Research on the Mode of Cultivating Internationalized Talents in Higher Vocational Colleges

Liu Li

Wuhan Railway Vocational College of Technology, Wuhan 430205, China
E-mail: meetingexpert@sina.com

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Abstract. With the increasing integration of global economic development, high-quality talents with an international vision are in short supply. Higher vocational colleges can take this as an opportunity to vigorously cultivate internationalized comprehensive talented personnel and dock the new development track, so as to provide a strong guarantee for the supply of high-end personnel for more professional areas. At present, higher vocational colleges of China are in the initial stage of the cultivation of internationalized talents. In addition to systematically analyzing the necessity of cultivating internationalized talents, the curriculum content is not internationalized (such as language, qualifications, etc.), it is not enough for the cultivation of young teachers, and the actual training base is mainly domestic enterprises. This research analyses the necessity of cultivating internationalized talents system based on elements around the personnel training, analyzing the teaching target, cultivation standard and plan and way of training internationalized vision of young teachers. Put forward suggestions of training young teachers in international vision, creating an international course, introducing internationalization qualification certificate and expanding international practice base. In order to further improve the international talent training mode to provide basic reference.

1. Introduction
Today, the economy develops rapidly and the global economic development is becoming increasingly integrated. International capital flows and the rapid development of multinational companies makes increasing needs for internationalized talents. The so-called internationalized talents refer to high-end talents with an international perspective. They have the comprehensive ability and professional quality to adapt to the international development and meet needs of relevant international organizations. Furthermore, they are good at seizing opportunities to strive for initiative in the globalization and international competitions. The creation of internationalized talents needs the support of corresponding talent cultivation mode. In particular, to achieve the objective of personnel cultivation, vocational education should individually tailors a variety of forms and operational mechanisms for education organizations in the idea of international education, such as personnel cultivation objectives, specifications, programs, and so on. A simple discussion will be given in this paper, aiming to contribute to the internationalized talent cultivation in higher vocational colleges.

2. The Inexorable Trend of Internationalized Talent Cultivation in Higher Vocational Colleges

2.1 International Quality is the Basic Requirements of Employment
Globalization has led to an increasing demand for the transnational flow of capital, production, commodities, personnel, technologies, information and other factors. At the same time, the range of participants in international exchanges is expanding increasingly, involving all walks of life. Different professional practitioners of different countries urgently need closer communication and exchange. The talent with internationalized quality is the most basic requirements of employment in the future. Therefore, the personnel cultivation of higher vocational colleges should refer to the international common standards to explore the cultivation mode of internationalized talents with Chinese characteristics, so as to cultivate high-end internationalized talents to meet the modern requirements.
2.2 The Increase in Overseas Employment Opportunities

In the current situation, a lot of multinational companies and domestic talent markets are in need of internationalized talents having practical skills. At the same time, due to the extreme shortage of specialized personnel in some areas, many countries have introduced a series of favorable policies to attract foreign talents. Compared to previous years, the space of overseas employment has expanded, which provides better career opportunities for the graduates of Chinese higher vocational colleges. According to statistics, in recent years, the number of Chinese personnel employed abroad (territory) increases year by year and the quality of employed persons are also getting higher and higher. China has changed from the labor export of general “blue collars” to the export of self-employment-oriented “white collars” and “gray collars”. The international employment market provides a good platform for talent development.

3. Objectives and Specifications of Internationalized Talents Cultivation for Higher Vocational Colleges

Internationalized talents are required to have international perspective and international capacity. In addition to the basic quality of general vocational education personnel, internationalized talents should also master the language and customs of many countries and be familiar with the international practice and standards which may be involved in the job. They are high-end talents who are able to develop business in many countries around the world. Therefore, from specific objectives, the cultivation of internationalized talents should emphasize the basis of professional competence, method ability and social capacity.

3.1 Language Foundation

First of all, language is the most basic ability. In all international exchange activities and international business, the ability of language communication is the foundation and basic skill. This language level here refers to the ability of language communication, expression and application, rather than the test of written languages emphasized in higher education, such as the CET4, CET6 or other higher proficiency tests. Secondly, the comprehensiveness of knowledge is another important indicator. This puts forward a requirement to higher vocational colleges that, in addition to attaching importance to the basic knowledge, they should strengthen the horizontal expansion and increase extracurricular reading and extracurricular sharing in the cultivating process. They should also encourage students to participate in some practical communication activities to develop their comprehensive capacity like independent thinking, independent communication and independent creation, so as to meet the complex needs of the future work. Meanwhile, it is necessary to strengthen students’ understanding of relevant Chinese professional laws and regulations as well as international common practice, because the understanding and execution of laws is also the basic quality of international business development. Moreover, in the aspect of professional knowledge, in addition to mastering the basic operational skills, students should actively get information of theoretical research trends, technological developments, enhancing the horizontal and vertical understanding. To understand all kinds of development, it is necessary to master some conventional methods of information retrieval and information query, and learn practice application to do some basic research and report writing.

