

Research on the Construction of Vocational Education's External Discourse System under the Background of New Liberal Arts Construction

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Abstract: With the big pattern of connotative development of higher education in the new era, vocational foreign language education has increasingly entered a new development stage of new liberal arts and big foreign language. This paper is based on the translation theory, using literature method of intervention, discourse system, discourse system, higher vocational education foreign discourse status, and then by logical analysis in the new arts foreign language background, vocational education foreign discourse status and discourse system construction way, in order to establish vocational education confidence, in the context of international vocational education, for vocational education going out development and international development.

Keywords: New liberal arts foreign language; Occupational education; External discourse system; Structure

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In the development process of the new era, especially in the context of the new liberal arts and foreign languages, vocational education and related training have entered an increasingly important new era in the economy and society. Research on vocational education and related training has become more targeted with the selection of topics and the refinement of research directions. Therefore, how to better utilize the favorable conditions accumulated in the 70 years since the founding of the People's Republic of China, especially in the 40 years of reform and opening up, to create a vocational education system with great characteristics of the times is an urgent question that scholars need to answer, and it is also a key issue that we need to explore in the new era.

1. Definition of Relevant Concepts in the Main Research

When we start researching a topic, we always need to clarify what our research subjects are, what specific scope they cover, what goals and effects our research needs to achieve. In short, before conducting research, it is necessary to have a clear plan, a rough process, and clear goals. Based on the above discussion and analysis, let's first introduce the definition of relevant concepts.

(1) Background of foreign languages in the new liberal arts University

In today's era, it is a time full of integration and communication in all aspects, and the new liberal arts is also an inevitable result of the cross disciplinary integration and development of many disciplines. Compared with traditional disciplines, it is more integrated, developmental, and innovative, and is a result of keeping up with the times and integrating innovation. For foreign languages, in today's era, foreign languages are important tools for external communication and closely related to the historical journey of the great rejuvenation of the

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Chinese nation. Neglecting foreign language education may result in losing opportunities to communicate with the world. Excellent foreign language talents can better tell the story of China and establish a better image of China internationally. Foreign language education needs to be valued, and the cultivation of foreign language talents should not be underestimated. Based on the above analysis, vocational education should face the demands of the times, extensively learn knowledge from various aspects, absorb nutritional value, and construct a reasonable external discourse system for vocational education under the requirements of the times.

(2) Regarding vocational education

The definition of vocational education refers to the process of conducting a series of educational activities and acquiring corresponding vocational knowledge and basic skills, with the aim of cultivating professional talents with practical abilities. In this process, there are two educational entities, one is the school and the other is the enterprise. Firstly, from the perspective of the school, its vocational education belongs to degree education. In the learning process, it needs to go through three stages, namely primary, secondary, and higher education. Secondly, from the perspective of enterprises, it can be called a type of vocational training, which means that workers will receive education and training in relevant positions before joining, so as to develop and enhance their skills. In the future and current development process, vocational education has an extremely close relationship with the national economy. Vocational education can improve productivity and promote rapid economic development. Vocational education requires mastering relevant skills and techniques, which can to some extent solve the problem of social employment. Therefore, in the future, vocational education can be integrated throughout the learning process, and awareness related to the profession can be established from a young age. In the process of growth, one can gradually become a comprehensive talent with both theoretical knowledge and practical abilities.

(3) Regarding the external discourse system

Sound, as the material shell of language, has meaning. Text, as the written carrier of language, has meaning. The external discourse system can be presented in the form of speech or text. Discourse is the external manifestation of human thoughts and knowledge. Therefore, different people and times will have different theoretical and knowledge systems, and their discourse systems will also change accordingly. The advent of the Internet era has made it easier and faster for people around the world to communicate with each other. The audience of the discourse system related to all aspects has also changed greatly. In the international perspective, we need to pay attention to the influence of outsiders and the international environment on our own discourse system. Starting from the actual situation, we need to integrate multiple needs, build a new discourse system for all aspects, tell Chinese stories and spread Chinese culture in the international world.

