

Research on the Entry Point of Internationalization of Higher Vocational Education

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Abstract: The study of internationalization of general higher education cannot be separated from culture and value, which is quite different from that of internationalization of higher vocational education, which focuses on knowledge and skills without value. The research perspective of internationalization of higher vocational education is closely related to economic globalization and will not be hindered by different countries and ideologies, so it can be “recognized”, “modernized” and “globalized”. Taking curriculum construction and talent cultivation as the entry point for the internationalization of higher vocational education, and incorporating it into the “Belt and Road” strategy and serving Chinese enterprises to go global, its connotation will be more abundant.

1. Introduction

In the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), “Education Internationalization” is a phrase. For the first time, it is proposed to improve the level of “education internationalization” in our country (Chapter 16: Expanding education and opening up)... Cultivate a large number of international talents with international vision, international rules, and ability to participate in international affairs and international competition. For “internationalization of Higher Vocational education” or “internationalization of Vocational education” to make a prescriptive or programmatic description. First appeared in April 2016, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued “Several Opinions on Doing a Good Job in the Opening up of Education in the New Period”, which expressed as: actively participating in the formulation of international standards for Vocational education.

2. The connotation and essence of internationalization of different types of Education

There are two core characteristics of internationalization: one is the focus on internationalization, that is, between countries, beyond national boundaries, and the other is the understanding and understanding of internationalization. The second is to focus on two-way communication activities or processes, namely “introduction” and “output”.

The internationalization of education is to take artificial and organized actions in countries around the world in response to the development of economic globalization. The essence of cross-border allocation of educational development elements and the process of reconstructing education and teaching is to pursue the maximization of benefits and improve the efficiency of education.

The internationalization of higher vocational education is in the context of economic globalization. Around the application of advanced technology, all sovereign countries carry out mutual exchange and mutual learning. Its essence is to improve the quality of education and cultivate talents with international competitiveness through internationalization besides the consideration of interests.

We pay more attention to “internationalization” and “introduction”, including learning and mastering foreign advanced educational resources and educational and cultural achievements, general higher education and higher vocational education in the implementation of Sino-foreign cooperation in running schools. The introduction of Australia's TAFE, Germany's “dual system”,

and thus the practice of “education internationalization.”

When the internationalization of general higher education began to pay attention to the basic conditions such as teaching facilities, the level of scientific research and exchange of results, and even the level of Sino-foreign cooperative education, the number of papers collected by the three major search centers. For the internationalization of Higher Vocational education, it has become unreachable and even difficult to climb.

3. Higher Vocational Education has the Special Advantage of Internationalization

The internationalization of education greatly promotes the sharing of educational markets, cultural resources and human resources in various countries, and provides the possibility for cross-border, cross-ethnic and cross-cultural exchanges worldwide. There are four factors that determine the trend of internationalization of education. First, the popularity of population brings about the need of cultural diversification. Second, the development of economic integration brings about the needs of international talents; third, environmental pollution, collective security, etc. are becoming increasingly serious and their response needs. Fourth, the need for world affairs and market development.

When people talk about the internationalization of economic development and ecological environment governance, they will use the concept of “globalization” because it emphasizes the establishment of a transcendence of national and regional restrictions. A unified standard that excludes cultural and ideological ideology is characterized by patterning, modernization, and standardization worldwide. The use of “internationalization” is more manifested in the reference and exchange between countries with different cultures and values. Sovereign countries will resist the impact of foreign culture, which is actually the main obstacle to the internationalization of higher education research and practice.

It is necessary for higher vocational education to be separated from general higher education and re-carried out research. Because higher vocational education is a special type of education. If “knowledge” and “culture” are strictly divided, “knowledge” belongs to the category of cognition and has nothing to do with value. “Culture” is a broad concept, which inevitably involves values. Higher vocational education, focusing on “material-oriented”, is the operational knowledge and technology in the field of occupation, with professionalism and objectivity, because it hardly involves the sensitive cultural and ideological input of sovereign countries, so it is “borderless” and “universal”. From this point of view, higher vocational education is easier to achieve “internationalization” of the type of education.

