

A Research on Position Capacity of Minority Language Practical Talents in Higher Vocational College of Border Area

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Abstract: *taking those graduated students of Dehong Teachers' college who major in applied Burmese as research subjective, this paper attempts to probe into the current major condition from perspectives of teaching facilities, teachers' ability and curriculum provision. Meanwhile, from aspects of market response, teacher interview and students investigation, the author manages to find out the condition of their position capacity and professional quality and its influential factors.*

Keywords: *Higher Vocational College, Applied Burmese, Position Capacity, Professional Quality*

1. Introduction

The choices faced by the universities of Yunnan province in the cultivation of minor languages major are both opportunities and challenges.[1] In the context of the major strategic deployment of the "Belt and Road", Yunnan, as a strategic "bridgehead" for opening up to Southeast Asia, relies on its policy and geographical advantages to strengthen the training of professional talents in Southeast Asia's small languages, which is of great significance to further strengthen the degree of opening up and promote exchanges and cooperation with Southeast Asian countries. With the increasing frequency of social and economic development and external exchanges, the cultivation of minor languages major in vocational colleges is facing challenges of change and innovation. The construction of the Myanmar language specialty of Dehong Teachers' college aims at local socio-economic development, relies on the advantages of China(Yunnan) Pilot Free Trade Zone Dehong Area and Dehong's inherent geographical advantages, responds to the call of "the Belt and Road", and creates h local characteristics. After years of development, Dehong Teachers' College has achieved excellent results in the development of the Myanmar language major and has a certain influence. Studying the job adaptability of Burmese language major is of certain practical significance for development of the major and talent cultivation.

2. The Connotation and Theoretical Framework of the Adaptability of Burmese Language Majors in Dehong Teachers' College

Job adaptability refers to the ability of employees to fulfill professional standards and adapt to work, including professional competence, professional ethics, professional awareness, and professional behavior habits. The job adaptation ability of vocational college graduates refers to the comprehensive ability of students to meet employment requirements, including professional and future job abilities, and awareness of improving professional literacy. For vocational college students, job adaptability is the core ability for employment of vocational college graduates. The stronger the job adaptability, the higher the quality of employment, and the higher the employment satisfaction of employers and graduates.[2] The specific manifestation of vocational adaptability is vocational literacy, which affects students' work adaptability. It can be considered that professional literacy is a comprehensive quality experience and response of workers to their understanding and adaptability to social professions.[3] The cultivation of professional literacy plays an important role in cultivating students' good professional awareness and behavioral habits, as well as improving their job adaptability and professional performance.

Professional competence is the core indicator reflecting job adaptability, and the strength of job

adaptability largely depends on professional competence. Therefore, understanding students' professional literacy is beneficial for mastering their job adaptability. The professional literacy of vocational college students includes five primary indicators: ideological literacy, psychological literacy, professional literacy, behavioral literacy, and social literacy. Each primary indicator includes multiple secondary indicators and specific observation standards.[3] Due to differences in majors and the actual development of schools, the composition and evaluation standards of vocational literacy among vocational college students also differ.

Based on the connotation of comprehensive professional literacy, the opinions of experts and scholars, the requirements of civic professional ethics, and the language characteristics of the Myanmar language major, the author has compiled the "Job Adaptability Index System Table for Higher Vocational Myanmar Language Majors". (See Table 1)

Table 1: Job Adaptability Index System for Myanmar Language Majors in Higher Vocational Education

First level indicators	Second level indicators	Characteristics
Vocational Skills	Listening ability	Basic listening and communication skills to meet the listening needs of daily communication
		Post listening skills, such as mastering listening and communication skills in work scenarios
	Oral proficiency	Basic oral communication skills to meet the oral needs of daily communication
		Oral skills in the position, such as mastering oral communication skills in work scenarios
	Reading ability	Basic reading and communication skills to meet the reading needs of daily communication
		Job reading ability, such as understanding the content of contracts and letters in the workplace
	Writing ability	Basic writing and communication skills to meet the writing needs of daily communication
		Job writing skills, such as document translation and document writing in the workplace
Professional ethics	Loving and dedicated to work	Love job and work solidly; Loyalty to duty and due diligence
	Honesty and trustworthiness	Honest labor, seeking truth and practicality, abiding by laws and regulations
	Fair handling of affairs	Love truth and pursue justice; Adhere to principles and not show favoritism
	Enthusiastic service	Proactive and patient, with a friendly attitude and friendly language
Professional awareness	creative spirit	Judgment ability, critical spirit, innovative consciousness, scientific spirit
	spirit of enterprising	Positive and motivated
	Team awareness	Communication skills, global perspective, proactive collaboration, and teamwork
	Dedication spirit	Down-to-earth and conscientious, willing to help others, with a sense of social responsibility
Professional Habits	Business familiarity	Understand the workflow and be familiar with the responsible business
	Problem Reflection	Able to reflect on shortcomings in work and continuously improve and improve work methods
	Work Planning	Able to plan and arrange work tasks in a reasonable and orderly manner
	Accountability	Fulfill responsibilities, have a sense of responsibility, and abide by rules and regulations

