

Exploration of the "Chinese+Vocational Skills" Training Model for International Students in Vocational Colleges from the Perspective of a Community with a Shared Future for Humanity

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Abstract: Currently, vocational colleges have generally carried out teaching Chinese as a foreign language related to Chinese education, while actively exploring the "Chinese+vocational skills" talent cultivation model. However, in practical application, there are still problems with the single teaching mode, lack of targeted teaching content, and insufficient cultivation of professional abilities in the cultivation of international students in vocational colleges. This article analyzes the cultivation of international students in vocational colleges through a questionnaire survey, identifies the main influencing factors of talent cultivation mode, and then designs the "Chinese+vocational skills" cultivation mode for international students in vocational colleges based on the concept of a community with a shared future for mankind and the main influencing factors. Practice has proven that this model can improve the teaching mode, enhance students' interest in learning, and enhance their Chinese language proficiency, with a maximum score improvement of 73 points in the Chinese proficiency exam (Level 1).

1. Introduction

The concept of a community with a shared future for mankind is a global governance concept. As an important component of the Chinese characteristic social attention ideology, it also puts forward new requirements for the training of international students in universities, and provides new opportunities for the training of international students in universities. Vocational colleges must actively adapt to the requirements of a community with a shared future for mankind, guided by the concept of a community with a shared future for mankind, conduct in-depth analysis of the current problems in the cultivation of Chinese and vocational skills for international students in vocational colleges, and propose effective countermeasures [1]. From the current situation, the Chinese proficiency of international students in vocational colleges varies, and there are some problems in the cultivation of "Chinese+vocational skills". Many international students do not attach importance to and invest in learning Chinese, resulting in a low enthusiasm for learning Chinese after enrollment. Some international students have a good foundation in Chinese but are not interested in

vocational skills, which lead to them being unable to accurately grasp the vocational skills required for their positions during employment. There are also some international students who, although interested in learning Chinese, lack the correct learning methods and a positive learning attitude [2-3].

Based on the above situation, this article takes Civil Aviation University of China as an example to investigate and analyze the problems in the cultivation of "Chinese+vocational skills" for international students in vocational colleges. In order to understand the needs and expectations of international students for the cultivation of "Chinese+vocational skills", as well as their real thoughts and demands in Chinese learning, vocational skills cultivation, and employment, this article mainly includes an understanding of the current "Chinese+vocational skills" cultivation mode in vocational colleges and a survey of the current situation and development needs of international students in Chinese learning.

2. Related Work

In recent years, with the development of China's economy and society and the enhancement of its international influence, economic and trade exchanges between China and countries around the world have become increasingly frequent. Chinese language learning and vocational skills training have gradually become important contents for international students studying in China. Some scholars have also conducted research on the training mode of vocational college students. Bound J's research points out that international student play an increasingly important role in the US higher education system, and explore the driving forces behind this phenomenon and its potential impact on education and the economy [4]. Xiaoyan Z's research examined the current situation of international students in vocational education in China and analyzed their characteristics. At the same time, he revealed the problems that vocational colleges face in cultivating international students, such as a relatively single teaching mode, lack of targeted teaching content, and insufficient cultivation of professional abilities [5]. Peng Q's research mentioned the experience of promoting Chinese language and culture in higher education in Indonesia. These insights can provide reference for the Chinese education and cultural adaptation of international students in vocational colleges [6].

This article takes into account the innovation of teaching modes, the pertinence of teaching content, and the effectiveness of vocational ability cultivation. It explores the influencing factors of "Chinese+vocational skills" cultivation for international students in vocational colleges and designs a new training mode.

3. Influencing Factors on the Cultivation of "Chinese+Vocational Skills" in Vocational Colleges

3.1 Current Situation of Talent Cultivation in Vocational Colleges

At present, the "Chinese+Vocational Skills" training model for international students in vocational colleges mainly adopts forms such as classroom teaching, case teaching, scenario simulation, and project training [7]. The teaching content is relatively single, and the cultivation of professional abilities for international students is insufficient. Classroom teaching mainly focuses on teaching basic knowledge such as Chinese grammar rules and vocabulary, with a focus on language skills teaching. Case teaching and scenario simulation are mainly taught by teachers in the classroom, and students learn independently by reading cases or watching videos. Project training mainly involves conducting practical operations based on the actual production tasks of the enterprise, and students complete actual work tasks through simulation training. Although different