2. The Necessity and Principles of Constructing the External Discourse System of Vocational Education

(1) The necessity of constructing a foreign discourse system for vocational education

With the development of society entering a new era and facing constantly changing new environments, vocational education in China is also facing more new and higher requirements. The mission is significant, the task is arduous, and challenges and opportunities are interdependent. All these problems need a clear and concise expression, and this responsibility naturally falls on the "discourse". In the specific construction process, we should attach importance to the discussion of the development status, philosophy, and practice of vocational education, because these three aspects constitute a cycle of development and progress. Changes in the development status will promote changes in vocational education philosophy, and vocational education philosophy and practice can influence and interact with each other. Therefore, special attention must be paid to

the discourse description of these three. If, in the process of vocational education development, the expression of language is difficult to understand and accept, causing it to lose its intended effect, it will inevitably be more harmful than beneficial. Therefore, interpreting and expressing content related to vocational education in the form of "discourse", that is, establishing a vocational education external discourse system that is in line with China's actual national conditions, is of great significance for promoting the development of vocational education itself and enhancing the international influence of vocational education discourse.

(2) Principles for building the external discourse system of vocational education

The construction of the external discourse system of vocational education faces the international community. Therefore, in the process of construction, we should not only focus on ourselves, but also take a long-term view, open our horizons, learn valuable experiences, and never forget the essence of educating and serving people. In the context of international exchanges, we should achieve win-win cooperation and multi-party win-win outcomes.

1) Educational principles run through the entire process

To promote the internationalization of vocational education and establish a sound external discourse system for vocational education, it is necessary to take the connotation and mission of vocational education as the basis, and emphasize the educational principles of valuing the construction of the external discourse system for vocational education. That is to say, in the process of constructing the external discourse system of vocational education, the core essence of education must be preserved and not discarded, combined with the internal regulations of vocational education, reflecting the function of vocational education, and making the development of the external discourse system complement and support the internationalization trend of vocational education. This not only reflects the educational nature of vocational education internationally, but also an important indicator for measuring the internationalization development of vocational education in China to a certain extent.

2) The principle of cooperation runs through the entire process

Promoting cooperation through the "the Belt and Road" and "Community of Destiny" initiatives is one of the key principles for China to build a foreign discourse system for vocational education. The main purpose of creating an external discourse system for vocational education is to promote international exchanges between vocational education and vocational training, promote open cooperation, achieve educational resource sharing among countries, and ensure the exchange of high-quality resources. By comprehensively utilizing international education platforms, coordinating and optimizing resource allocation among countries, conducting various exchange activities, collecting international information on training development, industry needs, or local policies in different fields, establishing international talent training bases, providing international technical services for vocational education and training, etc., we aim to strengthen communication and cooperation, enable stakeholders to exchange resources, share the achievements of vocational education's external discourse system construction, and benefit all parties involved.

3) Service principles run through the entire process

The integration of production and education is one of the main driving forces for promoting economic development. In other words, both production and education serve economic development, and this is also an important manifestation of the social value of vocational education. Under the initiative of the the Belt and Road and the community of shared future, as well as the promotion of the "going global" strategy, many Chinese companies have gone abroad to seek the international market. However, most companies have weak human resource development capabilities, and vocational education and training lag behind the market's

demand for skilled labor, which has become a major obstacle for most companies to achieve sustainable development in the future. The issue of human resource development has brought difficulties to the overseas expansion of Chinese enterprises. Therefore, the main body of vocational education and vocational training should cooperate with enterprises to establish a vocational education external discourse system that adapts to international development changes, gather the comprehensive strength of schools and enterprises, provide technical skills training and services, and cultivate all-round talents needed by Chinese enterprises to meet their overseas development needs. At the same time, Chinese enterprises should be good at utilizing the development experience of foreign policies, environment, market and other aspects, exploring the operational channels of the external discourse system and playing its important role, to achieve the improvement and sustainable development of the external discourse system of vocational education.

