

Exploration and Practice of Value Cultivation for Students in Sino-Foreign Cooperative Education Programs

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DOI: [10.36347/sjebm.2024.v11i04.001](https://doi.org/10.36347/sjebm.2024.v11i04.001)

| Received: 12.02.2024 | Accepted: 16.03.2024 | Published: 01.04.2024

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Abstract

Original Research Article

The management cooperative education program refers to collaborative educational projects in the field of management between domestic and foreign universities. This collaboration model helps integrate high-quality education resources from both domestic and international sources, enhancing the quality of teaching and providing students with a broader international perspective and opportunities for career development. This article focuses on the exploration and practice of fostering values for students in management cooperative education. By systematically reviewing key areas such as management ideologies both domestically and internationally, corporate culture and values, and the history of world economic development, this article delves into how to effectively guide students in embracing values of openness, inclusiveness, innovation, and collaboration. On the practical level, the article combines case studies of transnational corporate management practices with the growth and contributions of entrepreneurs in China and abroad, proposing a series of specific cultivation strategies and methods. By integrating case analysis with practical teaching, the aim of this article is to help students translate their learned values into tangible actions, laying a solid foundation for future career development and social responsibility. The research findings of this article have important guiding significance for promoting the cultivation of values for students in management cooperative education.

Keywords: Value Cultivation, Sino-Foreign Cooperative Education Programs, Educational Model, Cooperation.

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1. INTRODUCTION

Management Sino-Foreign Cooperative Education Programs are an educational model that integrates domestic and foreign educational resources, aiming to cultivate management professionals with international perspectives, cross-cultural communication abilities, and innovative spirit [1-5].

The training objectives of Management Sino-Foreign Cooperative Education Programs are clear [6-10]. These programs focus on cultivating students' comprehensive qualities and practical abilities, aiming to cultivate high-level management talents with international perspectives, cross-cultural communication skills, innovative spirit, and leadership [11-15]. Students will master modern management theories and methods, be familiar with international business rules and conventions, and be able to efficiently manage and make decisions in complex environments such as multinational enterprises and international organizations [16-20].

The curriculum is diverse and rich [21-25]. The curriculum of Management Sino-Foreign Cooperative

Education Programs usually includes three levels: foundational courses, professional courses, and practical courses [26-30]. Foundational courses focus on cultivating students' basic qualities and subject foundations, such as English, mathematics, and economics; professional courses cover various fields of management, such as organizational management, marketing, financial management, and human resource management; practical courses enable students to apply theoretical knowledge to practical situations through case analysis, corporate internships, project collaboration, etc., thereby enhancing their ability to solve practical problems [31-35].

The faculty is strong. Management Sino-Foreign Cooperative Education Programs typically have outstanding faculty resources from well-known domestic and foreign universities and enterprises. These teachers not only have rich teaching experience but also have profound academic backgrounds and industry practice experience. They will provide students with high-quality teaching and guidance, helping students

comprehensively improve their professional qualities and practical abilities [36-38].

International cooperation is extensive and in-depth. Management Sino-Foreign Cooperative Education Programs focus on cooperation and exchanges with internationally renowned universities and enterprises. Through collaborative projects, student exchanges, faculty visits, etc., students can gain broader perspectives and richer learning resources. At the same time, international cooperation also helps enhance the international influence and competitiveness of the program, providing more opportunities for students' future career development [39, 40].

Management Sino-Foreign Cooperative Education Programs are an educational model with international characteristics, focusing on practicality and innovation. By cultivating management professionals with international perspectives and cross-cultural communication abilities, they provide excellent management talent support for domestic and foreign enterprises and institutions [41-43].

2. Background

There are many examples of management cooperative education programs between domestic and foreign universities. Here are some specific examples:

MBA Program between the University of International Business and Economics (UIBE) and Seattle City University (SCU): This program integrates the essence of business education from both China and the United States, providing students with global business knowledge and practical experience.

MBA Program between Southwestern University of Finance and Economics (SWUFE) and University of Malaya (UM): This program focuses on cultivating management talents with international perspectives and innovation capabilities, covering various aspects of management studies.

EMBA Program between Zhejiang University and Missouri State University: This program aims to cultivate senior management talents with a global strategic vision and innovative spirit, with an emphasis on practicality and foresight.

Cooperative Education Program in Business Management between Central University of Finance and Economics (CUFE) and University of Exeter, University of Surrey, etc: These programs combine high-quality education resources from domestic and foreign sources, aiming to cultivate business management talents with international perspectives and professional skills.

