

Study on the Construction and Reform of Off-campus Practice Base for Burmese Language Major Under the Guidance of Innovation and Entrepreneurship

Taking the Construction of Off-campus Practice Bases of Colleges and Universities in Yunnan Province as an Example

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ABSTRACT

Professional practice, an important organic component of higher education, is an important link to improve students' comprehensive quality and cultivate their creative spirit. It lays a solid foundation for students to successfully step into the society, integrate into the society and contribute to the society. It is an important part of the teaching system and curriculum system of innovation and entrepreneurship. Combined with the existing problems in the construction of off-campus practice bases for Burmese language majors under the new situation, this paper analyzes the current situation and difficulties in the construction of off-campus practice bases for Burmese language majors, and discusses the reform ideas, so as to provide reference for the construction of off-campus practice bases for Burmese language majors in colleges and universities.

Keywords: *Innovation and entrepreneurship, Burmese, Internship practice base, Reform.*

1. INTRODUCTION

The practice base, as an important place for college students to train their practical ability and cultivate their professional qualities, is an important way for colleges and universities to cultivate international compound talents, which helps promote the practice inside and outside the school and cultivate innovative talents. At present, the high-quality development of "One Belt and One Road" highlights the rigid demand for high-end composite Burmese language talents with broad vision, proficient language, familiar culture and strong specialty. Its teaching content, teaching methods and assessment system are difficult to meet the requirements of innovative and entrepreneurial talent training. Therefore, it is urgent to reform the construction of the Burmese language professional practice base.

2. THE STATUS QUO OF THE CONSTRUCTION OF THE BURMESE PROFESSIONAL PRACTICE BASE UNDER THE GUIDANCE OF INNOVATION AND ENTREPRENEURSHIP

As of August 2019, Yunnan Province is the province with the largest number of Burmese majors in Chinese colleges and universities, with 14 schools, accounting for 56% of the total. Since 2013, major universities in Yunnan Province have intensified the reform of the talent training model, and the degree of internationalization of the training of Burmese language talents has also become higher and higher. Among the 14 colleges and universities in Yunnan Province that offer Burmese language majors, 71.4% of the schools (10) adopt the "3+1" training model. For example: Yunnan Normal University adopts the

"2+1+1" talent training model. "2" refers to the basic professional courses and key curriculum that students of minor language majors have studied in China in the first two years, as well as some elective courses set by schools and colleges; "1" refers to the fact that junior students take minor language courses in Myanmar sister colleges and universities, complete

professional internships to strengthen practical teaching. According to the regulations of this professional talent training program, students will have a professional internship for 2 weeks and an internship for 4 weeks in the second semester of the junior year (sixth semester abroad) and write a survey report. ("Table 1")

Table 1. List of internships for Burmese language majors in Yunnan Province

No.	Name	The time of the establishment of Burmese language major	Training model	Internship outside China	Internship inside China	Internship base outside China	Internship base inside China
1	Yunnan Minzu University	1993	3+1	Yes	Yes	No	Yes
2	Yunnan University	1993 (Initial) 2013 (Re-run)	3+1	Yes	No	Yes	No
3	Dianxi Normal University of Science and Technology	2003	3+1	No	Yes	No	Yes
4	Xishuangbanna Vocational and Technical Institute	2005	2+1	Yes	Yes	No	No
5	Baoshan University	2009	3+1	No	Yes	No	Yes
6	Dehong Teachers' College	2009	2+1	No	Yes	No	Yes
7	Yunnan Vocational College of Judicial Police	2010	2+1	No	No	No	No
8	Yunnan Normal University	2011	2+1+1	Yes	Yes	Yes	Yes
9	Yuxi Normal University	2011	3+1	Yes	No	No	No
10	Honghe University	2012	1+3	Yes	Yes	Yes	Yes
11	Yunnan University of Finance and Economics	2016	3+1	Yes	No	No	No
12	Dali University	2017	3+1	Yes	Yes	Yes	Yes
13	Pu'er University	2018	3+1	No	Yes	No	Yes
14	Yunnan Agricultural University	2020	3+1	No	No	Yes	No

2.1 Status Quo of Construction of Practice Bases Outside China

Internship outside China is an important way to train students to innovative talents with cross-cultural communication skills and international competitiveness, which promotes the international development of Burmese language majors. The establishment of practice bases outside China is in line with the development strategy of China's "One Belt and One Road", and contributes to the realization of people-to-people bonds under the cultural exchange of the people of China and Myanmar and the establishment of a community with a shared future for mankind. Students can experience the real overseas life with the help of the foreign practice base, put the theoretical knowledge into practice in the "second classroom", improve students'

professional level and international cultural communication ability, and lay a foundation for future employment.

