

Original Research Article

Research on the Improvement of International Exchange and Cooperation Level of “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges

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Abstract: The international exchange of “double-qualified” teacher teaching innovation team in higher vocational colleges is of great significance for improving the internationalization level of the teacher team, promoting international cooperation and exchange, and cultivating high-quality skilled talents with international competitiveness. This paper analyzes the “double type” teachers in higher vocational colleges teaching innovation team facing the challenge of international exchanges and cooperation, and from the good at absorbing global civilization to build vocational education brand with Chinese characteristics, attaches great importance to the Chinese excellent traditional culture can assign internationalization development, improve the ability of local enterprises to “go out” service put forward the corresponding countermeasures.

Keywords: Double-qualified type; Teaching innovation team; International exchange and cooperation

1. Significance

China's economy has entered an era of high-quality development. The formation and development of new-quality productive forces is an open process, and we need to learn from all valuable achievements of human civilization. With the process of economic globalization and education internationalization, enhance the level of international exchanges and cooperation of higher vocational colleges, is an important link of high level development of higher vocational education with Chinese characteristics, is the important way to promote education development and promote the talent training, is to promote vocational education in line with international standards, the key factor of enhance the international competitiveness of vocational education. In October 2019, the Opinions on the Implementation of the Construction Plan of High-level Higher Vocational Schools and Majors with Chinese Characteristics clearly put forward the internationalization goal of “a number of higher vocational schools and professional groups to reach the international advanced level”^[1]. In June 2020, the Ministry of Education and eight other departments' Opinions on Accelerating and Expanding the Opening up of Education in the New Era pointed out that we should accelerate and expand the opening up of education in the new era, and put forward a series of measures to promote the international development of vocational education^[2]. In December 2022, the general office of the central committee of the communist party of China, the State Council general office “on deepening the reform of modern vocational education system construction” will “innovation international exchange and cooperation mechanism” as one of the priorities of modern vocational education system reform, put forward the specific requirements of international exchanges and cooperation, put forward the construction of a batch of high level internationalization of vocational colleges, enhance the international influence of China's vocational education^[3]. As an important part of vocational education, the improvement of the level of international exchange and cooperation and the support of the “double-qualified” innovative teaching team of teachers in higher vocational colleges are indispensable.

Through international exchanges and cooperation, the “double-qualified” teaching innovation team of teachers in higher vocational colleges can absorb global civilization and learn from foreign advanced vocational education concepts and teaching modes, such as the “dual system” mode in Germany, which is of great significance for improving the quality and level of higher vocational education in China. The “double-qualified” teacher teaching innovation team has established cooperation with foreign vocational colleges and enterprises, and can make use of foreign high-quality educational resources, such as teaching facilities, practical training bases, teachers, etc., to realize resource sharing and complementary advantages. At the same time, understand the latest trends and development trend of international vocational education, broaden the international vision; understand the change of market demand, adjust the teaching content and methods, and cultivate high-quality skilled personnel more in line with the market demand. In addition, the excellent experience and achievements of China's higher vocational education will be promoted to the international stage to enhance the international influence and popularity of China's higher vocational education.

2. Challenges of International Exchange and Cooperation of “Double-Qualified” Teacher Teaching Innovation Teams in Higher Vocational Colleges

2.1. The Absorption and Application of Global Civilization by the “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges Still Need to be Improved

Team teachers have limited international vision, and many teachers in the team have rich professional knowledge and teaching experience, but the international vision may be relatively limited, with insufficient understanding of international education concepts, teaching methods and technical means; Team teachers have insufficient international literacy, and some teachers may lack fluent English or other international language communication skills. The ability to screen high-quality resources suitable for the local education environment, combine international elements with local teaching practice, innovate teaching modes and improve teaching quality still needs to be improved. The channels and methods of international exchanges and cooperation need to be further innovated.

2.2. “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges Chinese Traditional Culture Enables A Low Degree Of International Exchange and Cooperation

The teaching innovation of “double-qualified” teachers in higher vocational colleges fails to give full play to the enabling role of Chinese excellent traditional culture in the international exchange and cooperation. Traditional culture is rich in content, with unique regional characteristics and humanistic value, but the team teachers are not deep enough into the essence of traditional culture, the combination with internationalization is not close enough, the lack of curriculum design of excellent traditional cultural elements, and the lack of teaching content and practical activities related to excellent traditional culture^[4]. As a result, the course characteristics are not prominent, it is difficult for students to truly understand and feel the charm of traditional culture, fail to fully display the charm of traditional culture in international communication, and it is difficult to cultivate international talents with a deep understanding of traditional culture and a high sense of identity.