Master of Business Administration (MBA) Degree Program between Shanghai University of Finance and Economics (SUFU) and Webster University

(USA): This program focuses on developing students' practical skills and innovative thinking, providing strong support for their success in the global business environment.

Master of Business Administration (MBA) Degree Program between Shanghai Maritime University and Maastricht School of Management (Netherlands): This program combines the advantages of both countries in the shipping and logistics fields, providing students with rich practical opportunities and broad career development prospects.

Additionally, there are programs such as the Master of Science (MSc) Degree Program between Hunan University and University of Houston (USA), and the Executive Master of Business Administration (EMBA) Degree Program between Xi'an Jiaotong University and University of Texas at Arlington (USA). These programs fully utilize the high-quality education resources of both Chinese and foreign institutions, aiming to cultivate management talents with international perspectives and professional skills.

3. Challenge

The importance of values formation in universities is self-evident, as it concerns students' holistic development, future career paths, and societal harmony and stability.

Values are at the core of students' holistic development during their university years. This period is crucial for the formation of their worldview and values, which will profoundly impact their lives. Correct values can help students establish the right perspectives on life, guiding them in managing relationships with others, society, and nature, thereby promoting their comprehensive development.

Values serve as the foundation for students' future careers. During university, students need to explore and understand themselves, establishing the correct values in this process. Only by understanding their interests, hobbies, and values can students find suitable career paths and achieve success in their future careers. Moreover, correct values can help students build good interpersonal relationships, which are crucial for their future careers.

Values formation is of great significance for societal harmony and stability. University students are the future builders and successors of the nation, and their values will influence the overall societal atmosphere and development direction. Healthy and positive values formed during university will help students become positive forces in society, promoting societal harmony, stability, and development.

Values formation is also one of the important goals of university education. University education

should not only impart knowledge but also cultivate students' character and qualities. By strengthening values education, universities can help students establish correct moral concepts, improve their moral qualities, and cultivate more talents with noble characters for society.

Values formation in universities is crucial for students' overall development, future career paths, and societal harmony and stability. Through the integration of values education into university curricula and activities, universities can play a vital role in shaping students into responsible individuals with strong moral principles.

The problems in shaping the values of students in Sino-Foreign Cooperative Management programs mainly manifest in the following aspects.

Students in Sino-Foreign Cooperative Management programs usually come from diverse cultural backgrounds and family environments, resulting in a diversity of values. While this diversity broadens students' perspectives, it also brings the risk of value conflicts and confusion. When facing different cultures and values, students may feel perplexed or even experience a sense of values confusion.

In the process of Sino-Foreign cooperation in education, students inevitably encounter a large amount of Western culture and values. Some Western values, such as individualism and utilitarianism, may challenge students' own values. Without proper guidance and education, students may overly pursue personal interests, neglecting social responsibility and collective interests, leading to distorted values.

While studying modern management concepts and methods, students in Sino-Foreign Cooperative Management programs are also influenced by traditional values. Traditional values may conflict with modern values in certain aspects, such as the emphasis on collective interests versus individual pursuit of freedom and independence. This conflict may confuse students in shaping their values.

In some Sino-Foreign Cooperative Management programs, values education often remains at the theoretical level and lacks integration with practical applications. Although students learn theoretical aspects of values in classrooms, they may find it challenging to apply and reflect these values in real-life situations and work contexts. This disconnection between theory and practice may result in ineffective values education.

The lack of faculty resources and appropriate educational methods is another factor affecting the shaping of students' values in Sino-Foreign Cooperative Management programs. Some teachers may lack international perspectives and cross-cultural

communication skills, making it difficult to provide effective guidance and education on values.

Traditional teaching methods may struggle to meet the specific needs of Sino-Foreign cooperative education, limiting the effectiveness of values education.

The issues in shaping the values of students in Sino-Foreign Cooperative Management programs are complex and diverse. To address these issues, efforts from schools, teachers, students, and various stakeholders are required to strengthen the effectiveness, relevance, and innovation of values education.

4 METHOD

4.1 The Goal of Shaping Values

The goals of shaping values in Sino-Foreign Cooperative Management schools mainly include the following aspects:

Emphasizing cross-cultural understanding and respect. As Sino-Foreign cooperative education involves students and teachers from different cultural backgrounds, the primary goal of value shaping in schools is to cultivate students' cross-cultural awareness and abilities. This includes understanding and respecting values, behavioral norms, and ways of thinking from different cultural backgrounds to enhance students' international perspectives and cross-cultural communication skills.

