

The Practical Predicament and Implementation Path of Integrating International Understanding Education into the School-Based Curriculum Development in Vocational Education

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Abstract: The school-based practice of international understanding education is an important way to cultivate students' international understanding literacy and promote the opening up of vocational education. Explore the practical value of international understanding education in promoting the reconstruction of the talent cultivation system in vocational education, cultivating students' international literacy and the transformation of school-based courses, and analyze the predicaments existing in the integration of international understanding education into the development of school-based courses in vocational education, such as the absence of institutional guarantees, cognitive deviations in understanding, shortcomings in teachers' capabilities and insufficient collaboration between schools and enterprises. Specifically, by establishing a school-based curriculum support system, fostering the concept of "all-curriculum education", creating an atmosphere for teachers' international development, and deepening the "government-school-enterprise" cooperation mechanism, theoretical and practical paths are provided for cultivating new era craftsmen with an international perspective.

1. Introduction

In 1946, UNESCO (UNESCO) first proposed the concept of "international understanding education", aiming to promote the integration and cooperation and exchange of cultural backgrounds, regional characteristics and lifestyles of different countries, and emphasize peaceful relocation of countries. With the deepening of exchanges and cooperation in the political, economic and cultural fields of various countries, the pattern of a community with a shared future for mankind has gradually formed, and international understanding education has increasingly attracted the attention of schools at all levels and types in China. Incorporating international understanding of educational concepts into school-based curriculums, cultivating international technical and skilled talents with a global vision, symbiosis awareness and cross-cultural cooperation capabilities has become a new direction for vocational education talents. In 2022, the report clearly proposed

adhering to high-level opening up to the outside world, highlighting the important role of education opening up to the outside world in the national development strategy. In recent years, the Ministry of Education issued the "Promoting the Joint Construction of the "Belt and Road" Education Action", "Several Opinions on Doing a Good Job in Education Opening-up to the Outside in the New Era", "Core Literacy of Chinese Student Development", and "Opinions of the Ministry of Education and Eight Departments on Accelerating and Expanding Education Opening-up to the Outside in the New Era" and other documents pointed out that it is necessary to "strengthen international understanding education, respect the diversity and differences of the world's multicultural culture, promote cross-cultural exchanges, enhance students' understanding and understanding of different countries and different cultures, strengthen the construction of cultural exchange mechanisms, and propose to list international understanding education as the basic key points for the core literacy of students in primary and secondary schools, etc., which provides basic guidelines for the construction of international understanding education curriculum.

At present, scholars' research on international understanding education curriculum mainly focuses on the following aspects: First, international understanding education serves the national development concept. Some scholars examine the connotation of international understanding education and propose to focus on improving students' abilities, promote school curriculum changes, and broaden exchange and cooperation channels in practice [1], and build a curriculum system based on new concepts and goals [2]. The second is the development of international understanding education curriculum construction. Some scholars believe that the development trends of international understanding education curriculum construction in primary and secondary schools are mainly based on the cultivation of global literacy to build a curriculum system as a whole, coordinate the relationship between ethnic group and globality in the curriculum goals, and improve the global literacy of primary and secondary school teachers [3], and improve the international understanding literacy of teachers and students through the implementation of the four-dimensional strategy of "mechanism, curriculum, teacher, and immersion" [4]. Third, the value of integrating international understanding education into school-based curriculum. Some scholars believe that integrating international understanding education in school moral education courses can enhance students' international peace awareness, enhance students' value judgment, develop students' globalization awareness and cultivate students' cross-cultural communication awareness and ability [5]. Through literature review, it was found that there is little research literature on the development path of vocational education school-based curriculum development based on the concept of international understanding education. Under the concept of advocating the building of a community with a shared future for mankind, important measures for the implementation of international understanding education need to develop school-based curriculums integrated into international understanding education concept as educational support.

2. The value of international understanding of education integrated into vocational education school-based curriculum

The "Vocational Education Reform Implementation Plan" points out that vocational education should be placed in a more prominent position in education reform and innovation and economic and social development. Therefore, the value of integrating international understanding education into the school-based curriculum of vocational education lies in the need for international high-quality professional and skilled talents to promote the reconstruction of the talent training system of vocational colleges. A higher level of national cultural identity, international knowledge understanding and international vision requires vocational colleges to cultivate students' international literacy based on school-based curriculum development channels, and a wider range of

learners' international education needs and international requirements for vocational positions to promote the transformation of the curriculum system of vocational colleges.