3. The Dilemma of Vocational Education Going Global under the Background of New Liberal Arts and Foreign Languages

(1) Inconsistencies between the theory of external discourse in vocational education and the development of educational practice

The principle that theory originates from practice is equally applicable to vocational education. Vocational education theory is an abstract description that can reflect vocational education practice, but it does not stay at the surface of character combinations. Instead, it sees the inherent essence of vocational education practice through phenomena, deeply excavates the various subjects and their relationships and contradictions in vocational education practice, and describes them in words and discourse. With the research of vocational education theory and practice, the language style and form of the discourse system have changed, reflecting the relationships between different actors and their value orientations. The development of vocational education discourse system in turn provides reference for the practice of vocational education. Therefore, it is crucial for the vocational education discourse system to reach a certain level and accurately reflect vocational education practice. The reason why the discourse power of vocational education theory is not strong and lacks credibility is because the discourse power of vocational education lags behind practice, manifested in the fact that the vocational education discourse system has not fully drawn experience from China's vocational education practice. Since the reform and opening up, the discourse system of vocational education has only blindly taken Western vocational education as a template, borrowed and replicated it, and after being polished by the central government, it has become another version, as well as a policy call or a propaganda discourse, without reflecting the strategic and forward-looking research of vocational education's external discourse system, or rather, this research is insufficient to reflect the main problems that arise in vocational education practice. In the conceptual description centered on vocational education, there is controversy over what kind of model to develop. Some believe that a comprehensive learning model led by the government, with enterprises as the main body, fully leveraging the role of enterprises, and actively absorbing social forces can be formed. Some believe that a modern vocational education system can be established and used as a standard to implement a talent education model that combines engineering and school enterprise cooperation. Others believe that a talent training model that deeply integrates production and vocational education can be developed. Through the continuous changes in the above concepts and talent cultivation models, we can see that the stability and logicity of the vocational education discourse system are still lacking in its development and evolution process. Without a standardized and comprehensive conceptual theory, the explanation of vocational education practice lacks sufficient persuasiveness.

(2) Insufficient investment in theoretical research on external discourse in vocational education

Now that we have entered a new era and are in the context of the new liberal arts and foreign languages, the

number of personnel engaged in the research of vocational education discourse theory is gradually increasing, and the achievements are also constantly increasing. The research fields are also constantly expanding. However, overall, there is still a certain lack of research investment in vocational education. Firstly, although the number of personnel engaged in vocational education research is gradually increasing and the team is constantly expanding, compared with other mature theoretical research, there is still a lack of advantages in terms of quantity and quality. There are not enough people, nor many famous figures. For researchers, without the support of quantity and quality advantages, it is very difficult to carry out research on the discourse system of vocational education. Secondly, as of now, research journals related to vocational education are far behind other types of educational journals in terms of quantity. For example, in the 8th edition of the Peking University Core Journal Catalog (2017 edition), there are only four journals related to vocational education; In the CSSCI index database, there have been no journals related to vocational education that have appeared in the CSSCI index since its launch; When searching for the discourse system of vocational education on China Knowledge Infrastructure, only a few articles were found; From the current situation mentioned above, we can see that although there may be articles on vocational education that are different from other types of journals, their quantity is still seriously insufficient compared to the real needs. This will result in the entire research team not having enough discourse power on vocational education, and will instead hinder the development of vocational education theory in the future. Thirdly, as a representative of cultural soft power, think tanks are increasingly valued. In the process of the growth and development of any discipline, it is necessary to establish think tanks as the foundation and source of innovation. The same applies to vocational education. According to reliable data, there are currently 11 research centers and 51 think tank alliance executive committees in the education think tank alliance with significant influence. Among these centers and committees, the only one with the word "vocational education" is the "Institute of Vocational Education and Continuing Education of the Chinese Academy of Education Sciences". There may be other research institutions interested in this area, but in terms of influence, the number of existing research institutions is still far from sufficient. Based on the above, we can see that there is still a significant lack of research investment in vocational education, with weak theoretical foundations and a lack of theoretical achievements in the external discourse system of vocational education that have a strong impact.

