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Research and practice of digital- intelligence teaching resources for overseas students in China

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Abstract: The development of digital-intelligence hybrid teaching resources for Chinese + vocational skills is based on the individualized, diversified and sustainable needs of multi-level learners, adapting to the digital and intelligent reform environment in the new era, paying attention to cultivating personal quality, pioneering innovative thinking, inheriting humanistic spirit, and expanding the international perspective. Based on the integration of production and education, job requirements, and cross-cultural communication, the research aims to create a comprehensive teaching resource system of Chinese+vocational skills, Chinese+Chinese culture, Chinese+professional knowledge, so as to cultivate high-quality technical talents who are proficient in international Chinese language and familiar with Chinese culture, which is conducive to promoting people-to-people exchanges between China and the world and facilitating high-quality development of education opening up to the outside world.

Key words: digital-intelligence; teaching resources; overseas students in China

1 Introduction

In recent years, the comprehensive strength of higher vocational colleges in China has been continuously improved, and they have actively participated in international exchanges and cooperation. In the development of global education, higher vocational colleges participate in the development of international standards for vocational education, build an international brand for vocational education in China, serve Chinese enterprises going global, launch a batch of professional standards, curriculum standards and teaching resources with international influence, build a batch of higher vocational schools and professional groups with Chinese characteristics and world level, and promote vocational education to go global. They can share Chinese vocational education programs and contribute Chinese vocational education wisdom to the development of world vocational education.

2 Construction of Chinese+X digital-intelligence teaching resources for overseas students in vocational colleges of China

2.1 The development background of Chinese+X digital-intelligence teaching resources for overseas students in vocational colleges of China

The opening up of education to the outside world is a distinctive feature and an important driving force of China's education modernization. China takes the initiative to strengthen mutual learning, inclusiveness and communication with

other countries, so as to open up education more comprehensively and extensively. China promotes educational cooperation among countries along the Belt and Road, vigorously improve the governance level of education opening up to the outside world to achieve high-quality connotative development.

The development of Chinese+X digital-intelligence teaching resources has innovatively expanded the breadth of language+, made concerted efforts in the development supply, teaching supply, service supply and cultural supply, and pooled efforts to cultivate local talents who understand language skills.

2.2 The development path of Chinese+X digital-intelligence teaching resources for overseas students in vocational colleges of China

2.2.1 Expanding the content of teaching resources and creating a library of Chinese+ resource sharing

Teaching resources aiming to achieve the teaching objectives and enabling students to master knowledge points and skills can integrate the four aspects of post, course, competition and certificate, focus on the four elements of Chinese vocabulary, language points, situational conversation and Chinese culture, improve the five abilities of listening, speaking, reading, writing and translating, and highlight the three applications in the field of learning, life and work [1]. The supporting teaching materials and online teaching platforms, covering multiple types of bilingual digital resources such as micro-course videos, multimedia courseware, question database, case database, photo database, scene animation, learning guide, training task list, etc should be developed.

2.2.2 Improving the output mode of teaching resources and adopting the online + offline mixed mode

The teaching adopts student-centered and multimedia information technology to stimulate students' learning interest and initiative, such as scenario simulation, role playing, group discussion, etc., which is convenient for human-machine interaction, teacher-student interaction, student-student interaction, and comprehensive application [2]. The reform of teaching methods, and the introduction of case teaching, project teaching, inquiry teaching, etc., make the design of teaching activities closer to the actual communication situation. By holding a variety of activities such as speech contest, writing contest, video contest, and international cultural festival, we provide more opportunities and stages for students to show their talents. It is also necessary to focus on practical teaching, strengthen school-enterprise cooperation teaching, and carry out a variety of practical activities and training projects, such as classroom simulation, practical training practice, so that students can apply what they have learned to perform the integration of science and practice and gain a new understanding of production and manufacturing through in-depth practice in the production workshop.

2.2.3 Compiling textbooks on Chinese + vocational skills based on the integration of production and education

The compilation of teaching materials highlights project-oriented and thematic teaching, which takes content as the carrier and conversation as the main body of teaching [3]. The richness and diversity of thematic content can accelerate students' internalization and exploration of new knowledge, cultivate students' creative thinking and broaden their horizons. By constructing the mode of theme-led knowledge network, the knowledge points are organically integrated to build a knowledge framework for language learning and a competence bridge for skill learning, then a new cognitive system is formed. By referring to the national planning textbooks of the major and combining with the actual situation of the major and students, textbooks are adapted and optimized, which not only helps students improve their language ability but also helps students learn professional knowledge. Therefore, the content of textbooks should be updated and upgraded in order to make them more up-to-date and practical.

2.2.4 Optimizing the cultural connotation of teaching resources and building Chinese+Chinese culture resources

On the basis of cultivating learners' basic language application skills, content introduction should be combined with communication context to build a bridge for the effective integration of international Chinese learning and practical context.

Besides, while improving the basic audio-visual ability of Chinese speaking, the teaching resources should be equipped with situational and cross-cultural communication skills. According to different themes, traditional cultural elements such as intangible cultural heritage skills, traditional Chinese acupuncture, cheongsam costumes and Chinese festivals will be expanded. On the basis of learning basic knowledge points and skills, students can expand traditional Chinese culture knowledge and improve cross-cultural communication ability.

2.2.5 Cultivating a teaching resource development team and building a school-enterprise dual-teacher quality teaching team

The team members should be front-line teachers in education, with rich teaching experience and abundant scientific research energy, who have devoted themselves to teaching reform and innovation, and have achieved fruitful scientific research results. The structure of the team is reasonable and the proportion of double-qualified teachers is at least 90%. The team should keep in close contact with industry enterprises, invite industry experts from off-campus enterprises to deeply participate in school-enterprise cooperation or related technical service projects, and provide personnel guarantee for the design and implementation of teaching resources. The team should have clear responsibilities and efficient communication abilities and members should have a strong sense of team cohesion and collective honor. Teachers in the team should attend regular training and further study and obtain the International Chinese Teacher certificate. They are encouraged to carry out various forms of teaching and research exchange activities to expand their international vision.

2.2.6 Improving the teaching evaluation and establishing a teaching quality monitoring and evaluation system

Monitoring and evaluation indicators should be identified, including teaching objectives, teaching content, teaching methods, teaching management, teaching resources, student evaluation and teaching effects, etc. The monitoring and evaluation methods should also be determined, including lectures, class evaluation, teaching inspection, student evaluation, teaching evaluation, etc. Through the establishment of teaching quality monitoring and evaluation system, the problems and deficiencies in teaching can be found in time, and effective measures can be taken to improve dynamically.

3 Conclusion

The development of digital-intelligence teaching resources is based on students' cognitive rules. It reconstructs knowledge system, enriches teaching resources and innovates teaching mode, which highlights the principal position of students, serves the needs of personalized development, creates a dimensional, situational and comprehensive teaching resource system of multiple approaches, multiple activities, multiple tasks, multiple situations, and multi-dimensional expansion. Based on this, the teaching reform and practice are carried out.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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