

Research and Practice on Chinese Education in Private Higher Vocational Education

Hongying Li¹, Wenjing Yang¹, and Jiangtao Geng^{1, 2, *, a}

¹Guangzhou International Economics College, Guangzhou 510540, China

²South China Normal University, Guangzhou 510631, China

^aemail: gengjiangtao@foxmail.com

*corresponding author

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Abstract: Within the supporting of framework of the national strategy, Chinese education network has been formed worldwide. However, the government-led approach to Chinese education has general problems such as institutional and personnel training. Therefore, private higher vocational colleges can play a positive role with their own advantages. Guangzhou International Economics College (GIEC) highlights the characteristics both in Chinese and international education through deepening international cooperation such as opening Chinese education institutions in countries along the “Belt and Road” initiative. It has explored the development of Chinese education and professional training schemes.

1. Introduction

Within the supporting of framework of the national strategy, Chinese education network has been formed worldwide. With the support of the national strategy, the development of Chinese language education has been fruitful showing a good trend. However, the government-led approach to Chinese education has general problems such as institutional and personnel training.

2. Analysis of the Current Status of Chinese Education Development

2.1 Outstanding Achievements in Government-Led Overseas Chinese Education

Since the “Belt and Road” initiative was implemented has greatly increased. At present, the government-led Chinese education work such as the Confucius Institute (Classroom), the Chinese Education Foundation, and the Chinese Cultural Center have played leading role. It has formed a global network by playing the role of a bridge by spreading Chinese culture ^[1].

2.2 Analysis of Problems Facing Overseas Chinese Education

Nowadays government-led overseas Chinese education has the following problems from macro to micro levels:

2.2.1 From a Macro Perspective, the Overseas Chinese Education Work Has Systemic Flaws. Specific Performance in

Firstly, official language and cultural dissemination agencies have encountered cultural protectionist attitudes overseas. The influence of the “China Threat Theory”, and the “political color” of the Confucius Institute is suspected of cultural penetration, and this has hindered its further development.

Secondly, the inadequate use of private resources has resulted in a lack of competition in the field of Chinese education services, resulting in inefficient resource allocation and supply methods ^[2].

Thirdly, the government-led promotion of language and culture has interfered with the nature cultural communication. The state has invested a lot of manpower, material resources and funds,

with rapid development and growth, but it lacks depth of connotation.

2.2.2 In terms of middle perspective, Chinese language education should be further strengthen the development of discipline and professionalism. The professionalism of training has a large gap in serving the “Belt and Road” initiative.

2.2.3 From the micro level to the curriculum level, the “three teachings” of teachers, textbooks, and teaching methods have always restricted the development of Chinese education and teaching in the Chinese training process.

3. Advantages of Chinese Education in Private Higher Vocational Education

The “Belt and Road” initiative brings a “golden opportunity” for Chinese education in countries along the route. As a non-governmental higher education institution with a heavy responsibilities as GIEC should seize this opportunity to develop and strengthen its own Chinese education.

3.1 Private Higher Vocational Education is Apt to Play the Unique Role within “Community of People” in the “Belt and Road”

The “Communication of People's Hearts” Project is a fundamental, prerequisite, and the most important in the “five links development” of the “Belt and Road”. Private higher vocational schools should take advantage of their own characteristics, playing a unique role civil organization in the “common people's heart” project, and try to avoid the resistance of cultural protectionism encountered by official institutions.

3.2 Following the Accepted Code of Cultural Communication and Market Regulation, and Exploring the Industrial Value of the Chinese Education.

The market plays a decisive role in the allocation of resources. Private higher vocational education institution, should catch the huge business opportunities of Chinese in foreign language education markets, follow the law of cultural marketization, and explore the industrial value of Chinese education in the core areas of overseas Chinese education. With the government as the leader, private capital at home and abroad will be formed, and relevant institutions will be the main body of China's education fund system. Based on the mainly income of Chinese schools, Chinese education will eventually build a self-sufficient development model of value system in China^[3].

3.3 Private Higher Vocational Education Has More Advantages in the Professional and Professional Development of Chinese Education

Based on the biggest reality of Chinese learning, “language is a tool for making a living”. It is necessary to effectively combine Chinese education with local vocational education and vigorously develop and professional Chinese education^[4]. Therefore, as a vocational college that trains high-quality, highly skilled graduates with reality applicable expertise. Chinese education has special career advantages. At the same time, private higher vocational education institutes can also cooperate with Chinese and foreign companies related to the “Belt and Road” through the combination of Chinese education and vocational education, to cultivate more application-oriented talents who know China and to further demonstrate themselves in the cause of building a community of shared future Value^[3].

4. Innovative Practice of Chinese Developing Education in Giec

GIEC adheres to the school running philosophy of “Going to the world and starting here”, highlighting the characteristics of Chinese education and international education, and has achieved good results in education internationalization^[5]. After twenty years of rapid development, the number of students in GIEC has increased from hundreds to 10,000.

4.1 Proactive Connection and Integration into the National Strategy

“Let the international lead the future and let Chinese education go to the world” is the original intention of GIEC to engage in private education. The implementation of the “Belt and Road” initiative and the construction of a community of a shared future for mankind have brought new ideas to Chinese education. GIEC has not forgotten its original mission and responsibilities, and actively connected with and integrated into the national development strategy.

