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The Latest Research Progress on The Path of Higher Vocational Education Information Abroad

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Abstract: **The academic history and research trends of related research at home and abroad; Compared with the existing research, this topic has unique academic value and application value. The implementation plan of the national vocational education reform issued by the Ministry of education of China puts forward "to carry out the construction of' double high'". the construction contents of colleges and universities in different provinces have their own emphasis, but "international exchange and cooperation" is a common project. Going global provides the international community with "Chinese experience", shows the "Chinese program", enhances the voice and participation of higher vocational education in the world education system, and accelerates the development of running schools abroad and establishing overseas branch schools, which can reflect the self-confidence of China's higher vocational education, and also bear the responsibility of China's higher vocational education serving the national "the belt and road initiative" initiative. As developing countries and educational powers in the Asia-Pacific region, the educational exchanges and cooperation between China and Russia have lasted for a long time. From the period of "learning from the Soviet Union in an all-round way" in the early days of the founding of New China, to the period of cooperation interruption in the context of the Cold War, to the implementation of the "the belt and road initiative" initiative and the docking of the Eurasian Union, Sino-Russian educational cooperation began to develop in a larger scale, deeper level and wider field. However, due to the complicated international situation and different national conditions in their respective countries, there are a series of problems and challenges in many aspects.**

Keywords: **Research; Education; Abroad**

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1.Introduction

Current research situation abroad Many foreign scholars have studied the value and significance of transnational running schools. De wit(2002) pointed out that the greatest significance of internationalization of higher education is to promote excellent national culture and values to the international community[1]. Skerrett(2018) pointed out that cross-border education is a powerful basic form of education development, which plays a vital role in promoting the internationalization of education, making up for the shortage of educational resources, realizing the internationalization of personnel training and improving the employability of human resources. Kwon(2020) analyzed the principle of transnational higher education, analyzed its types, and studied the current situation of Sino-foreign cooperation in running schools in Europe, America, Australia and New Zealand. Based on its development situation, types, legal policies and other perspectives, Kwon pointed out that transnational running schools is the driving force for the development of education, and policies should play a correct guiding and stimulating role and adapt to the needs of the employment situation. Higher vocational colleges should connect with enterprises and markets and explore diversified development modes of running schools[2]. Domestic scholars have studied the necessity and feasibility of “going out” of higher vocational education, mainly focusing on the following aspects: First, explore the connotation and essence of internationalization of higher vocational education. Li Wei (2014) believes that higher vocational education.Education internationalization is a process in which countries exchange and learn from each other in high-tech applied education under the background of economic globalization, so as to make full use of higher vocational education resources in the world.Second, the research on the internationalization development strategy, direction and specific methods of higher vocational education[3]. Yang Quan (2019) pointed out that the internationalization of higher vocational education in China should pay attention to the continuous optimization and adjustment of the supply side in view of the problems such as weak concept consciousness, insufficient teaching resources and complex diversity.Third, the problems and countermeasures in the process of

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internationalization of higher vocational education. Ye Weiling (2016) pointed out that "going out" is not only the most fundamental motivation of internationalization of higher vocational education, but also the restrictive factor of internationalization of higher vocational education. Comparative and Coupling Research on Higher Vocational Education between China and Russia .

2.Background

2.1. Research Value

The macro significance of this research is to help China's higher vocational education more fully serve the "the belt and road initiative" initiative, to build an effective mode and mechanism of "going out" of China's higher vocational education with theoretical analysis as the support, to sum up the difficulties and outlets of vocational education cooperation between the two sides through investigation and study, and to provide theoretical basis for international exchanges and cooperation in the construction of dual-high vocational colleges[4].

The research of this subject is conducive to improving the understanding of cross-border running of schools in China's vocational colleges. At present, there are few studies on overseas education, and most of them are on Sino-foreign cooperation in running schools[5]. As China opens to the outside world.With the quickening pace, vocational education needs to "go out" if it is to serve the national construction. Therefore, this topic takes "Higher Vocational Colleges Entering Russia" as the research object, and according to the requirements of opening to the outside world and strengthening cultural exchanges between China and foreign countries in the perspective of national studies, explores the difficulties faced by higher vocational colleges in running schools in Russia, recognizes the present situation, finds out the problems, and combines with relevant overseas experience in running schools, so as to point out the correct direction for higher vocational colleges to enter Russia in the cross-cultural perspective.