2.3. The “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges Lacks the Level of “Going Global” Service for Local Enterprises

The essence of China's vocational education “going overseas” is to promote the high-quality development of the world economy and society and enable the building of a community with a shared future for mankind,

And the current teacher teaching innovation team in the process of serving enterprises “going out”, Teachers have a low understanding of the rules of international market operation, Unable to closely combine the theoretical knowledge with the actual needs of the enterprise, The ability to provide practical solutions for enterprises is weak; Weak cross-cultural communication skills, Unable to effectively deal with the differences in culture, law and business habits between different countries and regions; A keen insight into industry trends and market trends needs to be improved; Weak risk assessment and response capacity of international cooperation, The ability to help enterprises to identify potential risks and reduce the uncertainty in the process of internationalization needs to be further improved.

3. Countermeasures to Improve the Level of International Exchange and Cooperation among the “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges

3.1. The “Double-Qualified” Teachers in Higher Vocational Colleges Should Be Good at Absorbing Global Civilization to Build Vocational Education Brands with Chinese Characteristics

The teaching innovation team of “double-qualified” teachers in higher vocational colleges should draw on and absorb all the excellent achievements of human civilization with the broad mind that accepts all rivers, and effectively integrate diversified educational concepts, teaching methods and international advanced practical experience. We need to cultivate global awareness and global responsibility, shoulder the important responsibilities of international cooperation, exchange and cultural communication, and contribute to the building of a community with a shared future for mankind^[5]. First of all, we should build a vocational education system with Chinese characteristics by learning from the successful experience of Germany and other developed countries in vocational education and combining with local advantages. Secondly, it is necessary to continuously improve the international quality of the team teachers, improve their foreign language ability and cross-cultural communication ability, and better understand, absorb and apply the essence of global civilization. Thirdly, it is necessary to improve the critical thinking ability, select the high-quality resources suitable for the local education environment, combine the international elements with the local teaching practice, continue to promote the talent training of “Chinese + vocational skills”, innovate the teaching mode, and improve the teaching quality. Innovate the methods of international exchange and cooperation, such as hosting more high-level international academic exchange activities, participating in or organizing international vocational skills competitions, to further shine on the international stage.

3.2. The “Double-Qualified” Teaching Innovation Team of Teachers in Higher Vocational Colleges Should Enhance the Level of International Exchange and Cooperation of the Excellent Traditional Chinese Culture

General Secretary Xi Jinping has repeatedly stressed the need to explain Chinese characteristics from the strategic perspective of governance, cultivating morality, safeguarding China's political and cultural security, and enhancing China's international status and influence. “Double” teachers teaching innovation team to understand the Chinese excellent traditional culture and the development trend of modern vocational education, actively draw nutrients from Chinese excellent traditional culture, is committed to the Chinese excellent traditional culture into skills, promote vocational education and social productivity reform development, build Chinese +

vocational education brand with Chinese characteristics. For example, located in the maritime silk road city of Quanzhou dawn professional university, in promoting national, provincial, field “double type” teacher teaching innovation team, pay attention to the “first, love to win” minnan culture gene, into “Chinese + vocational education”, continue to build dawn sea college characteristic brand.

3.3. The “Double-Qualified” Teacher Teaching Innovation Team in Higher Vocational Colleges Should Improve Their Ability to Serve Local Enterprises to Go Global

“Double type” teachers' teaching innovation team to adhere to the dual subject close cooperation, docking enterprise “going out” talent demand, give full play to the advantages of team teachers, complement each other, and cooperation institutions regular academic exchanges, scientific research cooperation, attract more Chinese and foreign enterprises industry master to participate in professional construction, for professional construction and team building to provide more powerful intellectual support, strengthen the team teaching research overall ability, social service ability. Schools and enterprises jointly build an overseas teacher training and promotion base, select excellent teachers to go overseas (overseas) enterprises for temporary training, improve teachers' understanding of international market rules, enhance their insight into the industry dynamics and market demand of cross-border enterprises, and improve their ability to identify cross-border risks. Excellent teachers are selected to study abroad (overseas) for further study, and feel the characteristics, operation modes, educational concepts and teaching methods of foreign vocational education. Combined with their own majors, they can “go out with tasks and come back with achievements”, and focus on improving teachers' international vision and international vocational education ability. For example, Liming Vocational University, relying on the board of directors and the resources of overseas Chinese, works with excellent local enterprises and overseas educational institutions to export the “Dawn Standard”, adheres to the concept of a community with a shared future for mankind, promotes the innovative development of global vocational education with practical actions, and helps local enterprises to go global.

4. Conclusion

The improvement of the international exchange and cooperation ability of the “double-qualified” teacher teaching innovation team is of great significance to enhance the international competitiveness of vocational education. The international exchange and cooperation of “double-qualified” teacher teaching innovation team should focus on absorbing global civilization, paying attention to the empowerment of traditional culture, and improving service enterprises to go global, so as to seek new breakthroughs in improving the level of international education and seek new development.

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