

Studies on the TVET Output Pathway of Modern Agriculture under the "Belt And Road" Initiative

Hao Jiao

(Chengdu Agricultural College Chengdu Sichuan Province P.R.C.611130)

Abstract: Four vocational education training output paths for southeast Asia and South Asia countries have been explored in the research and formulation of international standards for vocational education including the top design and demonstration of coop channels, the combination of macroscopic planning, market research attached with the advantage of vocational education, professional development by general construction and standardization of practice, communication platform, combining multiple dialogue and mutual trust of culture, etc..

Key words: "Belt And Road" Initiative, Modern Agriculture, TVET, Pathway

I International Capability of Vocational Education and Training (TVET) Outputs

From the perspective of functionalism, TVET output in the international activities covers four major functions: the exchanges of teaching ideas and spread of advanced vocational education mode, aid other developing and less developed countries, the application of China's advantageous sectors or fields and key areas or projects of cooperation, the output of TVET contributes to the connotation of vocational education, evaluation of educational activities.

II Countermeasures of TVET Output Path in Modern Agriculture

When exporting international TVET, it is necessary to "adapt measures to local conditions" on the basis of understanding the above situation of corresponding countries and combining with China's vocational education standards system.

Opening up Channels: Combining Ceiling Design with Advanced Model. According to the overall design, the key breakthrough, classified implementation and scrolling support method, have been constantly expanding the area of international professional education standard output and scope. **Macro Planning:** Market Research Combining with the Advantages of Vocational Education. It is expected to realize the joint development of China and Myanmar in recycling aquaculture,

pedigree breeding technology, agricultural IT and other specialties. **Professional Expansion:** the Combination of Universal Construction and Standardization Practice. Relying on professional colleges and universities, research institutes, we shall cultivate a group of professional team who understand the international standards and rules. **Platform for Exchanges:** the Combination of Diversified Dialogue and Mutual Trust of Culture. Overseas, we will mainly take friendly universities as the platform for exchanges. Domestically, teachers training, conferences and forums, topic cultural activities and other forms of exchange platform are carried out

III Conclusion

In terms of Macro environment, we should encourage research institutes, enterprises and companies work together as a vocational education group or modern agriculture industry alliance. From the micro perspective of TVET, education and training should adopt mixed education and training, aiming at practitioners of different professions, implementing hierarchical management and process assessment.

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- 作者简介: 郝姣, 成都农业科技职业学院, 硕士, 助教, 研究方向: 英语翻译、跨文化交际、职业教育。