2.2 Present situation of this test

For a world with a population of more than 7 billion, all regions cannot go hand in hand or be uniform. Regional studies have existed since the birth of the concept of country. Learning from each other's strong points and achieving win-win cooperation are the inevitable layout in every country's education field. After the 21st century, China's reform and opening up has been deepened, and major higher vocational colleges have begun to focus on cooperative education, but the intensity of "going out" is obviously less than that of "bringing in". Compared with many western countries, Russia has a good educational tradition, and higher education has the advantages of high quality and low fees, which is an excellent choice for China, which is also a developing country, to carry out educational cooperation. Therefore, based on the cross-cultural research perspective, this topic explores the realistic path for higher vocational education to enter Russia, which will help provide guidance for the development of international education in vocational colleges and broaden the national education channels. At the same time, it is helpful to combine the educational advantages of China and Russia, so that higher vocational students can not only master professional knowledge, but also improve their foreign language level, and understand Russian cultural environment and humanistic knowledge. In addition, running vocational colleges in Russia can not only expand the teaching staff of vocational colleges in China, but also provide certain innovation space for the curriculum system of vocational colleges in China, expand the choice range of using foreign teaching resources in vocational colleges, and also provide graduates with the opportunity to study in Russia, thus enriching the choice range of students. This kind of training mode is a fast and effective way to train compound talents, which can meet the requirements of today's society for talents and adapt to the development of China's higher education.

[Research content] The research object, general framework, key and difficult points, main objectives, etc[6].

This topic takes the cross-cultural research in country studies as the train of thought. On this basis, it takes the overseas schools and teaching groups of higher vocational colleges in China as the main research object. By analyzing the urgent requirements and existing problems of cross-cultural education at this stage, it explores the realistic path to guide higher vocational colleges into Russia and carry out international construction.

The exploration of the path of higher vocational education entering Russia from the cross-cultural perspective depends on the following interrelated contents: Clarify the historical evolution of internationalization of higher vocational colleges in China, that is, form the background; Inducing and summarizing the motive factors of China's higher vocational colleges entering Russia to run schools, and pointing out the problems existing in the internationalization of China's higher vocational colleges;

Discuss the innovative ways for higher vocational colleges to enter Russia and develop towards internationalization from the perspective of cross-culture. Therefore, the research contents mainly include the following parts: To sort out the existing literature and experience of overseas and overseas running of higher

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vocational colleges, and to predict their development trend in Russia. Analyze the practical necessity and route of running higher vocational colleges in Russia. Provide suggestions for China's unique higher vocational colleges to enter the development of Russian education. This research focuses on how to study the plight and path of higher vocational education entering Russia from the perspective of cross-culture, so as to realize the international development of higher vocational colleges, realize the international integration of teaching content in higher vocational colleges, and thus achieve the goal of maximizing the improvement of teaching quality[7]. The research difficulty of this subject is that this subject is a wide-ranging study, presenting the present situation of the development and construction of higher vocational colleges which are in line with Russia at this stage[8]. Because there are some differences in the purpose, process and various educational contents of higher vocational colleges, the research contents of this subject cannot be accurately positioned, which has certain limitations. To set up international courses, create a Russian-oriented communication environment and improve academic level, the development of higher vocational colleges depends entirely on high-quality teaching and superb academic level. Higher vocational colleges should upgrade and reform their courses according to their own educational characteristics, build courses that are in line with international standards, match high-level teachers' resources, and set up international courses that can be taught in both Chinese and Russian languages[9]. Higher vocational colleges should also strive to improve their academic level, strengthen international academic cooperation and create an international exchange environment. For example, building an academic evaluation system guided by innovation and quality, improving the overall academic level of the school, allowing teachers to participate in international academic exchanges, conducting Sino-Russian academic cooperation, and building a new research system and academic system; Actively host or undertake high-level international academic conferences to enhance international influence[10].Deepening international exchanges and cooperation and promoting international credit conversion and degree mutual recognition Higher vocational colleges should make full use of international advanced teaching resources and carry out different forms of cooperation in running schools, so as to promote cultural exchanges and strengthen cooperation with other countries, such as building Confucius Institutes, running "2+1+1", "2+2" and "3+1". China's higher vocational education has been in a deficit state of studying abroad for a long time, and the number of international students is relatively small compared with the number of students in school. This is due to the poor teaching quality of China's higher vocational colleges, and more importantly, the credits and degrees of China's higher vocational colleges are not perfectly connected with other countries, and the credits and degrees obtained by students in one country cannot be recognized in another country, which limits the international flow of high-level international students. Therefore, the government must adopt corresponding measures to recognize the credit conversion and degree recognition work of Russian government and Russian universities, so that the discipline guarantee and basic credits of higher vocational colleges entering Russia can be connected with each other, and the obtained degrees and credits can be mutually recognized internationally.