2.1 International understanding education promotes the reconstruction of talent training system for vocational education

In the context of globalization, the talent training of vocational education cannot only face domestic market demands and corporate job abilities requirements, but also needs to face the technical skills standards of emerging occupations and the competency requirements of the latest international professional positions, so as to cultivate professional spirit with advanced skills, continuous excellence and high-quality international competitiveness. International understanding education promotes the transformation of the vocational education personnel training model. First, the high-quality development of vocational education requires the school's development positioning to have a global perspective, especially to learn the vocational education concepts and teaching models of developed countries abroad, add international understanding education elements from the top-level design of professional construction, and cultivate students' ability to have international awareness and cross-cultural exchanges; second, as an important talent resource of the school, teachers, on the basis of having the theoretical knowledge of vocational education and practical teaching ability, also need to have the awareness of lifelong learning, actively learn useful teaching resources abroad, and carry out cross-regional cultural exchanges and classroom teaching practice activities on vocational skills topics in order; third, knowledge transfer requires courses as transmission carriers, and there are relatively few courses in the talent training of vocational education that specialize in international understanding education in the talent training. However, facing the world development pattern of international cooperation and interaction, vocational education needs to rely on school-based curriculum construction to cultivate students' international awareness and cross-cultural exchange capabilities, thereby strengthening students' international vision and sustainable development foundation. Therefore, integrating international understanding of educational concepts will help break the regional restrictions of vocational education, promote the internationalization process of vocational education, promote the international cooperation and exchange of vocational education, and promote the sharing of educational resources and complementary advantages between different countries and regions, thereby cultivating students' global vision, cross-cultural exchange ability, innovation awareness and vocational practice ability, so that students can better adapt to the complex and changeable international environment.

2.2 International understanding education promotes vocational education to cultivate students' international literacy

International literacy is an important part of the core literacy of professional skilled talents in the process of world globalization. Cooperation and exchanges between countries around the world in politics, economy and culture continue to deepen, making society's requirements for talents continue to increase, and modern technical talents with high skills, high efficiency and high innovation have become scarce resources in various industries and fields. As a major vocational education country, my country should build a strong vocational education country to target the needs of the international community and industry, and while cultivating students' technical skills, international literacy is an important training goal for students' development. With the popularization of intelligent tools, higher-level technical and skilled talents have emerged, and technology empowerment has become an important driving force for continuously promoting innovation in vocational education. First, through strengthening education in foreign languages, international culture, international rules, etc., international understanding education will help

improve students' international vision and cross-cultural communication ability, master the language communication ability that is in line with international standards and understanding and respect for different cultures, and have the ability to work and live in an international environment; second, international understanding education will help cultivate students' international competitiveness and spirit of cooperation, enable students to form an open, inclusive and cooperative international concept, and lay a solid foundation for students' career development. Third, by drawing on educational content and methods that are in line with international standards, it will help stimulate students' interest in learning and provide new ideas for students' personalized teaching work. In addition, the high-quality development of vocational education will help attract more international students and teachers to come to China for exchange and learning, promote exchanges and integration between different cultures, and promote cultural diversity and inclusive development.

2.3 International understanding education promotes school-based curriculum reform in vocational education

Vocational education school-based curriculum is an important educational carrier for schools to implement the fundamental task of cultivating morality and cultivating people, and an important way to broaden students' knowledge, skills and emotional values. Faced with the increasingly complex international community situation, traditional vocational education school-based courses are difficult to adapt to the needs of today's social development. First of all, school-based courses, as an educational supplement to professional courses, play an important role in broadening students' learning horizons and enriching learning activities. International understanding education helps to enrich the categories of the school's traditional curriculum system. The introduction of foreign curriculum content and teaching methods can increase the cultivation of students' comprehensive quality and international qualities, making the school-based curriculum system of vocational education more in line with the international industry standards in the new era. Secondly, under the concept of a community with a shared future for mankind, the school-based courses of vocational education focus on cultivating students' comprehensive qualities and international competitiveness, including innovation awareness, international culture, international vision, etc., so as to help students better adapt to the needs of professional positions in the era of globalization. Finally, integrating international understanding education will help enrich and improve the school-based curriculum system for vocational education and promote the sustainable development and internationalization of vocational education. At the same time, this will also help promote international cooperation and exchanges in vocational education, promote the sharing of educational resources and complementary advantages between different countries and regions, and lay a solid foundation for the connotation-oriented high-quality development of domestic vocational education.

