

Internationalized Personnel Training Mode in Higher Vocational Colleges

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Abstract

In order to promote the process of higher vocational education and train international talents, the status quo of personnel training mode in higher vocational colleges was studied through the way of questionnaire. The shortage of international personnel training mode was found out. The goal of international training was inaccurate. International professional settings were not perfect. The implementation of international courses was not strong. The degree of internationalization of teachers was low. The level of international cooperation projects was not high. From the four aspects of the innovation of the concept, the characteristics of the school, the integration of resources and the perfection of the mechanism, the suggestions for the training of international talents in higher vocational colleges were put forward. The results showed that these suggestions could promote the sustainable development of internationalized personnel training mode in higher vocational colleges. Therefore, it provides a countermeasure for optimizing the educational level of vocational colleges and the quality of personnel training.

Keywords

Vocational colleges, international talents, training mode, international courses, internationalized training objectives.

1. Introduction

With the development of economic globalization, political, cultural, economic, ideological, technological and values are exchanged and integrated around the world. The relationship between the country and the region is becoming more and more close, and the degree of mutual dependence and mutual restraint is increasing. Internationalization has become an inevitable trend in the development of higher education in the process of globalization. It is also an important measure of the global status of higher education in a country. Many important planning policies have been promulgated in many countries of the world. The aim is to promote the international development of higher education. In 2010, China became the second largest economy in the world, showing a high degree of internationalization in political, economic and cultural. The internationalization of China's education system construction plan is also included. The Outline of the National Medium and Long-Term Education Reform and Development Plan (2010-2020) proposes to strengthen international exchanges and cooperation, introduce quality education resources and raise the level of exchanges and cooperation. The multi-level and wide field of educational exchanges and cooperation have been carried out. The level of education internationalization has been improved [1].

Higher vocational education can train senior technicians [2]. It has dual attributes of both higher education and vocational education. "Higher" requires students to achieve certain professional knowledge. "Professionalism" emphasizes the students' professional skills to meet the needs of their livelihood and employment. It not only needs to cultivate specialized vocational and technical

personnel and accomplish the goal of socialist modernization, but also to promote employment and improve people's livelihood. The goal of cultivating talents in higher vocational education is similar to the goal of cultivating talents in higher education. They are all training professionals for the labor market. Then, as the carrier of higher vocational education international talents training, higher vocational colleges transform the training mode of education internationalized talents from theory to practice. Therefore, the countermeasures of internationalized personnel training mode in higher vocational colleges should be actively explored. The training target of higher vocational education and the training system of higher vocational education are of great significance to the realization of the connotative development.

2. State of the art

From 1999 to 2014, in the inspection Wanfang database, China Journal Full-text Database and super library, there are 1,371 articles on the cultivation of internationalized personnel in higher education, and 39 articles on the subject. A total of 133 articles have been searched on the theme of "Training of International Talent in Higher Vocational Education". A total of 138 articles were searched from the key words "internationalized personnel training in higher vocational colleges". As far as the number of existing literature is concerned, most of the literature on the training of international talents in higher vocational and technical education comes from the researchers of higher vocational colleges in various provinces. They are mainly published in the form of periodicals. The number of great papers is limited. The related journal papers were consulted. The content of the article under this topic can be divided into the strategic research on the cultivation of internationalized talents in higher vocational education, the research on the cultivation of internationalized professionals with specific specialty in higher vocational colleges, and the research on the strategy of internationalized personnel training in higher vocational education [3].

Since 1978, the European Commission of Education first proposed a joint higher education plan for learning throughout Europe. By 2007, the "London Communiqué" was introduced. The internationalization of students in higher education in Europe is mainly based on the international mobility of students. In 1999, the main objective of the Bogornian process was to provide services for students trained in higher education in their participation in international mobility programs. Following the Bogornian process, the European Conference of Ministers of Education is held every two years. The discussion on the internationalization of European higher education has focused on the international mobility of students [4].

By 2002, Europe started the Copenhagen process. This policy opened the door to European vocational education students' participation in international mobility programs. The Copenhagen process has made a significant contribution to the international development of world vocational education. This move clearly pointed out the need to promote internationalization in the field of vocational education. In vocational education, students' international mobility programs were added. Then, in 2004, on the basis of the Copenhagen process, Europe put forward the Erasmus World Program for the international mobility of university students. Every year, Europe needs to ensure that 200,000 students have the opportunity to study abroad and practice [5]. In addition, in 2009, the European Commission of Education promulgated the "Green Paper [6]" on "Promoting Study Exchange among Young Students." It specifically emphasizes student mobility in European vocational education. The international mobility project for students of higher vocational education was implemented. It is demanded that Europe should take the degree of liquidity of higher vocational students as an important target to measure the quality of talent cultivation in higher vocational colleges. The target is quantified. This has also become an important reference for European countries to carry out the international flow target of higher vocational students in the future [7]. In a word, EU countries have introduced a series of student related international mobile project policies in the past twenty years. This initiative can not only promote the whole European vocational college students to achieve international mobility

projects, but also have a profound impact on the internationalization process of higher education institutions worldwide.

