

Practical Exploration of International Education Exchange

- The cooperation between universities
in Yunnan and Vietnamese -

Tianyuan Zhe · De Zeng · Raolu Cui

(Yunnan University, Silla University, Donga University)

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<Abstract>

Tianyuan Zhe · Deng Zeng · Raolu Cui. 2021. 1. 17. 07, 207-242. 오늘날 세계화 추세가 심화됨에 따라 교육 분야에서도 국가 간의 교류가 활발해지고 있다. 중국 역시 교육의 국제화 정도가 더욱 심화되고 있다. 중국 내에서 교육이 강조되면서 교육의 질향상과 더불어 높은 수준의 국제 교육의 길을 끊임없이 모색하고 있다. 동남아시아와 주요 개발 지역을 연결하는 중요한 허브인 윈난은 "일대일로 이니셔티브"에 따라 외국어로 인재를 양성하는 것을 목표로 하고 있다. 윈난성 대학과 동남아 국가 간의 교육 협력이 실행되고 일부 성과를 거두었지만 여전히 해결되지 않은 문제가 있다. 이 논문은 윈난성에 있는 중국과 베트남 대학 간의 협력을 연구하고, 윈난 대학에서 중국-베트남 협력의 기존 방식과 기존 문제를 분석하는 데 중점을 두어 실현 가능한 해결책을 제시하고 국제 교육 교류의 실질적인 방법을 모색한다. 이를 통해 중국의 교육이 세계적으로 더 높은 수준과 더 나은 질의 교육으로 발전하는데 기여하고자 한다. **(윈난대학교, 신라대학교, 동아대학교)**

[핵심어] 국제 교육 교류, 윈난성, 중국, 베트남, 대학 협력

1. Introduction

Although today's world is not as close as living in a house, it is intertwined, Countries and ethnic groups are closely linked, and the exchanges in economy, politics and culture have become increasingly close. There are more and more international educational cooperation and exchanges, which provides higher quality and broader space for countries around the world to develop education. Since the 21st century,

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China's overall education level has been greatly improved, especially the rapid development of higher education. According to the statistics of the Ministry of Education, as of June 11th, 2020, there are 2688 colleges and universities in China(Official website of Ministry of Education 2020), which is a huge number. The development of higher education is very important for the country to train all kinds of talents, improve national quality, promote socialist modernization and realize the dream of the great rejuvenation of the Chinese nation. It is the general trend to strengthen international educational cooperation and exchange educational resources. Yunnan is an important hub connecting Southeast Asia, In addition, President Xi Jinping's "the belt and road initiative" has made the exchanges between Yunnan Province and Southeast Asian neighbors increasingly close, The educational cooperation between universities in Yunnan Province and Southeast Asian countries has been put into practice and made some achievements. Jointly connected by mountains and rivers, China and Vietnam enjoy a long history of friendly relations. The cooperation between universities in Yunnan and Vietnamese has grown in scale in China, especially in Yunnan, where universities have trained a large number of small language talents for China, contributing a positive force to the construction of "The Belt And Road Initiatives" and the promotion of international Education Exchanges and cooperation.

2. The current situation of international Education Exchange in China

2.1. General situation

The Education Exchanges between China and foreign countries have had a certain scale since ancient times, During the Tang Dynasty, Japan sent 19 envoys to China to learn advanced culture and formed a group of "international students" for the first time; (Wang Mingwei, 2018) At the end of the Qing Dynasty, due to the impact of the western world, the Qing government sent a large number of students to study abroad and learn western technology and ideas to save the country and the people; With the development of the times, international Education Exchanges are becoming more and more common, with more and more Chinese studying abroad and a large number of foreigners studying in China, In the era of globalization, the development of educational internationalization is characterized by larger scale, wider scope, better resources, more diversified needs and stronger policy support. According to statistics, since the 18th National Congress of the Communist Party of China, more than 80,000 overseas students have been sent to the national postgraduate program of building high-level universities(Jianxue Sheng 2020). In recent years, the target countries of Chinese studying abroad are no longer concentrated in Europe and America, but quite a number of people choose to go to Southeast Asia and other developing countries.

