

Chinese + Technology Going Global: Adaptive Development of English Translation from the Perspective of Vocational-General Education Integration

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Abstract: The Belt and Road Initiative has created opportunities for industries in China and participating countries, accompanied by the continuous deepening of global industrial cooperation. The integration of Chinese language education and technical training is increasingly becoming a crucial pathway to promote the internationalization of Chinese technologies. As an essential bridge for cross-cultural communication, English translation should keep its pace, adapting positioning during language conversion to balance the dual aspects of “going global” for Chinese technologies and meeting local demands. From the perspective of vocational-general education integration and drawing on practical experience in international engagement, this paper explores optimization strategies for English translation in facilitating the global dissemination of Chinese language and technologies.

Keywords: Chinese + technology; going global; vocational-general education integration; English translation

Date of Submission: 10-08-2025

Date of Acceptance: 23-08-2025

I. Introduction

Traditional Chinese language teaching struggles to adapt to the complexity of technological output due to issues such as a homogeneous teaching staff and a disconnect between content and vocational needs. Looking at the development trends of many Confucius Institutes in recent years, their teaching content has long centered on general Chinese language instruction, with curriculum settings emphasizing cultural popularization and basic language skills. The main purpose is to promote cultural exchanges, with little connection to vocational education or innovative approaches to technical training in Chinese language output. This limitation makes it difficult for learners to directly align their language learning with job requirements, and the shortage of “dual-qualified” teachers who are proficient in both Chinese and English and have a foundation in technical applications further exacerbates the separation between teaching and practice.

Against this backdrop, the functions of Chinese language education and English translation need to extend from mere language teaching to collaborative support for technological communication. That is, they must not only undertake the basic task of language conversion but also play a key role as a link in the standardization of technical terminology and the integration of interdisciplinary knowledge. This paper explores how translation strategies can be adaptively adjusted to promote the in-depth integration of technological communication and vocational education, and analyzes the catalytic role of language services in technological output.

II. Two-Dimensional Empowerment Mechanism of Technological Communication

(1) Functional Positioning of Integration of Vocational and General Education in Technological Communication
The integration of vocational and general education is an important direction of China's education reform, aiming to build an education system adapting to the needs of high-quality development through the in-depth integration of vocational education and general education. The integration of vocational and general education refers to strengthening curriculum sharing, academic system connection, and resource exchange between vocational education and general education, breaking the traditional boundaries between the two types of education. Vocational education needs to draw on the theoretical system of general higher education to enhance the scientific development and systematic standardization of technical applications. General higher education needs to transform theories into practical results in a timely manner to achieve the application of knowledge. These two educational models are key supports in the process of international communication of Chinese language and Chinese technology, and only by adhering to “walking on two legs” can we move forward steadily

and far. Therefore, general education, as part of the entire educational experience rather than just extracurricular activities, should be integrated into the vocational training curriculum system [1].

At the same time, under the current situation, it is necessary and urgent for Chinese Vocational Education (CHVE) to reform the college curriculum system and improve the quality of education through the general higher education model [2]. China's current education system was established in the era of mechanical technology. As the economy and society gradually enter the intelligent era, from the perspective of practical needs, the integration of vocational and general education has become a major issue that cannot be avoided in the reform of the education system [3]. If we can deepen theoretical thinking while expanding the breadth of theoretical models, incorporating a wide range of fields, practical activities, core curriculum models, and educational dimensions beyond the curriculum itself into consideration, the integration of vocational and academic education will significantly enhance its potential impact on contemporary research and practice [4].

When the integration of vocational and general education becomes mature, it will inevitably result in the active flow of advanced technologies and theories into the global market, promoting mutual cooperation. Conversely, the smooth output of technology is conducive to promoting the optimization and upgrading of domestic vocational and general education systems. Thus, the practical value of the integration of vocational and general education is mainly reflected in two aspects: first, cultivating talents who understand both technology and the actual needs of the international market, who can play a proactive role in promoting the "going global" process of Chinese technological equipment; second, using technical cooperation as a link to promote the overseas promotion of "Chinese + vocational skills".