At present, among the 14 universities offering Burmese majors in Yunnan Province, 8 of them, accounting for 57%, include overseas internship in their talent training programs. Five universities have foreign practice bases, accounting for 36 percent. ("Figure 1" and "Figure 2")

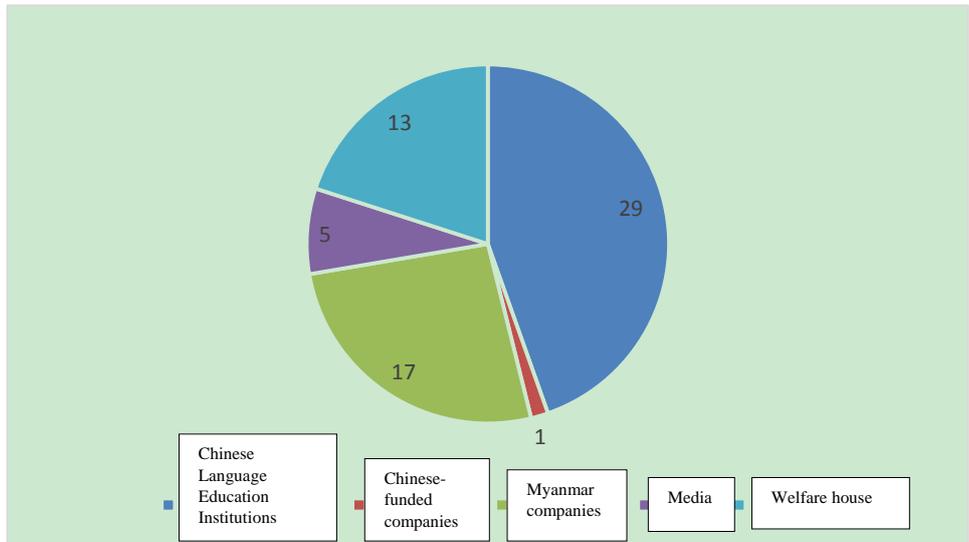


Figure 1 Types of overseas practice bases for 65 Burmese students majoring in 2016 at Yunnan Normal University.

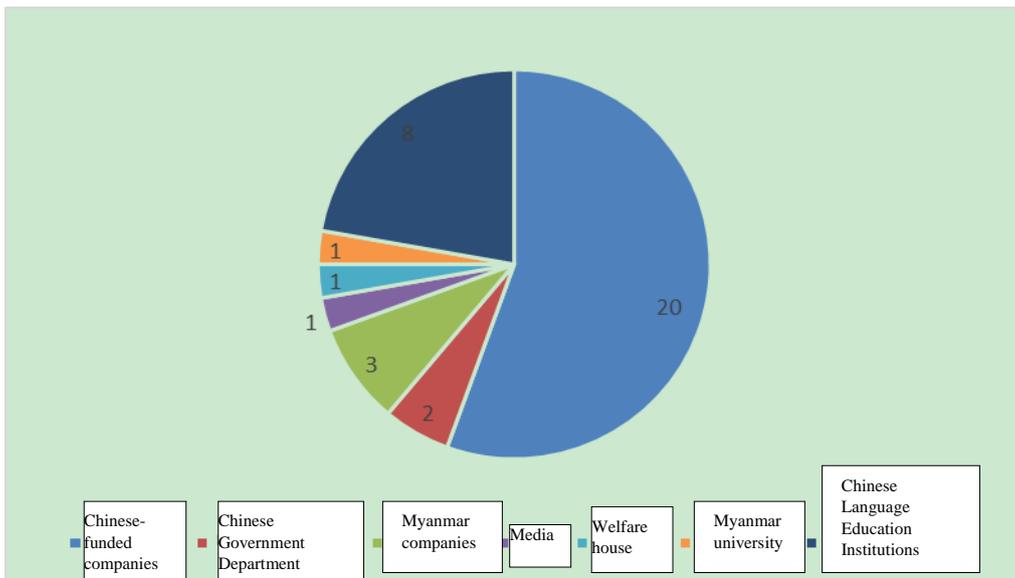


Figure 2 Types of overseas internship bases for 36 Burmese students majoring in Yunnan Normal University in 2015.

2.1.1 Difficulties in the Construction of Practice Bases Outside China

- Most companies in Myanmar are unwilling to accept intern trainees considering commercial secrets, unit benefits, and safety in production, thus the poor participation. Even if some units are willing to accept it, they do not care about the quality and effect of students' internship because of the small number, the desire to obtain cheap labor, and the inconformity between students' internship contents and their majors. China's

large and medium-sized enterprises and public institutions lay off personnel in the reform, resulting in a serious squeeze on the internship space.

