

# Training Model for International Students in Business Administration at Application-Oriented Universities under the Transformation of Knowledge Production Model

Chuhua Xu, Li Jiang, Kebiao Yuan\*

School of Economics and Management, Ningbo University of Technology, Ningbo, Zhejiang, 315211, China

\*Corresponding author: Kebiao Yuan, [ykbjob@163.com](mailto:ykbjob@163.com)

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**Abstract:** With the acceleration of China's higher education internationalization, the cultivation of international students in China has become a key indicator of the country's educational influence. Business-related majors are particularly popular among international students. However, current training models face multiple challenges, including insufficient innovation, weak cross-cultural adaptation mechanisms, inadequate integration of national conditions and ideological education, and limited development of comprehensive and practical abilities. This study analyzes the current situation and problems of business talent cultivation for international students in China from the perspective of the transformation of knowledge production models and proposes an innovative training framework.

**Keywords:** International Students in China; Business Talent Training; Knowledge Production Model; Application-Oriented Universities; Interdisciplinary Curriculum

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## 1. Introduction

With the accelerated advancement of China's higher education internationalization, the education of international students in China has become an important indicator for measuring China's international educational influence. The strategic framework of China's Education Modernization 2035 explicitly lists "deepening international cooperation and exchange in education" as a key task, emphasizing the expansion of the scale of international students in China, structural optimization, and quality improvement to build a sound quality assurance system for international education<sup>[1]</sup>. The policy documents jointly issued by eight ministries, including the Ministry of Education, further highlight the strategic importance of opening up education, requiring a comprehensive enhancement of the international competitiveness of the "Study in China" brand<sup>[2]</sup>. Against this background, cultivating high-quality composite business talents with an international perspective has become an important mission for application-oriented universities. According to statistics from the Ministry of Education, by 2023, the number of international students in China had reached 516,000, with economics and management majors being particularly popular. However, current training models for international business students still have many deficiencies, failing to meet the demands of the new era for international business talents. Therefore, this study starts from the theoretical perspective of the transformation of knowledge production models, systematically analyzes the current situation and challenges of the business talent training model for international students, and proposes an innovative training model. This study aims to provide

theoretical reference for optimizing the training model for international business students, contributing to the “Study in China” brand and enhancing the international influence of China’s higher education.

## 2. Literature Review

### 2.1 Research on Innovation in Training Models for International Students

Existing research shows that the training of international students in China generally adopts a convergence management model, i.e., integrating international students into the same teaching management system as Chinese students. However, some studies point out that this model faces the dual challenges of uneven student quality and insufficient cross-cultural adaptability, as well as problems such as disconnection between talent training programs and internationalization goals, and lack of innovation and entrepreneurship education concepts. Other researchers propose the concept of “customized management,” emphasizing the development of personalized training programs based on project needs. Xu advocates for establishing a “full-cycle management” system, improving the quality assurance system for international students from three dimensions: management subjects, processes, and mechanisms<sup>[3]</sup>.

Regarding the improvement of training quality for international students, Dai proposes an innovative teaching model of “comprehensive training, separate design, diverse teaching, and comprehensive evaluation”<sup>[4]</sup>. Other scholars have constructed a “curriculum + environment + management + practice” four-in-one training model, emphasizing the integration of the spirit of Chinese civilization into professional teaching. Zhou suggests designing “China-knowledgeable” education content and building an internally and externally linked education system<sup>[5]</sup>. Han proposes a “four doubles and four abilities” model, constructing a multi-dimensional curriculum system<sup>[6]</sup>. Su emphasizes adding content on contemporary Chinese social development to national conditions courses, guiding international students to understand China from a cross-cultural perspective<sup>[7]</sup>.

### 2.2 Research on University-Enterprise Cooperation and Industry-Education Integration

In terms of university-enterprise cooperation, some universities have carried out beneficial explorations. For example, a vocational and technical college in Jiangsu implemented a “1+1.5+0.5” model, while higher vocational colleges in Guangxi built characteristic education models leveraging regional advantages. Based on the “triple helix” theory of industry-university-research, some researchers proposed strengthening joint training of international students<sup>[8]</sup>. Three Gorges University developed internationalized courses to meet the needs of international students and promoted mutual recognition of vocational education courses. Jin<sup>[9]</sup> emphasized that application-oriented undergraduate universities should actively explore paths of industry-education integration. Li<sup>[10]</sup> suggested that higher vocational colleges build an internationalized education resource system through resource sharing and carry out “Chinese + vocational skills” education programs.

Existing research mostly focuses on international student management models, Chinese language and vocational skills education, cross-cultural adaptation, etc., with insufficient attention to regional and institutional type differences, and lacks a systematic theoretical framework for the cultivation of international business talents.

