

# Research on the Reform Method of Sino-Foreign Cooperative Education Courses From the Perspective of Positive Psychology\*

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**Abstract**—In a globalized landscape, competition and cooperation among countries are intensifying. Especially with the deepening of China's reform and opening up, participation in international activities has become more frequent, the international status has continued to rise, and the demand and requirements for relevant talents have become higher and higher. Today, the internationalization of higher education has become an important direction of China's education system reform, paving the way for China to shape a higher internationalization pattern. In this process, Sino-foreign cooperation in running schools has become one of the important paths. Based on the discussion of the necessity of the reform of Sino-foreign cooperatively-run schools, this paper analyzes the current teaching situation of Sino-foreign cooperatively-run schools, and focuses on its practice from the perspective of positive psychology.

**Keywords:** *Sino-foreign cooperation in running schools, positive psychology, curriculum reform*

## I. INTRODUCTION

Today, Sino-foreign cooperative education in universities has developed for more than two decades, and it has played an important role in talent cultivation. It has received widespread attention from the whole society and has become an important component of the internationalization of higher education in China. According to the "People's Republic of China Regulations on Sino-foreign Cooperation in Running Schools", the State encourages the introduction of foreign high-quality educational resources for Sino-foreign cooperation in running schools. In fact, Sino-foreign cooperative education in colleges and universities has achieved some results, but there are still many problems in practice. Based on the curriculum reform from the perspective of positive psychology, it provides a more effective solution paradigm, and its related topic research has attracted much attention.

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## II. NECESSITY OF CURRICULUM REFORM FOR SINO-FOREIGN COOPERATIVE EDUCATION IN UNIVERSITIES

Sino-foreign cooperative education in universities is of extraordinary value to the internationalization of higher education in China, and has shown great advantages in developing students. In the process, curriculum reform is the foundation and guarantee. Understanding the necessity of the reform of Sino-foreign cooperatively-run schools in colleges and universities is the premise of follow-up behavior practice.

### A. Basic principles of introducing high-quality resources for Sino-foreign cooperative education

According to the "People's Republic of China Regulations on Sino-foreign Cooperation in Running Schools," "Sino-foreign cooperation in running schools is the establishment of educational institutions and other social organizations with legal personality of foreign legal organizations, individuals and related international organizations with China. "Under the globalization pattern, Sino-foreign cooperative education as an effective way to internationalize higher education has shown great advantages in the introduction of high-quality resources. In summary, the key to Sino-foreign cooperation in running a school is "cooperation". The two parties participate in a certain way and each bears corresponding responsibilities and obligations. The fundamental basis is to develop talents and play an important role in converging high-quality resources. Common Sino-foreign cooperation in running schools is divided into several modes, including integration, grafting, and loose. There are differences in the introduction of high-quality resources, which meet the needs of education development in different colleges and universities, and highlight their own characteristics.

### B. Curriculum reform is an important part of "improving quality and increasing efficiency" in Sino-foreign cooperative education

In essence, the original intention of Sino-foreign cooperative education is to promote the internationalization

of higher education. The starting point and end point is to promote the comprehensive development of students to maximize the value of human resources. "Improving quality and efficiency" is an important path to achieve its goals. In this process, the reform of Sino-foreign cooperatively-run schools is an important part of "improving quality and efficiency." Sino-foreign cooperatively-run schools have developed from scale expansion to a connotative development phase of quality improvement. The key to quality improvement and efficiency improvement is to ensure the quality of talent training. What kind of people can Sino-foreign cooperatively-run schools play? The curriculum plays an important role. The curriculum is an important part of the entire teaching quality assurance process. The study of the study seems particularly necessary, and the reform of Sino-foreign cooperatively-run schools has become an important link in "improving quality and increasing efficiency". Therefore, the "improving quality and increasing efficiency" of Sino-foreign cooperative education must rely on curriculum reform, take students' development needs as the starting point, and take effective practice measures.

#### *C. The way for Sino-foreign cooperative education to take root in China and train talents*

In "The University in the " Ruts", Mr. Wu Daguang pointed out, "We are" imported "from the Western" University Rutters", but we have no" imported "Western universities to open the way, let alone" Imported "Western universities to open the way". The key to Sino-foreign cooperation in running schools is to find a suitable training mode for talents in China. In this regard, Mr. Wu Daguang emphasized that "Only by taking root in the Chinese land, our universities can find their own way." Inspired by this theory, in order for Sino-foreign cooperative schools to truly take root in the Chinese land, high-quality educational resources introduced in China must be related to China's national conditions. Integration, breaking the traditional model in the curriculum reform, it is particularly necessary to combine Chinese and Western. Based on this, we introduce the concept of "happiness courses" from the perspective of positive psychology, so as to improve the learning happiness of Sino-foreign cooperative school students, conduct research on the curriculum reform methods with happiness, and cultivate an international vision, happy learning, and mental health.

