

Research on the Countermeasures for international construction of Higher Vocational Colleges under the background of "high level college construction"

Hao Liu ^{1, a}, Jingbei Du ^{1, b}, Ya Wang ^{2, c}

¹Department of Electronics and Communication Engineering, Suzhou Institute of Industrial Technology, Suzhou 215104, China.

²Suqian Xinxiu Internet Co., Ltd., Suqian 223800, China

^aprofessorliuhao@126.com, ^b3419722359@qq.com, ^cusawangya@163.com

Abstract

"The construction of high level vocational colleges in Jiangsu province" has brought new opportunities for the development of some higher vocational colleges. It is of great significance for higher vocational colleges to carry out international construction in combination with their own advantages of subject resources and their own characteristic of running a school.

Keywords

High level colleges; internationalization construction; countermeasures and suggestions.

1. Introduction

Internationalization is not only a common feature of world-class universities, but also a basic index to measure the strength of running schools. In 2015, the Ministry of Education proposed to "build a number of world-class higher vocational colleges" in "opinions on deepening the teaching reform of vocational education and improving the quality of personnel training in an all-round way". The construction of "first-class higher vocational education" has been regarded as an educational strategy. After that, the necessity and importance of internationalization of higher vocational education is more prominent [1].

In 2018, Jiangsu Province approved a group of high level higher vocational college to build. The aim is to make the high level higher vocational colleges play a demonstrative leading role and adapt to the new era and new requirements. It is the fundamental purpose of these schools to improve the management structure and the innovation system. The high level higher vocational colleges should promote the integration of production and education, enhance the accumulation of technical skills, improve the quality of personnel training and serve the development of the state and local areas. In order to better build high level colleges and universities, this paper summarizes the existing problems in the internationalization of higher vocational education in China, and puts forward some suggestions on international education in higher vocational colleges.

2. Current situation analysis

In recent years, the internationalization of higher vocational colleges in China has been accelerating, which has not only achieved certain results, but also exposed some problems worthy of vigilance and prevention. These problems can provide reference for the internationalization of colleges.

2.1 Internationalization has not been implemented

On the basis of scientific planning and advanced internationalization vision, a few higher vocational colleges with relatively strong educational strength have broaden the way of running schools and developed rapidly in the process of internationalization through in-depth cooperation, expatriating teachers and students to practice and inviting experts from developed countries (regions) to guide them. However, some vocational colleges which are weak in their own strength do not pay enough attention to the connotative development, and use the limited manpower, financial and material

resources to catch up with the international trend. At present, some international exchanges seem to be frequent, and cooperation agreements have been signed with several overseas universities of applied technology. The number of expatriate teachers and students has increased year after year, and the number of visiting overseas experts has increased unabated. But in fact, because of their own weak foundation, they cannot dock effectively with overseas higher level of applied technology universities, the expatriate teachers and students are also difficult to study and receive training in foreign countries carefully. Most of the guidance experts from abroad only stay for a short time. Some Higher Vocational Colleges that cannot get in touch with famous overseas schools have to contact the lower level of vocational colleges through various relations. The consequences are high cost and an agreement with low level of school. This is not beneficial to the internationalization of the institute [2].

2.2 Internationalization inclines to formalize

After a long period of practice, countries and regions with developed professions will gradually form their own school style and characteristics. As a backward country of modern vocational education, it is necessary to learn, bring, discard, and finally form a vocational education model with Chinese characteristics. In the process of internationalization of Higher Vocational colleges, some colleges still lack a clear and firm direction of running schools, trying to take the shortcut, graft and transplant advanced ideas from abroad. Some colleges borrowed the Dutch competency-based model this year and changed to the German dualistic model the next year, some colleges claimed to learn from the American concept of livelihood education this year, and next year they switched to the Australian TAFE model. A few colleges and universities have changed their concepts many times in just over ten years, and tried all the influential vocational education models of Europe and America. At the same time, some higher vocational colleges introduce a variety of Overseas Vocational Education models, trying to blend and produce an innovative model, but ignoring the fundamental role of the national conditions, regional conditions and school conditions. This model, which is divorced from its own reality and combined simply, is at most a literal and formal renovation, not a real innovation.

