

Research and Practice Analysis on Bilingual Curriculum Construction in Chinese Vocational Colleges

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ABSTRACT

The education modernization in China calls for internationalization, integration and characterization. Based on this, this paper puts forward the research and practice analysis of the construction of bilingual curriculum driven by the comprehensive construction of Chinese high-level vocational colleges and key major clusters with Chinese characteristics.

Keywords: bilingual curriculum, practice analysis, construction approach

I. INTRODUCTION

The action plan for innovation and development of higher vocational education put forward specific tasks and measures for the international cooperation and exchange of higher vocational colleges, such as "introducing high-quality overseas resources", "supporting high-quality 'capacity' to go global" and "expanding the international influence of vocational education". In 2018, the construction of quality vocational colleges was launched nationwide. The 293 high quality vocational colleges and universities from 18 provinces in China all mentioned to improve the internationalization level of higher vocational education in their construction plans. The trend of China's higher vocational education in the "post-demonstration" era is to build a group of high-level colleges and majors with Chinese characteristics that are "inseparable from the local, recognized by the industry and capable of international exchanges", export Chinese programs and form a world standard. With the development of cooperative education in vocational colleges and the frequent exchange activities with foreign countries, the opportunities for students to study and exchange abroad are increasing day by day, and the number of foreign students is increasing with stability.

To sum up, the construction of high-quality bilingual curriculum is an inevitable growth pole faced by high-level vocational colleges, and it is the realistic means to expand the international influence of vocational education from China. The construction of high-quality bilingual curriculum is the teaching reform direction of the high-level vocational colleges with Chinese characteristics facing the world. It is also a way to meet the needs of local development, train the applied candidates who apply advanced technology and methods who are familiar with the rules of international economics.

The construction and research of bilingual curriculum in vocational colleges is to follow the top-level design and adapt to the market demand, which is also the inevitable outcome of the internationalization export of China's higher vocational education in the new era.

II. CURRENT SITUATION ANALYSIS

The following problems exist in bilingual curriculums in the context of the construction of high-level vocational colleges and key majors with Chinese characteristics:

A. Unclear definition and status of bilingual international curriculums in major cluster

The essence of bilingual international curriculum teaching should be the teaching of vocational college's professional skills. In the teaching process, language is not the main teaching content, but a tool to promote the progress of vocational college's professional skills.

B. Lack of bilingual international teaching resources for effective learning

With reference to the actual situation of higher vocational colleges' international curriculums, it is found that the number of available bilingual resources is small, which is difficult to meet the demand of bilingual international curriculums in higher vocational colleges.

C. Teachers of bilingual international curriculums lag behind the demand

The development of bilingual international curriculums is faced with certain difficulties in terms of teachers: if specialized curriculums are taught by teachers, vocational college's knowledge can meet the requirements, and language problems exist; However, if

the teacher is chosen from among the language teachers, there is a problem in the vocational college's level.

Based on this, this paper puts forward the research and practice analysis of the construction of bilingual curriculum driven by the comprehensive construction of Chinese high-level vocational colleges and key major clusters with Chinese characteristics.

III. LITERATURE REVIEW

Yang Guotao (2018) at present, scholars in China have summarized the basic connotation of bilingual education from numerous research results at home and abroad, that is, to teach subjects in at least two languages, so as to master at least two languages and subject knowledge and achieve the purpose of bilingual education. And bilingual teaching is defined as: in the school environment, bilingual teachers, will be in addition to native language (mother tongue) of one or more of the second language (Foreign language), as a teaching language for all or part of the teaching of non-language subjects, in order to achieve interdisciplinary training target, training bilingual talents at the same time, the purpose of promoting academic development. There are abundant research achievements on bilingual education in China, but most of them are in the field of applied linguistics, while few are in the field of vocational college's bilingual education combined with the actual discipline. Among them, Gui Shichun (1997), a well-known linguistics expert, believes that "the relationship between the first language and the second language is an eternal theme. In the process of bilingual teaching that focuses on the acquisition of foreign language knowledge and skills, Chinese teachers and students consciously or unconsciously compare foreign language with native language, which is also the natural and normal cognitive psychology of foreign language learners, and can at least deepen the memory of the foreign language they have learned. In addition, the comparison between Chinese and foreign languages is a common method of foreign language acquisition, and the translation is inseparable from the comparison between Chinese and foreign languages, which is the active use of this method. Through the role of translation bridge, the knowledge carried by Chinese and foreign languages is interrelated and can be exchanged for each other, which is easier to stimulate students' cognitive curiosity, and also shows the positive transfer of mother tongue in the process of learning foreign languages. Yang Guogang (2018) therefore, the essence of bilingual education in China is to take mother tongue or proficient language and target language as the language carrier, and to transfer knowledge in the process of two-way communication between the two languages. This model has credibility. In the implementation, bilingual education in China is also feasible. Learning new things by means of familiar things is in full accordance with students' cognitive