2.2. The development of international educational exchanges in Yunnan Province

Yunnan Province is located in the southwest of China, bordering three Southeast Asian countries: Vietnam, Laos and Myanmar. The Red River, a cross-border water system flowing through China and Vietnam, originated in Yunnan, which is connected with Southeast Asia by mountains and rivers. These geographical features bring convenience and opportunities for the development of education in Yunnan Province. At the same time, with President Xi Jinping's "the belt and road initiative" put forward, Southeast Asia has become one of the main targets of "the belt and road initiative" construction. In addition, ASEAN is the priority direction in China's neighborhood diplomacy. Since 2013, the cooperation and exchanges between Yunnan Province and Southeast Asian countries have increased rapidly, and the international exchange of education in Yunnan Province is closer to China's current theme of The Times and policy needs, and the degree of internationalization of education is further deepened. There are three reasons why the development of international Education Exchanges in Yunnan is mainly based on the cooperation between Yunnan and Southeast Asian countries:

- a. With geographical advantages and it is convenient to go abroad.
- b. The cost of studying abroad is relatively low; the approval procedures such as visas are relatively simple.
- c. It is more convenient to work and obtain employment after graduation.

In recent years, the scale of overseas students from Yunnan Province to Southeast Asian countries has been expanding, mainly concentrated in Thailand, Malaysia, Singapore, Vietnam and other countries, which has formed a general trend: Yunnan students are more prefer to study in Southeast Asian countries rather than developed countries in Europe and the United States(Dự án kết nối Trung Quốc với ASEAN 2020). According to statistics, as of 2019, there were 19,300 foreign students studying in Yunnan, and the number of international students ranked among the top ten in the country; 31 Sino-foreign cooperative education projects, 15 overseas education projects, and 15 Confucius Institutes(classrooms) have been built overseas; Every year, more than 600 teachers and students are selected to study abroad through the public study abroad program(Yunnan Education Network 2019). It can be said that Yunnan education has great potential, and in the future, the internationalization of Yunnan education will surely achieve considerable development.

3. Analysis of the cooperation mode between universities in Yunnan province and Vietnam

3.1. The basic situation of Yunnan college students studying in Vietnam

China and Vietnam are neighboring countries, which depend on each other by mountains and rivers and have profound

friendship, However, there are only two provinces bordering Vietnam in China: Yunnan and Guangxi. Because of this geographical advantage, there have been many exchanges between Yunnan and Vietnam since ancient times, involving many fields, such as economy, politics, tourism and education ... Many universities in Yunnan Province have set up Vietnamese majors and signed joint training programs with Vietnamese universities to facilitate the study and exchange between Chinese and Vietnamese students.

3.1.1. Training mode

a. "3+1" mode

That is, "three years at home+one year abroad" training mode. During the four-year period of university, students spend three years completing the study arrangements of undergraduate schools in China, and the other year they go to cooperative universities in Vietnam to receive Vietnamese education.

This mode can be divided into the following three different types:

First, the freshmen and sophomores study the basic knowledge of Vietnamese in China and master the basic situation of Vietnam, The juniors study in Vietnam for one academic year(8 to 10 months), After studying abroad, the seniors continue to return to China to complete their internships and graduation thesis design.

Second, I will go abroad as a freshman, After studying in Vietnam for one year, I will return to China to complete the

remaining three years of study.

Third, freshmen and sophomores study the basic knowledge of Vietnamese language in China, juniors study in Vietnamese universities and take part in professional practice for at least one month, and seniors return to their undergraduate schools to choose skill-based courses (usually unrelated to Vietnamese) according to their personal interests and career planning, and cultivate applied talents with "Vietnamese+English+professional skills" (Vietnamese major of Yunnan Normal University 2019).

b. "2+1+1" mode

That is, the training mode of "two years for base classes+one year for admission to institutions+one year for Vietnam". Due to the geographical advantages of Yunnan and Southeast Asia and the increasing demand for exchanges and cooperation between China and Southeast Asian countries in recent years, the Education Department of Yunnan Province set up a training base class for outstanding translators of Southeast Asian and South Asian languages in Yunnan University for Nationalities in 2014(hereinafter referred to as the "National University Base Class"), absorbing outstanding Vietnamese students from Yunnan universities, integrating excellent educational resources inside and outside Yunnan Province, making full use of national preferential policies, and focusing on cultivating compound talents facing Southeast Asia's national strategy and regional economic and social development(Admin 2014). Specifically, this "2+1+1" teaching and training mode is: selecting the second-year outstanding

students from universities in Yunnan Province to concentrate on studying in Yunnan University for Nationalities, that is, studying in the admission school in the first grade, studying in the base class of Minzu University in the second and fourth grades, and studying in the target country in the third grade; Except for the freshman year, Yunnan University for Nationalities is responsible for the teaching arrangements in other academic years, and the graduation practice and thesis defense are also assessed by the National University for Nationalities, but the graduation certificate is still issued by the undergraduate admission institutions. The base class of National University of Yunnan has attracted a large number of outstanding students since its opening, Many Vietnamese majors in Yunnan Province have been aiming at entering the base class of National University of Yunnan since their freshman year, The base class has also lived up to expectations and become the backbone of language talents training in South Asia and Southeast Asia in Yunnan Province.

