

# "SWOT" Analysis of the Current Situation of Chinese and Foreign Cooperative Education in Higher Vocational Education ——Take Chengde Petroleum College As An Example

*Hongjing Zhang*

*Chengde Petroleum College, Chengde, China*

**Abstract:** In order to train international high-end skilled talents, Chengde Petroleum College began to carry out Chinese and foreign cooperation in running schools in 2012. In order to ensure the quality of the programs and students' training, "SWOT" analysis has been applied to analyse the strengths, weaknesses, opportunities and threats of Chinese and foreign cooperative education in Chengde Petroleum College.  
**Keywords:** Chinese and Foreign Cooperative Education, Strengths, Weaknesses, Opportunities, Threats, Quality

## 1. INTRODUCTION

Since 2012, Chengde Petroleum College has jointly developed a joint education model with the University of Applied Sciences of Anhalt, Germany, and has specialized in mechanical manufacturing, chemical engineering, electronic technology and automobile manufacturing and assembly technology. Judging from the enrollment and employment of these years and the overall situation of students studying in Germany, the Sino-German cooperation in running schools has achieved certain results and a certain social reputation. However, in order to make the school's expanding Sino-foreign cooperative education project achieve substantial results and the quality of student training is truly guaranteed, this paper uses SWOT analysis to explore the internal advantages, weaknesses, and national vocational education provided by the Chinese-foreign cooperative education. Opportunities and threats or problems that exist, objectively analyze and analyze the reasons that affect the quality of our school (quality of students, teachers, etc.), in order to guide the establishment of an effective internal quality assurance system.

## 2. THE MEANING OF SWOT ANALYSIS

The SWOT analysis was proposed in the early 1980s by Verrick, a professor of management at the University of San Francisco. "SWOT" stands for:

Strengths, Weaknesses, Opportunities, and Threats, which are concluded through comprehensive evaluation and analysis of the four aspects of the object being analyzed, through internal resources and The external environment is organically combined to clearly determine the resource advantages and shortcomings of the analyzed objects, to understand the opportunities and challenges faced, and to adjust the methods at both the strategic and tactical levels (resources to ensure the implementation of the analyzed objects to achieve the desired Goal. [1]

## 3. ANALYSIS RESULTS

Chengde Petroleum College attaches great importance to Sino-foreign cooperation in running schools. At the time of project initiation, the company established a leadership organization with the principal as the leader, and carried out the top-level design. The international exchange office was set up to conduct professional bidding, external communication and the operation of specific issues. The office conducts monitoring and diagnosis of teaching quality.

The four majors of mechanical manufacturing, chemical engineering, electronic technology and automobile manufacturing and assembly technology are the advantages of Chengde Petroleum College and have a strong professional foundation. They have a combination of specialization, teaching and teaching experience. The double-teacher team has a wealth of teaching resources. Objectively, it is a strong alliance with Anhalt University, and it has high-quality materials such as curriculum standards and teaching materials that meet the standards, which enriches the teaching conditions to a greater extent. Students can enjoy excellent foreign teaching without going abroad.

Chengde Petroleum College adopts three regular and one-time, student + department experts + school supervision expert three-level monitoring system to monitor the teaching quality of Sino-foreign

cooperative education; the use of tracking graduates and overseas students to study the quality of teaching can be Continuous investigation.

At present, most of the Chinese and foreign cooperative students in higher vocational colleges adopt the method of single stroke. They have strong learning inertia, relatively weak cultural foundation, lack of stability in learning enthusiasm and attitude. It is very difficult for the level of foreign language required in Sino-foreign cooperative education, and it is difficult to digest the professional courses taught in German, which makes the teaching goals difficult to achieve, resulting in a large number of unqualified courses at the end of the semester.

On the one hand, the four majors of our school are equipped with excellent teaching experience, teaching level and experienced double-teachers. However, due to the lack of overseas life background, the German language is weak and cannot be provided in the whole process. A good foreign language environment, but also because the understanding of the talent training objectives is not thorough, the students' attitudes and methods of learning have not been able to teach students in accordance with their aptitude; on the other hand, the foreign teachers assigned by the foreign core courses are unstable and level. It is uneven, lacks understanding of the characteristics of our students, and because of the obstacles in language communication, it is impossible to teach students in accordance with their aptitude during the course of teaching, which leads to the failure to guarantee the quality of good cooperation in running schools.