- The college students majoring in Burmese in Yunnan were practicing in Myanmar during the summer vacation. During this period, most enterprises and schools in Myanmar will be closed for the Burmese New Year, leading to a sharp decrease in internship opportunities for students. According to a survey of nearly 130 overseas internship locations of Yunnan Normal University,

Yunnan University, and Yunnan Minzu University in 2016, students are mainly concentrated in Mandalay Nabal Star Chinese Training School, Mandalay Welfare Institute, Yangon Fuxing Confucius Classroom, and Myanmar "Golden Phoenix" Chinese newspaper and other training institutions related to Chinese teaching. Some of these institutions are private institutions.

- The current students are basically the only children born in the 90s or even the 20s. The students have weak hands-on and social skills and various psychological problems in their overseas study life, which directly affect the quality of students' internship practice.
- Students lack trust in the internship base, lack a sense of belonging during the internship, perfunctory and hastily complete the internship task.
- Due to the inconvenient transportation in Myanmar's cities, there are potential safety hazards in student travel; the strict management of holiday dormitories makes life and work inconvenient for students.

2.2 The Status Quo of Practice Base Construction Inside China

The Burmese language practice base inside China is far from the simple order-oriented training of vocational education, and must take "win-win and two-way choice" as the basic guideline, and establish a long-term mechanism for students to apply what they have learned and obtain implicit employment. The selected practice base must have strong foreign language compatibility and strong operability for students. Currently, there are 14 colleges and universities in Yunnan Province that offer Burmese language majors, and 9 colleges and universities have domestic internship links in their talent training programs, accounting for 64%; 8 colleges and universities have domestic internship bases, accounting for 57%.

2.2.1 Difficulties in the Construction of Practice Bases Inside China

- There is a serious shortage of "dual teachers" in colleges and universities. Most of them lack the background of enterprises and institutions and have no working experience in enterprises and institutions, so they cannot effectively guide students. The instructor does not pay attention to the whole practice

work process and does not give systematic theoretical guidance to the students.

- Most colleges and universities do not have unified management methods for the establishment, operation, management, and evaluation of internship practice bases. There is a laissez-faire type of management, which restricts the standardized construction and long-term development of the base.
- Colleges and universities lack effective communication with established practice bases, and have failed to reform the practice mode in a timely manner according to the school's own characteristics and changes in the situation.
- The universities in the province lack effective communication and resource sharing; for example, Yunnan Minzu University, Yunnan Normal University, and Dianxi Normal University of Science and Technology all have 5 or more practice bases inside China, and Baoshan University also has 3. Most of the bases involve units with sufficient training conditions, such as the Foreign Affairs Office, Overseas Chinese Affairs Office, Public Security Bureau, and Translation Company. However, resources have not been shared among major universities for the time being, and the base only accepts college students who have signed the agreement.
- The number of students enrolled in Burmese language majors in universities in Yunnan Province has been increasing year by year, and the practical space for internships has been squeezed; the improvement of Burmese language skills of non-professional students has eroded the internship space of professional students.
- Similar training models have caused the illusion of saturation of the Burmese professional job market.
- There is blindness and profit-seeking in student internship.

3. REFORM THINKING OF PRACTICE TEACHING FOR INNOVATION AND ENTREPRENEURSHIP

3.1 School-enterprise Joint Construction of Internship Practice Base Outside China

When students choose an internship unit overseas, they mainly consider safety factors and time factors.

Most of them choose units with Chinese or overseas Chinese. It is best to arrange the internship time during the holidays (end of March-early June). Data shows that most of students graduating in 2016 from Yunnan Normal University and Yunnan Minzu University choose Chinese schools run by local Chinese and overseas Chinese chambers of commerce, associations, Chinese temples, Buddhist temples and other social organizations as their internship units. Therefore, strengthening cooperation between universities and private teaching institutions in Myanmar in the construction of practice bases is an innovative cooperation model that is not only feasible but also of great significance. The advantage of these non-governmental organizations is that there is a Chinese group full of enthusiasm to promote Chinese and Chinese culture, and the organization can flexibly adjust the teaching plan and teaching content. Different Chinese colleges and universities have their own talent training programs, with their own internship time and internship requirements. Because it is the Burmese New Year, most companies in Myanmar have long holidays, and very few companies can accept students. At this time, private organizations in Myanmar can provide internship sites for Chinese students to form a four-party cooperation model of "school in China-business in China-enterprise in Myanmar-school in Myanmar", which can achieve a win-win situation for all parties.

