterion-referenced evaluation.

R. K. Watkins, an American educator, has summed up the following nine methods of performance evaluation, such as teacher’s judgement, oral recitation, essay examination and standardized objective test etc..

3.2.2 Concept of pluralistic assessment

The scope of teaching and counseling is very extensive, in addition to knowledge and skills, including students' behavior, interpersonal relationship, learning attitude, interest, methods and habits, so we must use different test methods, carry out the evaluation of a variety of ways to cope with the nature of the subject and content of teaching materials.

Because the range of performance evaluation is very extensive, different methods should be adopted to evaluate the nature and content of teaching materials in various ways. The more methods used to evaluate the quantity, the more the data is collected, the more objective and correct results, the more the results can meet the requirements of the examination.

3.2.3 Modern learning evaluation

- Assessment should take into account the various aspects such as the all-round development, from the point of view of taxonomy of educational objectives should be both cognitive, affective and skill.
- The understanding of the course and the results is equal the excessive emphasis on the regular summary assessment in the past should pay attention to the formative assessment of the process. Therefore, in the future, we should sum up both the quality of the assessment and the formative assessment.
- The importance of the standard reference test is affirmative -- In the past, a relatively comparative method was used to evaluate students' achievements. But from a competency based perspective, it is not appropriate to use the norm referenced test, and the standard reference test is more appropriate.
- The combination of quantitative analysis and qualitative judgment -- Most people think that teaching evaluation should be mainly based on quantity analysis. But a more robust view should be based on
quantity analysis, and then integrate relevant data to make a comprehensive qualitative judgment. Therefore, the comparative analysis of the quantity and the quality of the comprehensive study should be taken into consideration.

In summary, student achievement assessment, must consider the individual difference, meet the students according to their aptitude, specific principles of assessment.

4. International exchange and cooperation

4.1 Academic exchanges

Carry out academic exchanges in various forms of education to enhance cultural understanding. The turn of the country lies on the communication of people. To carry out academic forums, seminars and other forms of international education and academic exchanges, resources, environment, ecology and other global issues facing the crack of mankind, and promote in the exchange process between the countries along the citizens know each other, mutual understanding, mutual trust and mutual cooperation, to promote higher education, foreign diplomatic Forum. To promote university cooperation, all countries and regions to deepen cultural exchanges through various forms of education and academic exchanges, buffer cultural conflict, cultural understanding, and provide effective path for the internationalization of higher education.

4.2 Enterprise cooperation

It is important to strengthen exchanges and cooperation between universities and enterprises, especially the country's enterprises alone OBOR. The enterprise is enthusiastic about public welfare activities, willing to accept college students' practice, and can help students to grow up actively. Enterprise can provide internship positions, and assigned responsibility for guidance. At the same time, CEO of the enterprise is invited to give a lecture to let the students in the new era understand themselves, promote themselves, achieve themselves, and provide opportunities and challenges for the students. A talk of general manager a medical equipment company (see Fig. 4), and students are asking some questions (see Fig. 5).

4.3 Cross national boundaries, exchange and cooperate

At present, many countries along the line have carried out the infrastructure construction of innovation and entrepreneurship education, and promote the training of talents. However, there are also some problems, such as the lag of concept, lack of ability, and the single teaching practice. Therefore, should carry out extensive exchanges and cooperation with countries along, together to enhance the concept of education, improve the education content, promote the reform of teaching methods, so that countries along together to cultivate talent, provide personnel support for the OBOR construction. Lead the students to visit Zhuhai entry and exit inspection and Quarantine Bureau to understand the history of its development and the import and export trade agreement (see Fig. 4).
5. **Conclusion**

Integrate the advantages of BITZH, and give full play to the advantages of professional disciplines to further improve the training mode of OBOR talent and training system. Establish the experience of running mode in OBOR along national personnel training form. The initial formation of the brand project to OBOR cultivates international talents, cultivating excellent talents for the local technology OBOR along the country, build, sharing and win-win.

**References**


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**Author’s Background**

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