

The Realistic Demand and Practical Exploration of the Internationalization of Teachers in Vocational Colleges in the Context of the "Double-High Plan"

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Abstract. The "Double-High Plan" puts forward new requirements for the internationalization of professional construction, the internationalization of training of high-quality technical talents, and the internationalization of management in vocational colleges. As the main body of the implementation of internationalization work, teachers are an important embodiment of the internationalization of colleges. Teachers' participation in internationalization activities is closely related to the realization of the internationalization development goals of colleges. Currently, there is a gap between the faculty of vocational colleges and the requirements of internationalization development of dual-higher education institutions in terms of top-level system design, internationalization construction goals and pathways, and individual professional competence. Through the joint efforts of the government, institutions, and teachers, the intrinsic motivation for the internationalization and development of the teaching force in vocational colleges will be stimulated.

Keywords: Double-high Plan, Teacher Internationalization, Vocational College.

1. Introduction

In April 2019, the Ministry of Education and the Ministry of Finance issued Opinions on the Implementation of the Plan for the Construction of High-level Higher Vocational Schools and Professions with Chinese Characteristics (the "Double-High Plan"), launching the implementation of the program for building high-level higher vocational schools and majors with Chinese characteristics [1]. The program has made it an important task to enhance international influence and internationalization and has required that while introducing high-quality resources, it should also "go out", introduce international common professional standards, and carry out cross-border training and other international education services.

In the context of the "Double-High Plan", internationalization has become an important part of the development of higher vocational education, and it is a necessary way for colleges to achieve their development goals. The faculty, as the core element of the internationalization of higher vocational education, has become an important force to promote the internationalization of higher vocational colleges. It is of great practical significance to analyze the realistic problems faced by the international development of the teaching force in China's higher vocational colleges and universities, summarize the practical exploration of vocational colleges to enhance the internationalization of the teaching force, and stimulate the endogenous impetus of the internationalization development of vocational colleges.

2. The realistic requirements of internationalization construction of teaching staff in higher vocational colleges in the context of the "Double-High Plan"

The "Double-High Plan" is a national strategic plan to promote the high-quality development of China's higher vocational education, and enhancing the internationalization level of education is an important construction task of the "Double-High Plan", as well as an intrinsic requirement for China's higher vocational colleges to realize the connotative development of quality enhancement and

efficiency. The "Double-High Plan" not only provides national policy support for the development of the internationalization of education in China's higher vocational colleges and universities but also points out the specific direction for the practice of internationalization of education in higher vocational colleges.

The internationalization level of the faculty is an important foundation for higher vocational education to reach the goal of world-class.

The benefits of the internationalization of higher education have contributed much to both its individual and institutional outcomes. They also contribute to faculty productivity and professionalism [2]. Internationalization of the faculty as a guarantee of professional development. The construction of high-level vocational colleges and universities with Chinese characteristics means the construction of high-level vocational education disciplines, and to build high-level vocational education disciplines, it is necessary to rely on high-level faculty. This is because the faculty is the object of professional construction, that is to say, the faculty is both the object and the result of professional construction; on the other hand, the faculty is the main body of professional construction, and the functions of talent cultivation, scientific research and social service of each specialty are accomplished through the faculty. Only by bringing together an international high-level faculty can we create high-level higher vocational colleges with Chinese characteristics.

The internationalization of faculty is a prerequisite for international research cooperation and academic exchanges. Extensive international scientific research cooperation and academic exchanges are the comprehensive embodiment of the academic level of higher vocational colleges, as well as a necessary condition for the construction of high-level higher vocational colleges and universities with Chinese characteristics. To carry out international scientific research cooperation and academic exchanges, it is necessary to have a faculty with international-level scientific research strength and academic achievements. In this way, higher vocational colleges can participate in international scientific research projects, have the opportunity to communicate with foreign experts and counterparts in international academic conferences, express their academic views to the world, and show the academic achievements of the University-Industry Cooperation of Chinese vocational colleges and universities, and also improve the international influence of higher vocational colleges.