3.2 Creating a "Dual Teachers" Internship and Training Faculty Team

The establishment of a relatively stable, professional and qualified innovation and entrepreneurship instructor team can effectively ensure the development of practical teaching activities and improve the quality of innovation and entrepreneurship practical teaching and talent training. In response to the development requirements of the national Burmese language teachers, universities can establish special talent introduction standards and introduce them on demand. The requirements for professional titles and academic qualifications can be appropriately reduced, focusing on the requirements for innovation and entrepreneurship experience and achievement transformation capabilities. Special trainings are organized in various colleges and universities to provide teachers with opportunities for international exchanges and in-depth corporate practice, establish a long-term mechanism of "mutual help" to improve the overall level of instructors' professional skills in innovation and entrepreneurship and practical guidance. At present, college teachers

majoring in Burmese language are often seconded to Myanmar embassies, consulates, major state-owned enterprises in Myanmar and other departments. During their stay abroad, the teachers not only consolidated their language skills and knowledge, but also got familiar with the culture of Myanmar and had a deep understanding of Myanmar's economic and social trends. This has an efficient and timely guiding significance for the internship guidance of innovation and entrepreneurship. Higher education institutions can establish an employment system for part-time teachers outside the school according to their geographic characteristics, and flexibly introduce instructors who are in line with the development of Myanmar language professional internship practice.

3.3 Adhering to the Diversified Development, Carrying out Deep Cooperation Among School and Government, and School and Enterprise

Schools and colleges must adhere to the strategy of diversified development when choosing internship and practice bases, rather than choosing only well-known enterprises. In comparison, counterpart government agencies and some special institutions have broader internship space. Yunnan Normal University, combined with its own geographical location, strengthened the connection with the local public security department, and signed an agreement with the No. 1 Prison of Yunnan Province to establish the Southeast Asian Language Translation Teaching Practice Base. Through the internship, the students give full play to their professional advantages to serve the special masses of the society, and truly achieve the application of what they have learned. Over the past year, a total of more than 200 students have undertaken translation for family meetings, phone calls for family members, and letter translation. Dianxi Normal University of Science and Technology has signed the internship practice base agreement with the Foreign Affairs Office of Lincang City, Overseas Chinese Affairs Office of Lincang Municipal Government, Public Security Bureau of Zhenkang County, Management Committee of Lincang Border Economic Cooperation Zone and other government departments. Baoshan University has signed internship base agreements with enterprises such as Baoshan Xinghua Trading Co., Ltd and Tengchong Huoshan Rehai Investment Co., Ltd. Dehong Normal College has signed an internship base agreement with Dehong Media Group, Ruili Huiyang Labor Service and Ruili Yada Translation Company. By giving full play to their language

advantages, the students have not only made a certain contribution to the language services that serve the economic and social development of border areas, the country and local areas, but also promote the national "One Belt And One Road" strategy. Moreover, it has greatly promoted the students' social practice ability and the social status and influence of colleges and universities, and laid a foundation for the employment of students.

3.4 Increasing Investment in the Construction of Practice Bases on Campus

Due to the shortage of off-campus practice base, practice opportunities and force majeure factors (the class of 2020 and 2021 Myanmar language major students were affected by the novel coronavirus epidemic and failed to study abroad), the construction of on-campus practice base is imminent. First of all, the ideological and political role of the campus practice base must be utilized to guide students to establish a correct view of employment and career, and the investment of funds and teachers should also be invested to actively guide government enterprises to intervene in the campus base construction. The development space of the "second classroom" in the school should be explored, and the role of professional tutorial system should be given full play through activities such as "Burman Corner" and "Southeast Asian Culture Salon" by means of "collaborative teaching with clear objectives, collaborative learning with special features, collaborative management with institutionalization and consolidation".

3.5 Establishing a Benign Feedback Mechanism to Improve the Management Level of the Practice Base

On the basis of the cooperation between the school and the government, the school and the enterprise, a positive feedback mechanism should be established, so as to realize the mutual improvement of the management level of the practice base and promote the positive development of the practice base. After collecting students' internship report and work summary every year, the school should convene the responsible teaching leaders of the school and the teachers of the teaching and research section for timely discussion, fully grasp the working process and effect of students' internship, and feedback the teaching suggestions and opinions to the government or enterprise practice base. Each college should hold seminars on the construction of the practice base

regularly, and invite the person in charge of the practice base and the specific practice instructor to attend the seminar. Under the principle of "cooperation, sharing and mutual benefit", the college should make joint efforts to improve the teaching quality of students' practice and improve the management level of the base.

