

## INTERNATIONAL COOPERATION IN TEACHER TRAINING IN GANSU PROVINCE: REGULATORY ASPECT

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The "Belt and Road" initiative and the implementation of the Western Development Strategy leads Gansu to an important period of economic society development. It requires the cultivation of an international talent pool, especially the university teaching staff. However, at present, teaching staff in Gansu Province is not well adapted to the requirements of comprehensive reform and development of higher education, there is still a big gap compared with the whole country. It is highlighted that the proportion of teachers with senior titles is obviously insufficient, the overall strength of the faculty is not strong, and there is a relative lack of high-level talents. These has become a bottleneck restricting the reforms and development. Then, what specific countermeasures should be taken to ensure the reasonable construction of this team and effectively promote the reform and development of higher education in Gansu Province has become a hot topic of research.

**Keywords:** international cooperation; teaching staffs; regulatory; management system.

Gansu, named after the ancient Ganzhou and Suzhou, is one of the important birthplaces of Chinese civilization, and is the golden section of the ancient Silk Road and an important land route through the Asian and European regions. Gansu has magnificent mountains and rivers, a brilliant culture, a long history, rich products and unique tourism resources. The province now has 12 cities, 2 ethnic autonomous prefectures, 86 counties and urban areas, with a resident population of 25,575,500 and a total area of 425,800 square kilometers [1].

Gansu Province takes the opportunity of the "Opinions of the Ministry of Education and Other Eight Departments on Accelerating and Expanding the Opening of Education to the World in the New Era" (hereinafter referred to as "Opinions") to accelerate and expand the opening of education to the world as an important way to improve the quality of education, seize the biggest development opportunity of the "Belt and Road" construction, and constantly optimize the overall opening of education to the world. The Ministry of Education and the provincial governments have fully implemented the Memorandum of Understanding on International Cooperation to Promote the Education Initiative of the "Belt and Road". Firstly, promote cooperation and exchange between universities in Gansu Province and overseas high-level universities. Secondly, deepen Sino-foreign cooperative education and humanistic exchanges. Thirdly, vigorously promote the development of study abroad. It has carried out the national study abroad programs, such as the National Program for the Construction of High-level Universities, the Special Program for the Cultivation of Talents in the Western Region, and the Exchange Scholarship Program with six countries, and sent more than 1,000 business leaders and outstanding students from education, scientific research and medical and health institutions to study abroad. The Chinese government scholarship and Gansu Silk Road scholarship have sponsored more than 3,000 students from countries along the "Belt and Road" to study in Gansu, and the number of international students in Gansu has reached 3,530.

Under the guidance of national strategy and policy, higher education institutions in Gansu Province have always focused on internationalization of faculty development by drawing on the successful experience of other countries, combining with regional economic and cultural characteristics, relying on the construction of each higher education institution's own advantageous professional clusters, and constantly integrating foreign advanced elements with local faculty innovation, mainly through the development of Sino-foreign cooperative education, inter-university exchanges and the recruitment of international students, they were got good achievements. However, many problems existed in international cooperation.

Firstly, Lack of Top-Level Design. According to the statistics, among the 49 higher institutions, there are 81.4 % of colleges and universities have established a special internationalization system, but 18.6 % of colleges and universities still operate in the mode of three offices, party and administration office, the foreign affairs office. Although many universities actively learn advanced education concepts and methods from developed countries through Sino-foreign cooperation in order to improve the internationalization level, and also send a large number of teachers to study and further study abroad, hoping to improve the internationalization level. However, the improvement of teachers' internationalization ability is difficult[3].

Secondly, Lack of Management Mechanism For The International Construction of Teaching Staff. Many colleges and universities lack long-term planning in international faculty development and fail to establish a long-term virtuous operation construction mechanism, and the faculty development of many colleges and universities is rather "utilitarian" [4]. For example, after a group of international students in the construction equipment program is confirmed to be admitted, the university starts to build the faculty team for the program and provides unexpected training for the teachers. This unannounced training poses many problems, such as the fact that the selected teachers need to be reassigned from their current teaching assignments to focus on language training, and this massive change in teaching assignments during the teaching process makes teaching management extremely difficult.

The prerequisite for achieving the internationalization of university teachers is to have the concept of internationalization of university teachers. The so-called concept of internationalization of university teachers means that universities have international awareness, international exchanges, international cooperation and international understanding in the process of teacher management. It is necessary to understand the reform and development of university teacher management from a global perspective, actively advocate the internationalization of the source of university teachers, promote the international exchange and cooperation of university teachers, promote the international flow of university teachers, focus on cultivating teachers' international awareness, and strengthen teachers. In order to improve the overall level of college teachers in our province, compete with other provinces for faculty resources, increase the degree of internationalization of college teachers in our province, and improve the ability of colleges and universities in our province to train senior

professionals and the overall academic level, certain countermeasures and measures. According to the problems I mentioned above, I give the following suggestions to deal with it [2].

Firstly, persist in the principle of "bring in, go out" and improve teacher's internationalization level, teachers are the first resource for the university development and attracting well-known foreign experts and scholars. persist in the principle of "going out" and train teachers with international awareness, studying abroad, further studies, inspections, visits, and cooperative research are important ways for colleges and universities to cultivate teachers with international awareness and international communication capabilities, thereby improving teachers' knowledge structure, improving teachers' teaching and research capabilities, and mastering the cutting-edge theories and development trends of the subject. meanwhile, constructing a flexible and diverse university teacher training system, training is an important method and means to develop and cultivate human resources and promote the overall development of individuals. University teachers are different from other professions. According to the needs of teachers and the characteristics of Gansu's own development, the state and universities reform and improve the training content of teachers in a timely manner, and build a flexible and diverse university teacher training system to meet the training needs of different teachers

Secondly, establish a teacher management system in line with international standards, harmonizing teacher management system with international standards, break the tenure of teachers and establish a flexible employment mechanism, create a good system and development environment for the growth of teachers, persist in academic training and reform the training content, focusing on cultivating the international awareness and ability of university teachers, diversified training methods to meet the needs of different teachers. Different teachers have different training needs. For teachers in some key colleges and universities further improvement of their academic level in order to reach or lead the world academic development level in their field is important. What they need is the training and strengthening of foreign languages to enhance their communication skills and international communication skills in international academic exchanges. For some teachers with low academic qualifications who are not very high in academic level and teaching ability further improvement of their theoretical level, teaching and scientific research ability is important.

It is based on this consideration in internationalization of higher education and faculty management system, as well as the long-term working experiences in education foreign affairs with high theoretical level and practical experience, that we have formed this thesis through the efforts, has made a preliminary exploration of the background, concept and elements of internationalization of university teachers, studied the history of internationalization of university teachers, and put forward several suggestions on the internationalization of university teachers in Gansu Province.



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