3. Research on the training mode of international talents in higher vocational colleges

In order to understand the current situation and existing problems of the training mode of international talents in higher vocational colleges, the general situation of training talents, training mode evaluation, specialty and curriculum construction, international facilities investment, international exchanges and cooperation in higher vocational colleges were studied. The questionnaire was designed for the training model of international talents in higher vocational colleges. Three different types of higher vocational colleges in this province are selected as the research samples to carry out a questionnaire survey.

In order to fully understand the current situation of the development of the training mode of international talents in higher vocational colleges, three higher vocational colleges with different disciplines are selected. They have rich practical experience in the training of international talents. More than 500 students from different grades were randomly selected to carry out a questionnaire survey on the training mode of international talents in higher vocational colleges.

This questionnaire is issued by the student instructor and teacher directly. It is filled out by non-real name system. The results were as follows: a total of 520 questionnaires were issued, 465 copies were recovered, and the recovery rate was 89.4%. Among them, boys accounted for 64.2% and girls accounted for 35.8%. The statistical method uses Excel2007 and the software of the questionnaire star to carry on the data processing. It mainly adopts the comprehensive analysis method and the random sampling method.

3.1 An overview of the training of international talents

The importance of internationalization training and the participation degree of students' internationalization projects have determined the smooth expansion of the training of international talents in higher vocational colleges. These two points show whether the training mode of internationalized talents in higher vocational education is widely accepted in higher vocational colleges. At least 35.7% of the students participated in the international activities at least once, and more than 60% of the students were not involved. This shows that the development of international talents training activities in higher vocational colleges is not enough, and the scope of popularization is not wide. When asked about "International Education", nearly half of the students (47.91%) thought that the training of internationalized talents in higher vocational colleges could better serve the development of local society and economy. This shows that in the ideological consciousness of higher vocational students, internationalization has become the trend of the future social development. International talents will also be the main talents to promote the progress of the future society. The result is shown in Figure 1. A is a better service for social construction. B is the need to adapt to the international development of higher vocational education. C is to promote the international competitiveness of colleges and universities. D is the requirement for more international development of students.

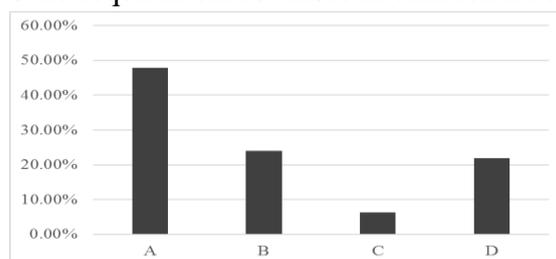


Figure. 1 Understanding of International education

In the relatively weak problems of international students in higher vocational colleges (multiple choice), the most common choice is foreign language level, accounting for 77.07%, followed by global vision (51.03%) and intercultural communicative competence (49.99%). These three items have become the basic quality that the students need to strengthen and cultivate in the heart of higher vocational education. After analysis, higher vocational students pay more attention to international education. They have clearly perceived the standards of the society for internationalized talents, and have accurately realized their ability to focus on cultivating internationalized talents. The result is shown in Figure 2. A is the master of international professional knowledge. B is a foreign language level. C is a cross-cultural communication ability. D is a good physical and mental quality. E is an international attitude and a global awareness.

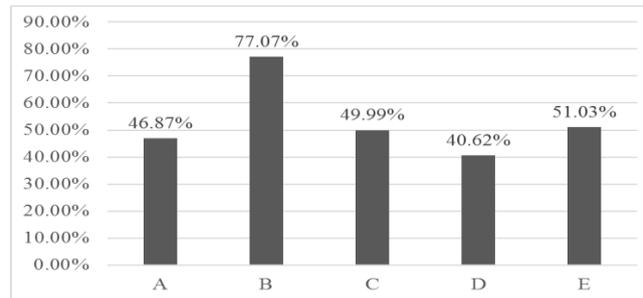


Figure. 2 The weakness of higher vocational students in the international training

3.2 Evaluation of talent training mode

The evaluation of personnel training mode includes the importance attached by the university itself to the training of internationalized talents, the evaluation of students' training mode and the evaluation of students' training process. These three aspects reflect the situation of the teaching practice and the training mode of international talents in higher vocational colleges.