3.1.2. Cooperative universities

As of 2020, the basic situation of Sino-Vietnamese educational cooperation universities in Yunnan Province is as follows:

**<Tab 1 Situation of universities offering Vietnamese major
in Yunnan Province>**

Name of institution	Vietnamese majors in colleges and universities	Vietnam cooperative universities	Cultivation mode
Yunnan University	<p>The Department of Vietnamese Language, School of Foreign Languages, Yunnan University began to recruit the first undergraduate students in 2014. There are currently five teachers (including one professor, three lecturers and one teaching assistant), all of whom have master's degree or above, and all of them have experience in studying in well-known universities in Vietnam. Yunnan University hires one or two senior teachers from well-known universities or research institutions in Vietnam to participate in daily teaching and discipline construction every year.</p>	Hanoi Normal University	3+1
Yunnan Normal	Yunnan Normal University, as the key construction unit of Vietnamese major in Yunnan, pays attention	Foreign Studies University	3+1 (the third mode of

University	to cultivating students' comprehensive ability, that is, cultivating applied talents of "English+Vietnamese+professional skills", which lays a solid foundation for students to engage in various Vietnamese translation work after graduation.	under Hanoi National University	"3+1")
Yunnan university of finance and economics	The Vietnamese major of Yunnan University of Finance and Economics was approved as an undergraduate major in 2010 and officially enrolled in 2011. As a university of finance and economics, the specialty of Vietnamese is the combination of Vietnamese with business, economy and accounting, and the key course is "Business Vietnamese".	University of Social Sciences and Humanities, National University of Hanoi	3+1
yunnan university of nationalities	Yunnan University for Nationalities, as a bilingual talent training base of the National Ethnic Affairs Commission, has set up a training base class for outstanding translators in Southeast Asia and South Asia languages in Yunnan	University of Social Sciences and Humanities under Hanoi University and Hanoi National University	3+1、2+1+1

	Province, with Vietnamese as its key major and high-quality educational resources.		
southwest forestry university	Southwest Forestry University established the first Vietnamese major in 2012. At present, there are five Vietnamese teachers (three lecturers, one teaching assistant and one foreign teacher), all of whom have master's degree or above. In addition to stopping enrollment in 2015, the school has trained four outstanding Vietnamese graduates and made achievements in various fields.	University of Social Sciences and Humanities, National University of Hanoi	3+1
Yunnan agricultural university	The Vietnamese major of Yunnan Agricultural University was set up in 2011. It not only masters the language skills of listening, speaking, reading, writing and translating Vietnamese, but also is familiar with the basic knowledge of Vietnam's politics, economy and culture. At the same time, it also has extensive South Asia and Southeast Asia, and is	Hanoi University	3+1

	<p>specially prepared as an applied and compound senior professional with historical and cultural knowledge, tourism knowledge and scientific and cultural knowledge of ASEAN countries.</p>		
Honghe university	<p>Honghe College is located in Hekou Autonomous County, Honghe Prefecture, Yunnan Province. It is the border between China and Vietnam, and has a lot of trade with Vietnam.</p> <p>Because of its special geographical location, the Vietnamese major in Honghe University is outstanding. Vietnamese major students in Honghe University will go to Vietnam to study in their freshman year, and they can easily meet Vietnamese people in four years of university, and their professional level is relatively high.</p>	<p>Taiyuan Agriculture and Forestry University, Vietnam, Taiyuan International University, Vietnam</p>	<p>3+1 (the second type of "3+1" mode)</p>
Wenshan College	<p>Tianbao Port in Wenshan is one of the important land routes from Yunnan to Vietnam, so the Vietnamese major of Wenshan University also has its unique advantages. In 2007, we recruited the</p>	<p>Taiyuan Foreign Languages Institute and taiyuan normal University under</p>	<p>3+1</p>

	first Vietnamese major students, and now we have trained hundreds of outstanding graduates.	Taiyuan University, Vietnam	
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Official websites of universities in Yunnan

It can be seen from the above table that all universities offering Vietnamese majors in Yunnan Province have established Education Exchanges and cooperation with Vietnamese universities, indicating that the Education Exchanges between Chinese and Vietnamese universities in Yunnan Province are relatively high. In addition, different schools have different training modes and cooperative universities, and their teaching emphasis is also different, which reflects the diversity, difference and hierarchy of Sino-Vietnamese Education Exchange work in different universities in Yunnan Province.