3. The real situation of international understanding education integrating into vocational education school-based curriculum development

Driven by the era of globalization and the reform of modern vocational education, international understanding education has gradually become an important means for vocational colleges to cultivate talents with a global perspective and technical skills. However, the development of school-based curriculum for vocational education is affected by multiple influences such as policies and systems, cognitive understanding, faculty construction and school-enterprise coordination, which has slowed down the effectiveness of international understanding education empowering the development of school-based curriculum for vocational education.

3.1 The lack of institutional guarantees: the development of school-based curriculum is weak

Policy documents are the top-level design and directional guidance for school education reform and development. According to the policy documents released by the official website of the Ministry of Education in recent years, there are fewer terms involving international understanding education, and most of them are principled and directional guidance. For example, the "Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023)" proposes "promoting the internationalization of vocational education", which mainly focuses on macro strategies and lacks operational guidance from the medium and micro, such as the curriculum resource development system, content framework system and organizational guarantee mechanism. Although the Ministry of Education proposed development strategies such as "vocational education going overseas", vocational colleges are affected by factors such as funding budget, teacher team and teaching resources in school-based curriculum development, which makes policies "suspended". There are subjective and superficial phenomena in carrying out international understanding education in real teaching, which makes the development momentum of school-based curriculum not strong.

3.2 Cognitive understanding bias: school-based curriculum development concept is not strong

Vocational education attaches great importance to the cultivation of students' professional skills, and it is easy to have a tendency to "tool rationality first", thus ignoring the role of school-based curriculum in cultivating students' comprehensive literacy. Some teachers in the school narrowed their positioning of school-based curriculum, shallowed the cultural understanding of international understanding education, and regarded international understanding education as an additional educational concept. It is believed that international understanding education is exclusive to high-level education, and lacks the inclusion and penetration of this concept in daily education, so it does not deeply understand its importance in cultivating students' international vision, cross-cultural communication capabilities and global awareness. At the same time, some schools regard international understanding education as an extension of foreign language teaching, which is equivalent to the simple superposition of "foreign language + international common sense". There is an imbalance between instrumental curriculum and literacy education, limiting international understanding education to the improvement of English listening, speaking, reading and writing skills, and neglecting the deeper cultural understanding and value cultivation of international understanding education. For example, when developing school-based courses, a certain cooking major emphasized the introduction of Western food production technology, and did not have enough depth to learn regional habits such as Western food culture and eating habits, so that although students can imitate and produce, it is difficult for them to truly understand the cultural significance behind Western food, and made students ignore cultural differences and cultural adaptation in technology transfer.

3.3 Faculty capabilities shortcomings: the main dilemma of school-based curriculum development

Teachers are the main body of curriculum development and construction. Teachers' international vision, cross-cultural communication capabilities and in-depth understanding of international education are the key to implementing international understanding education. On the one hand, vocational schools lack professional teachers with international understanding education literacy, and the proportion of teachers with international exchange experience is relatively low. Some teachers have unclear understanding of international understanding education, and simply regard

international understanding education as an external learning activity and an understanding of different knowledge among countries. On the other hand, most teachers lack overseas learning experience and lack participation in training and learning activities related to international understanding education, which makes teachers lack cross-cultural teaching ability and lacks knowledge references to international skills and knowledge development trends in the teaching process.