3.2 Important Indicators: the Comprehensiveness of Knowledge

In general, higher vocational colleges need to take cultivation objectives of internationalized talent as the basic education guide, and then determine the teaching purpose and teaching requirements. Besides, they should consolidate and deepen the basic theoretical courses and help students master the specific operational skills and basic research methods, cultivating their ability of discovering problems, analyzing problems and solving problems. In short, higher vocational colleges should cultivate comprehensive high-end talents who can meet the demands of international market requirements by adopting a variety of teaching methods and means.
4. Cultivating Programs of Higher Vocational Colleges to Cultivate Internationalized Talents

4.1 Greater Implementation of "Cooperation Education"

To cultivate excellent internationalized talents, higher vocational colleges must proceed from the multi-angle education. They should carry out and strengthen all-dimensional college-enterprise cooperation through the enhancement of teacher resources, curriculum construction and acquisition of qualification certificates as well as build of practice bases. In view of this, combined with years of practical experience, the author advises higher vocational colleges to increase the implementation of “cooperative education”. This method can be conducted from the first semester after students’ enrollment. Specifically, schools can carry out the actual training together with foreign enterprises, and integrate this program into the school education, with 2 months or 3 months as a cycle to alternate. They can organize students to conduct internship abroad before their graduation, guide them to use modern information technologies and learn curriculum knowledge through the way of online teaching.  

4.2 Combining Course to Do Research Report

The basic teaching module can be completed in the first semester, such as the basic learning of international etiquette, international rules, foreign language communication and professional knowledge. During this period, higher vocational colleges can also take their students to visit enterprises nearby and organize some trainee activities. Furthermore, foreign experts in related fields, scholars and craftsmen can be hired to give speeches in the school, enhancing the appeal of culture and examples. In the sixth semester (near graduation), students can be required to summarize all the internships in the previous five semesters in the form of a survey report. By this kind of analysis combining the internship experience before graduation and course knowledge, they can discover problems, analyze problems and solve problems. Under the guidance of such internationalized talent objectives, higher vocational colleges can achieve the “order-style” integration of the foreign enterprises and school education, promoting the close combination of employment needs and vocational education to enhance the vocational students' employability.

5. Cultivating Approaches of Higher Vocational Colleges to Cultivate Internationalized Talents

In addition to the idea and programs, proper approaches are also needed to realize the internationalized talent cultivation. This will be discussed from four aspects.

5.1 To Equip Young Teachers with the Internationalized Vision

The core of imparting knowledge and educating people is the teacher. To cultivate internationalized students, the internationalized vision of teachers is extremely important. Therefore, higher vocational teachers should not only have real-time understanding of the internationally advanced professional theoretical knowledge and innovative scientific research, but should also keep up with the pace of the times to update their knowledge structure timely. This can be achieved through the approach of “further studying abroad”. Some vocational colleges of China attach great importance to this aspect and the number of countries involved in is up to nine. Of course, the selection of personnel should be well planned. In addition to professors and associate professors, young teachers should also be brought into the team being cultivated. Compared with teachers occupying senior posts, young teachers are generally new graduates. Even if they have several years of teaching experience, their ability of practice is very limited and they should be given some opportunities for advanced study to enhance the comprehensive ability. Therefore, they need opportunities of training and business practice more.

In view of this, comprehensive factors should be taken into account when schools determine training lists. In addition to considering teachers’ contribution to teaching and their professional titles, colleges should also take into account the long-term development of schools themselves to create opportunities for young teachers from the system. But in fact, most Chinese higher vocational colleges’ assessment of teachers include many aspects, from the implementation of the annual teaching workload to scientific research workload and even to the title evaluation. This assessment
method affects the time governance of young teachers to a certain extent, because even if they get an opportunity to have advance study, they may not have time and energy to attend. Therefore, the assessment method should also be befittingly appropriate to them.

Based on the above considerations, higher vocational colleges should proceed from the system, assessment and other aspects to enhance the overall quality of young teachers. Specifically, schools can encourage young teachers to study and accept training abroad and actively participate in various academic exchanges, constantly strengthening their internationalized educational philosophy and enhancing their education and teaching level. It is also very important to apply optimization and adjustment more reasonable in the current teacher cultivation system in higher vocational colleges.