With China's accession to the WTO, since the promulgation and implementation of the "Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools" reviewed and approved at the 68th executive meeting of the State Council in 2003, the state has issued a series of encouraging policies, especially the "State Council on Accelerating the Development of Modern Vocational Education." Decisions (Guo Fa [2014] No. 19) mentioned in the document "Supporting the introduction of high-level experts and quality education resources outside the country (professional institutions); implementing the cooperation program for Chinese and foreign vocational colleges" and other policies for cooperation in running schools. The activities provided a legal basis and basis and provided a more relaxed policy environment.

Many foreign colleges and universities have also seen China's education, a market with great economic interests, and actively seek cooperation and development. In this way, they can not only make their own interests more important, but also promote the school's own culture and strengthen the cultural exchanges between countries. In such a positive and favorable environment, domestic vocational colleges can easily introduce foreign high-quality educational

resources, connect with international advanced standards, learn from and absorb advanced foreign educational concepts and teaching methods, so as to improve the international competitiveness of vocational education in China.

The project cooperates with high-skilled talents who have an international perspective and perspectives and are proficient in the use of German for cross-cultural communication. The three-year full-time teaching system is implemented in a double-diploma model [2]. Students who complete the credit requirements are also You can get the same diploma from Chengde Petroleum College and Anhalt University of Applied Sciences. On the one hand, students want to pursue further studies, and they can upgrade to the country. If they want to go abroad, they can further transfer to the partner universities through credit transfer. On the other hand, the German and Chinese diplomatic strategy attracts more and more German companies to invest in China. Students have a diploma in both universities at home and abroad, and the employment platform and market are broader.

At present, China's educational resources are showing an imbalance, with more colleges and fewer students. Undergraduate colleges and vocational colleges have competition in student resources. Sino-foreign cooperative education, undergraduate colleges start early, experience is also rich, attracting students; the teaching resources and management mode of higher vocational colleges are not superior to the undergraduate, and the recognition in the society is also poor. In the undergraduate course, this has caused great threats and adverse effects on the enrollment of higher vocational colleges. At the same time, due to higher tuition fees (14,000 yuan/year for Chinese-foreign cooperation tuition and 5,000 yuan/year for general specialist students), the comprehensive factors have caused serious students. insufficient.

At present, our school lacks a management mechanism for the qualifications and level of foreign teachers hired. It is decided by the cooperative institutions and the foreign partner universities. The quality of the teaching of foreign teachers also lacks a standardized evaluation and monitoring mechanism, which will lead to a significant reduction in the quality of teaching.

#### 4. SUGGESTIONS

Through the "SWOT" analysis method, objectively analyze the internal advantages and disadvantages of the Sino-foreign cooperative education, external opportunities and threats. In order to further strengthen the quality of Sino-foreign cooperation in running schools, it is recommended that:

Pay attention to enrollment publicity, enhance brand building [3], and improve the quality and quantity of enrollment.

Teach students in accordance with their aptitude to improve their enthusiasm for learning.

Strengthen the training of the teaching staff. Increase the opportunities for teachers to study, exchange and train abroad, improve the language level; standardize the teaching ability and qualification review of foreign teachers.

Formulate a scientific evaluation mechanism and an internal quality assurance system, effectively implement the teaching and diagnosis work, and ensure the quality of Sino-foreign cooperation in running schools

#### ACKNOWLEDGMENT

Key Fund Project of 2017 Education and Teaching Reform of Chengde Petroleum College.

#### REFERENCES

- [1] Long Ting, Chen Xiao. SWOT analysis of Chinese and foreign cooperative school running in Higher Vocational Colleges. Vocational Education Forum, 2015;30:28-31
- [2] Zhu Liyong, Quanhong, Wu Jianglan. SWOT analysis of Chinese and foreign cooperation in running schools in Western Province. Modern economic information, 2016; 421-422
- [3] Yang Fei, Xie Tianbao. SWOT analysis and Countermeasures of Chinese and foreign cooperation in running schools in Shandong Province. Scientific information, 2010; vol23:204