4. Taking Globalization as the Breakthrough Point of the Internationalization Research of Higher Vocational Education

Because each sovereign country has its own cultural characteristics and political opinions, and the limitations in the ideological field, it is difficult for ordinary higher education to become a universal common demand. The advantage of higher vocational education lies in its basic absence of cultural and ideological fields such as values. It focuses on the objective existence of “things”. Therefore, the demand for higher vocational education in the world is basically similar. China's “One Belt, One Road” strategy and the reality of “going out” of Chinese-funded enterprises are calling for higher education to achieve “globalization.”

In the official text of the country, there is no prescriptive or programmatic explanation for the “internationalization of higher vocational education”, or even a descriptive explanation. The author believes that three entry points should be considered:

First, in the field of Higher Vocational education, “internationalization” should contain different connotations from “general higher education” internationalization. Higher vocational education pays attention to output, curriculum design in the process of output, etc. We need to pay attention to the needs of the importers, the actual level of the educatees and the focus of the ultimate teaching objectives, so it is closely related to the concept of “globalization”.

Secondly, when defining the internationalization of Higher Vocational education, we should pay attention to its “universal” and “borderless” characteristics, because higher vocational education focuses on the teaching of operational skills and methods. Such “universality” and “universality” do not mean “homogeneity”. Even if they belong to the same type of Higher Vocational education, their contents are still diversified and differentiated, which is determined by the needs of the importers and the local economic level. For example, the same is the professional output of refrigeration and air conditioning. In the ASEAN region, the demand is for home and office air conditioning repair and installation training, while in Kenya, it is required for automotive air conditioning repair training.

Third, the mission of internationalization of higher vocational education is to cultivate “talented talents with international competitiveness.” This is a requirement from a global competitive advantage and level. At its core is the creation of “first-rate” courses and the development of “first-rate” talent.

In the official documents of the country, it links “first-class” with “internationalization”. The State Council's Decision on Accelerating the Development of Modern Vocational Education (Guofa [2014] 19) sets goals and tasks: “By 2020, it will be formed... Modern vocational education system with Chinese characteristics and world level. And “built a group of world-class vocational colleges and backbone majors to form a high-quality talent cultivation international high.”

“First-class”, this is a concept on the “recognized” level; the “first-class talent” is the core of the world's leading professional colleges and backbones. Then, the “first-class talents” should be embodied in the global recognition, can be “universal” and have global competitiveness.

It can be said that “first-class” higher vocational education is directly related to the level of internationalization of this type of education. “Internationalization” has become a dominant defining indicator and external manifestation of “first-class” higher vocational education.

In order to cultivate competitive “first-class talents” who are “recognized” around the world, they rely on the curriculum system and teaching model. This means that the key to “going out” in higher vocational education is to have the curriculum system and content, curriculum, teaching model and teaching methods, evaluation criteria and evaluation system that are “recognized” and “recognized” in the world. It is not the other factors of internationalization of non-higher vocational education, such as books and materials, scientific research level and the number of high-level papers. The understanding of internationalization of education as an all-around “first rate” idea is neither in line with the objective reality of the development of higher vocational education, nor is it the actual demand for vocational education divorced from the “one belt and one road” and “economic globalization”.

5. The task of “one belt and one road” strategy is applied to test the internationalization of higher vocational education.

The internationalization of higher vocational education is due to the influx of multinational corporations' investment and foreign-funded enterprises and the development of local economy after the reform and opening up. In order to better serve the local economic construction and adapt to the changes of the world economy, the “internationalization” of one-way import came into being. The external performance is the introduction of high-quality educational resources abroad, and the goal is to improve the teaching quality of higher vocational education in China and to serve the local economic development.