3. The Development Status of Myanmar Language Major at Dehong Teachers' College

The Applied Burmese Language major at Dehong Teachers' College was established in 2010. This study aims to understand the construction of professional connotations from three dimensions: infrastructure, teaching staff, and curriculum design.

3.1. Professional teaching infrastructure

School infrastructure is an important component of school education and teaching, as well as an important prerequisite for school education.[4] It is understood that the infrastructure for teaching Burmese language majors is relatively complete, and the modernization of training classrooms and libraries can meet the teaching needs of serving the development of Burmese language majors. Duo to its geographical advantage, cooperative enterprises and schools have a wide range of coverage and a large number, which meet the practical requirements of students' language learning. Relying on the training base, students can improve their language application and comprehensive abilities through language application practice and professional on-the-job training.

3.2. Professional teacher team building

Teachers are organizers of teaching activities, guides of student learning, and the optimization of the teacher team has a profound impact on the cultivation of professional talents. According to the teacher statistics table, the school has 9 full-time teachers, 1 subject leader, 1 foreign teacher, 1 hired teacher, and 2 cooperative practice guidance teachers. From the perspective of the number of teachers, it can meet the needs of students' professional learning. From the perspective of teacher structure, the number of full-time teachers is sufficient, equipped with subject leaders, foreign teachers, and part-time teachers off campus to meet the needs of professional theoretical learning and practical teaching; The teaching team has experience working and studying abroad in Myanmar, and has a certain level of humanistic knowledge and literacy abroad, which is conducive to the development of foreign language teaching; Full time teachers are under the age of 40, mostly middle-aged and young, energetic and full of vitality. Overall, the construction of a teacher team is basically reasonable and can meet teaching needs.

3.3. Professional Teaching Curriculum Setting

The construction of curriculum system is the core issue of higher vocational education.[5] A comprehensive evaluation of the construction of courses in the Myanmar language major has practical significance for providing feedback on teaching issues and developing a plan for cultivating students' job abilities. The survey was conducted from four aspects: professional course credits, professional course hour arrangements, professional course subject types, and the proportion of theoretical and practical courses in professional courses.

Firstly, from the perspective of professional credit ratio, the arrangement of public and professional courses is reasonable, which meets the requirements for cultivating students' professional abilities and professional literacy. (See Table 2). Among them, the arrangement of public subjects such as vocational literacy, career development and employment guidance for college students, and innovation and entrepreneurship education is conducive to cultivating students' professional awareness and cultivating good professional literacy.

Table 2: Credit Ratio of Burmese Language Majors.

Course	Public Basic Compulsory Course	Public Basic Restricted Course	Public Basic Elective Course	Professional Course	Practical Teaching Course
Credits (percentage)	31 (24.41%)	5 (3.94%)	5 (3.94%)	72 (56.69%)	14 (11.02%)

Secondly, according to the requirements of the document, vocational colleges should standardize their curriculum. The curriculum is divided into two categories: public basic courses and professional courses. From the proportion of class hours, the proportion of professional courses, public courses, and practical courses meets the requirements of the document. (See Table 3).

Table 3: Proportion of Burmese Language Curriculum Hours.