forms of teaching can to some extent stimulate international students' interest in learning and improve their practical skills, in specific practice, the teaching mode is too single, lacking specificity and attractiveness, making it difficult to meet the vocational skills training needs of international students in vocational colleges. In the cultivation of "Chinese+vocational skills" for international students in vocational colleges, the teaching content mostly focuses on basic knowledge and cultural skills related to Chinese, such as Chinese fundamentals, Chinese character writing, Chinese speaking, cultural knowledge, etc. In practice, it has been found that although some vocational colleges also incorporate vocational skills training into their teaching system, the curriculum design, textbook selection, teaching methods, and other aspects often cannot effectively reflect the needs of vocational ability cultivation, and the teaching content lacks matching with vocational ability cultivation. From the current vocational skills training programs offered by higher vocational colleges, most of the course content designs are unscientific and unreasonable, making it difficult to meet the professional needs of international students. There is a certain gap between the course content mainly focused on dialogue and oral expression in Chinese oral courses and the actual needs of international students; In Chinese culture courses, the teaching content mainly focuses on traditional Chinese cultural knowledge, which differs significantly from the living culture of international students [8-9].

3.2 Variable Design

This article is based on the attitude behavior scenario theory, and divides the factors that affect the talent cultivation of "Chinese+vocational skills" in vocational colleges into internal factors and external factors [10]. Internal factors include teacher qualifications, teaching resources, student quality, and curriculum design. External factors include four aspects: social demand, industry standards, policy environment, and technological development. This article takes the above influencing factors as independent variables and student satisfaction and vocational skill level as dependent variables. The measurement standards for each element of internal factors are selected according to the weights in Table 1 in this article.

Table 1: Weights of internal influencing factors

Internal factors	Specific factors	Weight ratio	Total proportion
Teacher qualifications	Expertise	30%	30%
	Teaching method	40%	
	Teaching attitude	30%	
Education resources	Textbook	40%	30%
	Laboratory equipment	40%	
	Teaching platform	20%	
Student attitude	Basic knowledge	20%	20%
	Learning attitude	40%	
	Learning ability	40%	
Course design	Scientific	50%	20%
	Forward-looking	50%	

Through the weight design in Table 1, this article can calculate and process the collected data. In addition, this article applies the independent and dependent variables to the binary logistics model, uses maximum likelihood estimation iteration for data processing, and then analyzes the degree of influence of the independent variables on the dependent variable [11].

3.3 Data Collection

This article can collect data through questionnaire collection. In terms of questionnaire design, a total of 200 questionnaires were distributed in this survey, of which 193 were valid. In terms of survey subjects, this survey is mainly aimed at international students (including international students) and some graduates, with a total of 200 questionnaires distributed. Among the collected questionnaires, 94 were male and 99 were female. In order to understand the needs and expectations of international students for the cultivation of "Chinese+vocational skills", as well as their real thoughts and demands in Chinese learning, vocational skills cultivation, and employment, this article mainly includes an understanding of the current "Chinese+vocational skills" cultivation mode in vocational colleges and a survey of the current situation and development needs of international students in Chinese learning.

3.4 Regression Results

This article uses SPSS software to conduct regression analysis on the influencing factors of talent cultivation in vocational colleges, and the results are shown in Table 2:

Table 2: Analysis of Logistic Regression Results

Variable	Student satisfaction			Vocational skill level		
	Coefficient	Significance	Exp(b)	Coefficient	Significance	Exp(b)
Teacher qualifications	0.083	0.044*	1.033	0.081	0.009**	0.088
Education resources	1.412	0.027*	0.274	0.026	0.026*	1.213
Student attitude	1.014	0.736	0.016	0.011	0.092	1.892
Course design	0.046	0.013*	0.029	0.389	0.014*	2.332
Social needs	1.235	0.625	0.368	1.267	0.006**	0.081
Industry standard	-0.134	0.154	3.288	-0.216	0.045*	0.003
Policy environment	0.058	0.069	2.954	1.233	0.364	5.329
Technological development	1.172	0.043*	0.896	0.978	0.218	3.189

Note: ** and * represent significance levels of 1% and 5%, respectively.

From Table 2, it can be seen that the values of teacher qualifications, teaching resources, curriculum design, and technological development in terms of student satisfaction are all less than 5%, indicating that these factors have a significant impact on student satisfaction. It can also be found that the values of teacher qualifications and social needs in vocational skill levels are less than 1%. Teacher qualifications and social needs have a significant impact on the level of professional skills. And teaching resources, curriculum design, and industry standards have also shown significant differences in vocational skill levels. This means that students consider the quality of course content and structure, as well as the learning materials and equipment provided by the school, as well as industry standards guiding teaching direction, to be important factors affecting their skill learning and mastery. These factors may directly affect students' practical abilities, understanding of theoretical knowledge, and preparation for their future career.