5.2 To Build Courses with Internationalized Characteristics

Curricula of higher vocational colleges evolve from the traditional courses, which is the development trend and development process opening to the whole world. At the same time, they should take the world peace dialogue as the development goals of higher vocational education to actively build an international curriculum system and participate in construction of world curricula, achieving a high unity of goals and processes.

As discussed before, except mastering the basic operating skills, students with internationalized vision should master language knowledge, international common practices and some something else. Therefore, the internationalized curricula should also cover these elements, such as the training of foreign language communication, international theory research, development of disciplines, “subject generalization”, and so on. In the effective combination of knowledge contents, higher vocational colleges must consider with macro-thinking methods—take into account the digitization and globalization while laying stress on how to build rules for international communication. Specifically, teaching techniques, teaching means and teaching forms can be adopted to help them be in line with international standards. For example, colleges can introduce network-based teaching and small class teaching, and establish international curriculum evaluation system and standards which can participate in international comparisons. Now, some colleges have carried out related activities and cooperate with foreign national vocational education and academic examination institutions, achieving the internationalization of curriculum construction. Such courses need to be applied to countries all over the world. After the completion of the relevant courses, higher vocational students can get a diploma in line with international standards, which is equivalent to the completion of the sophomore courses of the country. Graduates can choose to obtain employment or apply for further study in other countries to get a higher degree.

5.3 To Introduce Internationalized Qualification Authentication

Qualification authentication is one of the important values of higher vocational education. Higher vocational colleges can actively introduce international professional qualification examinations to combine education with professional degree effectively, so that students can directly take part in the international qualification examination after they complete the academic education. The popularity of qualification authentication throughout the world should be attributed to that it has many advantages lacked by academic education. For instance, academic education generally focuses on theories while ignoring the practical operation, and the examination contents disconnect with actual work. The examination subject setting of qualification authentication is different, because it is closely linked with the actual work. Thus, practitioners who have obtained qualification authentication generally have higher professional judgment ability and practice ability. In contrast, practitioners with academic certificate only generally have no real ability though they have high aims. At the same time, the strict examination system of internationalized qualification promotes candidates to engage in in-depth study of professional contents. Therefore, practitioners who have passed the vocational qualification examination master professional knowledge much deeper than the ones only with academic certificate do. Moreover, the internationalized qualification examination is a unified examination and thus the evaluation criteria are relatively uniform. Compared with the academic certificates issued by higher vocational colleges of different kinds, its cultivating specifications are more standardized. If higher vocational colleges can
integrate academic education effectively with qualification authentication, they can learn from each other to cultivate students with the more comprehensive quality.

5.4 To Expand Internationalized Practice Bases

The characteristic of internationalized talents embodies in the foreign language ability, international communication ability, professional skills and other aspects. Therefore, higher vocational colleges should contact with a number of foreign enterprises and continue strengthening cooperation with diversified foreign enterprises, so as to provide students with overseas training opportunities and expand the practice base of students to countries abroad.

Therefore, when students begin to position and select their future career in the early days of their enrollment, colleges can broaden students' vision; change the existing thinking mode finding jobs in China only and actively encourage them to give comprehensive consideration to their future employment and career development from the perspective of globalization. Of course, it is far better for higher vocational colleges to cooperate with domestic foreign-funded enterprises, so that students can not only feel the international atmosphere and culture, but can also learn more advanced management knowledge and practical skills during school time. Such a foundation together with overseas internship before graduation can help students have better adaptability and gain deeper growth.

6. Conclusion

In the era featured by global economic integration development, higher vocational education must correctly cope with huge impacts brought by it and actively respond to the constantly changing employment environment. Only by seeing from a more forward-looking perspective can higher vocational colleges cultivate global talents with international vision and the operating capacity, so that they can follow the changing needs of the times. Therefore, in addition to strengthening the amendment and improvement of cultivating mode of internationalized talents under the current condition, higher vocational colleges should make full use of domestic and foreign employment market resources and properly grasp the development trend of talents globalization to catch the historic development opportunity for higher vocational colleges. At the same time, they also need to actively promote the curriculum system reform, actively enhance the comprehensive ability of their young teachers and keep in line with international demands, so as to adopt to challenges brought by the rapid development of the industry, promote the rapid development of higher vocational education and cultivate more comprehensive talents.

7. Project

Key project of the national education science of the Ministry of Education: "Study on International Approach of China's high-speed Railway Technology Talent Cultivation Mode (project number: DJA150253)

8. References