Course	Public Basic Compulsory Course	Public Basic Restricted Course	Public Basic Elective Course	Professional Course	Practical Teaching Course
Credits (percentage)	670 (21.92%)	90 (2.95%)	80 (2.62%)	1304 (42.67%)	912 (29.84%)

Thirdly, according to the requirements of document: In principle, practical teaching hours should account for more than 50% of the total class hours. The requirements of the "National Teaching Standards for Vocational Education" for practical teaching: In principle, practical teaching hours in vocational colleges should account for more than half of the total class hours. The practical class hours of Myanmar language major courses at Dehong Normal University have reached 58%, which meets the requirements for talent cultivation. (See Table 4). Among them, the school has arranged three compulsory courses in practical teaching: professional internships, professional internships, and graduation projects, as well as two elective courses: subject training and research competitions, providing students with more opportunities for professional practice. The division of professional courses into basic courses, core courses, and expansion courses conforms to the gradual law of language learning. In addition, the elective courses offered in professional expansion courses can meet the personalized learning requirements of students.

Table 4: Practice Teaching Table for Myanmar Language Majors.

Curriculum	Professional Basic Courses,	Professional Core Courses	Professional Expansion Courses	Total (proportion)
Theoretical class hours	256	176	112	554 (42%)
Practical class hours	300	320	140	760 (58%)

Finally, the selection of subjects for the Myanmar language major comprehensively considers the development of students' listening, speaking, reading, and writing abilities, as well as their comprehensive abilities. Based on the students' foundation, the curriculum is arranged from simple to difficult, from theoretical to comprehensive abilities, and then to the cultivation of practical application abilities, gradually and gradually, in line with the development laws of foreign language acquisition. (See Table 5).

Table 5: Curriculum Chart of Myanmar Language Majors.

courses	professional basic courses (15 courses)	Professional core course subjects (11 courses)	Professional Expansion Course Subject (10 courses)
Course names	Myanmar language pronunciation, Myanmar language overview, Myanmar language computer input, Myanmar language listening (1) (2) (3) (4), Myanmar language speaking (1) (2) (3) (4), Myanmar language reading (1) (2) (3) (4)	Comprehensive Burmese (1), (2), (3), (4), (5), Fundamentals of Secretary, International Trade Practice, Foreign Trade Correspondence, Tourism Burmese, Business Burmese (1), (2)	Myanmar Language Translation (1) (2), Myanmar Language Writing, Selected Reading of Myanmar Language Newspapers and Periodicals, Exhibition Practice, E-commerce (Elective), Business Etiquette (Elective), Fundamentals of Office Automation (Elective), Introduction to Teaching Chinese as a Foreign Language (Elective), Cross Cultural Communication (Elective)

In summary, from the perspective of form and framework construction, the Myanmar language major of Dehong Normal University complies with the requirements of the Ministry of Education for the training program of vocational college students and the rules of language learning and development in terms of professional curriculum, public course credits and class hour proportion, subject selection of professional courses, and practical class hours.

4. The Professional Ability Status of Myanmar Language Majors at Dehong Teachers' College

The study collected feedback information from the market on the quality of Burmese language professionals and conducted the "Professional Literacy Questionnaire for Burmese Language Graduates at Dehong Normal University". In response to students' professional abilities and professional qualities, research interviews were conducted with full-time Myanmar language teachers and internship guidance teachers at Dehong Normal University. Understand the professional abilities and job adaptability of graduates from three perspectives.

4.1. Job Competence Status of Burmese Language Majors Graduates Based on Market Feedback

The feedback information on talent issues in the human resources market integrates the survey results of two articles, "Investigation and Research on Foreign Language Demand in China's Ethnic Minority Border Port Areas"[6] and "Investigation on Job Positions, Tasks, and Needs of Work Related to Myanmar on the Sino Myanmar Border in Western Yunnan" [7], as well as the feedback of local employers in Dehong on Myanmar language graduates. (See Table 6).

Table 6: Employers' Feedback on the Competency of Burmese Language Professional Talents in Their Positions

Professional competence	Main issues	Employers' opinions
Vocational Skills	Inadequate oral proficiency	Suggest students to strengthen their writing skills and abilities in Myanmar official documents; Improve listening and speaking skills;
	Translation ability needs to be improved	
	Insufficient listening and speaking abilities	
	Poor reading and writing abilities in Burmese	
	Insufficient understanding and writing skills in business letters	
Professional awareness	Insufficient work enthusiasm	Enhance work enthusiasm;
Professional ethics	Low work motivation	Enhance work enthusiasm;
Professional behavior habits	Insufficient foreign-related capabilities	Improve the level of work and business;
	Poor management ability	
	Weak business execution ability	Improve communication skills;
	Insufficient adaptability	
	Poor computer office skills	

Overall, graduates of Burmese language majors perform well in terms of professional ethics and awareness. However, the performance of professional behavior habits and skills is not satisfactory, especially in terms of professional skill level.