Most students (67.73%) believe that colleges and universities do not pay enough attention to internationalization. Higher vocational education has always been aimed at cultivating applied and technical talents. The whole society holds a wait-and-see attitude toward the internationalized talent level in higher vocational education. Therefore, for the concept of international education and awareness training, vocational colleges have not yet implemented the concept of mainstream training. The result is shown in Figure 3.

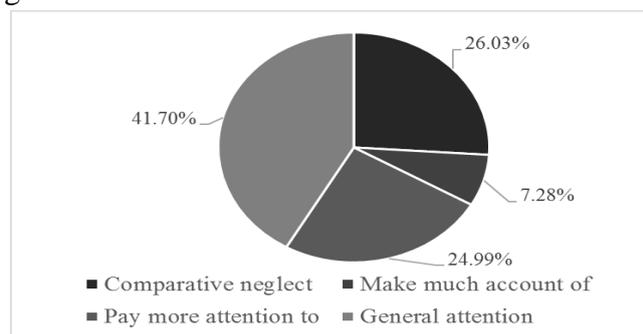


Figure. 3 Whether the colleges and universities attach importance to the training of international talents in the training concept

3.3 The construction of specialty and curriculum

50% and 59.38% of the students believe that the specialized international characteristics of the school are not outstanding, and the professional knowledge cannot follow the frontier of international development. This is the two most prominent problem in the professional setting of international talent training mode. These two problems directly reflect the lack of experience in the internationalization of higher vocational education. In the professional direction, teachers have not mastered enough

international knowledge. Students' needs for professional related international knowledge cannot be met.

The single course structure (45.83%) and impractical (44.78%) are the biggest obstacles in the curriculum system. It shows that the practical operation courses of higher vocational students are very few. The result is shown in Figure 4. A is an obsolete course. B is a single course structure. C undertakes the international basis and needs of the students for the curriculum. D is not practical for the course, and it is difficult to apply to the practical application.

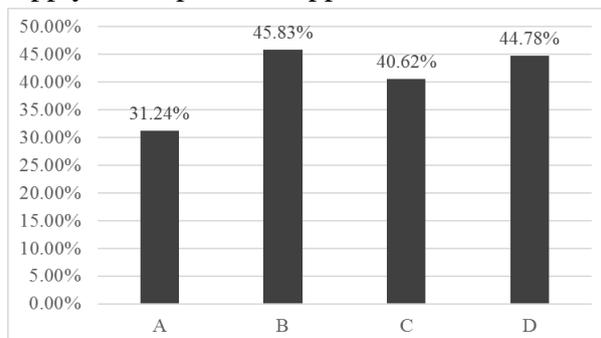


Figure. 4 The biggest obstacles to internationalization in the curriculum system in the colleges and Universities

3.4 Investment in international facilities

Three questions are designed for international investment. 41.66% of the students represent the training sites that have been built by the related majors. 25.03% of the students said they were building a training base. The result is shown in Figure 5. The establishment of an international training base is the basis for higher vocational colleges to jointly build a joint training platform with transnational enterprises and overseas universities. This group of statistics shows that the investment in hardware for the training of international talents has begun, but it is not yet complete.

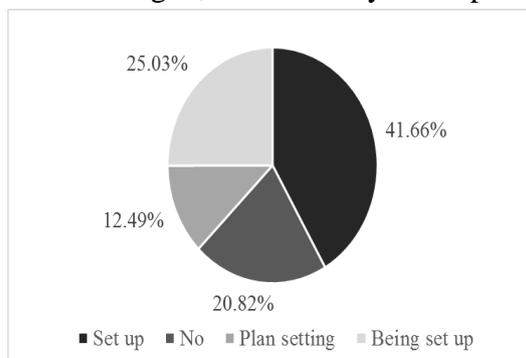


Figure. 5 The colleges and universities in accordance with their own professional set up special funds to build the corresponding international training room or training base

3.5 International exchange and cooperation

The number of international cooperation and exchange activities in higher vocational colleges is the most intuitive embodiment of the degree of internationalization of a higher vocational college. In this dimension, the author has designed three questions. When asked about "the main form of international exchange activities", students' choices mainly focused on "overseas student association" and "overseas exchange program", accounting for 19.79% and 17.71% respectively. The results are shown in Table 1.