(2) Service Functions of Adaptive Translation

The in-depth development of the integration of vocational and general education has promoted the overseas output of Chinese technical standards. Currently, English remains the dominant means of global communication, and both technological output and language output are inseparable from translation services that keep pace with the times. In the context of increasingly in-depth cooperation and exchanges, translation services have evolved from mere language conversion to a process of reproducing technical and linguistic cognition. The core function of such adaptive translation lies in establishing an interactive mechanism between technical norms and cultural contexts: on the one hand, it must ensure the accurate transmission of professional terminology and maintain the scientific nature of technical standards; on the other hand, it should eliminate cognitive barriers through cultural interpretation to achieve the effective acceptance of technical value. For example, translating "徐长卿 (Xu Changqing)" into its Latin name (*Cynanchum paniculatum*) complies with international plant naming conventions, ensuring accuracy in global academic exchanges. If it is used in the context of Chinese language learning or Chinese medicinal material companies, the pinyin transliteration (Xu Changqing) should be retained in academic or professional texts, but supplemented with annotations explaining the historical stories behind it.

Translation services are essentially the manifestation of translators performing their translation functions. In technological communication, translators need to understand the connotation of technology and adapt to the needs of readers from different cultural backgrounds. Specifically, translators should establish a clear database of technical concepts and terminology, flexibly adjust expressions, and reduce comprehension obstacles caused by cultural differences. Terminology translation must conform to international standards to ensure the authority of technical expressions; cultural adaptation should take into account the thinking habits of target readers, maintaining professionalism while improving readability.

Current translation practice is extending from language conversion to cultural construction, and the role of translators is transforming from "information transmitters" to "cross-cultural coordinators". Progress has been made in standardization, but differences in the translation of terms in professional fields still need to be resolved through collaboration among academic, cultural, scientific and other fields to build a translation ecosystem that meets the needs of globalization.

III. Functional Orientation of English Translation

3.1 Fundamental Role of Language Medium

English serves as the primary linguistic carrier for global technological communication and a bridge for cross-cultural communication. In professional translation, translators need to convert linguistic symbols while conveying technical concepts and cultural connotations. Translation of technical texts requires a one-to-one correspondence between the semantic systems of the source language and the target language, ensuring the accuracy and applicability of professional terms in cross-linguistic contexts. Translators should master appropriate language conversion methods to align with the linguistic habits and expression norms of the target language.

3.2 Necessary Approach for Cultural Mediation

Technological communication is essentially a cross-cultural knowledge transfer. Translators need to transform technically concepts and theoretical systems with local characteristics into expressions that are easily understandable to the target audience. This process involves not only adjusting linguistic forms but also reconstructing technical content according to local culture. For instance, using analogies and explanations to narrow the understanding gap of abstract concepts, or adopting accessible and flexible linguistic strategies on the premise of retaining the core of the technology. These efforts can reduce the obstacles posed by cultural differences to technological communication and enhance the acceptance of Chinese language and Chinese technologies overseas.

3.3 Guarantee for Information Transmission Efficiency

The acceleration of technological innovation has placed higher demands on translation efficiency. The innovation and upgrading of the contemporary language service industry are closely linked to breakthroughs in science and technology, especially translation technology. The development of science and technology, particularly translation technology, has greatly promoted the language service industry. In many large-scale translation projects, only by fully leveraging new technologies can the quality and efficiency of translation be better improved [5].

For example, in the field of education, case teaching can be used to integrate corporate translation projects into curriculum design, cultivating learners' responsiveness and application abilities. This "technology + practice" training model emphasizes the accumulation of theoretical knowledge while highlighting the improvement of practical operational skills. By making good use of CAT tools and large AI models, translation teams can achieve real-time collaboration and resource sharing, significantly shortening the translation cycle. Such an efficient information transmission system can meet the timeliness requirements of technological communication and provide strong support for cultural exchanges.

IV. Challenges Faced by the "Going Global" of Chinese Language and Chinese Technologies

4.1 Multiple Constraints from Language Environment

English dominates international technical exchanges, limiting the practical application scenarios of Chinese. The differences between local language habits and the professionalism of technical terms further increase the complexity of translation.

Currently, the main entities promoting the global spread of Chinese are Confucius Institutes covering various regions worldwide. Through long-term friendly cooperation among all parties, the development model of Confucius Institutes has become increasingly mature, and the forms of Chinese language output have also become more diversified. For example, AI tools such as DeepSeek and Doubao are cleverly used to simulate classrooms for teaching Chinese grammar, which makes the teaching effect more intuitive and enables students to experience practical skills in using Chinese grammar.

However, judging from the number of participants in various teaching and cultural activities organized by Confucius Institutes and the implementation of teaching, their actual scope is mainly limited to the target teaching objects. Most participants are mainly Chinese learners, and the integration with local society is not high. In Africa, for instance, compared with dominant languages like English and French left by early colonialism, Chinese is far smaller in scale and has relatively higher learning costs. The penetration of local colonial languages in the daily life, work and study of local people has already reached a relatively saturated level.