4.2. Job Competence of Burmese Language Majors Graduates Based on Feedback from Professional Teachers

Based on students' professional performance, internships, and practical situations, interviews were conducted with full-time teachers and practical guidance teachers, and a "Feedback Form for Teachers on Professional Skills and Professional Abilities of Myanmar Language Majors Students" was developed. Myanmar language major students generally perform well in professional ethics, awareness, and behavioral habits. However, during their school years, due to a lack of interest in learning, poor study habits, and weak learning foundation, students' professional foundation learning is not solid, and their skills in listening, speaking, reading, and writing need to be improved. (See Table 7).

Table 7: Feedback from professional teachers on professional skills and abilities of Burmese language graduates

vocational ability	Teacher 1	Teacher 2
Professional learning situation	There is a serious division between the two levels of students (those with good grades can pass the Professional Level 8, while those with poor grades cannot spell words); Daily communication issues are not significant; Insufficient mastery of professional vocabulary; Lack of listening and speaking skills; Poor study habits; Poor foundation in English and Chinese;	Translation ability needs to be improved; Able to engage in daily communication in Burmese, but lacks strong professional communication skills; Poor students are unable to master the most basic vocabulary; Some adjustment students complain too much and are unwilling to study Burmese as a major;
Professional competence (practical performance)	Overall, it is good, with a sense of responsibility and dedication that needs to be improved.	Most students have a good sense of service. Some students are timid and lack service awareness.

4.3. Adaptation of job abilities based on the self-experience of graduates majoring in Burmese language

In order to gain a deeper understanding of the self-evaluation of job abilities by Burmese language major graduates, a "Professional Literacy Questionnaire for Burmese Language Major Graduates from Dehong Normal University" was developed based on the attached table "Table of Job Adaptation Index System for Higher Vocational Burmese Language Majors", which covers four aspects of work performance in professional skills, professional ethics, professional awareness, and professional behavior habits. All questions are multiple-choice questions, with answers set to three options: yes, average, and no. The distribution targets include graduates from Dehong Teachers' College in 2013, 2014, 2015, and 2016. The questionnaire involves four primary indicators: professional skills, professional ethics, professional awareness, and professional behavior habits. Each indicator has 3-5 specific performance questions, which can comprehensively reflect the professional literacy and job adaptability of graduates, and has a certain degree of validity and reliability. The questionnaire was distributed through the Questionnaire Star platform, with a total of 75 Burmese language major graduates filling out the questionnaire, including 13 girls and 62 boys.

From the statistical analysis results of the questionnaire, it can be seen that Burmese language major graduates perform better in professional ethics, professional awareness, and professional behavior habits, and most graduates believe that they can fulfill relevant job responsibilities. However, the performance of vocational skills is not satisfactory, and graduates are unable to meet the job requirements in Myanmar language listening, speaking, reading, and writing. (See Table 8) Most graduates believe that their professional abilities are average or poor, while a small number believe that they can handle job assignments in listening, speaking, reading, and writing.

Table 8: Performance of Professional Skills and Positions of Burmese Language Graduates

Professional skill indicators/ability performance	Yes	Average	No
Performance of listening ability	17.57%	58.11%	24.32%
Oral proficiency performance	9.46%	70.27%	20.27%
Reading ability performance	18.92%	56.76%	24.32%
Performance of writing ability	6.76%	60.81%	32.43%

Based on the survey data from employers, teachers, and students, the following conclusion can be drawn: students have good job adaptability and career development abilities, and have a good sense of dedication and development potential. However, the lack of professional skills limits the improvement of students' professional literacy and affects the development of their job abilities.

The advantages of graduates majoring in Burmese language are mainly manifested in three aspects: firstly, they have a relatively noble professional ethics and can basically love their positions, adhere to

integrity, handle affairs fairly, and provide enthusiastic services; The second is to have a certain level of professional awareness, innovative work methods, proactive progress, unity and cooperation, and willingness to contribute; Thirdly, they have good professional behavior habits, understand work processes, reflect on problems, have the courage to take on responsibilities, and have a certain habit of career planning;

At the same time, the disadvantages of graduates majoring in Burmese language are also very prominent, which can be summarized into four aspects: firstly, they basically meet the basic listening and communication requirements of the position, but are difficult to cope with strong professional communication requirements; The second is to basically meet the basic daily oral communication requirements of the position, but it is difficult to effectively handle highly professional business; The third is to basically meet the basic document reading ability, but cannot effectively extract professional reading material information; Fourthly, the writing ability in Burmese is insufficient, which is the worst performing aspect of professional basic skills, especially in the processing and translation of professional letters.