2.3 The implementation of international courses has not yet been intensified

The "Some Opinions on Strengthening the Work of Colleges and Universities to Improve the Quality of Teaching" promulgated by the Ministry of Education clearly requires that colleges and universities actively promote the use of English and other foreign languages in the curriculum for teaching public and professional courses. Most of the existing international courses in higher vocational colleges are not in line with the International Vocational Curriculum system. The international courses cover only tourism, management, computer and other majors. There is no strong advocacy of the use of original English textbooks. And the textbooks are mostly used for overseas vocational qualification examination or professional qualification certificate examination. The content of knowledge is obviously lack of systematization, flexibility and applicability. These "apply mechanically" courses cannot achieve the goal of training international technical personnel in Higher Vocational colleges.

2.4 International training target is not accurate

Although China's vocational education has trained a large number of applied and technical labor talents for the economy, the goal orientation is still inaccurate in the internationalized personnel training activities of Higher Vocational colleges. On the one hand, the educational managers of higher vocational colleges do not understand the concept of internationalized talents, which makes higher vocational colleges have doubts about what is internationalized talents and how to cultivate such talents. On the other hand, because the internationalization training time of higher vocational colleges is late and the cycle is short, the understanding of this part of talents in the labor market is relatively obscure, and the whole society does not have enough guidance on the training level and graduation direction of such talents. Therefore, this leads to the fact that higher vocational colleges cannot accurately locate the training objectives of international talents. In the specific teaching activities, compared with the personnel training of internationalized talents in Colleges and universities, higher vocational colleges are relatively old-fashioned and conservative in terms of the

setting of specialties, the arrangement of curriculum content and the use of teaching methods. This makes it difficult for higher vocational colleges to carry out the training mode of international education talents. The ultimate trained talents cannot effectively serve the international enterprises, nor can they meet the requirements of the international labor market for high-level technical personnel [3].

In short, as an important part of higher education, in the construction process of high-level vocational colleges, the trend of internationalization is irresistible. How to strengthen the connotative development of the college and enhance the strength of running a school through the road of internationalization needs to be determined and acted upon.

3. Countermeasures and suggestions

In view of the main problems above, the suggestions are given in this paper following.

3.1 Establish the concept of internationalization

Clear internationalization training concept can guide the college to carry out the internationalization training mode correctly and make the college realize the urgency and necessity of internationalization training. The internationalization training and teaching activities can be effectively organized in various colleges under the guidance of internationalization education concept. The institute should set up overseas affairs departments within schools and give full play to their functions. Finally, the school's special Overseas Affairs Office is fully responsible for all the international work of the school, including publicity, teaching, scientific research, training and employment guidance tasks, and strive to reflect the international characteristics in all aspects of student training. At the same time, it is necessary to formulate a clear implementation principle of internationalized personnel training, which should be carried out by the principals of each department to the specific training methods of the college.

3.2 Share international training costs

Reasonable cost sharing is the material support for higher vocational colleges to maintain internationalization for a long time. Firstly, a flexible incentive system must be adopted. Schools should unite with enterprises to set up special funds to reward students in various international training programs. Secondly, the principle of cost-sharing is applied to all projects such as exchange, internship and further study abroad. All expenses are shared by parents and schools. The proportion of the expenses is allocated according to the students' external performance and performance. On the basis of ensuring fairness and transparency, the burden on students is minimized. Thirdly, the "Overseas Training Program" should be set up to provide opportunities for all teachers to study abroad. The short-term training costs are all borne by the college, and the long-term cost is partly borne by the teachers. Colleges should uphold an open academic attitude, and actively encourage every aspiring teacher to contribute to the development of the college, and give appropriate awards to those teachers who have made outstanding achievements in teaching and training, so as to create a healthy competitive atmosphere. Fourthly, through a series of cooperative projects, the college should attract international resources to run schools internationally, raise training funds through various channels, and ensure the continuous development of the college's international talent training model. The implementation of these measures can not only control the cost in the process of internationalized personnel training, but also create a win-win situation with teachers, enterprises, students and parents in the implementation of international personnel training activities.

