

Exploration and Innovation of Talent Training Mode Based on International Vision

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Abstract—Setting foot on teaching practice, Beijing Vocational College of Agriculture promotes the talent training mode based on the international vision in cooperative education projects, proposes the education idea of “students-oriented”, creates a curriculum system with “professionalization and internationalization”, establishes a bilingual teaching mode of “English modularization and professional bilingual teaching,” which is worth learning.

Keywords—internationalization; talent training mode; explore; innovation

I. INTRODUCTION

The globalization of economics and the internationalization of education determine that the research on the talent training mode of the international cooperative education projects in higher vocational colleges has strong theoretical value. At the same time, it is of great practical value to renew the educational concept, reform the mode of running schools and innovate the strategy of personnel training for promoting the internationalization and sustainable development of higher vocational colleges and training a large number of excellent talents to meet the needs of social development and industries. The reform and practice in recent years have proved that the internationalization of higher vocational colleges is imperative. At present, the types and scale of international education programs in domestic vocational colleges are expanding. The colleges and universities that are successful in running international education are mainly concentrated in the economically and humanly developed regions such as Beijing, Shanghai and Zhejiang. Sixteen of the 29 vocational colleges in Beijing have launched international cooperative education programs.

Since 2006, Beijing Vocational College of Agriculture has been committed to “student-oriented” and regarded international talent training as the goal and basis of educational activities. Introducing foreign high-quality vocational education resources and advanced concept of vocational education, paying attention to the establishment of local talent training mechanism, it has realized promoting students’ ability, highlighting the module-teaching, professional bilingual teaching, dynamic teaching management and a series of other features. It innovates and practices the talent training mode based on the international vision and has cultivated a batch of international talents with strong competitiveness.

II. INNOVATING THE EDUCATIONAL CONCEPT AND GUIDING STUDENTS TO “ACHIEVE THE BEST OF THEMSELVES”

The educational concept of “student-oriented” is to emphasize “students to be the center” in the teaching process, take the improvement of students’ application ability as the goal, adopt the teaching mode centered on students’ independent development and independent learning, attach importance to educating and guiding students to know how to learn and become masters of learning [1]. The establishment of the correct educational concept has important guiding significance for colleges to renew the educational concept, reform the educational model and improve the ability of running schools, laying the foundation for the innovation of the talent training model. Throughout the teaching process, the development of students’ comprehensive abilities is emphasized through schoolwork. At school, students are encouraged to apply what they have learned and are assessed by their ability to display, apply, innovate and imagine the knowledge. Out of the school, students are guided by various kinds of activities and provided with a platform to publicize their personalities, so that they can comprehensively train and become talents in various kinds of activities [2].

Taking English teaching as an example, foreign teachers and Chinese teachers jointly form a teaching team, cooperating with each other but teaching with different focuses and different skills. At the same time, according to the changes in students’ English language ability, dynamic multi-level teaching should be implemented. Teaching contents should be prepared with students as the main body, so as to ensure the maximum improvement of students on the existing basis. In class, foreign textbooks are introduced and 15 students are taught in small classes, which provide a good English teaching environment for students and builds a new interactive teaching system. In class, teachers actively advocate good teaching methods in foreign countries, such as discussions, games, demonstrations, cases, student-led and other forms, which greatly make up for shortcomings of universities in practical teaching and students’ innovation ability training. After class, teachers actively explore ways to enhance students’ ability of using English language, and carry out various competitions, such as English movie dubbing competition and English drama competition, which have become the classic competitions of the college and are popular with students. At the same time, relying on a large number of exhibition activities in Beijing

every year, teachers actively recommend students to engage in English explanation, translation and other volunteer services, such as the 29th Beijing Olympic Games, Paralympic games, Chaoyang district CBD envoys lady day, Beijing international tourism culture festival, the 7th world congress of strawberry, Beijing science carnival and a series of other English volunteer activities. By virtue of their fluent oral English and good international competency, the students have been highly praised by organizations and experts from all over the world. They have been awarded the honorary titles of “Chaoyang district outstanding volunteer collective” and “national outstanding young volunteers” for many times. These achievements fully demonstrate the characteristics of the new international talent training mode and the excellence of international talents.

In addition, teachers also strive to create an all-English environment on campus, where teachers, teaching administrators and student administrators all speak English, and the layout of teaching sites and students’ activity areas are consistent with those of overseas partner universities. In this real interactive environment, students not only learn English as a course, but also use it as a tool habitually. Knowledge and skills eventually evolve into students’ own abilities and qualities, which promotes the teaching reform of the college and the improvement of the overall teaching quality.

