

Research on the Reform of “Major + Minority Languages “Curriculum under the Background of Yunnan “Radiation Center” in Higher Vocational Colleges

Xiaoxiao Wu, Ourong Jiang, Jinping Ding, Zhenting Li, Li LI

Yunnan College of Foreign Affairs and Foreign Language, Kunming, Yunnan, China

wuxiaoxiao123abc@gmail.com

Keywords: Radiation center, Higher vocational colleges, “major + minor language”, Curriculum reform

Abstract: With the deepening of cooperation between China and ASEAN countries in various fields, such as politics, economy, culture and education, the compound high-quality cultivation model of “major + minor language” talents has become a hot spot of social concern. With the background of Yunnan’s construction of a “radiation center” towards South Asia and Southeast Asia and “proceed from reality” as the theoretical guide, “cultivating the talents that meet market needs” is the basis for curriculum reform under the “major + minor language” talent cultivation model. Based on the background of Yunnan “Radiation Center”, this article explores the “major + minor language” curriculum reform of Yunnan College of Foreign Affairs and Foreign Language from the aspects of talent cultivating model, curriculum setting and curriculum evaluation system.

1. Introduction

As the number of graduates has increased year by year, the employment pressure has also increased in recent years. The current talent cultivating programs of universities, especially for higher vocational colleges, have gradually failed to meet the needs of today’s society for compound talents. Traditional single professional knowledge learning or minority language learning can no longer meet the needs of the talent market, especially the employment situation has shown that it is urgent to cultivate interdisciplinary professionals. To better meet the needs of society, it is necessary to actively explore a set of effective measures to meet the actual situation of the colleges' compound talent cultivating program.

Being a strategic fulcrum of the “Belt and Road”, Yunnan has a geographical advantages and huge development potentials radiating South Asia and Southeast Asia. How can the specialty building of higher vocational colleges in Yunnan adapt to the regional economic development and the social demand for “major + minority languages” compound talents?

For the curriculum reform, many scholars have conducted relevant researches. Based on the actual development of domestic minority languages in recent years, Shengjun Pan(2011) analyzed of the current situation of minority languages majoring in tourism in Henan Normal University and pointed out the existing problems and difficulties. He believed that some appropriate reforms can be made in the major of tourism. Because the courses set by higher vocational colleges cannot adapt to employers, Huihui Shen(2019) pointed out that the quality of talent cultivation cannot fully meet the employment needs of industry enterprises in our country's higher vocational education. Qinglan Guo (2017) proposed that if higher vocational colleges really want to cultivate qualitative compound talents for various industries and fields in society, professional job ability training must be taken. Aiming at innovation and rectification of the existing curriculum system, scholars have been exploring the college curriculum reform at home and abroad, especially in higher vocational colleges oriented by professional standards. Curriculum reform is a kind of “marathon” without an end. It is not difficult to see that there are still many problems from scholars' analysis of the current situation of curriculum reform in higher vocational colleges.

2. Analysis of the Talent Cultivating Model of “Major + Minority Languages” in Higher Vocational Colleges

At present, the demand for talents in the market has gradually changed from the demand for professionals in minority languages to the demand for “major + minority languages”. In fact, most colleges and universities in Yunnan Province, including higher vocational colleges, have set up minority language majors aiming at cultivating minor language professionals. Of course, in recent years, more and more schools have begun to turn to “major + minority languages”. Multilingual professional compound talents cultivation means that the compound talent not only has the basic knowledge and skills of a subject, but also can master a foreign language proficiently.

In recent years, the flight attendant major of Yunnan Vocational College of Foreign Affairs and Foreign Language established a “major + minority languages” talent cultivation model in 2014. In order to highlight the characteristics of foreign languages, “e-commerce + applied Thai”, “nursing + applied Thai”, “Chinese + applied Thai”, “preschool education + applied Thai”, “urban rail transit technology + applied Thai”, “movie animation + applied Thai”, “beauty and body care + applied Thai” have been added to the professional talents cultivation programs according to the actual demand for different languages. However, there are also many problems in actual operation, mainly in the curriculum. Therefore, with the update of the central policy, the development of education industry and curriculum reform are imperative.

3. Curriculum Reform under the Model of “Major + Minority Languages”

3.1 Analysis of the Existing Problems under the Existing “Major + Minority Languages” Model

The problem with the existing “major + minority languages” model is that the enrolled students are generally younger in the vocational college, and there is more room for improvement in understanding and autonomous learning. It is relatively difficult to learn a minority language. There are 4 periods of Thai language learning per semester for students majoring in flight attendance. Other students have just one semester for foreign language learning, only mastering some basic phonetic knowledge, and can only carry out simple daily conversations. This may be related to students’ perceptions of language learning in minority languages. There is a certain relationship between the small amount of school hours and the minority languages. It is difficult for them to study a new language. Without sufficient class time to consolidate, the enthusiasm of students is easily affected and the interest in learning is not high. What's more, when teaching students in these majors, the teachers of the minority languages pay more attention to the teaching of pronunciation, and seldom use minority languages to explain various professional knowledge. There is currently no integration of majors and minority languages. First of all, teaching materials combined the major with minority languages haven't been published yet. Secondly, the minority language teachers basically accept more pure language teaching, master language use and expression, but at the same time few teachers master a relatively solid professional practical skills.

