

# Research on Internationalisation Development Path of Chinese Higher Vocational Universities

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**Abstract:** In today's century of accelerated evolution of changes, openness and cooperation are the key elements to promote educational change and innovation in the new era. Since June 2020, the Chinese government has successively issued and published guiding documents at the national level, such as Opinions on Accelerating and Expanding the Opening of Education to the World in the New Era, Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023), and Opinions on Promoting the High-Quality Development of Modern Vocational Education, which have pointed out the direction and path of internationalisation development of vocational education across the country. In this paper, we will explain the outstanding problems and common problems in international exchange and cooperation of higher vocational colleges, and put forward some suggestions for the internationalisation development of higher vocational colleges based on the guiding documents on opening up of education and the background of the national "Double-High Plan".

**Keywords:** International Exchange and Cooperation; Double-High Plan; International Development; Development Path.

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## 1. Introduction

The opening up of education to the outside world is a distinctive feature of education modernisation and an important driving force, and it is necessary to take Xi Jinping's thought of socialism with Chinese characteristics in the new era as a guide, and actively promote vocational colleges and universities to cooperate with enterprises to "go out", collaborate in the running of schools, and develop together [1]. In the report of the 20th National Congress of the Communist Party of China, it is emphasized and deployed to "promote high-level opening up to the outside world", insisting on giving priority to the development of education, adhering to the high-level opening up to the outside world, and building a strong education nation. inevitable trend of rapid development, but also a necessary means of national competitiveness. In this context, it is of great significance to study the acceleration of the process of promoting the internationalisation of higher vocational colleges and universities, and actively explore the ways of carrying out national exchanges and cooperation in higher vocational colleges and universities [2].

## 2. Outstanding Problems of International Exchange and Cooperation in Higher Vocational Colleges and Universities

### 2.1. The Institutional Mechanism Needs to Be Improved

Due to China's north and south, east and west regions in the economy, culture, education and other areas of development level imbalance, coupled with the various types of vocational colleges and universities of the competent departments, historical origins, industry background and other differences, China's higher vocational education to take the road of internationalisation started late, the leadership is not enough attention, the international exchanges and cooperation work to carry out the lack of professionals, coupled with the

international situation in recent years, uncertainty, leading to higher vocational colleges and universities in the international exchanges and cooperation work to carry out the lack of initiative. Cooperation work carried out in the lack of initiative, a strong sense of the overall situation, the lack of macro-strategic planning, the role played by the provincial education authorities in the field of international exchanges and cooperation in the one-sided guidance rather than a substantial breakthrough in the role played by different higher vocational colleges and universities in the internationalisation of the school system system and its related supporting system is not sound enough, the mindset of the internationalisation of the school is not open enough, distinctive internationalisation of the school construction infrastructure is relatively backward, the results of international exchanges and cooperation is not outstanding. The results of international exchange and cooperation are not outstanding [3].

### 2.2. Strengthening Professional Team Building Through International Exchange and Cooperation

The professional team here includes two aspects, on the one hand, refers to the administrative staff responsible for the work of international exchange and cooperation in higher vocational schools, and on the other hand, refers to the professional team of teachers needed to carry out international projects [4]. The administrative staff should have good political sensitivity and international vision, be familiar with and master the education policies of China and other countries, ensure the effective implementation of the relevant national policies, and ensure full familiarity with the education policies of the relevant cooperation countries. However, the foreign affairs work of higher vocational colleges and universities fails to get the attention of local governments and relevant departments, and the foreign affairs departments of many higher vocational colleges and universities are co-located with other administrative departments, mostly depending on the Party and Government Office, Foreign Languages College, and Academic Affairs Department, etc., and the implementation of the institutional establishment,

staffing and personnel training is not in place, and they have not really built up a foreign affairs work team. The level of foreign affairs teachers, professional level, service level, foreign language level and comprehensive quality of some higher vocational colleges and universities need to be further improved.