III. INNOVATING THE CURRICULUM SYSTEM AND DEVELOPING THE “INTERNATIONAL AND PERSONALIZED” QUALITY CULTIVATION STRATEGY

The curriculum system is the key to the talent training mode and the whole education process. The basic scheme of the curriculum system of the international cooperative education project is designed by both China and foreign countries. The main features of the system are to retain the general courses and basic professional courses which Chinese has the advantage, and to introduce the English language teaching and major courses which are superior in foreign countries. Each program introduces courses ranging from 9 to 15 courses. The syllabus, curriculum standards and textbooks of the introduced core courses are provided by the foreign party and are strictly implemented. The rest of the courses, according to the foreign training programs and professional planning, optimize course structures, adjust the teaching contents, reasonably distribution class hours, scientifically coordinate the relationship between the language courses and specialized courses and integrate teaching content organically both at home and abroad. In this way, a professional and international curriculum system consistent with the objectives of talent training and students’ qualities can be established. These fully reflect the internationality of training objectives, the leading edge of teaching contents, the autonomy of learning methods and the interactivity of teaching process.

In order to further strengthen the cultivation of students’ quality, teachers take the cultivation of professional skills, personal quality and professional quality as the goal, and take the improvement of applied ability as the basis for evaluation. When new students enter school, they will be tested on English, vocational ability and psychological quality, and the results will be analyzed as the basis for future teaching planning and

student management. In addition, the school adopts a tracking management system to establish personal quality files for students, so that teachers can give effective guidance in the teaching process according to the characteristics and potential of each student, help students to know themselves correctly, and on this basis, cultivate and improve students’ innovation ability, and realize the free development of personality. From a comprehensive perspective, through understanding of students’ backgrounds, potential analysis and targeted teaching plans, students’ language application ability and social practice ability have been cultivated. Through the form of volunteers, communities and other activities, students have cultivated the spirit of teamwork, which has an organic combination with personalized development. According to the demand analysis of society, industry and job market, teachers cultivate students’ professional quality. The school also develops students’ English skills and international visions according to the requirements of overseas universities.

At the same time, according to the professional characteristics of international cooperation projects and the follow-up visits to previous overseas students, teachers also take “overseas study without barriers” as one of their quality training goals. This kind of barrier-free pays more attention to the barrier-free connection of knowledge system and application ability, so that students can quickly adapt to the teaching requirements of overseas colleges and universities. Through elective courses, special skill strengthening courses, lectures and other forms of targeted knowledge strengthening and learning ability training, teachers help students to get familiar with the cultural differences between China and foreign countries and differences in learning methods; the school organizes overseas study tours during the summer vacation so that students can feel the teaching methods and learning requirements of foreign colleges and universities. According to the feedback from overseas students, the course objectives are revised step by step to help students shorten the adaptation period and quickly complete the role transition. Through years of unremitting efforts, the school has embarked on a road of cultivating “international compound talents with noble qualities, broad horizons, international quality, skilled abilities and fluent languages” [1].

IV. THE INNOVATION IN TEACHING MANAGEMENT AND THE IMPLEMENTATION OF “DYNAMIC, FLEXIBLE” EVALUATION MECHANISM

In the cooperation project, the foreign provost directly participates in the teaching management, and adds foreign management elements to the management philosophy, methods and procedures [2]. For example, in terms of teaching arrangement, students’ performance in language ability and professional ability should be evaluated in stages of every 9 weeks based on the students’ ability dynamics. The teacher should write a feedback sheet on individual learning ability. The instructor should send it back to each student. The feedback list also includes teachers’ learning suggestions for each student, so that students can timely find problems and actively improve. At the same time, in the teaching process, the school always insists on taking students as the main body, flexibly adjusts the teaching focus and teaching mode

according to students' practical application skills, so as to make teaching and learning interact flexibly and closely [2]. In the case that students' English language ability is greatly different, the school implements the stratified teaching. The school chooses different teaching auxiliary materials according to the characteristics students, chooses different teaching focuses for students of different levels, achieving synchronous teaching and maintaining the mobility of layers. Again, it takes 9 weeks as a phase and adjusts stratification. Practice shows that it has significant effect on stimulating students' learning motivation and improving students' learning autonomy.

