

Study on the Implementation Path of “Chinese + Vocational Education” for RCEP Member Countries

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Abstract: With the deepening of economic cooperation among RCEP countries, the importance of Chinese language as a communication tool is becoming more and more obvious. “Chinese language + vocational education” has become a hot issue in international Chinese language education in recent years. Vocational colleges and universities should pay attention to the combination of socio-technical changes, technological advances and traditional Chinese language education when carrying out Chinese language education, and continuously improve the ability of “Chinese language + vocational education”. This paper analyses the background of the emergence of “Chinese language + vocational education”, explores the main problems faced by “Chinese language + vocational education” in RCEP member countries, and then researches the implementation paths, aiming to promote the effective integration and development of Chinese language education and vocational education in RCEP member countries. The aim is to promote the effective integration and development of Chinese language education and vocational education in RCEP member countries.

Keywords: international Chinese language education; RCEP member countries; Chinese language + vocational education; implementation paths.

Introduction

With the deepening of economic cooperation among RCEP countries and the increasing participation of vocational education in the “going out” of Chinese enterprises, Chinese language has become more and more important as a communication tool. “Chinese language + vocational education” plays a crucial role in improving the quality and effect of talent exchange and economic cooperation among RCEP countries, and “Chinese language + vocational education” for RCEP member countries has become an important new field of international Chinese language education. Therefore, teachers need to design the teaching content scientifically, and on the basis of traditional general Chinese language teaching, innovate the teaching concept, content and mode according to the needs of the society, so as to find and solve the problems of “Chinese + Vocational Education”, so that the learners can gain more accurate teaching guidance and improve the overall quality of Chinese language education.

1. Background to the emergence of “Chinese language + vocational education”

With the development of China’s economy and the improvement of its international status, Chinese enterprises are going global, and there is more and more co-operation between China and RCEP member countries in various industries. At present, Chinese enterprises are investing more and more in RCEP countries. With the continuous expansion of international trade, the demand for high-quality, internationalised vocational and technical talents is also increasing, and many enterprises need talents with language ability, professional knowledge and technical ability. Vocational education has a great responsibility to provide professional talents and technical support for economic development. Such social demand has driven the development of “Chinese + vocational education” in international Chinese language education, and the importance of combining vocational skills education with Chinese language teaching has been widely recognized. Therefore, how to cultivate high-quality talents with professional skills and Chinese language ability at the same time is a new situation facing international Chinese language education.

2. Problems with “Chinese language + vocational education” for RCEP member countries

“Chinese language + vocational education” is a new area of international Chinese language education, and a new education model that integrates international language education and vocational education, which is quite different from general Chinese language teaching in terms of teaching content and teaching methods, and faces problems such as cross-linguistic, cross-cultural, cross-professional and cross-in-

dustry issues. At the macro level, there are three main problems: the lack of demand research and top-level design, the lack of complete special-purpose teaching materials, and the lack of “dual-teacher” teachers and related training systems.

2.1 Lack of demand research and top-level design

The concept of “Chinese + Vocational Education” was put forward at the International Conference on Chinese Language Education in 2019, and in 2021, the Centre for Sino-Foreign Language Exchange and Cooperation of the Ministry of Education issued the document “Action Plan for the Construction of Teaching Resources for “Chinese + Vocational Skills” (2021-2025)”. In 2021, the Centre for Sino-Foreign Language Exchange and Cooperation of the Ministry of Education issued the document “Action Plan for Teaching Resource Construction of “Chinese + Vocational Skills” (2021-2025)”, which vigorously promotes “Chinese + Vocational Education”, and the development of this model has a bright future. At present, some results have been achieved in this field of practice-based research, but most of them are based on the theoretical interpretation of a single discipline or the summary of research in different regions and countries, neglecting the construction of the theoretical system of “Chinese language + vocational education” as an organic unity, especially the connotation of the definition of the need for further deepening.[1] There is a lack of scientific and clear top-level design for “Chinese language + vocational education”, and no research has been carried out on the needs of the detailed fields, how to combine the daily communicative nature of language teaching with the professional practicality of vocational education, and how to formulate the system of curriculum standards and teaching materials, There is a lack of scientific argumentation on how to combine daily communication in language teaching with professional practice in vocational education, and how to formulate the curriculum standard system, teaching material system, teaching mode and teacher training. In addition, the political and economic conditions and the foundation of Chinese language education in RCEP member countries are different, which is also a realistic problem in front of researchers.