habits and learning and memory rules. It is also a strategy of learner identification. The interaction and transformation between mother tongue (proficient language) and target language are inevitable. Bilingual education is more efficient in implanting subject knowledge through the carrier of two languages, and expanding the conversion opportunities between mother tongue and target language is conducive to improving the acquisition efficiency of target language and achieving teaching objectives. Yang Guotao (2018) made the following comparative analysis on the characteristics of bilingual teaching at home and abroad: the emphasis of bilingual teaching curriculum design is different at home and abroad. The foreign bilingual teaching mode is based on the overall bilingual teaching of the whole school, which mainly refers to the bilingual curriculums. The proportion of foreign language in the whole curriculum and the whole language is divided into different modes according to different proportions and purposes. The domestic bilingual teaching mode is mainly for a specific curriculum, is a curriculum in the use of foreign language and Chinese proportion is different to form a different teaching mode. The objectives of bilingual teaching are different at home and abroad. The goal of the foreign bilingual teaching model is to enable students to master the target language, so as to assimilate immigrants and minority students. The goal of the teaching model design in China is to make students master the subject knowledge, improve their foreign language level, master both Chinese and foreign languages, and become bilingual talents. The implementation effect of bilingual curriculum is different at home and abroad. Foreign bilingual teaching mode started very early; the development is more mature. Bilingual teaching, which is being explored in higher education in China, generally refers to the teaching and learning of various vocational college's subjects in the classroom in both Chinese and foreign languages (usually English).

IV. CONSTRUCTION APPROACH AND PRACTICE ANALYSIS

A. *Using English language curriculums to link vocational college's professional curriculums with each other and laying the foundation of bilingual international curriculums*

Bilingual curriculum should choose subjects with strong international commonality as the starting point and set up scientifically and systematically. This paper lists the business circulation major cluster, including Logistics Management Major, International Trade Major, E-commerce Major. Through the language curriculums of each major, the basic skills curriculums and core professional skills curriculums of each major are connected to achieve the effect of language

intensification, and the curriculums in the major cluster are organically combined into a close and logical "chain" to consolidate and optimize the export-oriented "trade circulation" vocational college's talent training curriculum system, laying a foundation for the construction and development of bilingual curriculums.

B. Defining the concept of bilingual international curriculum, and formulating teaching objectives, teaching models and evaluation system

Bilingual international curriculum teaching uses languages (usually English and Chinese) as a tool, vocational college's skill teaching as the core from the nature of the curriculum, it is "knowledge + skills + language" vocational college's extension curriculum; From the perspective of curriculum function, it is a skill-based and practical curriculum. From the perspective of curriculum task, it is advanced from the basic skills curriculums of the major to the core professional skills curriculums of the major. From the perspective of the curriculum content, it is from the field of business application of business English to the field of business circulation.

Bilingual international curriculum teaching objectives can be divided into three categories: vocational college's knowledge objectives, vocational college's professional skills objectives and bilingual ability objectives. Bilingual curriculums adopt action-oriented teaching mode and formative evaluation index system.

C. Building a bilingual curriculum cluster

Select curriculums with strong international commonality as bilingual curriculums, such as Cross-Border E-commerce, International Trade Practice and International Marketing.

D. Building a bilingual curriculum resource base

1) *Bilingual curriculum construction resources:* It mainly includes: curriculum setting, curriculum design, teaching content, teaching methods, formative evaluation index system, teaching team, practical teaching, teaching resources, curriculum development, vocational qualification certification and other modules.

2) *Bilingual curriculum teaching resources:* The focus is to build an international teaching resource base based on Internet technology. It includes: school-based textbooks and practical training instructions, digital textbook resources, reference websites, curriculum plans, curriculum modules, PPT teaching resources, multimedia curriculum ware, problem sets, enterprise teaching cases, micro-curriculums, online and offline mixed learning resources package, online open curriculums, etc.

3) *Social service resources:* Including vocational qualification certification training resources for international education.

E. Establishing a bilingual teaching team

Establish bilingual background, overseas returnees and local teachers as the teaching team. At the same time of raising the proportion of "vocational teachers with professional certification and bilingual proficiency" teachers, we should train "bilingual and professional ability" teachers. Through the backbone teachers plan for overseas studies abroad program and bilingual teachers, training can output vocational college's standards in China, can also integrate the international vocational college's standards of "bilingual double can" teachers, the teachers can conduct vocational college's teaching, guiding students training practice, also can use the tool of language itself, specific industries docking, work situation, job tasks.

V. CONCLUSION

Constructing on bilingual international curriculums in higher vocational colleges facilitates curriculum learners acquire required professional knowledge and skills. Through developing the bilingual international curriculum standards, school-based teaching materials, evaluation system and bilingual curriculum teaching resources suitable for trade circulation major cluster in higher vocational colleges and students can compete on the world contest (such as. International Freight Forwarder competition), National Vocational Skills Competition "Internet + International Trade", National Vocational Skills Competition "Customs Affairs Skills" and get a breakthrough success in these project are the probable positive outcome of curriculum construction, and finally achieve the oath of vocational education "cultivating the excellent talents, promote cultural exchanges, and service the modernization of the country".

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