In the course assessment and evaluation mechanism, the college reform the traditional assessment scheme, pay attention to the process of evaluation, and weaken the result of evaluation. In daily teaching, teachers increase the proportion of assessment in the form of speech, report, role play, paper and discussion; Assessment content not only attaches importance to the evaluation of knowledge and skills, but also pays more attention to the evaluation of methods and attitudes. At the same time, teachers are allowed to flexibly use different assessment proportion distribution according to the characteristics of courses and teaching effects, giving teachers more autonomy. In order to further encourage students attaches great importance to the exercise and the enhancement of both the classroom study and extracurricular practice, the school educators integrate curriculum assessment with social assessment, introducing social examinations such as the TOEIC, IELTS, the international trade clerk and e-commerce engineer. In this way, these examinations are directly bound to the corresponding courses. Teachers are asked to take into account students' requirements for achieving certifications and help students achieve the knowledge and skills required. In terms of teaching arrangement, the school also tries to match the teaching to the time of the examinations, so as to realize the separation of teaching and examinations and test through social platform. In addition, in order to encourage students' enthusiasm to participate in the forensic examinations, the school has set up a number of scholarships, such as TOEIC high score scholarship. Once the students get the corresponding score, they can apply for scholarship evaluation. The school will give out the money after checking. After several years of practice, the effect is obvious. Both the students' participation and the rate of passing examinations have been greatly improved.

V. INNOVATING TEACHING MODES AND REALIZING THE TEACHING REFORM OF "ENGLISH MODULARIZATION AND SPECIALIZED BILINGUALISM"

Bilingual teaching is the characteristic and inevitable requirement of international education project. However, for higher vocational colleges, students' English foundation is not ideal when they enter the university. To cultivate their comprehensive English quality to meet the needs of different forms of bilingual teaching is a problem that must be solved when facing international education projects. In addition, one of the advantages of international cooperative programs is to cultivate students' English application ability, which is not only the teaching feature, but also the key evaluation indicator of the success of the program. It has been discussed how to

organize English teaching effectively and finally established the teaching mode of "English modularization and professional bilingualism". Among them, English modularization includes five attempts: First, the original teaching system was deconstructed to form four modules of "listening and speaking, writing, reading, grammar & vocabulary" mainly based on ability training. Also, the general goal of English teaching and the sub-goal of each module are determined. The second is to adhere to the continuity of modules, to promote teaching step by step throughout the entire academic system, and to determine the allocation of different academic hours of each module in different semesters according to the law of language learning development. The third is to clarify students' requirements for obtaining certificates of language classes in each semester, taking London trinity oral English, English AB level examination and TOEIC examination as hard indicators, which are linked to the curriculum objectives of relevant modules and required to pass at a certain rate. Fourth, the teaching teachers adopt the class system, that is, from the first grade, teachers should teach until graduation. Teachers and modules would adjust according to the actual needs of adjustment, and achieve team discussion, team teaching through the collective preparation, teaching and research activities. Fifth, two or three courses should be added in the last semester, and the courses should be divided according to different directions of students' needs such as studying abroad or getting employed, so as to improve their practical English ability and guarantee their future development. In the teaching process, the college constantly improves the curriculum standards of each module, refine the teaching knowledge points, and establish public teaching resources to ensure the steady progress of English teaching reform.

The improvement of students' English ability is to enable them to learn specialized courses with ease and ensure that the depth and breadth of specialized courses are not affected by the use of English. In the teaching of specialized courses, teachers are required to carry out bilingual teaching, but the proportion of English use can be different according to the actual situation of students, so as to achieve "step by step". Usually, the first stage is the introductory stage. Teachers mainly explain in Chinese and use English for professional terms. The key and difficult points of knowledge are analyzed in Chinese, while the classroom organization and the content that is not professional are explained in English. Courseware should be displayed in both Chinese and English and the textbook is appropriate with Chinese versions. The second stage is the stage of Sino-English mutual assistance, in which Chinese and English complement each other in class explanation, and students are required to make simple statements in English in class communication. The courseware is in English, the textbooks are mainly in English, and the reference books can be in Chinese. The third stage is dominated by English, with English as the main teaching material and Chinese as the secondary teaching material. The courseware is in English, and the textbook is in original or self-compiled English lecture notes.

VI. CONCLUSION

In running schools through many years, the research and practice of talent training mode were always taken as the basis of carrying out various educational and teaching activities. In the exploration and practice of the new mode of international education, the school has accumulated experience and deeply realized that only by unswervingly training high-quality international talents and constantly seeking and promoting the reform of education and teaching, can colleges develop the talent training of higher vocational colleges to a larger scope, a wider field and a higher level.

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