3.2 Curriculum Reform under the Model of “Professional + Minor Language”

Combining with the existing problems in the college's “major + minority languages” talent cultivating model, the author discusses the curriculum reform under this cultivating model in terms of curriculum settings and curriculum evaluation system.

Curriculum is the main carrier of curriculum implementation for professional talent cultivation, combined with the practical problems in teaching under the college's “major + minority language” mode, it is necessary to cultivate a flight attendant who has mastered a foreign language and solid professional skills. Other majors also require minority professional language teachers to participate in the formulation of the talent cultivation plan in the “major + minority languages”. The “major + minority languages” talent cultivating plan is relocated through the market demand surveys and surveys on the employment situation of college graduates. It is determined that what level of compound talents should be cultivated, and how to cultivate talents that meet social needs. In the setting of credits, corresponding credits can be formulated according to the characteristics of each

minority language, and the school hours of minority languages can be appropriately increased. Courses for each major can be set up from three sections, voice learning, professional vocabulary translation, professional language practice. In the compilation of teaching materials, it is necessary for the minority language professional teachers to work together to compile some effective teaching materials that integrate professional knowledge and knowledge of minority languages. As for the teaching staff, the college can provide professional skills training to cultivate teachers who can adapt to the “major + minority languages” talent cultivating model. In terms of teaching methods, professional teachers and minority language teachers should strengthen communication, understand the learning characteristics of students, and formulate teaching methods suitable for students.

While carrying out curriculum reform, higher vocational colleges have also actively explored the reform of examination methods. They have gradually diversified their curriculum evaluation models. Based on the cultivating goals of compound applied flight attendants and the course evaluation mode, the ability of students to apply theory to solve practical problems can be tested. In terms of the school's curriculum evaluation model, for the examination of the phonetic learning section of minority languages, the previous paper test can be changed into the interview, through which Students' listening, speaking, reading and writing skills can be tested. Professional vocabulary translation can focus on testing students' ability to understand professional vocabulary in a minority languages, which can be finished in the form of works and interviews. The profession and language practice section can use the college's professional training room to test students' ability to integrate professional knowledge and minority languages, and interviews can also be used. In terms of the evaluation mode of off-campus internship training, it can be combined with the internship situation of various majors to give an evaluation of the learning effect of students' courses. At the same time, the teacher's evaluation on students' learning effects can also be included in the evaluation model. .

4. Summary

The article analyzes the existing “major + minority languages” talent cultivating model and existing problems in Yunnan College of Foreign Affairs and Foreign Language in Yunnan under the background of “Facing Southeast Asia and South Asia Radiation Center”. The direction of curriculum reform under the “major + minority languages” talent cultivating model of Yunnan College of Foreign Affairs and Foreign Language has been discussed from the perspective of the curriculum setting and curriculum evaluation system . In terms of curriculum settings, the adjustments can be made in terms of credits, curriculum content, textbook compilation, faculty, and teaching methods. In the curriculum evaluation mode, it focuses on examining the students’ ability to apply theories to solve practical problem. The school curriculum evaluation is combined with off-campus internship training evaluation, teacher evaluation and students’ feedback.

In addition, current college graduates of minority languages face similar problems to the graduates of other majors when they apply for jobs. Many companies require minority language majors to possess knowledge of minority languages as well as other professional skills. The purpose of this research is to provide a reference for the transformation of the college's single language talent cultivating model for minority language majors to a “major + minority languages” compound talent cultivating model.

5. Acknowledgment

Yunnan Provincial Department of Educational Scientific Research Fund Project “Research on the Application of Reading and Writing Teaching Mode in Business English Teaching of Higher Vocational Colleges”(Project Number: 2020J1200)

Subject:Thai language teaching

References

- [1] Guo Qinglan. Analysis of Curriculum Reform in Higher Vocational Colleges Oriented by “Professional Post Ability Training”. Educational Time and Space, No.5, pp.34-36, 2017.
- [2] Chen Lijun. Research on Yunnan's construction of a regional international humanities exchange center for South Asia and Southeast Asia. Nanhai Academic Journal, No.12, pp.15-23, 2018.
- [3] Li Lin. “Cross-border e-commerce + Vietnamese” language in the context of “One Belt, One Road and Yunnan Free Trade Zone” A Preliminary Study of Chinese Language Teaching. Journal of Chinese Multimedia and Network, No.7, pp.61, 2020.
- [4] Zheng Qinqing. Research on the reform of the training model of Thai language talents with equal emphasis on professional skills and language ability. Scientific and technological innovation, No.25, pp.13, 2017.
- [5] Liu Xiaohan. Research on the Reform of Curriculum Evaluation Model in Higher Vocational Colleges. Knowledge Library, No.8, pp.39, 2020.
- [6] Zhao Qimeng. Assumptions on the connection and expansion of professional English for flight attendants and small language teaching. No.4, pp.46-48, 2018.