Emphasizing social responsibility and ethical values. As key drivers of social and economic development, management professionals must possess a strong sense of social responsibility and ethical awareness. Schools should guide students through values education to develop the correct sense of social responsibility, focus on social welfare, actively participate in social services and practical activities, and promote social harmony and progress.

Fostering innovation and entrepreneurial spirit. In the context of globalization and informatization, innovation and entrepreneurial skills have become essential core competencies for management professionals. Schools should encourage students to explore and innovate, cultivate their innovative thinking and practical abilities, enabling them to quickly adapt to and create value in the ever-changing market environment.

Valuing teamwork and leadership. Management professionals need excellent teamwork and leadership skills to lead teams in addressing complex and evolving management challenges. Schools should cultivate students' spirit of teamwork and leadership through values education, enabling them to effectively coordinate team members, motivate team enthusiasm, and achieve common goals.

Emphasizing integrity, legality, and professional ethics. Integrity and legality are fundamental qualities of management professionals and core requirements of professional ethics. Schools should guide students through values education to develop integrity awareness, comply with laws and regulations and professional ethical standards, uphold corporate and social interests, and establish a good professional image.

The goals of shaping values in Sino-Foreign Cooperative Management schools aim to cultivate management professionals with core competencies such as cross-cultural understanding and respect, social responsibility and ethical values, innovation and entrepreneurial spirit, teamwork and leadership, as well as integrity, legality, and professional ethics, to provide excellent managerial support for domestic and international enterprises and institutions.

4.2 Building a Diversified Curriculum System

Integrating excellent educational resources from China and abroad to establish an international curriculum system. Sino-Foreign cooperative education has unique advantages, allowing the full utilization of resources from both sides to jointly design and manage courses. Advanced management concepts, case studies, and practical courses from abroad can be introduced, combined with China's national conditions and cultural characteristics, forming a curriculum system with an international perspective. This approach not only exposes students to diverse values but also guides them to integrate their own national realities into their thinking and practice.

Strengthening the permeation and integration of values education. In curriculum design, values education should be integrated into various subjects and activities. Whether it is basic courses or professional courses, students can delve into and understand the connotations and meanings of values through case discussions, role-playing, teamwork, and other methods. Additionally, specialized values education courses such as professional ethics, social responsibility, and cross-cultural communication can be offered to systematically cultivate students' correct values.

Emphasizing the design and implementation of practical courses. Practice is a crucial way to shape values. A series of practical courses such as corporate internships, social practice, and voluntary services can be designed to allow students to experience and learn correct values in practice. Through cooperation with enterprises, students can understand corporate operations, management, and social responsibilities, cultivating their professional ethics and teamwork spirit. Social practice and voluntary services enable students to immerse themselves in society, understand national conditions, and develop their sense of social responsibility and citizenship.

Strengthening the construction of the teaching staff to enhance teachers' capabilities in values education. Teachers play a key role in values education. Teachers with international perspectives and rich practical experience can be introduced, while teacher training and professional development can be enhanced to improve their capabilities and levels in values education. Teachers should have keen observation skills and the ability to guide students in thinking, leading them to explore values issues in depth in the classroom and help them form correct values.

Establishing an effective evaluation and feedback mechanism. For the implementation effectiveness of the curriculum system, an effective evaluation and feedback mechanism should be established. Student surveys, teacher evaluations, and feedback from enterprises can be used to understand students' acceptance of the curriculum and the effectiveness of values shaping, identify problems timely, and make improvements. Additionally, regular curriculum seminars and experience sharing sessions can promote communication and cooperation among teachers, collectively improving the curriculum system.

Building a diversified curriculum system to shape the correct values for students in Sino-Foreign Cooperative Management schools is a systematic endeavor, requiring efforts in integrating educational resources from China and abroad, strengthening the permeation and integration of values education, emphasizing the design and implementation of practical courses, enhancing the construction of the teaching staff, and establishing an effective evaluation and feedback mechanism.

4.3 Enhancing the Faculty Team

Strengthening teacher selection and training is crucial. Beyond academic background and teaching experience, emphasis should be placed on values, international perspectives, and cross-cultural communication skills when selecting teachers. Organizing regular training sessions for teachers in values education, covering topics such as value theories, cross-cultural differences, and professional ethics, can deepen their understanding and ability to impart correct values to students.