2.2 Lack of complete special-purpose teaching materials

Chinese language education in RCEP member countries has an increasing demand for special-purpose Chinese language teaching materials, coupled with the differences between enterprises and occupations, the demand has become more and more specific, and the vocabulary structure and writing style of traditional general Chinese language teaching materials can no longer meet the actual needs of vocational Chinese language education. Among the existing special-purpose Chinese language teaching materials, the number of business Chinese language teaching materials is the largest, and their development is also relatively perfect. Other special-purpose teaching materials, such as those for science and technology, aviation, finance, engineering, transport, medical care, etc., are not well developed and lack competency standards and guiding syllabi. In the existing vocational Chinese language textbooks, the writers mainly design the vocabulary, grammatical points and intersection tasks through their own experience, lacking scientific guidance and planning, and the level of proficiency varies.

2.3 Lack of training for “dual-teacher” teachers and related training systems

In the development of “Chinese language + vocational education”, the shortage of teachers is also a real problem. The teaching of Chinese for special purposes requires “dual-teacher” teachers, who not only need to have the ability to teach general Chinese, but also need to have the knowledge and skills to teach the relevant speciality, which is a relatively high demand on both knowledge and ability of teachers. Unlike teaching Chinese as a foreign language at home, teaching overseas also requires higher bilingual teaching ability. The diversification of the requirements for teachers’ knowledge structure has led to the lack of professional teachers at this stage. At the same time, a teacher training system focusing on “Chinese language + vocational education” has not yet been formed, and there is no complete training for new teachers or transformation and upgrading of existing teachers.

3. Implementation path of “Chinese language + vocational education” for RCEP member

Smooth language communication can greatly improve communication efficiency and set an important foundation for promoting the integration and development of international Chinese language education and vocational education in RCEP member countries, to promote

inter-country economic cooperation, mutual benefit and win-win situation, and to strengthen the theoretical exploration and practical research of “Chinese language + vocational education”, which can be attempted in the following aspects.

3.1 Adequate research and top-level planning for “Chinese language + vocational education”.

In order to develop a highly applicable overall plan for “Chinese language+vocational education”, there is a need to strengthen cooperation with vocational education management and teaching institutions in RCEP member countries, fully investigate their demand for Chinese language in the field of vocational education, and then introduce professional standards, curriculum standards and teaching resources with international influence to solve the contradiction between the urgent need for integration and the preliminary research on the theory and practice of the existing “Chinese+vocational education” model, thereby creating a general environment for cultivating learners who are “able to learn Chinese” and “understand technology”.

3.2 Keeping in view the needs, developing specialised teaching materials for “Chinese + Vocational Education”.

To promote “Chinese language + vocational education”, it is necessary to strengthen the research and development of special-purpose Chinese language teaching materials. We should closely follow the needs of RCEP member countries for Chinese language education and the characteristics of students, and develop specialised teaching materials with strong relevance and high applicability, taking into account the rules of language teaching and the needs of jobs in Chinese language. Form a teaching materials development team with the participation of language teachers and industry teachers, and organically combine the specific skills and work scenarios required by the industry with the learning and practice of Chinese language knowledge points, as well as the testing and evaluation of Chinese language knowledge points. Make full use of modern information technology and take into account the basic conditions of RCEP member countries to develop multi-level specialised Chinese language teaching materials.

3.3 Multi-party collaboration to build a sustainable and diversified “dual-teacher” teacher training mechanism

The “dual-teacher” model requires teachers to be able to teach professional knowledge as well as to have corresponding professional and technical titles and practical abilities, so as to meet the needs of “Chinese + vocational education” for RCEP countries, and to play a positive role in the development of students’ theoretical knowledge and practical abilities. This will play a positive role in cultivating students’ theoretical knowledge and practical ability. The source of “dual-teacher” teachers can be considered from three aspects. On the one hand, Chinese teachers in China should be trained in professional knowledge and skills; on the other hand, Chinese teachers with vocational skills should be trained in Chinese language teaching ability; and on the third hand, local vocational teachers overseas should be trained in Chinese language and Chinese language teaching ability. In terms of job requirements, appropriate job standards are set according to the actual situation of professional requirements, curriculum and job duties. To establish professional teaching teams, each school should formulate its own teaching team building programme according to its own actual situation, and build a “dual-teacher” teaching team combining professional and part-time teachers through multi-party collaboration. The construction of professional teaching team is regarded as an important part of the teaching quality project and long-term development planning. Strengthen the training and management of teachers, encourage teachers to actively participate in training, master the teaching requirements of the information technology era, and better carry out “Chinese + vocational education”.

Conclusion

“Chinese + Vocational Education” is an inevitable path for the internationalisation of vocational education in China and an important direction for international Chinese education, which is of great significance for improving the cultivation of industrial skilled talents in RCEP member countries and solving the localised talent demand of Chinese enterprises for overseas development, and it is a brand-new attempt to improve the internationalisation of the Chinese language. By improving the top-level design, researching and developing special Chinese teaching materials, training professional teachers and other measures, the effectiveness and quality of “Chinese + Vocational Education” can

be improved, and it can provide strong support for the exchange of talents and economic cooperation among RCEP countries.

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