3.1.3. Curriculum setting and use of teaching materials

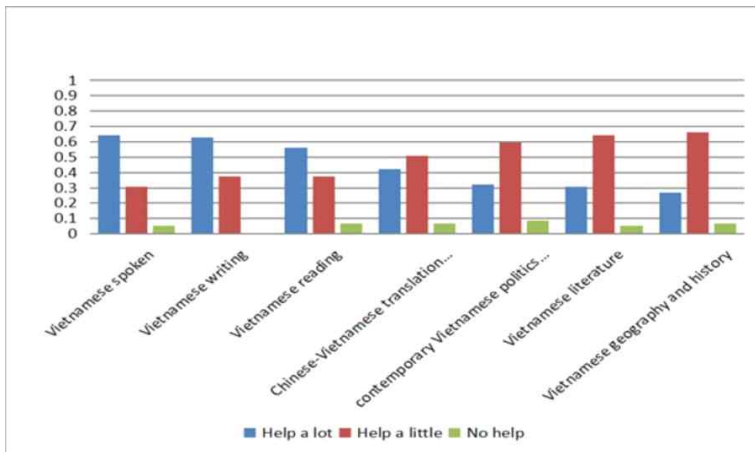
According to the survey, the time for students from colleges and universities offering Vietnamese majors in Yunnan Province to study in Vietnam is 8-10 months, that is, going abroad in August ~ September of that year and returning home in May ~ July of the following year; Except Honghe University, Vietnamese major students from other universities are studying in Vietnam in their junior year (Honghe University is studying in its freshman year). In Vietnam, although Chinese students are distributed in different colleges and universities, the

curriculum arrangement is roughly the same: there are five classes every week (Monday to Friday), two classes every day, four class hours, and the time is about four hours (8: 00-12: 00 in the morning or 14: 00-18: 00 in the afternoon), that is, only half a day of classes are used every day, and the remaining half a day is independent time. Many students use this time to work, make Vietnamese friends and taking short trips(Caiyun Li, 2012). The lecturers are mainly lecturers and professors with master's degree or above in Vietnamese universities, and they teach in Vietnamese. There are also some young teachers who understand Chinese, but not many. They have different teaching styles, and generally have more relaxed requirements for international students, so students can be relatively open in class. In addition, most teachers will assign homework to students, including written homework and open homework. For example, students are allowed to form groups freely, and work together in a division of labor, Finally, students are introduced to Vietnam's open homework in the form of PPT (Li Ling, 2019).

Yunnan students studying in Vietnam include but are not limited to: Vietnamese writing, Vietnamese geography and history, Vietnamese tourism, advanced Vietnamese, Vietnamese spoken language, Vietnamese-Chinese translation theory and practice, Vietnamese grammar, contemporary Vietnamese politics and economy, Vietnamese newspaper selection, Vietnamese literature, Vietnamese film and television song appreciation and Vietnamese reading. Most of the teaching materials used are scattered materials compiled by teachers themselves or collected on the Internet, and only a few courses have

professional teaching materials, Teachers send the electronic version of the materials to the class committees of each class by mail, and print and distribute them to students before each class, which is troublesome and does not achieve good teaching results.

By issuing questionnaires, this paper investigates the degree of help of the above courses to students' professional knowledge, The survey targets the students who have returned from Vietnam in Yunnan Province, and 110 questionnaires have been collected, of which 83 are valid. The findings are as follows:



<Fig 1 A Questionnaire of 83 Vietnamese students Studying in Vietnam in Yunnan Universities: How helpful the Vietnamese courses are to Chinese students>

From the above <Fig 1>, it can be seen that the oral Vietnamese course is the most helpful to improve students'

professional ability; The courses of Vietnamese writing, Vietnamese reading and Vietnamese-Chinese translation theory and practice are also helpful to improve students' Vietnamese level, However, most students think that contemporary Vietnamese politics and economy, Vietnamese literature, Vietnamese geography and history only help them a little, or even help them. To sum up, the classroom education of Vietnamese majors in Yunnan universities in Vietnam has greatly improved their language ability (oral English, reading, writing, translation, etc.). but has little help in understanding Vietnam's national conditions (politics, economy, literature, geography, history, etc.). It can be seen from this that students' understanding of a country's basic situation, folk customs, political history, etc., should not be grasped in class, but should be investigated on the spot and experienced by themselves.