3.3 Strengthen the internationalization of teaching measures

The construction of internationalized teaching is embodied in professional characteristics and curriculum optimization. First of all, strengthening the internationalization of teaching is the foundation for improving the internationalization of the college. Colleges should choose one major at regular intervals, and carry out all-round teaching exchanges and learning with their counterparts in similar colleges and universities abroad. Communication covers curriculum system settings,

vocational curriculum development, teaching models, training room construction, teaching content and training projects, and teaching resources. Through this measure, we should learn from each other's strengths and complement each other and optimize our teaching methods together. Secondly, we must strengthen the internationalization of teaching. The teaching management departments of all colleges should focus on building characteristic courses and core courses of specialties, synthesize the strength of practical courses, make systematic and in-depth comparison and research with overseas higher vocational colleges in the aspects of course structure, school hour arrangement, course content, teaching form, course examination and evaluation, and comprehensively optimize the course connotation. Finally, teachers who have made innovations or contributions to international teaching and research should be given priority in setting up projects and giving them priority grants [5].

3.4 Improve the international level of teaching staff

In English teaching, the bilingual teaching level of college teachers is still insufficient due to the lack of standard. In addition, the qualification of foreign teachers' specialized courses is not enough. These two factors seriously restrict the training of international talents in colleges. As far as the cultivation of international talents is concerned, the teaching of language courses and bilingual courses is of great importance to students. First of all, it is necessary to ensure that students can receive systematic language training in the early English learning process, and that students can receive appropriate learning and training in sight, listening, speaking, reading and writing. Secondly, without a well-trained language foundation, students cannot comprehend the professional knowledge in the later teaching. Therefore, the institute should invest more in the training of the internationalization level of the teaching staff, and carry out the internationalization education for the backbone teachers with excellent professional qualifications, such as participating in international academic exchanges, overseas research, languages training and so on, thus enhance the international qualifications of teachers. The construction of internationalized teaching staff has far-reaching significance to enhance the international teaching ability of teachers and to improve the quality of internationalized personnel training in colleges. This measure can make the faculty make great progress not only in teaching means, teaching mode, teaching content, but also in teaching idea, teaching attitude, scientific research direction and other macroscopic fields, which will play an important role in the future teaching development of our college.

3.5 Perfect international professional setup

In terms of specialty settings, most vocational colleges often have such problems. They often invest more international educational resources than other specialties in their advantageous specialties, trying to promote the development of colleges through the internationalization of advantageous specialties. However, relying too much on the development of advantageous majors and neglecting other majors will lead to unfair problems in the international talent training mode of Higher Vocational colleges. It is unfair to other non-dominant majors. On the one hand, opportunity is unfair. The internationalized talents training activities in higher vocational colleges mainly focus on the advantageous majors, so the outstanding students of other majors cannot enjoy the same opportunities as those of the advantageous majors in the aspects of ability training, knowledge development, and technical profundity. On the other hand, the result is unfair, because the non-advantageous majors cannot get better international investment, resulting in their graduation cannot get rich learning experience, resulting in their lack of confidence in employment. At the same time, their ability cannot support them to obtain higher skilled positions in international enterprises.

3.6 Solve the problem of lagging behind the talent training scheme

At present, science and technology are developing rapidly. Talent training programs need to be updated in a timely manner according to the current level of technological development. Through continuous communication and exchanges with foreign cooperative colleges and universities, our institute has always followed the latest developments in technology and timely updated the personnel training program. This will be a powerful guarantee for training internationalized technical talents.

With the rapid development of new industries, the demand for qualified personnel has also been put forward higher requirements. For example, the emergence of industrial robots, new energy, integrated circuits and smart phones and other emerging industries, the original professional training program has seriously lagged behind. Colleges should change the relevant professional settings and optimize the curriculum system in order to make the professional settings and curriculum system of Higher Vocational Colleges reach the international level. Starting from the actual needs of the market, we should set up relevant specialties and integrate into the latest international standards in teaching. We should cooperate with foreign universities to develop courses and compile teaching materials so as to improve teaching quality and make higher vocational education reach international standards. In the course system, we should attach importance to the cultivation of professional skills, strengthen foreign language teaching and increase the study of international law and regulations. At the same time, we should establish an international unified vocational qualification standard and guide students under the unified standard. After studying, students take the vocational examination. If they meet the criteria, they will be issued with an international vocational qualification certificate, which will effectively link up the teaching of professional courses with international vocational education [6].

3.7 "send out" and "bring in" coexist

In the former international cooperation of Higher Vocational colleges, students were usually sent to study abroad. However, few domestic vocational colleges have received overseas students. Such unilateral communication is not conducive to mutual learning. In the process of internationalization, our college should absorb students from other countries and regions to our college for training and learning, so we can lay a good foundation for the internationalization of technical personnel training.

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