The industrial chains formed by Chinese enterprises in fields such as infrastructure construction and digital technology cooperation have objectively created sufficient communication and application space for the use of Chinese. But the use of language in technical cooperation shows obvious instrumental characteristics. Engineering documents and technical standards are mostly translated into English or local languages. Although this practical orientation has accelerated the cooperation process, it has kept the spread of Chinese at the level of superficial meaning conversion, making it difficult to build in-depth cultural identity.

4.2 Insufficient Synergy of Educational Resources

Vocational colleges and general education systems lack effective connection in curriculum setup, teacher allocation, etc., resulting in insufficient coherence in technology dissemination.

The shortage of interdisciplinary teachers is a major restrictive factor. International Chinese language education, with Confucius Institutes as the main carrier, has accumulated more Chinese teaching resources and experience, with its personnel mainly consisting of full-time international Chinese teachers and volunteers, while there is a lack of teachers who understand professional technical skills [6].

Second, there is a disunity between standard connection and localization. The recognition of China's vocational education standards in international certification systems is still low, and there are parameter differences from the standard systems dominated by Europe and the United States. The diversity of educational systems in different countries increases the difficulty of integration: Southeast Asian countries focus on the combination of academic education and skill certification, while African countries pay more attention to short-term employment-oriented skill training. Such differentiated demands make it difficult for teaching models to form a scale effect, leading to repeated resource input and low efficiency.

The complexity of the international communication environment further exacerbates the challenges. Some countries tie language education to ideological output, setting obstacles for "Chinese + vocational education" projects. In addition, Western vocational education standards still dominate the international market, and the brand reputation and recognition of Chinese standards are not high, which affects the effect of technology output.

The interweaving of these contradictions reflects that the coordinated "going global" of Chinese language and Chinese technologies needs to break through the path dependence of traditional education models, build a multi-dimensional innovation system, and make joint efforts in institutional mechanism innovation, standard system reconstruction, and technology-enabled education, so as to promote the integration of language and culture dissemination and effective technology output.

4.3 Lag in the Practice of Integration of Vocational and General Education

From the perspective of educational ecology, the lag in the practice of integration of vocational and general education reflects the unbalanced state between the two systems of vocational education and general education in terms of resource allocation, value recognition, and top-level design. At the level of knowledge production, the skill knowledge system of vocational education and the theoretical knowledge system of general education have not formed an organic dialogue mechanism, which hinders the generation and transformation of interdisciplinary knowledge.

The credit recognition mechanism is mostly limited to the regional or institutional level, lacking a unified national standard and certification system. The fragmented system design makes the cost of students' mobility between different educational systems too high. The cost and benefit of enterprises' participation in vocational education are not matched, resulting in most cooperation remaining at the level of internship base listing and order classes. Currently, the functional deviation of the integration of vocational and general education is manifested as some regular phenomena that deviate from its own functions at this stage. A deeper exploration attributes it to multiple chronic problems under the background of China's dual-track education system, such as the superficialization of the knowledge relationship between vocational and general education (with "vocational education being hot and general education being cold"), the one-way nature of the integration process, and the looseness of the industry-education structure, which restrict the in-depth promotion of the integration of vocational and general education [7].

To sum up, regardless of whether the integration of vocational and general education is practiced at the superficial or in-depth level, it must face overseas to enter a broader cooperation market, obtain economic value while taking into account the output of national values, and of course, it cannot do without the promotion of language media. If only relying on the one-side output of traditional Chinese teaching (such as teaching the pragmatics, grammar, pronunciation of Chinese, etc.), the effect achieved is limited. Chinese needs to "go global" with intuitive Chinese elements to achieve a subtle effect, allowing the target audience to essentially feel the charm and vitality of Chinese. When communication in Chinese is inconvenient, using English translation to promote interpersonal communication is conducive to both parties overcoming cognitive misunderstandings and promoting long-term friendly cooperation towards the direction of seeking common ground while reserving differences and mutual benefit and win-win results.

V. Three Dimensions to Enhance Translation Adaptability

Professor Hu Gengshen's Theory of Translation as Adaptation and Selection emphasizes that translators should conduct "multi-dimensional adaptation and adaptive selection" within a specific translation ecological environment. Its core connotation, in the context of cross-cultural communication for the "going global" of "Chinese + technology", is reflected in the strategic choices across three dimensions: language, culture, and communication.

5.1 Linguistic Dimension: Contextual Conversion of Terminology

As a special social activity, translation requires translators to give full play to their subjective initiative during the translation process. They should fully consider readers' multi-dimensional adaptation and strive to achieve multi-level and multi-faceted adaptation within the translation ecological environment [8].