3.2. Achievements of cooperation between Chinese and Vietnamese universities in Yunnan Province

First of all, the Education Exchanges between China and Vietnam have enriched the teaching forms. By studying in Vietnam, students can experience different educational environment and teaching methods from those in China. Many students are exposed to teaching in all foreign languages for the first time, At first, they feel very unaccustomed and can't understand what the teacher said in class, However, as time goes by, most students have adapted to this language environment and can keep up with and understand the teacher's

lecture content, Vietnamese listening ability has also been greatly improved in a subtle way. When studying Vietnamese in China, it is difficult to get access to Vietnamese books, newspapers, news and other reference materials, and the only Vietnamese materials are mostly old and cannot keep up with the current development of Vietnam. After studying in Vietnam, students can get a lot of authoritative materials from libraries, bookstores and databases (Department of Higher Education, Ministry of Education, 2006) , which also provides convenient conditions for graduation thesis writing, Many students' graduation thesis inspiration and data collection are completed in Vietnam by juniors. In addition, the most obvious advantage of foreign language majors studying in the target country is that they can integrate theory with practice, go deep into the local society in person, experience local customs, living habits, history and culture, political conditions, etc., and deepen their understanding of the target country(Baojie Shi 2007). To learn a language, we should not only learn the language itself, but also understand the culture, history, politics and economy of the country where the language is located, and experience the theoretical knowledge once learned in textbooks to form our own understanding, so as to truly learn a language well.

Secondly, the degree of internationalization of education has been improved. With the development of the times, "globalization" has penetrated into all aspects of people's lives, and education is one of the most important aspects. At the same time, by sending college students to Vietnam to study and exchange, Vietnamese people feel the excellent education

level of our country. and universities "closed to the outside world" can no longer meet the new requirements of the new era, By establishing Education Exchanges and cooperation with universities at the same level in Vietnam, Yunnan Province has greatly improved the quality of professional training, promoted the cross-border exchange of high-quality teaching resources, and promoted the realization of talents "going out" and "bringing in", contributing to college education and making great contributions to the cultivation of high-level talents with international vision for the construction of socialism with Chinese characteristics in the new era(Liwei Zhang, Yiwen Li 2017). Meanwhile, by sending students to Vietnam to study and exchange, the Vietnamese also feel the excellent education level of our country. (Cao Jian,2019) "I didn't expect them (Chinese students) to speak Vietnamese so well, If you don't say that you are Chinese, you think you are Vietnamese, It shows that the development of Chinese education industry is very fast. ", said Doctor. Hai, who working at the University of Social Sciences and Humanities, part of Vietnam's Hanoi National University (Vu Thuan Anh, 2016) . In a word, the cooperation between Chinese and Vietnamese universities in Yunnan Province has greatly promoted the internationalization of Education Exchanges and cooperation in China.

More importantly, Education Exchanges between China and Vietnam have promoted China's cross-cultural international exchanges. Chinese (Yunnan) students not only learn knowledge in Vietnam, but also participate in many practical activities, such as the China-Vietnam Friendship Association in colleges

and universities, the Spring Festival Gala for international students, visiting the National Museum, and a one-day tour in Halong Bay ... I made a lot of Vietnamese friends, introduced each other's food, festivals and popular culture in the process of communication, and explored the charm of the cultures of the two countries together. Some Vietnamese were attracted by the profound Chinese culture in the mouth of his Chinese friends, and immediately applied for visas to travel to China, which also promoted the development of China's tourism industry from the side, allowed more international friends to enter China and get to know China, and enhanced Sino-Vietnamese friendship and cross-cultural exchanges.

Finally, the educational cooperation between China and Vietnam also provides a reference for other international educational cooperation. China and Vietnam can overcome political and cultural differences to carry out cooperation in the field of education, which provides a reference for China to carry out educational cooperation with other countries. In a word, the mode, content and policies of Education Exchanges between China and Vietnam can serve as a reference for other countries.

4. Problems and solutions in the cooperation between Chinese and Vietnamese universities in Yunnan Province

4.1. The existing problems

4.1.1. The quality of teaching needs to be improved

The quality of teaching received by Yunnan overseas students during their study in Vietnamese universities is not high.

First of all, the teaching arrangement is too loose. Only half a day's class helps students to study independently and practice in society, but college students are generally low in consciousness, Many students only sleep in their dormitories during this time, In addition, Vietnamese teachers are lax in managing foreign students, and even some students skip classes and go out to travel directly.

