Research on the development strategy and talent training of vocational Chinese language

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Abstract. There are some problems in the development of vocational Chinese, such as the unsystematic teaching materials, the unreasonable curriculum, the simple cultivation mode and insufficient professional teachers. Therefore, it puts forward strategies such as creation of special courses, optimization of training objectives and establishment of “Double Tutor” system. In terms of personnel training, we should clarify the career orientation and update the training concept. We recommend establishing a flexible joint training and exchange student system and advocating School-enterprise cooperation.

1 Introduction

Vocational Chinese refers to variations of general Chinese in the workplace, such as tour guide Chinese, business Chinese, medical Chinese etc.

The language talent training plan includes not only how to accelerate the training of talents who are proficient in the languages of countries along the Belt and Road routes, but also how to accelerate the training of talents who are proficient in Chinese for countries along the routes (Jianming Lu, 2016). This paper focuses on cultivating Chinese talents from countries along the road

2 Problems in the development of vocational Chinese

With economic globalization, industrial integration, and the implementation of the “One Belt and One Road” policy, vocational Chinese is currently in the stage of vigorous development. But in the process of development, there are still some problems.

2.1 Unsystematic construction of teaching materials

Since the 1980s, when foreign students came to China to study Chinese in colleges and universities, there have been no less than 150 textbooks on medical Chinese, business Chinese, science and technology Chinese, etc. However, at present, the specialized Chinese textbooks published are mainly business Chinese, scientific Chinese and medical Chinese,

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among which there are more than 80 business Chinese textbooks, while other professional Chinese textbooks are insufficient (Kehua Yu, Lili Xu, 2019).

With the deepening of cooperation between countries and the development of tourism and trade, the current vocational Chinese teaching materials cannot meet the needs of learners. Even if some textbooks exist sporadically, their quality varies. There is no certain vocabulary level grammar outline and other standard reference, lack of science.

2.2 Unreasonable curriculum

The curriculum mainly focuses on the cultivation of basic language ability, following the mode of “language knowledge plus language skills plus cultural knowledge”. The major features are not obvious, and there is no connection with occupation, ignoring the career development goals of students. Practice courses are superficial. Theory and practice are disjointed, which is not conducive to the development of students’ comprehensive ability.

2.3 Simple cultivation mode

The focus of talent training is toward general Chinese talents, and the training mode is simple and stylized. Ignoring the development of vocational skills and students’ individual needs and ignoring the characteristics of the fields and market demand too. The cooperation with enterprises is limited to a certain language practice and visit, lack of effective and substantive vocational skills training, lack of in-depth research and investigation.

2.4 Insufficient professional teaching staffs

At present, most of the professional Chinese teachers are Chinese teachers majoring in linguistics, who lack professional knowledge and practical experience, so they are not competent to teach complex vocational knowledge. Quan Li (2011) pointed out that the compound knowledge structure of “Chinese knowledge and teaching skills plus relevant professional knowledge and teaching skills” is a reasonable structure of knowledge and ability for specially used Chinese teachers.

Therefore, it is necessary to build a professional and innovative team of teachers, broaden their horizons, and strengthen the training of teaching methods, teaching concepts and practical skills.

3 Strategies for vocational Chinese language development

3.1 Integrate science and technology elements to create special courses

According to students’ interests and market demand, we need to develop specialized courses with “career” as the core and language assistance technology. Encouraging students to experience the front line of the work and developing language practice are recommended. We had better establish a “language service” channel to connect students with the market. Besides, we should take advantage of the school, combined with regional characteristics, to enrich the curriculum system.

In recent years, the “technical content” of Chinese digital resources is getting higher and higher, and the intelligent products are more and more abundant. Speech recognition technology, speech synthesis technology, character recognition, handwriting recognition, virtual simulation experiments, etc., have been integrated into the international Chinese
education industry. Vocational Chinese can make full use of modern media technology to expand the teaching scene and increase the sense of reality and experience of learning.

3.2 Optimize cultivation objectives

With the market demand as the guidance, cultivate new compound talents, formulate reasonable talent training program. Making full use of regional and professional advantages of each school is advised. Carrying out multi-field, multi-level and multi-specialty characteristic training and creating a unique talent training mode are all good choices. We need to highlight the double characteristics of “Chinese plus career”, precise training and shaping high-quality talents.

3.3 Establish and improve the system of “Double Tutors”

The “Double Tutor” refers to the professional teachers of the school and the technical and managerial personnel of various departments of the enterprise (Xindan Hu, Yanjun Wang, 2020). From theory to practice, from knowledge to application, comprehensively guide students to improve their language and professional skills. The coordination and cooperation of the two tutors can learn from each other and improve themselves to a certain extent, which is conducive to the improvement of teaching quality.

“Double Tutors” can also refer to tutors in China and tutors in the country of origin. When the “2 plus 2” co-training is implemented, students have 2 years in China and another 2 years to complete the internship in their home country. Dual tutors can provide targeted guidance according to students' learning needs at different stages and appropriate teaching resources according to students' development characteristics.

4 Reform and innovation of talent training

4.1 Clarify the career orientation and update the training concept

We must broaden the horizon and break away from the traditional concept of knowledge talent training. Establishing a new training concept centered on students’ career development and oriented by market demand is our aim. On the basis of listening, speaking, reading, writing and translation skills, We also need to strengthen students’ multilingual ability and cultivate high-quality talents with“ one specialized and multiple abilities”.

4.2 Establish a flexible system of joint training and exchange students

To meet the requirements of vocational Chinese learning in overseas markets, new teaching and training modes, such as “2 plus 2” and “1 plus 3”, should be established. Students in China will complete 1 to 2 years of language learning in China, and the remaining 2 to 3 years is left for internship in their native country to complete professional course learning, teaching practice and graduation thesis writing. Chinese teachers will be arranged to local teaching sites regularly to give lectures and guidance.

4.3 Build School-enterprise cooperation

Actively cooperate with enterprises in overseas markets and Chinese enterprises’ associations abroad to implement order training, two-way selection and targeted employment. For example, we can cooperate with overseas institutions to recruit students

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and cooperate with overseas enterprises such as Huawei and Gree, Chinese enterprises’ associations and chambers of commerce, etc. And conducting in-depth cooperation in curriculum setting teaching practice and employment are considered too.

5 Conclusions

We should positively face all kinds of problems in the development of vocational Chinese, develop appropriate strategies, and guide the development of vocational Chinese concretely from macro to micro level. At the same time, we should strengthen the reform and innovation of personnel training mechanism, take the market as the guide to promote diversified and specialized personnel training mode.

References