### **2.3. Failure of International Exchange and Cooperation to "Go Global"**

At present, China has become the world's third destination country for study abroad education [5]. However, China's higher vocational education started relatively late, the development is not mature enough, compared with the vocational colleges and universities in Western developed countries, most of the higher vocational colleges and universities at this stage are still mainly to friendly cooperation institutions for the export of cooperation institutions are mostly study abroad intermediaries to build bridges, the students will be transported to the cooperation institutions of the institutions of the counterparts of the institutions to carry out the mutual recognition of credits, each other's leadership visits, training, etc., a lot of colleges and universities to carry out the international programme The degree of homogenisation is high, generally a foreign university and a large number of equivalent institutions of higher education signed a cooperation agreement, and did not combine their own professional characteristics of the institution to carry out relevant international cooperation work. International exchanges and co-operation stays in the surface phenomenon of ushering in and out of the relevant news [6]. Comparatively speaking, higher vocational colleges and universities every year "go out" of exchange students or study abroad students are very few. Higher vocational colleges and universities are in a state of stopping the work of accepting international students from China.

### **2.4. Insufficient Attention of Leaders and Low Awareness of Exploitation**

At present, only in China's "double colleges and universities" project units, international projects are carried out smoothly and fruitful, for example, the higher vocational colleges and universities under the banner of China Nonferrous Metals, along with the strategy of enterprises to go out, its international exchanges and co-operation in the international exchanges and co-operation, and walked out of a characteristic route, for example, the Silver Mining Vocational Technical College, Guangdong Construction Vocational College, Hunan Nonferrous Metals Vocational Technical College and other colleges and universities. For example, Baiyin Institute of Mining Technology, Guangdong Institute of Construction Vocational Technology, Hunan Institute of Non-ferrous Metal Vocational Technology and other colleges and universities have taken a special route in the construction of overseas "Luban Workshop" and the enrollment and cultivation of international students. Other higher vocational colleges and universities have been at a standstill in terms of internationalisation. With the introduction of the policy of cultivation and construction of provincial "double-high" schools, many higher vocational colleges and universities, in order to enter the provincial double-high schools and universities, have to meet the requirements of the documents and carry out the work related to international exchanges and co-operation passively, but due to the lack of professional staff and the lack of familiarity with

international business, the leaders of the schools are not familiar with the international business. Unfamiliar with the international business, resulting in passive, all international cooperation only stays one-sided in order to achieve the relevant accreditation conditions, and did not combine the school's professional reality and the actual situation of the win-win strategy of going out to carry out international exchanges and cooperation, resulting in the development of internationalisation has been in a passive state [7].

## **3. The Development Path of International Exchange and Cooperation in the Context of the "Double-High Programme"**

### **3.1. Comprehensively Deepen the Connotation Construction of Education Internationalisation**

Focusing on improving the institutional mechanism, enhance the international exchange and cooperation capacity of higher vocational colleges and universities [8]. On the one hand, the establishment of independent organisations adapted to international exchanges and cooperation, and the improvement of the institutional system for the operation of institutions, so that the operation procedures of international exchanges and cooperation are standardised and institutionalised. On the other hand, relying on foreign institutions that have established friendly relations, in-depth introduction of domestic benchmark institutions and developed countries of international exchanges and cooperation in vocational education concepts and management models, and actively expanding new institutions, combined with the practical development of practical cooperation, revise and improve the system of foreign affairs work, enhance the capacity of foreign affairs management work, improve the level of foreign affairs services, and enhance the international exchanges and cooperation of higher vocational colleges and universities. Effectiveness. Continuously deepen the connotation construction of international exchanges and co-operation of higher vocational colleges and universities, and lay a firm foundation for the next step of international exchanges and co-operation.

Taking team construction as the core, strengthen the professionalisation of the administrative team of higher vocational colleges and universities, and select professionals with internationalisation background to join the administrative team of international exchanges and cooperation [9]. At the same time, it should also strengthen the macro-planning for the internationalisation of education, clarify the goal of the internationalisation of the faculty, and establish concrete and implementable initiatives. Specifically, on the one hand, select and cultivate professional administrators with an international perspective, study abroad experience, and familiarity with the educational policies of various countries, and carry out regular training and learning to continuously enhance the professional administrators who are capable of expanding international cooperation. On the other hand, we actively cultivate the awareness of teachers of higher vocational colleges to adapt to international teaching, provide more platforms and opportunities for professional teachers to improve their professional ability around the needs of international cooperation projects implemented by higher vocational colleges and professional construction, and carry

out high-quality training to improve their professional ability, so as to cope with the international teaching ability and professional level of teachers in the process of internationalisation of higher vocational colleges and universities.