Adaptive selection in the linguistic dimension demands that translators focus on the conversion of linguistic forms in technical text translation to ensure the semantic accuracy of terms in the target language context. Take “运行平稳性” (Running Stability) in the English version of Vocabulary for Diesel Locomotives – Part 1: Basic Vocabulary as an example. This term is accompanied by a Chinese explanation: “人对机车车辆运行品质的感觉” (people’s perception of the operational quality of locomotives and rolling stock) and a footnote: “一般根据机车车辆运行过程中的振动频率、振幅、振动加速度以及振动加速度的变化率来评定” (generally evaluated based on vibration frequency, amplitude, vibration acceleration, and the rate of change of vibration acceleration during the operation of locomotives and rolling stock) to aid understanding.

While the translation of engineering vocabulary is generally fixed, some tool names and terms exhibit regional differences as well as distinctions between spoken and written language. To translate these professional terms effectively, translators not only need a solid command of both Chinese and English but also rely on extensive professional knowledge. Additionally, methods that transform abstraction into concreteness—such as referencing pictures, diagrams, and physical objects to understand the actual appearance and working principles of tools—can all facilitate the translation process [9].

5.2 Cultural Dimension: Localized Adaptation of Language

In terms of the cultural dimension, translators engaged in technical translation need to handle technical concepts with cultural specificities, and achieve cross-cultural integration through symbol conversion or contextual expression. For instance, in *Vocabulary of Multiple Units* issued by the National Railway Administration, the standardized translation of “动车组” (multiple units) retains the internationally accepted symbolic abbreviations “EMU/DMU” (Electric/Diesel Multiple Unit). In the text, it is accompanied by a Chinese explanation in sequence: “A train set with self-contained power, fixed formation, operable from both ends, and an integrated design for the entire train, consisting of motor cars (with power) and trailer cars (without power)”.

The arrangement and distribution of entries are coherent and systematic, with further detailed classifications provided subsequently: “电动车组EMU (Electric Multiple Unit): a multiple unit powered by electricity; 内燃动车组DMU (Diesel Multiple Unit): a multiple unit powered by an internal combustion engine”. The combination of “literal translation of symbols + conceptual elaboration” preserves the universal identification system in the international rail transit field, lowers communication barriers, and improves cooperation efficiency.

Beyond explanatory translation, localized adaptation of language can also involve appropriate addition, deletion, and reorganization to flexibly meet communication needs in different contexts. When the implicit information in the source text is insufficient for target readers, translators can adopt an explication strategy to make it explicit in the translation; conversely, if it is anticipated that target readers can handle redundant information independently, an implicitation strategy can be used to omit unnecessary content from the source text [10].

5.3 Communicative Dimension: Contextualized Translation of Terms

From the perspective of the communicative dimension, translators should adjust their translation strategies according to the specific scenarios of technical communication to match information transmission with the cognitive abilities of the audience. In official documents, the standard translation of “丝绸之路经济带和21世纪海上丝绸之路” is “the Silk Road Economic Belt and the 21st-Century Maritime Silk Road”, while the standardized translation of “一带一路” is “the Belt and Road”, with its official abbreviation being “B&R”.

In informal contexts, when this international cooperation initiative is mentioned for the first time, the full translation “the Silk Road Economic Belt and the 21st-Century Maritime Silk Road” should be used. After the first mention, flexible translations such as “Belt and Road Initiative” or “the land and maritime Silk Road initiative” can be adopted. Any translations other than the aforementioned official and approved ones are not considered standard. This adaptive selection and conversion in the communicative dimension require translators, in addition to converting linguistic information and conveying cultural connotations, to focus their efforts on the communicative level [11].

VI. Optimization Directions for Future Development

The Translation Adaptation and Selection Theory emphasizes that translators should conduct “multi-dimensional adaptation and adaptive selection” within a specific translation ecology. Based on this theory, the optimization directions for future development need to be carried out from three levels: technological empowerment, educational integration, and standard coordination, so as to build a translation system adapted to technical communication.

6.1 Technological Empowerment for Language Services

In the cross-cultural communication of "Chinese + Technology", the in-depth application of artificial intelligence and big data technologies can construct a dynamic and scenario-based intelligent translation ecology, enhancing the adaptability of terminology management and multimodal translation. Specifically, the reshaping of the ecological structure reflects the repositioning and transformation of the roles of individual students and schools in the integration of vocational and general education; the optimization of the ecological environment focuses on the sharing of educational resources and the reconstruction of teaching models; the coordination of the ecosystem emphasizes cooperation and win-win among multiple subjects; and ecological adaptation and evolution reflect the self-evolution and adaptive transformation of the education system under digital empowerment [12].