5. The Problems and Analysis of Job Ability Training for Burmese Language Majors Graduates at Dehong Teachers' College

Based on the survey results of comprehensive professional teaching facilities, teacher team structure, and professional curriculum settings, the following conclusions can be drawn: firstly, the Myanmar language major at Dehong Normal University has relatively complete teaching facilities to meet the hardware needs of professional development; Secondly, the construction of teacher teams meets the needs of teaching staff in terms of quantity, but further improvement is needed in core construction such as teaching research, teacher development, and team optimization; The third is that the curriculum is reasonable, the composition of public and professional courses meets the requirements of talent cultivation, and the course selection and scheduling are scientific and reasonable. However, the specific implementation of practical courses is just a formality, especially the practical aspects of professional courses cannot be truly implemented.

In response to the survey findings, we analyzed the reasons that affect the job adaptability of Burmese language major students from two aspects: professional teacher team building and professional curriculum design.

On the one hand, the construction of professional teacher teams has not fully utilized collective wisdom, specifically analyzed as follows: firstly, teachers' teaching and research abilities are insufficient, making it difficult to reflect on teaching in a timely manner, which affects the adjustment of teaching plans. The educational structure and teaching experience structure of teachers are unreasonable, lacking certain teaching and research abilities; Secondly, there are not many opportunities for professional training for teachers, which limits their personal development and affects the scientific implementation of teaching. The school has insufficient funding for Myanmar language majors, limited opportunities for "going global", and insufficient personal development awareness, which to some extent limits the development of teachers' personal abilities; Thirdly, the core construction of the teacher team is insufficient, and the internal structure is not optimized, which affects the team's maximum combat effectiveness. Teachers tend to focus more on individual teaching tasks and lack an organized unity building plan, which involves brainstorming and pooling the strength of teachers.

On the other hand, the construction of professional courses is not reasonable enough, especially the implementation of professional practice links is not in place. The specific analysis is: firstly, the organization of course practice teaching is weak, the practice teaching environment is just a formality, and students lack opportunities for professional application practice. Out of 36 professional courses, 34 are assigned practical credits and hours, but the teacher did not develop or implement practical learning in their specific teaching. In addition, professional internships and internship arrangements have not been truly implemented, and the form outweighs the value of practical learning. Secondly, due to the three-year academic system, the talent development plan does not comply with the acquisition laws of Burmese language learning, and students' professional acquisition hours are insufficient. Compared to undergraduate students, vocational college students have a poor learning foundation. In addition, the implementation of the second classroom in the school is not in place, and there is no real expansion of learning channels, which is not conducive to the cultivation of students' professional abilities. The third reason is that some professional courses are not offered reasonably, the selection of teaching materials does not meet the students' learning foundation, and the opening of courses does not meet the needs of

professional development. For example, the college offering professional courses on international trade practice is the School of Economics and Management. From the perspective of students' professional development needs, teaching Myanmar language teachers is more conducive to students' professional development. In addition, some textbooks are too difficult and do not meet the reality of vocational students having a weak learning foundation.

In summary, the professional skills of Burmese language major students have affected the development of their job adaptability due to two reasons: firstly, the professional teacher team has not been optimized and constructed, especially insufficient investment in teaching and research; Secondly, the implementation of the curriculum in the practical stage of professional courses is superficial and cannot truly cultivate practical abilities.

Through investigation and research, it has been found that vocational college graduates majoring in Burmese language have difficulty achieving their professional qualities.

6. Conclusions

This study investigated the market demand and talent literacy status of Burmese language majors. Through comparison, it aims to identify the gap between students' job abilities and market demand, analyze the reasons that restrict the development of students' job abilities, and see the big from the small, providing reference for the development of small language majors in vocational colleges. Of course, there are various reasons that affect the development of job adaptability among Burmese language major students. In addition to the main reasons mentioned above, students' self-directed learning is an important factor in their success. How to strengthen students' learning motivation and cultivate good learning habits is an important research direction.

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