Secondly, the matching of teaching materials is imperfect. As mentioned above, the more students use teaching materials, the more scattered materials are compiled by teachers themselves or collected on the Internet, Only a few courses have professional teaching materials, which are not professional and authoritative. And because of the lack of communication between Chinese and Vietnamese universities, the teaching materials used in Vietnam in the third year are even simpler than those used in China in the first and second years, or there is a phenomenon of repeated contents(Yan He

2015). For example, the textbook used in the freshman year of Southwest Forestry University is Basic Vietnamese, the sophomore year is Comprehensive Vietnamese, and the junior year's course in Vietnam is Advanced Vietnamese, but the textbooks is the Vietnamese local primary school children's language textbooks , which is too simple and very unreasonable.

Finally, the hardware facilities are imperfect. Due to their own conditions, the environment of Vietnamese universities is generally poor, with narrow classrooms, incomplete facilities and almost no high-tech teaching hardware facilities. Especially in Vietnamese pronunciation practice class, because there is no standardized professional pronunciation classroom, teachers and students can only attend classes in ordinary classrooms, and the recording can only be played by the teacher's own mobile phone. This has greatly affected the quality of teaching.

4.1.2. The talent training mode is imperfect

Students majoring in Vietnamese in Yunnan Province receive a relatively narrow single major education mode when they come to Vietnam, that is, students can't choose their own major, only learn Vietnamese language, and don't learn other practical subjects, such as politics, economy, diplomacy, law, etc., which leads to students only knowing Vietnamese, but they are not competent when they are really engaged in practical occupations. As we all know, language is only a tool, If we want to achieve long-term development in society

and let language serve us, we must combine a wider range of professional skills (Jiang Wen, Lan Xiaoxia 2008).

In addition, the training mode of Vietnamese majors in Yunnan universities is rather monotonous, and the "3+1" training mode is dominant, and most universities choose to send students to study in Vietnam in the junior year. This does not take into account the learning ability and progress of different students, resulting in some students being unable to adapt to study in Vietnam. For example, some students are struggling to learn Vietnamese, When they are junior, they still don't understand the basic grammar of Vietnamese, but they can only study in Vietnam with everyone, As a result, they can't communicate with local people, and the level of Vietnamese has hardly improved; Some students have strong learning ability, and they have reached the level of native speakers of Vietnamese after staying in Vietnam for half a year, but they have to stay for another year, thus delaying the postgraduate entrance examination, internship and other arrangements.

What's more, according to the interview, many students who came back from studying in Vietnam reported that they hoped to improve teaching methods, take classes with Vietnamese students and feel the real atmosphere of Vietnamese universities, which not only greatly improved Vietnamese, but also helped to understand the life and study style of the younger generation in Vietnam. This is also a problem in the cooperation between Chinese and Vietnamese universities in Yunnan Province, that is, Chinese people only stay with Chinese people, can't integrate into Vietnamese circles, and

can't give full play to the maximum value of studying abroad.

4.1.3. Tuition fees

Compared with other developed countries, the cost of studying abroad in Vietnam is much lower, and the tuition plus living expenses will cost about 30,000 ~ 50,000 RMB per year (Thu Hang 2017) , but it is also a big expense for many students from poor families. However, many students don't know that Vietnamese majors need to go abroad when they fill in their volunteers in the college entrance examination, and they don't consider the financial conditions of their families, or they are transferred to this major, so they don't want to spend the money to go to Vietnam. Although the China Scholarship Council sends some outstanding students to study abroad on a public basis every year, it is a minority, and the tuition problem of most students with poor families is difficult to solve. As a result, one or two Vietnamese majors in almost every school are unwilling or unable to go abroad every year, and practical problems hinder students from studying abroad.

4.2 Solutions

4.2.1. Strengthen the communication between Chinese and Vietnamese universities

In order to improve the teaching quality, Chinese and Vietnamese universities should strengthen the communication

and exchange on teaching arrangement, linking up teaching materials and improving teaching facilities, feedback students' opinions in time, and improve the shortcomings according to the actual situation of both sides. In view of the fact that the teaching arrangement is too loose, and students only take half-day classes every day, Yunnan universities can suggest to Vietnamese cooperative universities to increase the class hours appropriately, such as arranging two to three full-day courses every week, and the rest are half-day courses, so as to increase the amount of teaching and make full use of the time spent in Vietnam to learn more knowledge. Before sending students, our colleges and universities should connect with Vietnam to match the teaching progress and teaching materials, The teaching materials should go from simple to deep, easy before difficult, and step by step, especially avoiding duplication of teaching materials.