3.4 Inadequate collaboration between schools and enterprises: limitations on practical areas of school-based curriculum development

School-enterprise cooperation is an important manifestation of the characteristics of vocational education and a key tool for implementing talent training goals. School-enterprise cooperation projects in vocational colleges are mostly focused on students' internships and training. The focus of cooperation is to teach students' skills and skills and cultivate students' job work abilities, and there is a lack of cooperation and exchanges in the field of curriculum development. Secondly, most of the school-enterprise cooperation enterprises are domestic local enterprises, and the lack of multinational enterprises' participation has led to the failure of international job standards and advanced technical concepts to be reflected in the internship and training. For example, the school's education internships major in tourism management is mainly jointly trained with domestic hotels. It lacks cooperative practice with international travel agencies and hotel groups. Students cannot personally experience international tourism service processes and cultural differences, and lack in-depth cross-cultural exchanges. To some extent, internship training limits students' opportunities to be exposed to the real international environment and multicultural culture, thereby reducing the cultivation of their international understanding literacy.

4. The implementation path of integrating international understanding education into school-based curriculum development in vocational education

The school-based practice of international understanding education is an important way to promote the opening up of vocational education and a basic measure to cultivate students' international perspective. This article will explore and implement paths for the integration of international understanding education into school-based curriculum development from four aspects: institutional reconstruction, concept update, faculty empowerment and collaborative innovation.

4.1 System reconstruction: Building a school-based curriculum support system

Policies and systems are the key guarantees for promoting the development of school-based curriculum in vocational education, and are the pioneering project for promoting the integration of international understanding education into school-based curriculum development of school-based curriculum in vocational education. The "Opinions on Accelerating and Expanding the Opening-up of Education in the New Era" and the "Opinions on Promoting the High-Quality Development of Modern Vocational Education" clearly stated that it is necessary to strengthen international understanding and education and promote the international development of vocational education. By building a country-local-school three-level policy support, we will promote the integration of international understanding education into school-based curriculum practice. First, improve the top-level design, further introduce directional guidelines for international understanding education curriculum development, and refine curriculum goals, content framework and evaluation standards. On the one hand, the education department should strengthen the construction of international cooperation and exchange platforms for vocational education to provide vocational colleges with

opportunities and channels for international exchanges. On the other hand, we actively promote cooperation between vocational colleges and foreign educational institutions, enterprises and industry associations, and introduce advanced foreign educational concepts through cooperative education, teacher-student visits, project research and development, and enhance students' understanding of international education. Second, create implementation conditions at the local level. Guided by policy documents, we aim to further clarify the implementation rules for integrating international education into school-based curricula. This includes establishing special funds and creating incentive and guarantee mechanisms, with a focus on supporting the development of school-based curricula in vocational education. We also aim to provide more international learning and exchange opportunities for vocational college teachers through initiatives such as "Vocational Education Goes Global" and the "Belt and Road Vocational Education Alliance." These efforts are designed to enhance teachers' international perspectives and cross-cultural exchange capabilities. Thirdly, we seek to improve the implementation mechanism at the school level. Vocational education must not only ensure the support and orderliness of public courses and professional courses for talent training, but also establish and improve the practical teaching and development mechanism of school-based courses based on the development trends of international education. Schools can combine the characteristics of professional disciplines, strengthen departmental coordination, clarify the access conditions for school-based curriculum development, teaching implementation and evaluation exit process, etc., to avoid international understanding education becoming a "curriculum decoration" and ensure the implementation of school-based curriculum development. At the same time, a school-based curriculum teaching reward system is established to commend and reward teachers who have achieved remarkable results in school-based curriculum construction, and to stimulate the enthusiasm and creativity of teachers and teaching teams.

4.2 Concept update: Establish the concept of "full course education"

The school-based implementation of international understanding education requires integrating school education resources, cross-integration of multi-category curriculum, and establishing the concept of "full curriculum education". Schools can break down international understanding education into three dimensions: knowledge cognition, skill application and value recognition for school-based curriculum development. First, the knowledge cognition dimension. In school-based courses, students need to cultivate basic knowledge such as language ability, cultural awareness, cross-cultural communication ability and digital literacy, and focus on cultivating students' ability to international awareness, cultural identity and communication and collaboration, such as introducing the CDIO (conception-design-implementation-operation) work concept commonly used in vocational education to cultivate students' problem-solving ability. The second is the dimension of skill application. Skill application is the main feature of vocational education course training. The implementation methods of school-based curriculum include professional subject penetration, specialized courses, thematic practical activities, etc. In the implementation of teaching, the educational concept of multi-disciplinary integration is emphasized, and students are cultivated for peaceful coexistence, cooperation and communication, understanding and inclusiveness are cultivated, reflecting the experientiality and practicality of school-based curriculum. For example, use VR technology to build cross-cultural practice scenarios, simulate multinational enterprise job interviews, and improve students' cross-cultural communication skills. The third is the dimension of value identity. The "Overall Framework for the Development of Core Literacy of Chinese Students" defines the connotation of international understanding as having a global awareness and an open mind, being able to respect the diversity and differences of the world's multicultural cultures, and