### III. INNOVATIVE RESEARCH FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

Positive psychology itself, as a revolution in the field of psychology, re-examines the issue of human social development from a new perspective. Its infiltration and application in the field of education has promoted a new round of educational innovation and reform. From the perspective of positive psychology, the reform and innovation of Sino-foreign cooperatively-run schools in universities can be analyzed from the following aspects:

#### *A. Reflections on the teaching of existing Sino-foreign cooperative education courses*

In fact, the development of Sino-foreign cooperatively-run schools has not been in China for a long time. Although some results have been achieved, objectively speaking, due to multiple factors, many problems still exist. Specifically, some colleges and universities have biased in their cognition of Sino-foreign cooperation in running schools, and their related inputs are inadequate. They are more of a kind of follow-up behavior, which limits their function. At the current stage, the mainstream mode of Sino-foreign cooperation in running schools is the introduction of courses and teaching materials, which are organized in separate classes, which has a positive impact on the existing educational concepts of colleges and universities, but at the same time, it is difficult to learn from the differences in the system. , The overall goal of educational exchanges and cooperation cannot be fully realized. In addition, the basic condition for Sino-foreign cooperation in running a school is good English application ability of teachers and students. Only in this way can barrier-free communication be achieved to maximize the effectiveness of the teaching of Sino-foreign cooperative education courses. However, the lack of bilingual ability of teachers and students restricts the development of the project. Is the focus that must be paid attention to in the future?

#### *B. The perspective of positive psychology theory*

Positive psychology can be described as an important revolution in the field of psychology. It is a new milestone in the development of human society. It innovates traditional psychology from a positive perspective, studies happiness through scientific principles and methods, and advocates the positive orientation of psychology. , And then study the positive psychological quality of human beings, pay attention to human health, happiness and harmonious development. Under the environment of quality education, the core of the series of work in colleges and universities is to promote the comprehensive and healthy development of students, as is the original intention of Sino-foreign cooperative education. From this point of view, positive psychology provides an effective method for the reform of Sino-foreign cooperatively-run schools. The concept of positive psychology, the cultivation of sound personality, analysis and training of positive and sound talents with "happiness" starts from the "happiness course". The Sino-foreign cooperative school running model based on the "happiness course" meets the basic requirements of the country's "ethics" and is a new starting point for its innovation. Its practice is of paramount importance and deserves attention and attention.

#### *C. The innovation of positive psychology from the existing curriculum*

In a sense, the value of positive psychology lies not only in the assumptions and rules proposed, but also in the reform of the field of psychology, and provides a new way of thinking for the entire society to properly treat human

survival and development. Educational innovation has also played an important role. Judging from the current stage of college curriculum teaching, it has achieved significant results under the guidance of the national series of policies and spirits. However, due to the lack of methodological strength, the exam-oriented education still remains, and the lack of attention to students' development has affected their Enthusiasm and initiative. Compared with the existing curriculum teaching, positive psychology focuses on the needs of students and emphasizes their subjective initiative, which enhances their positive psychological experience. The great scientist Einstein once said that interest is the best teacher. Positive psychology, as an important factor affecting the formation of interest, focuses on the emotional experience of students, and focuses on positive thinking, which is more conducive to the overall development of students than the existing curriculum.

#### IV. SPECIFIC COUNTERMEASURES FOR THE REFORM OF SINO-FOREIGN COOPERATIVELY-RUN SCHOOLS USING POSITIVE PSYCHOLOGY

From the perspective of positive psychology, the reform of Sino-foreign cooperatively-run schools is very important and necessary. As a systematic project, it requires various aspects. Based on the above analysis, the author makes full use of positive psychology and proposes the following specific countermeasures for the reform of Sino-foreign cooperatively-run schools in universities for reference.

##### *A. Strengthening the construction of teachers*

In the context of macro-quality education, teachers as the leader are the key to the teaching of Sino-foreign cooperatively-run schools and the organic composition of high-quality educational resources. At the same time, teachers are good examples, and their words and deeds may have a profound impact on students, which is very important to improve their comprehensive level. Therefore, under the existing conditions of Sino-foreign cooperatively-run colleges and universities, we should focus on the construction of professional teachers, vigorously introduce domestic and foreign talents, and give full play to their bridge role in Sino-foreign cooperatively-run schools. In the process, from the perspective of positive psychology, we still need to pay attention to their comprehensive quality performance. Specifically, it is necessary to objectively review the academic and research background of Chinese and foreign joint-sponsored college teachers, understand their past work experience, and assess their cross-cultural teaching ability. At the same time, regularly or irregularly organize teaching and research activities to promote interaction between teachers at home and abroad, and strive to highlight the training of bilingual teachers, update their ideas and concepts in a timely manner, enrich their knowledge, and combine the actual situation to improve teachers' speaking and academic abilities, etc. And moderately increase the research on positive psychology, fully draw on foreign effective experience, reform its own

curriculum system, and ensure that students get a good participation experience.