Construct industry-specific corpora and intelligent translation tools. In the cross-cultural communication of "Chinese + Technology", machine translation and intelligent tools (such as emerging domestic large models like DeepSeek, Doubao, and Yuanbao) can achieve multimodal integration. AI technology can integrate international standards and local norms in fields such as energy and manufacturing in real time, forming a self-adaptive learning mechanism to dynamically optimize the terminology management system. Translators can search for similar technical scenarios in the corpus to obtain translation solutions that integrate culture, technology, values, and other aspects, avoiding misunderstandings. Intelligent translation tools can further assist translators in the synchronous auxiliary interpretation of texts, charts, and formulas, maintaining the integrity and readability of technical information in cross-lingual communication.

6.2 Deep Integration of Educational Resources

The in-depth integration of the education system is the core carrier for cultivating such capabilities. It is necessary to break down the barriers between vocational education and general education, and build a trinity training model of "language proficiency, technical literacy, and cultural adaptability", enabling translators to proactively adapt to market-oriented cognitive frameworks in technical communication. To ensure the long-term and sustainable development of the "Chinese + Vocational Skills" program, it is essential to clarify the responsibilities of the three main entities—government, schools, and enterprises—construct a deeply interconnected community of interests, jointly cultivate technical and skilled talents needed for economic and social development, form a "government-school-enterprise" linkage mechanism, create a synergistic effect of "1+1+1>3", and promote the international promotion of "Chinese + Vocational Skills" [13].

The construction of the teaching staff focuses on optimizing the "double-qualified + expert-type" structure. Vocational training centers on "skills + Chinese", with Chinese and skills learned simultaneously, where skills take precedence and Chinese plays a supplementary role. Skill learning emphasizes practicality and sufficiency, while Chinese learning emphasizes immediate application. Such training can be either pre-employment training and on-the-job training for employees carried out by enterprises or social training for individual workers [14]. It is necessary to improve language teachers' technical literacy, support them in participating in the translation practice of enterprise technical projects, and accumulate experience in cultural communication in real scenarios. Industry experts can also be invited to participate in teaching to explain international norms in professional fields and key points of terminology translation. The school-enterprise cooperation mechanism focuses on practical training in real technical communication scenarios.

A collaborative platform of "translation workshop + technical laboratory" should be established, where workers can participate in tasks such as translating technical documents for enterprises' overseas projects and interpreting in cross-border technical negotiations, directly facing cultural differences and conflicts in technical standards. They can then analyze the market's policies, regulations, and industry practices, adjust communication strategies, eliminate potential obstacles, and promote the smooth international communication of Chinese language and Chinese technology.

6.3 Collaborative Development of International Standards

Standardized translation promotes the alignment of Chinese technical concepts with international norms, and constructs a terminology dissemination system that balances professionalism and acceptability. When participating in the formulation of international technical standards, an interdisciplinary team consisting of technical experts, linguists, and translators should be established to conduct adaptive translation demonstrations on core terms in China's advantageous technical fields. Differentiated translation strategies should be formulated according to the technical ecology and education systems in different regions.

In markets dominated by academic education, translations need to align with local vocational qualification certification systems to ensure the professionalism and systematicness of terms; in markets focusing on skills training, emphasis should be placed on the simplification and visualization of terms to lower the threshold for technical understanding. In addition, efforts should be made to promote the construction of a

technical translation certification system under multilateral cooperation frameworks. Jointly build and share technical translation quality assessment mechanisms and evaluation indicators with countries along the Belt and Road, collaborate in the construction of a transnational technical translation expert database, and conduct joint reviews on translation results of major technical projects to ensure the consistency and authority of "Chinese + technology" terms in multilingual environments. Such a collaborative mechanism can enhance the international recognition of Chinese technical standards and promote the upgrading of Chinese technology from "product output" to "standard output".

VII. Conclusion

The integration of vocational and general education serves as a practical means to effectively combine technology with theory and promote the development of practice. To facilitate the global outreach of "Chinese + Technology," English translation should play a good service role and actively carry the huge volume of this export project. The upgrading of translation capabilities needs to be closely linked to the direction of educational reform, with a focus on establishing a standardized system of technical terms, promoting the alignment of Chinese technical concepts with international norms, and enhancing the international influence of Chinese technical standards. In the future, emphasis can be placed on the application of translation strategies in specific scenarios, integrating resources through intelligent translation tools, and cultivating interdisciplinary talents with technical knowledge, language proficiency, and cross-cultural communication competence, so as to contribute more possibilities to the global dissemination of Chinese-language technology.

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