

A Research on the Construction of an International Talent Training Curriculum System for Economics and Management Majors in Higher Vocational Colleges Under the “One Belt, One Road” Initiative

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Abstract: The internationalization of higher vocational education has become a new normal with the development of economic globalization. It has brought new opportunities for the economic development of countries along the route and has provided new ideas for the internationalization of vocational colleges under “One Belt, One Road” initiative. Curriculum internationalization is not only an important part of education internationalization, but also the key to raising the quality of talent training. Taking Hunan’s vocational colleges as examples, this study explores the construction of the curriculum system for international talent training under the “One Belt, One Road” initiative.

Keywords: One Belt, One Road; Higher vocational colleges; Economics and Management major; International talent training; Curriculum research

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1. Introduction

With the development of economic globalization, educational internationalization has become a trend of educational development. The “One Belt, One Road” initiative has not only put forward new requirements for the internationalization of higher vocational education, but also provided opportunities for it. An important question that educators in higher vocational colleges must think about is how to grasp the opportunity and promote their own development in higher vocational colleges. The internationalization of curriculum is an important part of education internationalization. The countries along the “One Belt, One Road” should be developed to improve the quality of talent training.

2. Literature review

Education internationalization is a topic of interest in educational research. The research on this topic is extremely rich, and its focus is mainly on three aspects. First, the evaluation and motivation of curriculum internationalization have been sought out theoretically by researchers, and various countermeasures have been proposed. Shan Chunyan analyzed the elements and motivation of graduate curriculum internationalization and proposed that it should be evaluated from six aspects: the internationalization of curriculum concept, the internationalization of curriculum content, the internationalization of curriculum implementation, the internationalization of curriculum cooperation, the internationalization of curriculum

management, and the internationalization of curriculum evaluation ^[1]. Second, researchers have also explored the practice of curriculum internationalization of certain majors, analyzed the existing problems, and proposed corresponding strategies. For example, Bian Maohong and several other researchers analyzed the necessity of internationalization of experimental diagnostics for foreign students and proposed several strategies ^[2]. Third, researchers have discussed the experience of countries in curriculum internationalization. In a study, Li Wenwen and two others shared Singapore's experience in the internationalization of higher education courses ^[3]. All these studies provide valuable experience for the construction of the curriculum system for the cultivation of international economics and management talents. Compared with educational internationalization, the research on "curriculum internationalization" is still in its infancy, especially on the internationalization of economics and management majors under the "One Belt, One Road" initiative ^[4]. However, some higher vocational colleges have already embarked on the journey of curriculum internationalization. Therefore, according to the work practice, this paper proposes several suggestions for the construction of the curriculum system for the international talent training of Economic and Management majors.

3. The strategies of constructing an international talent training curriculum system for economics and management majors

The countries along the "Belt and Road" are in urgent need of international talents majoring in economics and management. therefore, how to construct a curriculum system suitable for international talents is the key issue faced by higher vocational colleges, which largely affects the training of international talents in economics and management majors.

3.1. Ensure that the curriculum construction is in line with international standards in response to the "One Belt, One Road" initiative

The construction of an international talent training curriculum system for economics and management majors is a two-way exchange activity, in which "bringing in" and "going out" are equally important.

(1) "Bringing in"

Advanced curriculum standards, teaching materials, teaching videos, and other curriculum resources from foreign economics and management majors are directly introduced and used as educational resources. Although foreign advanced teaching methods and teaching models should be introduced to improve the quality of classroom teaching, it may be important to consider that foreign talent training modes and experiences may not adapt to local situations upon introduction. Therefore, higher vocational colleges should innovate the introduced training modes and experiences, in order to promote their adaptability to learning situations.

(2) "Going out"

First of all, higher vocational colleges should expand exchanges and cooperation with countries along the "One Belt, One Road" as well as explore and establish a new vocational education mode that is compatible with "Made in China" products that are "going out." With the participation in the first phase of the "One Belt, One Road" project, more teaching materials and cases for international talent training in economics and management specialty should be provided, while deepening mutual understanding with international enterprises, so as to create an educational brand with global influence. Secondly, the professional standards and curriculum standards that meet the international needs should be transmitted and recognized by other countries, so as to enhance the international influence of higher vocational colleges. Thirdly, students majoring in economics and management should actively participate in international vocational skills competitions and improve their professional quality through these competitions. Finally, colleges should build a platform for teachers to guide students in practicing and

carrying out voluntary services in foreign enterprises, which will help economics and management students enhance their international communication and professional skills in an international working environment.

3.2. Build a “four-in-one” international curriculum system

Based on relevant experience, the international curriculum of economics and management specialty should be set in a systematic and modular manner, which can be divided into four systems; namely, language ability training system, professional and technical training system, practical operation training system, and cultural exchange training system.