Internationalization of the faculty as a mediator for the internationalization of the curriculum. The internationalization of the curriculum is "a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented [3]. As with the definitions offered by other authors, this definition ascribes great relevance to academics and places them at the core of the curriculum transformation process, that is, an internationalized curriculum is, naturally, highly influenced by teachers' perspectives and values [4]. Thus, the internationalization of the curriculum is also an exercise in transforming teachers' perspectives and increasing their competence as teachers and researchers [5]. The development of the internationalization of higher vocational colleges requires them to strengthen exchanges and cooperation with developed countries in vocational education, introduce high-quality vocational education resources, participate in the formulation of international standards for vocational education, develop professional standards and curriculum systems that are common to the international community, and launch several high-quality professional standards, curricula standards, and teaching resources that have an international impact, to build an international brand of China's vocational education. To realize these requirements, teachers are required to have international-level professional knowledge, experience living abroad, and a high level of foreign language application skills. If teachers have no experience of living abroad or do not have a good understanding of foreign cultural backgrounds and social conditions, even if they have introduced high-quality foreign vocational education resources, they will not be able to localize them, let alone develop international professional standards and curriculum systems.

The internationalization of faculty is the bridge to realizing the internationalization of students. Cross-border student mobility has been considered one of the key driving forces as well as

interconnected features of international education [6]. The enrollment of international students in higher vocational colleges is the inevitable result of the development of the internationalization of higher vocational colleges and an important embodiment of the internationalization of higher vocational colleges and universities. To attract students from all over the world to study in China, it is necessary not only to have an internationalized environment but also to have teachers with an internationalized outlook and internationalized ability who can carry out internationalized teaching. In this way, foreign students can be attracted to come to China to study, learn vocational skills, and build a level of education for studying in China. The history of the development of higher education has proved that the higher the degree of internationalization of the faculty and the more diversified the disciplinary backgrounds, the more students will be attracted and the deeper the mutual understanding between teachers and students, which will be more conducive to the free exploration of professional knowledge and cultural exchanges between teachers and students.

Teachers of vocational colleges should be involved in the whole process of internationalization development of vocational colleges, and become strong builders, promoters, and change agents in the change and development of vocational education towards the world stage. Therefore, the internationalization of higher vocational education cannot be separated from the internationalization of higher vocational colleges and university teachers.

3. The reality of the construction of higher vocational colleges teacher team in the context of the "Double-High Plan"

3.1. Difficulty in adapting the design of the top-level system of faculty development to the requirements of "Double-High Colleges"

The internationalized development of colleges includes both the internationalized construction of school running conditions and the internationalized development of campus culture. To promote the internationalization of institutions, higher vocational colleges have established special internationalization work systems and set up denationalization work groups. Although a certain degree of attention has been paid to internationalization, from the point of view of the internationalization development of the institutions, most of the institutions have tilted the resources for internationalization construction to the declaration of Chinese-foreign cooperative projects, improvement of the conditions for running schools, and enrollment of international students, and have not turned the internationalization development of the institutions into the internationalization development of the faculty. The international offices of most institutions organize international academic lectures and select teachers to study and exchange abroad as the content of teachers' internationalization development, but short-term lectures and international exchanges can hardly enhance teachers' internationalization awareness essentially, and the internationalization of teachers' team lacks autonomous willingness and endogenous motivation.

The internationalization of the faculty requires financial support. However, many colleges have not set up special funds for teachers' internationalization training. Instead, the funds for teachers' internationalization training are generally included in the funds for teachers' overseas travel on official business, and there is no separate management system for teachers' internationalization training and methods for using the funds. The personnel department, the financial department, and the international affairs department do not have good cooperation and linkage.

Higher vocational colleges lack internal and external mechanisms for the development of teachers' internationalization competence. Teachers' initiative cannot be effectively stimulated. There is a lack of effective assessment, reward, and punishment mechanisms. Most of the teachers are satisfied with the status quo and cannot actively think about how to improve their internationalization ability. Higher vocational colleges have not established a special assessment mechanism for teachers' internationalization ability, and have not formulated relevant rewards and punishments, not to mention that they are not linked to teachers' performance.