1) GIEC cooperated with the “Belt and Road” research institutes directly under the National Development and Reform Commission to actively undertake education and training. By setting up the first Chinese Education Institute in Guangdong private higher vocational colleges, it is committed to the introduction of foreign students in China, and offering training programme which impart practical skills. GIEC has accumulated experiences in teaching Chinese, vocational skills, and life management for international students in China. For these reasons, the “Belt and Road” Institute of the International Cooperation Center of the National Development and Reform Commission decided to put up the first “Guangdong Talent Development Base of the National Development and Reform Commission International Cooperation Center One Belt and One Road Research Institute” and the “Belt and Road Initiative” The Management Committee of the International Cooperation and Development Fund “Belt and Road International Talent Training Base (Guangzhou)” and “Silk Road International Business School Chinese Language International Education Center (Guangzhou)” were reviewed by the “National Foreign Experts Bureau International Talent Exchange Foundation” Approved, “China International Talent Exchange Foundation Belt and Road Special Development Fund Guangzhou Office of GIEC”. With strong support from the government, GIEC is committed to contributing to the development of the “Belt and Road” and promoting the development of Chinese education.

2) As a pioneering practitioner of Chinese education in private higher vocational colleges, GIEC considers from the overall situation of global economic and social development that system innovation, cooperation mechanism integration and the cultivation of professional talents in Chinese Education have been becoming the mode of “government led, non-governmental participation” constantly improving to strength of its own Chinese education. Chinese education cannot just benefit the developing countries along the “Belt and Road”, but it will also open a new journey to “let the Chinese language go to the world”.

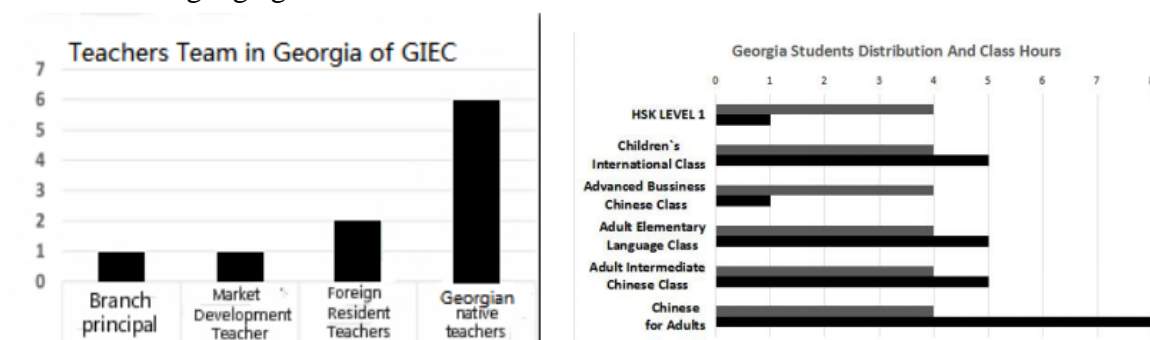


Figure 1 Basic Situation of Teachers and Students and Classes in Georgia of GIEC

3) The aim of establishing the “Kangzheng Scholarship” is to subsidize overseas students from countries along the “Belt and Road” studying in China. This has expanded the influence of Chinese culture. These scholarships were established for the first time in private higher vocational colleges, filling a gap in government scholarships for international students who tend to go to private higher vocational colleges to study for a college diploma.

4) GIEC attempts to establish a communication mechanism for world Chinese education institutions. In 2016 and 2019, World Chinese Educational Institutions Exchange Conferences were held in Hong Kong and Guangzhou respectively. Searching for the mechanisms of cooperation, exchanges of private education among the Chinese educational institutions in the world is to promote Chinese education.

4.2 Strengthen the Construction of Chinese Language Education Specialty

The demand for Chinese language education for specialization and professionalization requires that it must break through the original language teaching and follow the market rules to close to needs. It has set different professional directions for two groups of international students and domestic vocational students with training skilled and applicable talents.

4.2.1 “Business Chinese” Orientation for International Students

International students studying Chinese have a clear practical and vocational orientation in higher vocational colleges. GIEC sets the direction of “business Chinese” for overseas students, giving full advantages to vocational education, and makes good use of the comprehensive teaching resources to cultivate economics and tourism professional Chinese business talents. A “Chinese language plus vocational skills” talent training system have been gradually formed for “introduced” international students in China.

4.2.2 “Teaching Chinese as a Foreign Language” for Higher Vocational Students in China

With the growing demand for Chinese language aptitudes along the “Belt and Road” countries, GIEC combines Chinese language training and “Teaching Chinese as Foreign Language” to meet a market need for serving national strategies, and it will also be good for employment. It also prepares teachers for the development of overseas Chinese education, and accelerates the internationalization of education for international students. Furthermore, in order to carry the new responsibilities of Chinese education and cultural exchange and communication, GIEC newly launched the “Network Journalism and Communication” major, putting international elements of Chinese Education, and integrating Chinese education and cultural communication with foreign cultural exchanges, which promotes the development of world society and culture.

4.2.3 Promote the Reform and Innovation of Teaching Modes

GIEC actively promotes the reform and innovation of teaching modes, and has comprehensively improved the quality of Chinese education.

1) In the training of international students in China, GIEC follows the characteristics of students in countries along the “Belt and Road”, starts from “practical” and “communicative”, and “Presentation-Assimilate- Discussion (PAD) classroom” teaching mode is being used flexible and diverse methods. To adhere to the center of student ability, practical cases as teaching materials inspires students' interest and motivation.

2) To increase training and integrate language learning into professional learning and vocational skills training is to develop students' ability to use Chinese in various business activities, including e-commerce.

3) Teaching Chinese as a foreign language focus on cultivating talents with an international perspective. Sending students to internships at overseas college and universities are exploring new models of cooperation with foreign universities and enterprises.

5. Conclusion

The development of Chinese education in GIEC adheres to the strategy of “government-led and non-governmental participation”, strengthens friendship and cooperation with countries along the “Belt and Road”, and has been striving for the international of private higher vocational education in twenty years. It has fruitful exploration and practice in conducting Chinese education in private higher vocational education.

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