3.2.1. Language ability training system

An increasing number of countries have established good cooperative relations with China under the “One Belt, One Road” initiative. As the common language used in international economic exchanges, English is a necessary communication tool for international talent training. Therefore, it is imperative to improve students’ English listening, speaking, reading, and writing skills, especially those who are majoring in economics and management, in order to meet the needs of international cooperation and exchange. According to a survey, in terms of the common language used in teaching, economics and management majors in Hunan’s higher vocational colleges mainly offer basic English courses; other professional courses are rarely taught in English. Moreover, although the majority of students have been taught English in primary and secondary schools and have acceptable reading and writing skills, their listening and speaking skills are poor. Therefore, higher vocational colleges need to strengthen the training of students’ English and other international common languages, add relevant language courses, and vigorously improve students’ language skills. For Economic and Management majors, English language courses can be first set up with four different modules, which include listening, speaking, reading, and writing. Based on the learning status of students, each module is assigned certain class hours for teaching and examination. Those who fail will resit until they pass the examination. Especially for oral English, the goal is to enable each student to hold conversations with others in English. Secondly, for some professional courses, teachers should strive to teach in English, create a better language learning and communication environment for students, as well as vigorously improve their English listening and speaking skills. Thirdly, English competitions and other activities should be frequently carried out to create a favorable English learning environment and enhance students’ consciousness and initiative in learning English.

3.2.2. Professional and technical training system

With the implementation of “One Belt, One Road,” the demand for economics and management talents is increasing. In order to cultivate high-quality professional and technical economics and management talents, reform and innovation in the arrangement of professional and technical courses are mandatory. According to the requirements of international talents, economics and management majors should set up suitable curriculum modules, including professional basic course module, professional core course module, and innovation and entrepreneurship course module.

The professional basic course module should include courses in management, economics, statistics, basic accounting, human resource management, professional ethics and legal basis, computer application, and others. Setting up these professional basic courses is conducive to enhancing students’ understanding and mastery of basic knowledge and skills that economic and management professional technicians should have, so as to lay a foundation for them to engage in relevant industries.

The professional core course module should be set according to specific majors, and the knowledge learned from these professional core courses should vary among different courses. For example, the core

courses of accounting major are mainly conference practice, financial management, tax practice, and so on, while the core courses of marketing major include marketing, market research, network marketing, consumer behavior, business negotiation, and so on. The professional core course module is mainly to help students understand the core technology of their major and train them to have the professional skills to engage in relevant posts.

The innovation and entrepreneurship course module should include relevant characteristic courses according to the actual situation of the major to cultivate students' innovative spirit and entrepreneurial ability and meet the needs of characteristic talent training. For example, tourism management offers relevant courses, such as the foundation of innovation and entrepreneurship, rural tourism development and management, tourism catering collocation, and so on. Enterprise managers and technical experts from relevant industries should be invited to give lectures under the innovation and entrepreneurship course, so as to meet the needs of social development and international talent training.

3.2.3. Practical ability training system

In addition to professional theoretical knowledge, having sufficient practical ability is the key to determining the quality of talent training in vocational education. Therefore, in order to meet the needs of international talent training, higher vocational colleges must strengthen the training of students' practical ability and cultivate students' professional quality. First of all, schools should improve and optimize the practical ability training mechanism and system, mandate the participation of students in social activities, such as countryside volunteering service activities, with a certain class hour every year, and include their performance during these activities in their student file. Given a poor performance, their graduation shall be affected. Secondly, the school should set up comprehensive vocational skills training courses, carry out special training and assessment on the core vocational skills of economics and management majors, and encourage students to obtain vocational qualification certificates as well as use their winter and summer holidays to gain experience by attaching to enterprises on a yearly basis, so as to cultivate students' social adaptability and vocational skills.

3.2.4. Cultural exchange ability training system

Cultural differences are important factors affecting international exchanges. At present, most higher vocational colleges focus on cultivating students' professional ability; they rarely emphasize on the cultivation of students' cultural exchange quality. Therefore, higher vocational colleges should strengthen the cultivation of students' quality and ability in regard to this to meet the needs of internationalization. Courses in this field can be offered in the form of compulsory courses and elective courses. Compulsory courses mainly include psychology, communication skills, cross-cultural communication, situation and policy, comprehensive quality development, and so on. Elective courses can be set up according to students' personalized needs, such as lectures and eloquence, as well as the cultures and customs of countries all around the world, so as to expand students' knowledge and enable them to appreciate the cultural differences in a diverse world. The training of cultural exchange ability should be combined with the construction of campus culture. By organizing oral English competitions, speech competitions, debate competitions, international cultural lectures, and other activities, they will help improve students' cultural exchange ability.

3.3. Build an exchange platform to improve the international literacy of teachers and students

The internationalization of curriculum is inseparable from students' and teachers' international literacy. Higher vocational colleges should build a multi-level and multi-channel communication platform to promote the development of teachers' and students' international literacy. Firstly, higher vocational

colleges should build a mechanism of mutual visits and credit recognition between teachers and students to provide policy guarantee for the improvement of their international literacy. Secondly, higher vocational colleges should also attempt to sign relevant cooperation projects with countries along the line to provide an international platform for the improvement of teachers' and students' international literacy. Thirdly, they should increase financial support to provide suitable conditions for international exchanges between teachers and students. The "One Belt, One Road" initiative is to encourage outstanding teachers and students to learn advanced teaching methods and gain experience in the "along the route" countries, as well as provide rewards and support for teachers and students who have obtained international qualifications and raised their academic qualifications abroad, in order to create favorable conditions for curriculum internationalization.

4. Conclusion

Education internationalization is not only the key to improving the quality and the upgrading of higher vocational education, but also an important starting point for schools to build vocational education brands. The curriculum construction of economics and management majors should be in line with international standards, in order to respond to the "One Belt, One Road" initiative and the strategy of "bringing in" and "going out." The four-in-one international curriculum system, which includes language training, professional skills, practical ability, and cultural exchange ability, has been established, along with the platform for international learning and exchange, so as to cultivate high-quality international professionals.

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