3.2. Difficulty in matching the internationalization of the faculty with the requirements of “Double-High Colleges”

Lack of long-term goals for the internationalization of teachers. The long-term goal of the teachers' team building refers to the state that the age structure, full-time and part-time structure, ability quality structure, and academic structure of the teachers in the school will reach in the next five years or more. In the process of internationalization construction of teachers in some higher vocational colleges, due to the lack of in-depth research and analysis and systematic planning, the managers of the institutions do not have a clear understanding of the nature, connotation, and rules of internationalization construction of teachers, and they do not have an in-depth understanding of the relationship between internationalization construction of teachers and the overall internationalization construction of the university, which results in the lack of long-term goals for the internationalization construction of teachers and the lack of a high degree of conformity of the goals formulated with the characteristics of the institution's running of the university and its long-term development plan.

Lack of competency-based goals for internationalization of faculty. The internationalization construction of higher vocational teachers is related to the career development of each higher vocational teacher and requires the active participation of each in-service teacher, so higher vocational colleges and universities should formulate clear competency goals for the internationalization construction of teachers, and provide directional guidance for the development of each in-service teacher's competency. However, in the current practice of internationalization construction of higher vocational colleges, many higher vocational colleges do not provide enough guidance for the development of teachers' internationalization competence and quality, and fail to formulate the micro-objectives of internationalization construction of teachers from the perspective of teachers' competence and quality cultivation, which results in that the internationalization development of teachers' competence and quality is often dependent on the internationalization construction projects developed and carried out by the institutions, and the teachers do not receive systematic and professional cultivation and development.

3.3. A large gap between the professional competence of individual teachers and the requirements of “Double-High Colleges”

With the strategies of "The Belt and Road" and "Going Global", higher vocational colleges have been improving their internationalization level to adapt to the national development strategy. However, higher vocational colleges have put their energy and resources into project development and neglected the cultivation of teachers' internationalization ability. Under such an environment, teachers only have access to internationalization policies, and they lack the enthusiasm and self-consciousness to improve their internationalization level, which restricts the level of internationalization of vocational colleges and universities.

Serving the construction of "The Belt and Road" and assisting enterprises to "go global" is the inevitable trend of internationalization of higher vocational education. In the process of internationalization, language is the foundation of communication. Teachers in vocational colleges have gradually lost their foreign language ability in their long-term professional teaching, and most of them do not have the ability of "bilingual" teaching, and at the same time, they are not strong enough in foreign language ability to carry out scientific research cooperation and communication with teachers in foreign universities and colleges, which results in the low frequency and low level of international exchange and cooperation activities in China's institutions of higher vocational education.

An important task in the process of internationalization of higher vocational colleges is to carry out international vocational education services, undertake the education and training of overseas employees of Chinese-funded enterprises going abroad, build several “Luban workshops”, and promote the localization of technical and skilled talents. This task is mainly carried out by professional teachers of vocational colleges, which requires them to have professional knowledge and skills as well as two-way communication. However, teachers seldom participate in enterprise practice,

their professional competence cannot keep up with the development of the times, and the comprehensive use of technical competence and professional-level knowledge to conduct cross-regional teaching and research is a major problem faced by teachers.

4. Focusing on the construction of double-high colleges, stimulating the endogenous motivation of internationalization construction of the teaching force

4.1. The government should strengthen policy leadership and promote the internationalization of teacher training

The government should play a leading role in policies and regulations, improve the top-level design, combine relevant regulations, and introduce policies and regulations specifically for the internationalization of teachers in higher vocational colleges and universities, to support and encourage the teachers of higher vocational colleges and universities to go towards internationalization from the perspective of national strategies and macro policies [7]. The government should understand the operation situation of higher vocational colleges, actively implement the national guidelines on promoting the internationalization of teachers, and gradually promote the internationalization of teachers in higher vocational colleges by layers and classifications. The government should take into account the national policy, based on extensive research, open up channels to raise funds, set up a special subsidy program for the internationalization of faculty training in higher vocational colleges, and support special funds to encourage teachers in higher vocational colleges to carry out international exchange activities. In the meantime, governmental initiatives to promote the internationalization of higher education inevitably bring with them ideas of performance-based funding and the concentration of public investment for internationalization [8].