Focusing on the cultivation of talents to broaden students' international vision, cultivate high-quality and innovative international talents with excellent professional skills. Encourage students of higher vocational schools to participate in summer camps, internship training, short-term training and other international exchange and cooperation programmes to provide teachers and students of higher vocational colleges and universities with a platform to broaden their horizons and improve their comprehensive abilities [10].

### **3.2. Fully Promote the Process of Internationalised School Running**

Deepen the co-operative school-running projects. Firstly, it is to deepen the exchange and cooperation with the existing foreign cooperative institutions, mainly in the mode of "2+1+2" and "2+2" joint cultivation, and to provide high-quality education opportunities for higher vocational colleges and universities in China to upgrade their academic qualifications [11]; at the same time, it is necessary to At the same time, it is necessary to break through the limitations of joint cultivation of students with foreign cooperative institutions, focus on improving the cultural heritage of students in higher vocational colleges and universities, quality enhancement and other teaching content, and constantly innovate the form of cooperation and exchange to promote humanistic exchanges. Secondly, we will strengthen vocational skills training, deepen the reform of the training mode of complex technical and skilled talents with the same type of vocational colleges and universities abroad, carry out the pilot training of key professions with distinctive features in combination with the characteristic professions of higher vocational colleges and universities, and carry out the talent cultivation path of "Academic certificate +N internationalised vocational skills level certificates".

In-depth international school-enterprise cooperation Deepen the cooperation between higher vocational colleges and famous enterprises abroad and key industries affecting regional economic development, build training rooms in accordance with international standards, and continuously improve the construction of international, professional training rooms and training and appraisal centres for technical and skilled talents; establish an international and diversified skills training and vocational qualification certification system, introduce international vocational qualification certification system, and export key vocational qualifications with Chinese characteristics abroad to other countries. and export key professional standards with Chinese characteristics.

### **3.3. Accelerating the Formation of International School-running Characteristics**

Actively play the role of industrial colleges, serve enterprises to "go out" and continuously develop global talent training programmes run by cooperation, so as to deeply promote the "integration of industry and education". Through the cooperation with local famous enterprises, we maximise the role of the university's industrial colleges, take the employees of the cooperating companies as the cultivation

target of "internationalisation of education", and adopt the order-type cultivation mode to cultivate technical and skilled talents for "going out", so as to enhance the college's service to enterprises and enhance its service characteristics. We will adopt the order-type training mode for the product exporting countries to cultivate technical and skilled talents who will "go abroad", so as to enhance the ability of the college to serve the countries along the "Belt and Road".

Service to countries along the "Belt and Road". Going out in line with national strategies. In order to deeply integrate into the construction of "One Belt, One Road" to build a new high ground of openness and cooperation, and to promote the training and exchange of talents in "One Belt, One Road" countries, we should reach in-depth co-operation through the joint efforts of government, business, schools and enterprises, and actively docking with the embassies of countries along the "One Belt, One Road". One Road" along the embassies of countries, Chinese enterprises, chambers of commerce, and combined with the professional characteristics of higher vocational colleges and universities, actively build cooperation with the education of the countries along the route, and deepen the "integration of industry and education" mode of cooperation between vocational education and foreign countries from "going out" to "going in". The mode of cooperation between vocational education and foreign countries (inland) to deepen the "integration of production and education" will be changed from "going out" to "going out" and "inviting in", so as to enhance substantive cooperation and realise the in-depth convergence of the concepts of school running and the in-depth fusion of joint cultivation modes. Through the implementation of the "Belt and Road" initiative, the cultivation of international professional and technical talents can better serve the countries along the "Belt and Road", and promote the interconnection, interoperability, mutual benefit and win-win situation between China's vocational education and foreign vocational education[12]. The conclusion of the study is as follows.

## **4. Conclusion**

In the context of the national promotion of vocational education "double-high plan" construction, higher vocational colleges and universities should always adhere to the high level of characteristics of the road of development, firmly establish the concept of open school running and internationalised school running, combined with the actual situation of the institution, to explore and step by step to carry out effective international exchanges and cooperation, and gradually form a pattern of open school running, to improve the internationalisation of higher vocational colleges and universities, and to promote the internationalisation of vocational education. To enhance the internationalisation of higher vocational colleges and universities, and to better serve the regional economic and social development with high quality.

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