3.6 Establishing an "Innovative" Internship Assessment and Evaluation Mechanism

Innovation and entrepreneurship education has been used as an evaluation index system for college education and teaching. Therefore, as an important organic part of higher education, practice teaching must dare to reform the traditional assessment and evaluation system, break through the assessment boundaries between theoretical teaching and practical teaching, specialty setting boundaries, school status, and so on, and establish an assessment and evaluation mechanism aiming at the cultivation of innovative and entrepreneurial talents.

For example, the assessment boundary between theory and practice teaching should be broken, and the connection between theory course credits and practice credits should be realized. Students' innovative practice achievements such as papers, patents, research and development products, and papers in cooperation with their supervisors during their undergraduate years can serve as the corresponding theoretical course scores and credits. The breaking of the limit of student status assessment means that the credits of internship practice can be exchanged among colleges and universities in Yunnan Province. According to the principle of proximity, students can choose the internship bases of Yunnan University, Yunnan Normal University, Baoshan University, Dehong Normal College and other colleges and universities to practice, and each college will recognize the internship practice credits of students from different colleges and universities. Unity, tension, loose and orderly innovation and entrepreneurship practice teaching atmosphere should be established to reduce unnecessary trace management. Emphasis on assessing daily data should be banned and emphasis should be placed on results instead. A flexible student status management system should be implemented to allow students to suspend their schooling and devote themselves to the specific work of innovation and entrepreneurship practice according to the internship situation.

3.7 Promoting the Revision of the Training Plan for Burmese Language Professionals

In order to serve the local economic and social transformation and development, universities in Yunnan Province should focus on training Burmese language professionals based on the "One Belt And One Road" initiative and the upgrading of China-ASEAN Free Trade Area. The people they train should have a solid professional foundation, strong practical ability and high comprehensive quality. In addition, they can spread Chinese views, have a world perspective, have strong intercultural communication ability, broad international vision, innovation consciousness, in order to serve the infrastructure construction of Southeast Asia and other countries, China-Myanmar import and export trade, tourism and other exchanges and cooperation. As for the curriculum system, traditional concepts and professional barriers should be broken and employment-oriented. They should not only master the basic theories and skills of listening, speaking, reading, writing and translating Burmese, but also be familiar with religion, law, politics, business, Chinese teaching and other knowledge. As for specialty characteristics cultivation, regional characteristics should be combined to serve the needs of local economic and social transformation and development. For example, Yunnan Normal University can focus on the training of students majoring in Burmese who have the ability of international Chinese language education by combining with its teachers. Dehong Teachers College and West Yunnan Normal College of Science and Technology focus on training students majoring in Burmese who understand the knowledge of import and export trade between China and Myanmar and guide business. Yunnan University focuses on cultivating students majoring in the Burmese language who have a broad international perspective and are capable of studying the international relations between China and Myanmar.

Colleges and universities in Yunnan Province should follow the ideas of "resource integration, optimal allocation, exerting advantages and coordinated development" to achieve overall planning and all-round development of Burmese language majors at all levels of education. The courses that can meet the needs of local social, economic and cultural development and can further expand and safeguard national interests should be added timely. According to the new situation changes, the training plan for Burmese language majors has been revised to improve the curriculum standards and

carry out differentiated development. On the basis of laying a solid foundation for the basic skills of Burmese language major, colleges and universities should be employment-oriented, pay attention to the cultivation of students' innovation ability, and comprehensively improve the social practice ability and employment competitiveness of Burmese language major students in Yunnan universities.

4. CONCLUSION

Practice teaching is an important part of innovation and entrepreneurship education curriculum system. To cultivate talent, the importance of innovation entrepreneurship should be manifested in the national strategy, and the opportunity of deepening the system reform of colleges and universities should be used to strengthen the top-level design. Besides, the relationship between current and long-term, local and overall, temporary and permanent employment for the training of innovative and entrepreneurial talents in Burmese language majors should be coordinated, so as to strengthen the construction of the practice base inside and outside China. Colleges and universities should give full play to their function of cultivating innovative and entrepreneurial talents, and further implement the national innovation-driven development strategy. In practice, relevant experience can be summarized, innovated and explored to effectively improve the quality of practice teaching, and constantly adapt to the needs of the new situation for the cultivation of Burmese language talents.

AUTHORS' CONTRIBUTIONS

Lifeng Wang wrote the manuscript, and Zhiyuan Ren contributed to revising and editing.

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