## 3. Current Situation of Business Talent Training for International Students

### 3.1 Insufficient Innovation in Training Models

Current training models have significant shortcomings in innovation. First, most universities’ curriculum designs fail to fully integrate local characteristics, institutional realities, and the specific needs of international students, instead mainly referring to the models for domestic business students and simply deleting some courses. Teaching content and textbook selection are primarily based on Western economic theories and foreign original textbooks, lacking in-depth discussion of China’s economic development characteristics, laws, and China’s role and contribution in global economic governance.

### 3.2 Weak Mechanisms for Cultivating Cross-Cultural Adaptability

Due to language barriers and other reasons, many universities adopt separate class models for international students. Although this ensures a language learning environment, it reduces opportunities for interaction with Chinese students and limits in-depth understanding of Chinese culture and national conditions. At the same time, many universities have low levels of internationalization, with few faculty members having overseas study or visiting experience, resulting in insufficient cross-cultural competence. This affects the ability to link theory with practice when teaching practice-oriented courses, thereby

impacting the improvement of international students' cross-cultural adaptability.

### **3.3 Insufficient Integration of National Conditions Education and Ideological Education**

In university curricula, the integration of national conditions education and ideological education content is insufficient. Although some universities offer courses such as \*Introductory Education\* and \*Overview of China\* as ideological education, these are not throughout the entire program, appearing disjointed and fragmented, making it difficult to form a systematic education system. Moreover, some teachers, in the process of teaching professional courses, emphasize knowledge transmission over moral education, neglecting the integration of ideological elements into professional courses, leading to students' lack of identification with and sense of responsibility for national interests and ethnic emotions.

### **3.4 Limited Development of Comprehensive Quality and Practical Ability**

In many universities, the curriculum design for international students has an unreasonable proportion of courses, with a low proportion of practical and innovative teaching sessions, making it difficult to meet the needs of international students for practical skills and literacy development. On the other hand, practical courses are relatively few and are not fully implemented due to funding or venue constraints. Furthermore, university-enterprise cooperation has not been effectively implemented, with cooperation limited to visits or lectures, and no real arrangement for students to practice in positions matching their majors. Meanwhile, in various innovation and entrepreneurship competitions, the active participation of international students remains weak.

In response to the above problems, this study analyzes the transformation of knowledge production models to build a training philosophy, reshape the interdisciplinary comprehensive curriculum system, construct a multi-stakeholder parallel education mechanism, and develop a quality evaluation system based on "process structure," thereby reconstructing the knowledge production model system for international students in China.

## **4. Countermeasures and Suggestions for Business Talent Training**

### **4.1 Cultivating a Diversified and Multi-Driven Talent Training Philosophy**

The traditional training model oriented solely toward academic talents can no longer meet the needs of national development strategies and social development. Against the background of the transformation of knowledge production models, the training of international students in the new business discipline should establish a diversified and open training system. Beyond knowledge transmission, the cultivation content should also include ideological and moral construction, theoretical literacy cultivation, and practical application ability enhancement, achieving a comprehensive improvement in the connotation of talent training. A systematic goal of "value shaping, knowledge transmission, and ability cultivation" should be constructed, integrated into the design and implementation of talent training programs, and used as a guiding principle for education, teaching, and assessment.

At the level of value shaping, the training orientation of "knowing China and being friendly to China" should be strengthened. On the one hand, business professional knowledge is systematically taught; on the other hand, through various forms, international students are guided to deeply understand Chinese culture, Chinese history, and China's development process, enhancing their identification with and sense of belonging to China's path, theory, system, and culture. This cultivates a group of international students with Chinese sentiments and international perspectives, spreading excellent Chinese culture, promoting cultural exchanges between China and other countries, and becoming a bridge connecting China and the world. \*China's Education Modernization 2035\* proposes "unity of knowledge and action" as an important concept of educational modernization, emphasizing the organic unity of knowledge and practice. In the training of new business talents, international students are encouraged to participate in business projects, corporate internships, and other practices, deepening theoretical understanding in real scenarios and improving their ability to analyze and solve problems.

"Knowing China and being friendly to China, uniting knowledge and action" is a multi-dimensionally driven educational philosophy. It aims to promote cultural cognition and emotional connection, lay the foundation for international students to go global and integrate into the world, based on both traditional Chinese culture and global development trends. It enhances the comprehensive quality and employment competitiveness of international students in China, cultivating future business leaders with international vision, innovative spirit, and national sentiment, charting the direction and path for the training of international students in the new era.