Establishing a mechanism for exchange and collaboration between Chinese and foreign teachers is essential. Leveraging the unique advantages of Sino-Foreign cooperative education, organizing exchanges, collaborative teaching, and joint curriculum development can facilitate a profound integration of teaching methods, philosophies, and values education between both sides. This not only provides students with a more diverse learning experience but also helps them form correct values in cross-cultural interactions.

Additionally, encouraging teachers to participate in social practices and collaborate with enterprises is crucial. Through engagement in social practices and collaboration with businesses, teachers can gain a deeper understanding of societal realities and corporate needs, enabling more targeted guidance for students to form values aligned with societal development and business requirements. Integrating practical experiences and case studies into teaching can make the content more vivid and concrete, enhancing students' interest and engagement.

Refining teacher evaluation and incentive mechanisms is essential. Establishing a scientific teacher evaluation system that incorporates values education and recognizing and rewarding teachers who excel in values education can motivate teachers to actively engage in shaping students' values. This encourages a focus on students' values in their teaching.

Strengthening ethical and professional conduct among teachers is key. Ethical conduct is a vital component of teacher professional ethics and a crucial factor in shaping students' correct values. Therefore, schools should enhance education and management of teachers' ethical and professional conduct, guiding them to uphold correct professional beliefs and behavioral norms through leading by example.

Enhancing the faculty team for Sino-Foreign Cooperative Management education to shape students' correct values requires various approaches, including strengthening teacher selection and training, establishing mechanisms for Chinese and foreign teacher exchange and collaboration, encouraging teachers to participate in social practices and business collaboration, refining teacher evaluation and incentive mechanisms, and strengthening ethical and professional conduct among teachers. Implementing these measures can build a high-quality, specialized faculty team, providing robust support for shaping students' correct values.

4.4 Implementing Practical Activities

Organize field visits and internships to companies. Arrange for students to visit well-known domestic and international companies for on-site visits and internships, allowing them to experience the operational environment, management practices, and corporate culture firsthand. Through interactions with corporate managers and participation in actual work, students can gain a deeper understanding of corporate values and social responsibility, integrating more positive elements into their own values.

Initiate cross-cultural exchange programs. Utilize the advantages of Sino-Foreign cooperative education by organizing students to participate in cross-cultural exchange programs such as international seminars, student exchange groups, etc. Through these activities, students can encounter values and behavioral

norms from different cultural backgrounds, learn to respect and understand differences, and cultivate cross-cultural communication and cooperation skills. This helps students develop more open and inclusive values in the context of globalization.

Implement social responsibility practical activities. Guide students to participate in social responsibility activities such as volunteer services, community development, environmental protection actions, etc. Through practical actions, students can experience the joy and significance of contributing to society, enhancing their sense of social responsibility and civic awareness. These activities not only help shape students' values but also improve their teamwork and leadership skills.

Conduct case analysis and simulated business competitions. Integrate with the curriculum, organize students to conduct case analysis and simulated business competitions. By analyzing real cases of enterprises, students can understand how companies adhere to correct values and make decisions when facing challenges. Simulated business competitions allow students to experience various aspects of business operations in a simulated environment, cultivating their innovative thinking and practical abilities.

Emphasize reflection and summarization of practical activities. After each practical activity, organize students to reflect and summarize, sharing their experiences and gains. Through reflection, students can gain a deeper understanding of their performance and changes in values during the practical activities, further consolidating and shaping correct values.

By implementing these practical activities, students in Sino-Foreign Cooperative Management education can not only learn professional knowledge but also experience and shape correct values in practice. This will lay a solid foundation for their future career development and life paths.

4.5 Establishing an Evaluation System

Establishing an evaluation system for shaping the values of students majoring in management through cooperative education is a complex and important task, involving a comprehensive assessment of student value development to ensure the achievement of educational goals.

Clarify the values that the management cooperative education program aims to cultivate, such as integrity, responsibility, innovation, teamwork, etc. These values should permeate the entire educational process and serve as the core criteria for the evaluation system.

Evaluate students' learning outcomes in management courses, including mastery of theoretical knowledge and improvement of practical skills.

Observe students' value behaviors in daily life, learning activities, and teamwork, such as integrity, sense of responsibility, teamwork spirit, etc. Encourage students to self-assess and reflect to better understand their own value development and adjust their behavior accordingly.

Teachers observe students' performance in the classroom, recording their specific behaviors in terms of values. Design questionnaires to understand students' understanding and acceptance of values, as well as their performance in practice.