At present, the way of communication between Chinese and Vietnamese universities is mainly that Chinese Vietnamese teachers contact the heads of overseas students in Vietnamese universities by telephone, mail and WeChat, among which there are many problems caused by transnational communication, such as Vietnamese people can't use WeChat, and information is not received in time. Therefore, Yunnan universities can set up a management institution for Chinese students in Vietnamese cooperative universities (Qin Yanjuan, Han Shuzheng 2019) , and equip them with personnel responsible for the communication between Chinese and Vietnamese universities, so as to timely convey the needs of both sides and communicate

information in a timely manner, thus creating a better study environment for overseas students and achieving the best study effect.

4.2.2. Improve and optimize the personnel training mode

With the deepening of economic, political and cultural exchanges and cooperation between China and Vietnam, the demand for comprehensive talents is gradually increasing. At present, government agencies, border guards, foreign trade companies and translation companies all need high-level talents who are proficient in non-common languages and have other professional skills. The single language training model can no longer meet the needs of the present society. It is suggested that Chinese and Vietnamese universities should add majors, such as international politics, international economy and trade, international law and international relations, and combine with the strong or characteristic disciplines of Vietnamese universities to teach in Vietnamese, so that students can choose their own majors, which can not only learn other professional knowledge, but also improve their Vietnamese level imperceptibly. Secondly, due to the limitations of the "3+1" model, colleges and universities can add "3.5+0.5" (studying in Vietnam for one semester and studying in China for the rest of the time) and "2+2" (studying in Chinese universities for two years and Vietnamese universities for two years)(Xiwei Zheng 2008), so that students can choose the appropriate training model according to their actual situation, Universities offering Vietnamese

majors in the province should unite. Finally, we should improve teaching methods and reach an agreement with Vietnam, so that Chinese students can have the opportunity to attend classes with Vietnamese students, integrate into the daily study life of Vietnamese college students, facilitate asking questions they don't understand and making friends with Vietnam, and greatly improve students' Vietnamese level and cross-cultural communication ability.

4.2.3. The government has increased investment in the construction of non-common language universities

The government and education departments should pay more attention to the construction of non-common languages in Yunnan Province and increase investment in policies and funds. Yunnan Province is an important channel connecting Southeast Asia and a key development province under "the belt and road initiative",The government should make good use of this advantage, strengthen the training of Southeast Asian languages in colleges and universities, consolidate the construction of minority language bases in Yunnan Minzu University and Normal University, give effective guidance, give key support, increase capital investment, set up Yunnan Fund for Studying in Southeast Asia, expand the scope of scholarship selection, and let more students get financial support. At the same time, every year, excellent Chinese teachers can be sent to Vietnam to exchange and study, foreign teachers can be supported to give lectures and interviews in Yunnan universities, and international exchanges and

cooperation in education can be strengthened, so as to make the process of education internationalization in Yunnan by going up one flight of stairs(Qi wenxiu 2015).

5. Conclusion

With the development of economic globalization, China's education internationalization is further deepened, and China is constantly exploring the road of high-level international education in practice. As the main force of building a socialist cultural power, developing international Education Exchanges and cooperation is the top priority. In 2013, President Xi Jinping put forward "the belt and road initiative", vigorously developing economic and cultural exchanges between China and countries along the "the belt and road initiative", and Vietnam is one of the key development target countries. Yunnan, as an important hub connecting Southeast Asia in China, bears the heavy responsibility of training advanced non-universal language applied talents. By 2020, ten undergraduate colleges in Yunnan Province have set up Vietnamese majors, and all of them have signed cooperation and training agreements with Vietnamese universities, sending students to study in Vietnam every year. The educational cooperation between China and Vietnam in Yunnan has made certain achievements, forming their own characteristics, adopting various training modes, such as "3+1" mode and "2+1+1" mode, and having a relatively complete training system, After studying abroad, students generally feel that

the level of Vietnamese has been improved to varying degrees. However, there are still some problems, including poor teaching quality, imperfect personnel training mode, and failure to consider the affordability of different students for tuition fees. By investigating the situation of transnational education in Vietnamese-speaking universities in Yunnan Province, the paper finds that the teaching arrangements for Chinese students in Vietnamese universities are relatively loose, the amount of class hours is small, the management is lax, the teaching materials used cannot be connected with domestic teaching materials, and the teaching environment is relatively simple, which can not achieve high-quality teaching results. In addition, students can't choose their own majors in Vietnam, Besides Vietnamese language and culture, they can't learn a wider range of professional skills, and they can't attend classes with Vietnamese college students, They have no chance to integrate into real Vietnamese classrooms. There is no combination of different students' learning abilities and personal needs, and the training mode is relatively simple, Students can't choose whether to go to Vietnam, which school year and how long to go to Vietnam, The tuition problem is also an obstacle that some students from poor families can't ignore.