4.2. Institutions should formulate internationalization development plans and enhance the strength of their faculty members

Colleges should formulate a clear and unified plan to integrate the concept of internationalization of teachers into the development plan of higher vocational colleges. A perfect development plan for the internationalization of teachers reflects the goal, orientation, and direction of the internationalization of teachers in higher vocational colleges. Sort out the routes for teachers to participate in internationalization and clarify the conditions and guidelines for resource allocation [9]. Make the internationalization of teachers a special task of the college, compile clear guiding documents and rules, and establish an organization and leadership system specifically responsible for the internationalization of teachers. colleges should be people-oriented, take the initiative to buttress the needs of teachers' personal development and combine the goal of internationalization with teachers' personal development plans. In the process of designing the internationalization incentive mechanism for teachers, higher vocational colleges should fully explore the school's reward and punishment factors for teachers, and buttress the different needs of different teachers. From the level of policy, funding, and project, we should actively seek support from government departments, gather resources, and establish an all-around funding system to provide strong support for the internationalization of the faculty. Teachers are encouraged to go abroad to study advanced teaching concepts and methods, cutting-edge theories and technologies in the world's leading universities, experience foreign cultural traditions and customs, and come into contact with scholars of different academic backgrounds and research styles. The introduction of outstanding foreign talents and advanced educational concepts will enhance the strength of the faculty, gradually approaching internationally recognized standards. Through the effect of famous teachers, more foreign famous scholars can be attracted, which is very important to improve the internationalization level of China's university teachers.

4.3. Teachers need to update their mindset and improve their internationalization level

Teachers in higher vocational colleges should take the initiative to integrate into the tide of internationalization, meet the needs of the development of the institutions, update their ideological concepts, promote the continuous improvement of their internationalization level, and accelerate the process of internationalization of higher vocational colleges' teaching staff [10]. Teachers in higher vocational colleges should establish a correct sense of internationalization and broaden their international vision. Teachers should fully understand themselves, deeply understand the development trend of internationalization of higher vocational education, and take the initiative to establish the concept of internationalization. Teachers should take into account the goals and policies of the school's internationalization construction, and formulate their personal internationalization development goals and plans from the perspective of their future development. Teachers in higher vocational colleges not only need to have an awareness of internationalization but also must put the awareness of internationalization into the specific implementation process.

5. Conclusions

In the process of promoting the internationalization of higher vocational colleges, enhancing the ability to run international schools has become an inherent requirement and an inevitable trend of the "Double Higher Program". In this context, the internationalization of the teaching staff is particularly important. It is not only the core of the international operation and development of higher vocational colleges, but also the key to ensuring the quality of education and cultivating international talents. In the face of the problems and reasons for the internationalization of teachers in higher vocational colleges, we need to make simultaneous efforts from the three levels of government, colleges, and teachers to comprehensively promote the internationalization process of higher vocational colleges and build an incentive mechanism to support the international development of faculty and universities.

First of all, the government should strengthen policy support and formulate relevant policies to provide a strong guarantee for the internationalization of teachers in higher vocational colleges. The government can encourage teachers to participate in international academic exchanges and research projects, provide financial support, and provide a favorable legal and policy environment for international cooperation.

Secondly, higher vocational colleges should start with internal construction and provide teachers with opportunities for international training and exchanges. Schools can set up an international exchange department to be responsible for planning and organizing teachers' international exchange activities to broaden their international horizons and exchange platforms. At the same time, the school can also establish international cooperation projects to attract foreign experts to teach in the school and promote the improvement of teaching level.

Finally, individual teachers should also actively participate in the internationalization process. Teachers can apply for international research projects and visiting opportunities to improve their academic level and international perspective. In addition, higher vocational colleges can also establish an international reward system to encourage teachers to actively participate in international exchanges and cooperation, thereby promoting the international development of the teaching staff.

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