Evaluate students' application and judgment abilities in values through the analysis of actual cases. Collect feedback from internship units to understand students' practice of values in actual work environments.

Provide regular feedback to students and teachers on evaluation results to help them understand the progress and problems of value shaping.

Based on evaluation results, develop targeted improvement plans, including adjusting curriculum settings, enhancing practical teaching, improving teacher quality, etc. Through continuous evaluation, feedback, and improvement, gradually improve the evaluation system for shaping the values of students majoring in management through cooperative education.

Integrate values education into various aspects of management courses, allowing students to deepen their understanding and acceptance of values throughout the learning process. Improve teachers' understanding and abilities in values education to ensure they can effectively guide students to form correct values.

Organize a variety of practical activities, such as volunteer services, social practices, etc., to allow students to practice values and enhance their sense of experience. Ensure the transparency of the evaluation system so that students and teachers understand the standards and processes of evaluation.

Ensure fairness and objectivity in the evaluation process, avoiding subjective judgments and biases. Provide channels for students and teachers to appeal, ensuring timely and fair handling of objections to evaluation results.

By following these steps, a relatively comprehensive evaluation system for shaping the values of students majoring in management through cooperative education can be established. This system will help comprehensively assess students' value development

status, promote the formation of correct values, and provide strong support for improving education quality.

4.6 Enhanced International Exchange and Collaboration

Emphasize the importance of international exchange in shaping students' values. Define goals, including fostering a global perspective, cross-cultural communication skills, international collaboration spirit, and the ability to respect and appreciate diverse cultures.

Establish partnerships with overseas universities for student exchange programs to expose students to different cultural backgrounds and enhance their understanding of the world. Organize short-term overseas study or internship activities for students to experience different cultures and working environments firsthand, broadening their perspectives. Encourage students to participate in international academic conferences and workshops, facilitating exchange with experts and scholars worldwide and staying updated on the latest academic developments.

Partner with foreign universities or businesses for joint research or projects, allowing students to apply their skills in practice and fostering an international collaboration spirit. Promote international exchange among faculty, introducing advanced educational concepts and teaching methods from abroad to enhance teaching quality. Collaborate with foreign universities to offer shared courses and implement joint education programs, providing students with richer educational resources.

Provide pre-international exchange training for students on cross-cultural communication, helping them adapt to different cultural environments and reduce cultural conflicts. Organize values reflection and discussion sessions during international exchange, guiding students to deeply reflect on value differences and commonalities in different cultural contexts. Analyze typical cases from international exchange, share successful experiences and lessons learned, helping students form correct values and behavioral guidelines.

Develop evaluation indicators for the impact of international exchange on students' value formation, including changes in cross-cultural communication abilities, global perspectives, teamwork spirit, etc. Conduct regular evaluations of students participating in international exchange, understanding their changes and development in values, and provide timely feedback and suggestions. Summarize experiences and lessons learned based on evaluation results, optimize international exchange and collaboration strategies for better shaping students' values.

By strengthening international exchange and collaboration, students in the management cooperative education program will have the opportunity to

encounter different cultures, thoughts, and ideas. This exposure will broaden their perspectives, enhance cross-cultural communication skills, and cultivate more open, inclusive, and innovative values, laying a solid foundation for their future career development and social responsibility.

5. Shaping the Values of Students through the Study of history

Shaping the values of students in management cooperative education through the study of history is an education approach that holds both profound cultural significance and practical relevance. History not only traces the development trajectory of human society but also encapsulates rich ideas, morals, and values. For students in management cooperative education, learning history aids them in better understanding management ideologies and practices in diverse cultural contexts, fostering more comprehensive and profound values.

5.1 Define Goals and Significance of Historical Learning

Clearly state that the goal of historical learning extends beyond memorizing events and figures, emphasizing understanding the patterns of historical development and uncovering the wisdom and values within. This helps students recognize the diversity and complexity of human society, cultivating a global perspective and cross-cultural understanding.

5.2 Curate Relevant Historical Content

Tailor historical learning content to the characteristics of students in management cooperative education. This includes the developmental history of management ideologies both domestically and internationally, historical contributions of entrepreneurs, and the evolution of economic systems. By studying these contents, students gain insights into different cultural backgrounds' management philosophies, broadening their perspectives and enriching their values.