2.3Test results

Enhance the awareness of cross-cultural education and actively respond to students' cross-cultural learning difficulties. Before entering Russia to run a school, higher vocational colleges must train teachers and students in cross-cultural knowledge. Introduce the educational differences and cultural differences between China and Russia, let foreign students understand cross-cultural theories and cross-cultural countermeasures, organize discussion and exchange between new and old students, and enhance the psychological bearing capacity of new students to cope with the impact of different cultures; The establishment of a student counseling office and the establishment of full-time staff will enable foreign students to get quick help, provide foreign students with teaching assistance and language training, so that students' administrators and teachers can understand cross-cultural common sense and help students cope with cross-cultural learning and adapt to difficulties in time. Improve the construction of overall planning mechanism, and promote the institutionalized development of higher vocational colleges running schools in Russia[12].

3.Conclusion

This study explores the path of integration of higher vocational education and Russia from a cross-cultural perspective, combs the current situation of higher vocational colleges running in Russia, summarizes the experience of cross-university cooperation in the development, looks forward to the future development of China's higher vocational colleges running in Russia, and solves the dilemma of China's higher vocational colleges running in Russia. At the same time, it summarizes and studies the practices of countries that have done well in running higher vocational colleges internationally, and points out the direction for China's unique higher vocational colleges to enter

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Russia to carry out cross-cultural education construction.

mainly expounds the origin, significance, methods, ideas and literature review of the study;

A detailed understanding of the characteristics, development prospects, rational allocation and value of the study on the dilemma and path of higher vocational education entering Russia from the cross-cultural perspective, and mastering the principles and steps of development; Investigating the current situation of internationalization of higher vocational colleges in China, understanding the development status through statistical data, and analyzing the influencing factors and reasons. Put forward targeted countermeasures and reasonable suggestions in view of existing problems[13]. This study collects and collates the research results on running schools internationally through modern media, and collects papers and discourses related to the organization. In the process of literature collection and collation, we try our best to avoid a kind of "filtering effect", that is, to collect data according to our own views and assumptions, to use them if they agree, and to abandon them if they disagree; Or use subjective conclusions to collect the contents of documents and materials, the main purpose is to master comprehensive viewpoints and materials, and then make further "statistical data analysis, historical comparative analysis and content viewpoint analysis" on the documents and materials, so that the collected documents and materials can play the roles of example support, viewpoint corroboration, background comparison, argument extension and argument foundation.

compares and analyzes the practical experience of overseas transnational running of higher vocational colleges at home and abroad, discovers its successful rules, and sums up its experience and lessons, which can serve as a good reference for China's higher vocational colleges to run schools in Russia.

This subject intends to conduct a case study on the practice of outstanding overseas transnational schools at home and abroad, hoping to make a concrete assumption for higher vocational education to enter Russia under the cross-cultural perspective by describing and analyzing the situation and characteristics of these institutions in detail.

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