To sum up, the training mode of international talents in higher vocational colleges has experienced a certain period of development. It has gradually gained the attention of the students, parents and social parties, and has also achieved some achievements in practice. Starting from the development characteristics of higher vocational colleges, and aiming at satisfying students' abilities and

employment demands, the goal of international talents training mode in higher vocational colleges is realized.

Table 1 The main forms of international exchange activities that have been attended

Option	Proportion
International symposium on academic exchange	13.43%
The friendship activities of foreign students	19.78%
Overseas exchange program	17.70%
A variety of international exhibitions	10.41%
Never participated in	60.41%

4. The problems and countermeasures of the training mode of international talents in higher vocational colleges

4.1 Problems of training international talents in higher vocational colleges

One of the factors that restrict the internationalization of higher vocational colleges is that people have not reached consensus on the concept of internationalization of higher vocational education. The government, the society and the schools have not yet realized the importance of the applied and technical talents of higher vocational education to the economic development. Although the government has strengthened the support of the higher vocational education policy, the gap is obvious compared with the higher education. The training mechanism is one of the factors that impede the development of the training mode of international talents in higher vocational colleges. The current forms of international training mechanism in higher vocational colleges are single, the training system is not perfect enough, and the training concept is conservative [8,9]. In the practice of international talent training mode, higher vocational colleges can take into account the professional characteristics of overseas similar education for professional setting and curriculum arrangement. For graduates, career planning and employment guidance cannot help students correctly recognize their value and help them establish career goals, which is not conducive to the development of students' personality. The scientific and systematic personnel training mechanism is based on the specific situation of students training in higher vocational colleges, the training effect of students and the specific needs of professionals in the economic society.

As an important subject of higher vocational schools, the government should play a decisive leading role. Although a certain amount of material and financial resources has been invested to support the development of higher vocational colleges, higher vocational education is the last piece of cake of planned economy as well as higher general undergraduate education [10]. Its overall training mechanism basically still follows the closed training mode of the planned economy era. Due to the lack of all-embracing open attitude, the development of higher vocational colleges has reached an impasse. At present, China's economic development is on a good momentum. The pattern of domestic industries has changed gradually. Emerging industries emerge in an endless stream [11]. The structure of the profession is constantly adjusted. These changes have also changed the demand for professionals in the whole labor market. Though higher vocational colleges have offered career guidance and planning courses, they cannot solve the puzzles and problems in the employment of higher vocational students. In the practice of training international talent training model, higher vocational colleges take into account the professional features of the same type of education abroad for professional setting and curriculum arrangement [12]. However, it rarely conducts market research and understanding according to the employment situation at home and abroad. The school is only cultivating students according to their own understanding of international talents and policy requirements. Without a clear understanding of the market and the analysis of demand, the international vocational planning guidance and employment guidance in higher vocational colleges is not enough to keep pace with the times. It

lacks innovation and application. For graduates, career planning and employment guidance cannot help students correctly recognize their value and help them establish career goals, which is not conducive to the development of students' personality [13].