5.3 Employ Diverse Teaching Methods

Embrace various teaching methods in history education, such as lectures, discussions, case analyses, role-playing, etc., to ignite students' interest and engagement. Utilize modern teaching technologies like multimedia and the internet to make history education vivid, visual, and captivating.

5.4 Integrate Values Education with Historical Learning

Emphasize the integration of values education with historical knowledge. Analyze historical events and figures, guiding students to deeply contemplate value-related issues like integrity, responsibility, innovation, and teamwork. Incorporate real-life cases to enhance students' understanding of how values are applied in practice.

5.5 Organize Practical Activities and Experiential Learning

To effectively blend historical learning with values shaping, organize practical activities and experiential learning. Examples include visiting historical museums, enterprise museums, or engaging in simulated business management activities. These experiences allow students to personally feel the weight of history and the charm of culture while experiencing different cultural backgrounds' management philosophies and values.

5.6 Establish Evaluation Systems and Feedback Mechanisms

Develop evaluation systems to assess the impact of historical learning on students' value formation. Evaluation indicators may include changes in cross-cultural communication abilities, global perspectives, and teamwork spirit. Regularly evaluate participating students, providing timely feedback and suggestions. Summarize experiences based on evaluation results to optimize teaching strategies for better value shaping.

6. APPLICATION

Studying the following historical content can help shape the values of students in management cooperative education.

6.1 History of Management Ideologies both Domestically and Internationally

Learning the history of management ideologies from both domestic and international perspectives allows students to deeply understand the development and evolution of management theories in different cultural contexts. By studying ancient Chinese management ideologies such as Confucianism, Taoism, Legalism, as well as Western classical management theories, behavioral science theories, and modern management theories, students can draw wisdom and form inclusive management concepts.

6.2 Corporate Culture and Values in China and Abroad

Understanding the cultural characteristics and values of Chinese and foreign enterprises helps students recognize the management philosophies, behavior norms, and social responsibilities upheld by different companies. Through analyzing successful enterprise cases, students can learn core values such as integrity, innovation, collaboration, and responsibility, and integrate these values into their own management practices.

6.3 History of World Economic Development

Studying the history of world economic development enables students to understand the evolution of the global economy, the formation and development of various economic systems, and their impacts on society. By analyzing historical events such

as economic crises, economic cycles, and trade conflicts, students can enhance their understanding of the global economic environment, cultivate risk awareness, and strategic vision.

6.4 Growth and Contributions of Entrepreneurs in China and Abroad

The growth and contributions of entrepreneurs in China and abroad are important materials for shaping students' values. By learning about these entrepreneurs' entrepreneurial stories, management wisdom, and social responsibilities, students can ignite their own spirit of innovation, leadership, and social responsibility. Additionally, the success stories of these entrepreneurs can serve as role models and motivation for students.

6.5 Case Studies of Transnational Corporate Management Practices

Case studies of transnational corporate management practices are important vehicles for showcasing management practices in different cultural contexts. By studying these cases, students can understand the challenges and opportunities faced by transnational corporations in the process of globalization, learn how to effectively communicate and collaborate in a multicultural environment, and cultivate cross-cultural management skills, enhancing their competitiveness on the international stage.

Through studying the above historical content, students in management cooperative education can deepen their understanding of the characteristics of different cultures and management models, form values of openness, inclusiveness, innovation, and collaboration, and lay a solid foundation for their future career development and social responsibility.

7. CONCLUSION

Fostering the values of students in management cooperative education not only concerns their personal growth but also the depth and breadth of educational exchanges between China and foreign countries. By combining the study of multidimensional historical content such as the history of management ideologies both domestically and internationally, corporate culture and values, and the history of world economic development, efforts are made to guide students in deeply understanding management philosophies and values in different cultural backgrounds, forming an international perspective of openness, inclusiveness, innovation, and collaboration. At the same time, emphasis is placed on combining case analysis with practical teaching, allowing students to experience and comprehend in real situations, thereby better integrating the learned values into personal behavior and career development. This exploration and practice process not only enriches the teaching models of Sino-foreign cooperative education but also lays a solid foundation for cultivating outstanding talents with international competitiveness.

Acknowledgements

The authors acknowledge Shenzhen Education Science Planning for 2022 (No. szjy22029), Open Project of the Training and Training Center for Ideological and Political Work Teams in Higher Education Institutions of the Ministry of Education (South China Normal University) (No. SCNUKFYB089), Guangdong Province Continuing Education Quality Improvement Project (No. JXJYGC2021KY0676).

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