In view of the above problems, the paper puts forward relevant solutions, hoping to make better achievements in Sino-Vietnamese international Education Exchanges. First of all, the communication between Chinese and Vietnamese universities should be strengthened, and both sides should give feedback to students' opinions in time, and make timely

and effective improvement measures in view of existing problems. Secondly, we should continue to improve the talent training mode, add more majors and improve teaching methods, so that students can have more autonomy and learn the subjects they are interested in, thus adding a broad space for language training. Finally, the government and education departments should increase policy and financial support, establish non-common language talent training bases in more universities in Yunnan Province, and set up study abroad funds for Southeast Asia, so that more students are willing to go abroad and have the ability to go abroad. Attach importance to international education in colleges and universities, send more excellent teachers to study and exchange in Southeast Asia, and attract Vietnamese colleges and universities to send overseas students to exchange and study in China, thus deepening Sino-Vietnamese educational and cultural cooperation and exchanges. In a word, by studying the specific situation of educational cooperation between Chinese and Vietnamese universities in Yunnan Province, we can get a glimpse of the practical exploration of international exchange of Chinese education, find out the existing problems in the internationalization of Chinese education, and put forward countermeasures, so that our education can develop towards a higher level and better quality internationalization.

At the same time, the mode, content and policy of Sino Vietnamese education exchange can be used as reference for other countries, and the problems in the process of Sino Vietnamese education cooperation should be considered and weighed to achieve better cooperation effect.

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Appendix

Questionnaire survey of Vietnamese students studying in Vietnam in Yunnan universities

Dear classmates:

Hello! Thank you for participating in this survey during your busy study! The purpose of this questionnaire is to understand the situation of Vietnamese students studying in Vietnam in Yunnan universities. This survey is anonymous, Your answer is only for my academic research, I will keep the

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information filled in strictly confidential, I hope you can fill in it truthfully. Your answer will be an important basis for this study, Please answer each question carefully according to your real situation, I would like to express my sincere gratitude for your participation and cooperation!

Basic information

1. your school:
2. Your first major:
3. How many years do you study Vietnamese?
4. When did you study in Vietnam (which year):
5. Vietnamese is yours?

First major, second foreign language and second major (double degree)

6. Are you a base class student of Yunnan University for Nationalities? Yes. No.
7. Are you an overseas student sent by China Scholarship Council to Vietnam? Yes. No.

The specific situation of studying in Vietnam

1. Schools where you study in Vietnam:
2. At what stage did you study in Vietnam
Freshman, sophomore, junior and Senior.
3. How many months did you study in Vietnam?
4. How many hours do you have in class every day in Vietnam?
5. Your study courses in Vietnam mainly include:

Selected readings of Vietnamese newspapers and magazines

Vietnamese tourism cultural landscape Vietnamese spoken
 Vietnamese writing advanced Vietnamese translation practice
 course interpreting practice course Vietnam history Vietnam
 geography Vietnam economy

Vietnamese culture others

The students' willingness survey

1. Do you think your school has arranged a reasonable time for you to study in Vietnam?

Reasonable, average, slightly unreasonable and Very unreasonable

2. Do you think the length of study in Vietnam arranged by your school is reasonable?

Reasonable, average, slightly unreasonable and Very unreasonable

3. Do you think it necessary to study in Vietnam?

Yes. not have

4. Do you think the following courses will help you to improve the level of Vietnamese in all aspects?

	It helps a lot	A little help	No help
Spoken Vietnamese			
Vietnamese writing			
Vietnamese reading			
Vietnamese-Chinese translation theory and practice			
Contemporary Vietnamese Political and Economy			
Vietnamese			

literature			
Geography and history of Vietnam			

5. What do you think has helped you the most in studying in Vietnam?

필자 소개

성 명 : Tianyuan Zhe
 소 속 : Yunnan University
 주 소 : Xiangshan Garden, Gongyuan Road, Zhangwan District,
 Shiyan City, Hubei Province [우편번호]442001
 전화번호 : 18468139716
 전자우편 : 1049349249@qq.com

성 명 : De Zeng
 소 속 : Silla University
 주 소 : 부산광역시 사상구 백양대로 700 [우편번호]46957
 전화번호 : 01098178909
 전자우편 : karen517666@163.com

성 명 : Raolu Cui
 소 속 : Dong-A University
 주 소 : 부산광역시 서구 구덕로 225 [우편번호]49236
 전화번호 : 01058281341
 전자우편 : 702316229@qq.com

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