##### *B. Optimizing the curriculum*

In the composition of the curriculum system of Sino-foreign cooperative education in universities, textbooks serve as an important teaching basis and play an irreplaceable role in the comprehensive development of students, ensuring that the teaching is systematic and scientific. The Sino-foreign cooperatively-run teaching curriculum in universities is determined through negotiation between the two parties, and finally formed a reasonable curriculum structure and curriculum content. Based on the perspective of positive psychology, the construction of Sino-foreign cooperative education courses in colleges and universities should take the development needs of students as the starting point, rationally arrange the curriculum structure, organically combine theory and practice, increase the proportion of general education, and comprehensively improve student applications. Knowledge and ability to create knowledge, stimulate positive psychological experience, and promote the development of innovative thinking. Based on this, Sino-foreign cooperatively-run colleges and universities should also strengthen the development of school-based courses, attach importance to the combination of English teaching and professional teaching, take students' interests as the starting point, and based on the differences in cooperative school-run models, integrate and create rich materials by introducing and creating teaching materials. A textbook system with Chinese characteristics can enhance students' cultural identity and enable them to grow rapidly under the influence of positive psychology. This is also the basic goal of Sino-foreign cooperation in running schools.

##### *C. Innovating teaching methods*

Sino-foreign cooperative education in colleges and universities has the advantages of small class size and full support. It should be used to learn from advanced foreign teaching methods and methods to improve students' positive psychological experience under the existing curriculum teaching mode of colleges and universities. In fact, foreign universities have a lot of experience in guiding the development of students, and they have many advantages compared to traditional education in China. The core goal of China's higher education is to promote the comprehensive and healthy development of students, but compared with developed countries abroad, the main performance is the lack of practical ability and innovative ability. In this regard, under the mode of Sino-foreign cooperative education in universities, the curriculum reform should focus on the penetration of positive psychological concepts, respect the differences in the personality of students, carefully analyze their psychological needs, and be good at ordering and tempting, and maximize their potential of personality. For example, in the information age, teachers can make full use of new media technologies to vividly display the knowledge structure system through pictures, videos, etc., and appropriately introduce real cases, raise topics of inquiry meaning, organize collaborative discussions among students,

and active classes. In addition to the atmosphere, their subjective initiative will be brought into play so that their abilities in all aspects will be exercised, which will bring them a good positive psychological experience.

#### *D. Improving the evaluation mechanism*

The introduction of high-quality education resources by Sino-foreign cooperatively-run schools in universities and colleges will ultimately fall into the cultivation of talents, and a comprehensive evaluation system should be established. First, the two parties should use a unified assessment model and evaluation standards. In the specific practice process, a sound talent evaluation mechanism should include indicators such as students' scientific research and innovation ability, comprehensive quality level, comprehensive feedback on their ideological and behavioral status, timely detection of problems, and targeted training and guidance. At the same time, from the perspective of positive psychology, the reform of Sino-foreign cooperatively-run schools in colleges and universities should also evaluate the diversity of participating subjects, respect the students' subjective will, organically combine teacher evaluation and student evaluation, pay attention to classroom management, and carefully observe student thinking and Behavioral performance, including homework, attendance, interaction, etc., analyze the psychological problems reflected behind it, take the right method to stimulate their positive psychological experience, and encourage them to learn independently. In the evaluation of students, it can be carried out through a combination of self-evaluation and mutual evaluation, to fully experience the subject status of students in the course teaching, to make them readily accept the feedback of relevant evaluations, and to lay the foundation for autonomous learning and improvement.

#### *E. Creating a good environment*

Scholar Xue Weiyang pointed out that the fundamental goal of Sino-foreign cooperative education in universities is to "meet the needs of the country's economic and social opening up, and strive to train a large number of international talents who are proficient in international rules, have an international perspective and can participate in international competition and international affairs." A good environment has laid the foundation for further exerting the value of university cooperation in running schools, and achieved the development goals. According to past experience, environmental creation, as an important manifestation of the strength of colleges and universities in running a school, can have a subtle effect on student development, and it is also the starting point for Sino-foreign cooperative education. Therefore, Sino-foreign cooperatively-run colleges and universities should be based on the needs of students, integrate high-quality resources on both sides, commit to environmental construction, organize diverse cultural and practical activities, actively open up practical teaching positions, enrich students' extracurricular life, and affect their emotional experience. Exercise all aspects of their abilities, including thinking, innovation, and communication. The creation of a good environment is a

systematic project, which should be carried out in a gradual, long-term and effective manner in combination with the actual situation of Chinese and foreign cooperation in running schools.

#### V. CONCLUSION

In conclusion, the reform of Sino-foreign cooperatively-run schools from the perspective of positive psychology is very important and necessary, and has extraordinary value. As a systematic project, we should focus on starting with the composition of each course, strengthen the construction of teachers, and optimize the course. Set up, innovate teaching methods, improve the evaluation mechanism, and create based on a good environment to further stimulate the positive psychological experience of students and make it smoother on the road to becoming talents. The author hopes that everyone in the academic community will continue to pay attention to this topic research, analyze Sino-foreign cooperation in running schools from different dimensions, and make full use of positive psychology to propose more effective methods and methods for curriculum reform to maximize the release of its functional value for the development of China. Provide abundant international talents.

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