5.1 Problems to be solved

At present, the implementation of the national “Belt and Road” strategy calls for higher vocational education to follow the Chinese enterprises “going out” to carry out transnational operations. When higher vocational education goes out, it is necessary to focus on China's educational superiority disciplines, and cooperate with Chinese medicine, nursing, high-speed rail, textile, steel, cement and other economic extensions to carry out the layout and advancement. Some problems that need to be solved are exposed: First, the quality education resources input by

“one-way” cannot meet the needs of “going out” in higher vocational education, and it is reflected in the general courses in which the introduction courses are mostly regular. For example, accounting and financial management are restricted by the development category of the supplier, and can not meet the market needs of “going out”, so it needs to be redeveloped to form a globally recognized curriculum development model and system. Secondly, in view of the target market and newly developed curriculum, curriculum standards and teaching modes that can withstand worldwide testing should be put forward. Thirdly, the fact that enterprises go out, “process management” is higher than “post-test”, which is a change that needs to be adapted to in the process of internationalization of Higher Vocational education. Therefore, the establishment of “recognized” evaluation system and standards becomes more and more important.

5.2 Reflections on International Curriculum System

The “Introduction” process of the internationalization of Higher Vocational Education in China faces many contradictions in the “output” demand of the “one belt and one road” strategy development. Based on the lack of distinct characteristics of the talent training mode of Higher Vocational Education in China, it does not occupy an advantage in international competition. The output of curriculum can not be achieved overnight. It must be a process based on reality and unremitting development and improvement. The design of the output of curriculum system makes us face a choice. Firstly, according to the existing talent cultivation mode of domestic teaching, it obviously has little effect on the improvement of higher vocational education itself, and may be “unacceptable” to the target country. Second, combined with the local economic development and education market demand of the importing country, the targeted design of the curriculum system, although it is desirable but can only achieve the internationalization of the “international” level between countries, can only be used as a preliminary tactical level. Link. Third, designing the curriculum system based on “universal”, “recognized” and cultivating competitive talents on a global scale. This is the powerful choice for truly “going out” enterprises and multinational corporations, and the internationalization of higher vocational education. .

The characteristics of the international curriculum system are a collection of “effective” “teaching” and “learning” curriculum resources. The framework of the learning field directly points to the working process. First, it emphasizes systemicity. Each professional curriculum system revolves around the complete work process and content of specific jobs. The knowledge and ability levels contained in it are unified into a system, and certificates, diplomas, etc. are associated with external relations. Second, focusing on practicality and the development of the curriculum system requires the participation of professional steering committees, industry and enterprises. In particular, “going out” companies and multinational companies participate as talent demanders, and close contact with actual needs can ensure that the developed curriculum system is highly practical. Thirdly, through the openness, in the early stage of development, the talent demand of employing units is the leading role, so it is a pragmatic choice to organize employing enterprises and school experts to draft. With the development and perfection of the curriculum, the training practice and suggestions of the importing countries should be paid attention to and accepted. The curriculum system should be constructed as an open system to achieve multi-participation, multi-use and multi-supervision.

The structure of international curriculum system is divided into teacher's Handbook and student's handbook, Evaluation Handbook and teaching assistant resources. (1) The teacher's handbook includes curriculum plan, curriculum standard, teaching design plan and teaching guide. (2) The student handbook includes course description, course standards, study guide, and study record. (3) The assessment manual includes assessment methods, assessment procedures, and evaluation criteria. (4) Supplementary resources include case, question bank, etc. The structure of the curriculum system and the development of curriculum standards are the core.

5.3 Learn from

Among the current Chinese companies that have gone global, they have shown a high level of strategy for internationalization. For example, TCL Group started from Southeast Asian countries,

which is due to the full recognition that the similarity of cultural backgrounds is favored by emerging markets. After experiencing the internationalization transition, it will launch an impact on the developed markets. The internationalization strategy of Glanz Group is OEM (OEM). In order to occupy the international market, it will not hesitate to put its high quality main product - microwave oven on the brand of foreign companies. Make use of its efficient brand operation experience and marketing channels to expand market share and strengthen its own strength.

These strategies are worth learning and learning from the internationalization of Higher Vocational education. Only by concentrating its own superior educational resources, identifying international cooperation partners, starting from countries that are relatively easy to break through, such as ASEAN countries and Africa, gradually become familiar with international game rules and accumulate international experience.

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