4.2 The countermeasures of the training mode of international talents in higher vocational colleges

Idea is the guide of practice. Different ideas will guide people to make different actions. Without the correct guidance of ideas, practice is blind. The practice of training international talents needs to be built on the rational education concept. Through the continuous innovation of the international concept of the stakeholders of higher vocational colleges, the training mode of international talents is perfected. Education consists of three major elements: educators, students and educational activities. Educational activities are regarded as teachers of educators. As the leading role in the implementation of educational activities, it is the soul of the whole implementation of the education. The innovation of international education idea can promote the teachers to show more open thinking in the specific process of education and teaching. Therefore, schools should not only realize the importance of teachers in international talents training activities, but also realize the urgency of training teachers' International Education and teaching ideas. First of all, for teachers who undertake international teaching tasks, they can gradually cultivate their international education concept through participating in activities such as study, visit or special training of overseas universities, so that they can adapt themselves to the trend of internationalization of vocational education. Secondly, through indirect international cultural exchanges on campus, teachers can communicate with foreign educators for international training. Teachers' international teaching methods and abilities have been improved. Third, teachers can learn from each other in different forms, such as teaching log, teaching communication, teaching reflection, and so on. The study of international talent training experience and strategy is carried out to integrate the concept of international talent training into the original teaching habits. Finally, teachers can actively participate in the field investigation and research on the training of international talents. In the actual teaching operation, different international teaching methods are adopted. In experience, the skill of teaching is accumulated. In practice, the theoretical knowledge of internationalization is deepened. Teachers have gradually grown into excellent international educators. In 2012, the eighteen major reports of the party emphasized "promoting the connotation development of higher education". This is not only a systematic summary of the development of higher education since the reform and opening up, but also a new path for the future development of higher education in China. The core of the "connotative development" is to improve the quality of education, which is the breakthrough point of the development of China's education. The characteristics of higher vocational colleges are the prerequisite for its connotation development. It has a profound influence on the sustainable development of higher vocational education. Under the system of higher education strategic planning and modern vocational education, China's higher vocational education needs to coordinate the relationship between international talents training and traditional academic education in higher vocational colleges. The leading role of the "connotative" development road has been actively played. The dominance of colleges and universities in the education activities of talent training has been strengthened. Higher vocational colleges should take the initiative to coordinate the relationship between internationalization and localization, integration and specialization, unity and diversification. Higher vocational colleges are the carrier of the training of international talents in higher vocational education. The foothold of the training mode of international talents in higher vocational colleges is the establishment of the mode mechanism of talent training. A well-established operation mechanism needs to be familiar with the training elements of international skilled talents, clear requirements for training objectives, and understanding of training specifications. Through the understanding and research on the training mode of international talents in higher vocational colleges, the flow chart of the operation mechanism of talent training mode is constructed. It contains the training elements and the operating mechanism. The integration of teaching, learning and management is connected. The flow

chart of the operation mechanism of the training mode of international talents in higher vocational colleges is as shown in Figure 6.

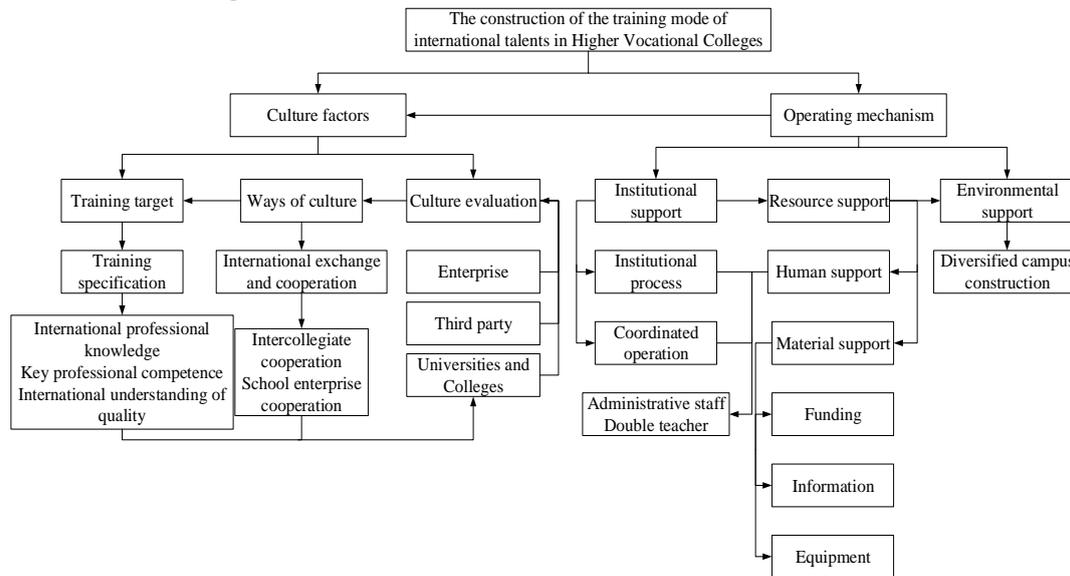


Figure. 6 The flow chart of the operation mechanism of the training mode of international talents in higher vocational colleges

The scientific and systematic personnel training mechanism is based on the specific situation of students training in higher vocational colleges, the training effect of students, and the specific needs of vocational talents in the economic society. In the final analysis, the internationalization of higher vocational education should be based on employment orientation. The professional skill is the core, the international teacher is the guarantee, and the scientific international management is the path.

5. Conclusion

Higher vocational education should change the traditional training mode of applied and technical talents. The goal of international training was inaccurate. International professional settings were not perfect. The implementation of international courses was not strong. The degree of internationalization of teachers was low. The level of international cooperation projects was not high. These five aspects are the limiting factors that mainly affect the development of the training mode of international talents in higher vocational colleges. Based on the questionnaire survey of three schools, the present situation of training international talents in higher vocational colleges is summarized. Finally, the suggestions for the training mode of international talents in higher vocational colleges are put forward.

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