4. Construction of the "Chinese+Vocational Skills" Training Model for International Students in Vocational Colleges

4.1 Construction of Training Mode

Based on the above analysis of influencing factors, this article constructs a "Chinese+vocational skills" training model for international students in vocational colleges. The "Chinese+Vocational Skills" training model designed in this article for vocational colleges is shown in Figure 1:



Figure 1: "Chinese+Vocational Skills" Training Model in Vocational Colleges

According to the analysis of the survey questionnaire, in the process of talent cultivation, the "Chinese+Vocational Skills" training model is mainly driven by social demand, and should be guided by market demand, with the improvement of students' vocational abilities as the fundamental starting point. In response to the current situation and existing problems in the training of international students in vocational colleges, combined with the concept of a community with a shared future for mankind, the "Chinese+vocational skills" training mode for international students in vocational colleges is designed. The main content includes the curriculum system should be guided by the improvement of vocational abilities. It sets up a curriculum system based on the actual needs of students and the direction of vocational ability improvement, achieving alignment between professional settings and market demand, alignment between curriculum standards and vocational standards, alignment between teaching and work processes, and alignment between academic certificates and vocational qualification certificates. With the development of internet technology, international students have access to more diverse information during their learning process. Therefore, it is necessary to strengthen the construction of teaching resources, develop Chinese education software, MOOCs and other educational resources for international students, and at the same time, strengthen the construction of the teaching staff to build an international teaching team with a reasonable structure, excellent skills, and a combination of full-time and part-time teaching. The model designed in this article focuses on curriculum and teaching reform, constructing a three-level curriculum system including Chinese language courses, professional courses, and school enterprise cooperation courses, and constructing a blended online and offline teaching model.

4.2 Implementation Path of the "Chinese+Vocational Skills" Training Model

China's vocational education has entered a new stage of development. In an environment where policy benefits, opportunities, and challenges coexist, vocational colleges should seize opportunities, deepen reforms, accelerate the construction of a high-quality vocational education system, and

promote the high-quality development of vocational education. However, there are still many difficulties and problems in the implementation of the "Chinese+vocational skills" training model for international students. The most important issue among them is how to handle the relationship between the cultivation of "Chinese+vocational skills" and the cultivation of "Chinese+majors". In terms of Chinese language courses, this article mainly focuses on the reform of professional course teaching using traditional Chinese culture, folk culture, and other carriers. In terms of professional courses, teaching reform is mainly based on professional job standards. In terms of school enterprise cooperation courses, the main approach is to promote school enterprise cooperation by jointly building practical teaching bases with enterprises.

4.3 Implementation Effect

For the evaluation of the implementation effect of the mode designed in this article, this article can evaluate the learning situation of students using this mode for learning and the extent of improvement in their Chinese proficiency before and after. 100 international students from Civil Aviation University of China were selected to participate in the experiment. It collects data on student participation in classroom learning, average learning frequency, and learning enthusiasm. In terms of improving Chinese proficiency, this article tests students' Chinese proficiency through the Hanyu Shuping Kaoshi (HSK) (Level 1) and records relevant data, with a maximum score of 200. This article collected and conducted statistical analysis on the learning situation data of students, as shown in Figure 2:

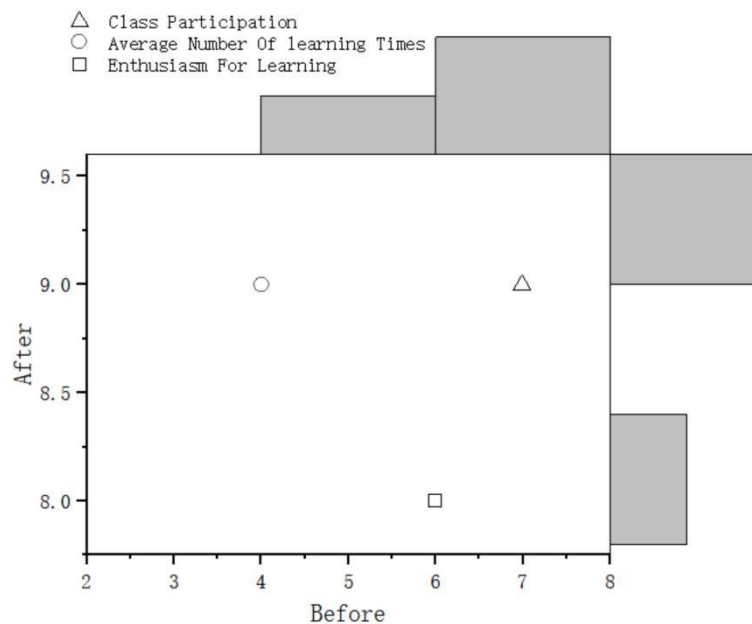


Figure 2: Learning situation

From Figure 2, it can be seen that in terms of classroom participation, average learning frequency, and learning enthusiasm, the application of the talent cultivation model designed in this article has led to a certain improvement in student motivation. Specifically, in terms of classroom participation, after applying the training mode designed in this article, classroom participation increased from 7 times a week to 9 times a week, with a more significant improvement in average learning frequency, from 4 times a week to 9 times a week. In addition, in terms of learning enthusiasm, with a total enthusiasm rating of 10, the average learning enthusiasm increased from 6 to 8. The above data indicates that the "Chinese+Vocational Skills" talent training model designed in this article has a

significant effect on enhancing the learning enthusiasm of international students in vocational colleges. The talent cultivation model designed in this article is more in line with the needs and expectations of students, making them feel more fulfilled and fulfilled. The data on the improvement of students' Chinese proficiency before and after is shown in Figure 3:

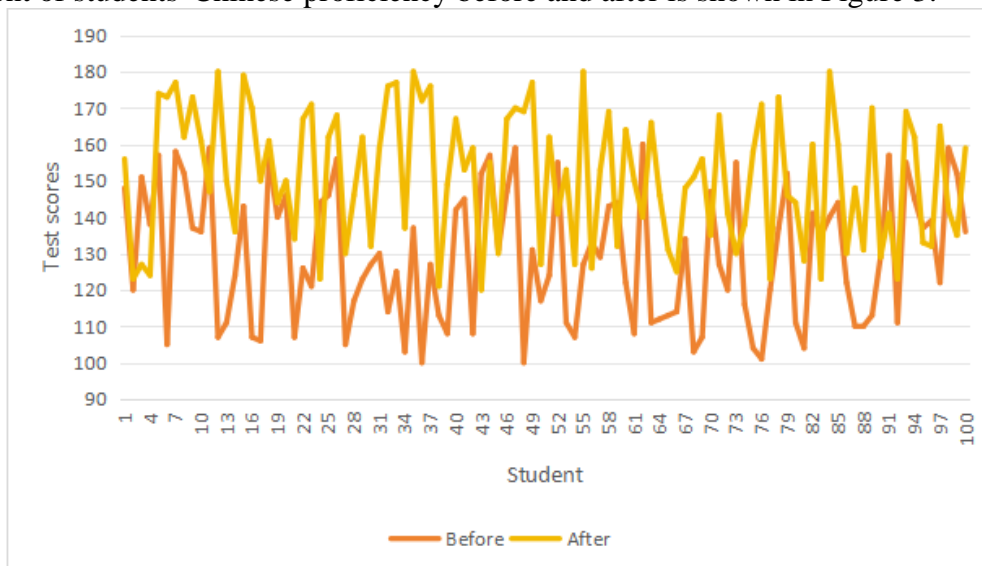


Figure 3: Student Chinese proficiency

From Figure 3, it can be seen that students have significantly improved their Chinese proficiency after applying the talent cultivation model designed in this article. Overall, their Chinese proficiency after application is higher than before. This indicates that the model has effectively promoted the improvement of students' Chinese learning ability to a certain extent, with the highest Chinese proficiency improvement score reaching 73 points. However, there are also cases of a decrease in Chinese proficiency after application, which may be due to the new model increasing the learning burden on students, resulting in poor learning outcomes. Some students may not adapt well to the new learning mode and need more time to adjust their learning methods and pace. In order to accurately assess the effectiveness, future research can conduct in-depth analysis of the decline in Chinese proficiency and continuously collect feedback from students for optimization and adjustment.

5. Conclusions

This article finds through research on the influencing factors of talent cultivation in vocational colleges that teacher qualifications, teaching resources, curriculum design, technological development, social needs, and industry standards all have a significant impact. In response to these factors, a "Chinese+vocational skills" training model is designed. Through data analysis of the application of the training mode, it was found that the talent training mode designed in this article can significantly enhance students' learning enthusiasm and improve their Chinese proficiency. However, there are also some cases where the Chinese proficiency of individual students has decreased. Future work should continue to focus on how to further optimize talent cultivation models, reduce the learning burden on students, continuously collect student feedback, and continuously adjust and improve teaching strategies and training programs.

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