## 4.2 Building an Interdisciplinary Comprehensive Curriculum System

In the evolution of the knowledge system, knowledge production models increasingly emphasize interdisciplinary integration and practice orientation. Curriculum system innovation for international students should focus on four core elements: Chinese language proficiency, national conditions cognition, professional knowledge accumulation, and practical ability enhancement. As the dominant language of instruction in China's education system, Chinese is an important guarantee for international students' cross-cultural adaptation and the realization of the goal of "knowing China and being friendly to China." The curriculum design should include three major modules: First, a Daily Chinese is to enhance students' daily communication skills and help them quickly adapt to the Chinese social environment; Second, a Quantitative Assessment Standard through the HSK series, which is the Chinese proficiency test equivalent to English Level 4. With the goal of cultivating students' workplace language application ability, combined with business knowledge, a Business Chinese Series is offered. Language teaching should run through the four-year learning cycle, ensuring synchronous improvement of language ability and national conditions cognition. National conditions education courses should cover three areas: China Overview, Culture, and History, helping students build a holistic understanding of contemporary China through systematic introduction to economy, society, politics, geography, science and technology, etc. At the same time, diverse teaching forms such as field trips and cultural experiences are integrated to enhance learning effectiveness. Professional curriculum design should focus on the international business field, integrating core content such as international trade, international marketing, and multinational company management, supplemented by basic courses such as accounting and statistics. Elective courses can focus on hot topics such as the "Belt and Road" initiative and cross-border e-commerce, keeping pace with global business dynamics. Practical components include corporate internships, project training, and business competitions, aiming to enhance students' ability to solve practical problems and promote the deep integration of theory and practice. Through systematic curriculum design and practical arrangements, compound talents with international vision and hands-on ability are cultivated.

## 4.3 Constructing a Multi-Stakeholder Parallel Education Mechanism

As knowledge production models transition from closed academic orientation to open, multi-dimensional collaborative innovation, the main body of talent cultivation has expanded from a single university to a collaborative system involving enterprises, governments, and the public. This transformation emphasizes the close connection between knowledge production and social needs, requiring universities to build a "university + enterprise + government + public" multi-stakeholder collaborative education mechanism to meet the demand for high-quality composite talents among international students in China in the new era.

As the core of collaborative education, universities should integrate the concept of multi-stakeholder collaboration into curriculum design, teaching content, and practical components. Enterprises, as practitioners of knowledge transformation and technology application, provide students with real knowledge production environments by introducing industry experience and practical scenarios. Governments provide institutional guarantees for multi-stakeholder cooperation through policy support, financial investment, and platform construction. The public, through forms such as volunteer services and community activities, provides international students with practical opportunities, promoting the integration of educational content and social culture, and facilitating students' innovation and creativity in educational practice. The multi-stakeholder collaborative education mechanism, in the practice of international student education in China, forms a complete learning chain from theory to practice to social feedback. On the one hand, through interdisciplinary course teaching and problem-oriented teaching, it deeply integrates theoretical knowledge and social practice, achieving the organic combination of multi-stakeholder collaborative education mechanisms. For example, offering courses such as "Chinese Culture and Globalization" combined with local Chinese business cases helps students understand China's role in a global perspective and corporate globalization strategies. On the other hand, through sharing scientific research results and educational resources, it promotes the linkage of "industry-university-research." For example, jointly establishing practice bases with enterprises, hiring corporate executives as mentors, and organizing students to participate in government-supported "Belt and Road" research projects or "Rural Revitalization Plan," enabling them to deeply understand China's socio-economic environment and governance models. This mechanism not only promotes the hands-on ability of international students but also drives a

virtuous cycle of knowledge production and application.

#### 4.4 Multidimensional Quality Assurance System

Against the background of the transformation of knowledge production models, the quality assurance system for international business students in China needs to construct a multi-dimensional evaluation model from four dimensions: dynamic monitoring mechanism, enterprise-involved evaluation, integration of classroom and extracurricular activities, and combination of mid-term and final assessments. First, establish a “dynamic monitoring mechanism”. Collect feedback from international students through regular survey questionnaires to optimize teaching arrangements; set up cross-cultural adaptation specialists and build a dynamic database involving multiple parties to achieve data sharing between life counselors and course instructors. The database is updated regularly and feedback is provided to course instructors, facilitating timely adjustment of teaching progress and helping students address language, cultural, and academic challenges. Second, introduce an “enterprise-involved evaluation mechanism”. Enterprise mentors are invited to participate in talent training evaluation. Through a combination of process and summative assessments, ensure that talent training matches industry needs, and comprehensively assess students’ hands-on ability and application skills. Third, strengthen the \*integration of classroom and extracurricular activities\*. Through case studies, project training, and other forms, classroom performance and extracurricular practice are incorporated into the assessment system to evaluate students’ knowledge application ability and comprehensive quality. Finally, in the \*combination of mid-term and final assessments\*, improve the evaluation of classroom performance and extracurricular practice. Adopt a combination of formative and summative assessments to ensure that the assessment process is closely integrated with the talent training process, promoting students’ comprehensive development. Identify problems in a timely manner through periodic assessments and adjust training programs accordingly. This multi-dimensional evaluation system, through multi-party participation, dynamic adjustment, and full-cycle coverage, effectively enhances the scientificity and effectiveness of talent training quality assurance.

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#### Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

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