(3) Insufficient originality in the theory of external discourse in vocational education

From now on, the external discourse system of China's vocational education is increasingly improving, but overall, there are still obvious shortcomings, the most obvious of which is the lack of originality. If it is not original, then it cannot form a truly independent discourse system of its own. The world is currently undergoing a once-in-a-century great transformation, with technology and industry undergoing more profound changes. This will create a new situation for vocational education in China and undoubtedly change the global pattern of vocational education. To a certain extent, this provides an opportunity for the original development trend of vocational education in China. The discourse theory was introduced from the West, and after further development, it has gradually expanded into more fields. Now, it has become a research hotspot in vocational education. However, the foreign discourse system of vocational education in our country has been borrowed and developed from the West from the beginning, and its content theory inevitably carries Western colors, which cannot completely remove Western traces and influence. This is reflected in the definition of key concepts, the use of thinking modes, the expression of terminology, and the deduction of logical structures. Moreover, they often use vocabulary separated from Western vocational education and general education discourse to explain problems in vocational education practice using the conceptual definitions they form. This will only lead to problems in vocational education practice not being fully explained, and even not receiving convincing solutions. Therefore, the above factors have led to an incomplete construction of the external discourse system, lacking persuasiveness and authority, making it difficult for vocational education discourse

research to establish a solid theoretical foundation and sufficient development space.

4. How to Build an Efficient External Discourse System for Vocational Education

(1) Cultural confidence is essential

Rebuilding the external discourse system of vocational education requires strong cultural confidence and a renewed exploration of culture and history to extract valuable elements. Chinese traditional culture has undergone thousands of years of sedimentation and accumulation, and its way of thinking and behavioral norms have long been imprinted with the imprint of its own nation. These have been deeply rooted in the blood and brain of all Chinese people, playing an important role in shaping their spiritual character. No matter when, excellent traditional culture has a full driving effect on social development and a good educational effect on personal growth. At the same time, it is also the driving force behind the construction of China's education system. Therefore, the construction of an educational discourse system cannot be without the support of cultural confidence. The development of an educational discourse system without cultural confidence as its foundation is not sustainable. Regarding the construction of China's vocational education external discourse system, it is necessary to return to practice for induction and summary, and solve problems with our own unique way of thinking, rather than simply copying Western educational theories and pasting their successful models. China's own vocational education should focus on the laws of human growth and corresponding educational values, only in this way can it occupy a place in international education. Therefore, we should introduce China's vocational education discourse system to the world, contribute China's strength, and add new vitality to the construction of the global vocational education discourse system.

(2) Comprehensive reflection of the characteristics of the times

The fundamental purpose of achieving development and change in things is to meet the needs of the times. Currently, China has achieved significant achievements in various aspects of society, including social stability, political clarity, sustained economic development, and stable people's lives. However, there is a lack of innovation capability. The construction of the external discourse system of vocational education needs to consider various subjects, such as the policy direction of the country, the demand direction of the market, and the characteristics of students themselves. The Implementation Plan for National Vocational Education Reform has clearly stated that what is needed in today's era is professional and skilled talents, but at the same time, the conditions, infrastructure, and institutional models of vocational education have not kept up with the requirements of the changing times. Now, the reform of vocational education is urgent and requires changes to adapt to the development and changes of the times. The implementation of the "20 Articles on Vocational Education" and the launch of the "Double High Plan" in society have played a driving role in the reform and development of vocational education. In any case, vocational education reform must be based on its own economic development and examined in the context of the new liberal arts and foreign language environment, and scientifically reformed.

(3) Outstanding occupational characteristics

Compared with undergraduate education, vocational education places more emphasis on the cultivation of practical abilities, mainly cultivating skilled talents to achieve full employment and serve society; The latter focuses more on the cultivation of theoretical knowledge, mainly cultivating academic talents, providing theoretical sources for practice or promoting the optimization and upgrading of practical experience. Now? There are a large number of vacancies in technical positions in society, with high salary levels. Therefore, it is necessary to accelerate the construction and improvement of the external discourse system of vocational

education, expand its influence, showcase its charm, and help new graduates establish correct employment concepts, instead of blindly pursuing comfortable jobs. Only after a thorough understanding of oneself and concrete practice can one know what profession is suitable for oneself and what kind of worker one wants to become.

In short, vocational education has now become a key education project of national concern, playing an increasingly prominent role in social development. In the future, changes in the overall social environment may pose new challenges. We must start from the practical needs of the social economy, optimize and upgrade again, and promote the development of education and economy in a targeted manner.

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