actively participate in cross-cultural exchanges. This provides a direction for the development of school-based curriculum for international understanding education. Under the concept of a community with a shared future for mankind, international understanding education is an educational carrier for cultivating students' spiritual qualities such as openness, respect, communication, collaboration, and self-confidence, focusing on cultivating students' attitudes and emotions such as cultural respect, seeking common ground while reserving differences, harmonious unity, and symbiosis and win-win. For example, by holding reviews of foreign vocational skills competitions, craftsman spirit activity week and designing "Sino-German" cultural theme activities, students' professional awareness and cultural symbiosis concepts are cultivated.

4.3 Teacher empowerment: Create an atmosphere of international development of teachers

Teachers with an international perspective in the school are the key core to ensuring the implementation of school-based curriculum development. Vocational colleges should strengthen the international cultural training of teachers, and organize teachers to participate in international seminars and overseas training projects held in China, so that teachers can personally experience the educational concepts and teaching methods of different countries, enhance international vision and cross-cultural teaching capabilities, and activate teachers' awareness of international professional development. On the one hand, domestic and foreign teachers are invited to the school for short-term training or project discussions, so that teachers can personally experience the teaching methods and cultural atmosphere of different countries. On the other hand, by holding international cultural festivals and organizing international exchange activities, students can understand the cultural development, educational history and social systems of different countries, enhance students' understanding and respect for the world, cultivate students' international awareness and cross-cultural exchange capabilities, and help students establish a global awareness of a community with a shared future for mankind. In addition, creating an international campus cultural atmosphere is an important external environment for cultivating students' international understanding literacy. Schools should strengthen the internationalization of campus culture, such as setting up multilingual libraries, holding foreign language corners, international food festivals and other extracurricular activities to enrich students' campus life and broaden teachers' and students' international horizons and cross-cultural exchange capabilities.

4.4 Collaborative innovation: Deepen the cooperation mechanism of "government, school and enterprise"

School-enterprise cooperation is an important carrier for vocational education to cultivate skilled talents and an effective way to improve the internationalization of vocational education. Promote school-based curriculum practice by establishing a three-dimensional guarantee mechanism involving government (policy supply), schools (curriculum development), and enterprises (standard input). First, the government organizes the establishment of a "government, school-enterprise" collaboration mechanism, and is led by the education administrative department, and jointly with local schools and high-quality enterprises to combine students' professional skills internships and training to establish a school-based curriculum development faculty team or curriculum development alliance to ensure that the course content is dynamically adapted to international standards. Second, as the main body of the curriculum, the school carries out international understanding education in different modules in the school-based curriculum, understanding and inclusion, professional spirit, communication and consultation into curriculum teaching objectives, and strengthens international understanding into students' daily practice. Third, enterprises are an important field of student practical activities. They use international advanced equipment and

process flow to carry out international understanding education, introduce foreign professional concepts, professional spirit and job ability standards into student project practice, enhance students' understanding of foreign vocational education, enable students to internalize international understanding, and use education to jointly promote the development of school-based curriculum for vocational education to achieve practical results, thereby cultivating new era craftsmen with an international perspective.

5. Conclusion

School-based curriculum construction based on international understanding education is an important way to promote vocational education to cultivate talents with international vision. In the context of the era of economic globalization, the high-quality development of vocational education needs to be in line with the international community's orientation and needs to deepen reforms in educational concepts, training systems, curriculum construction and faculty. School-based curriculum development helps to enrich the vocational education curriculum system. While cultivating students' practical technical skills, it is also necessary to focus on the cultivation of students' core literacy and international literacy, providing internal motivation for students' sustainable development. In the future, vocational education will actively participate in international exchanges and cooperation, learn from advanced foreign educational concepts and teaching methods, and continuously improve educational results, providing useful support for promoting the construction of a strong education country in the new era.

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