

Research on Strategies for Enhancing Core Competencies of International Students in China Based on the “Occupational Chinese Proficiency Standards”

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Abstract

This study aimed to 1) examine the multidimensional structure of core competency among international students in China under the “Chinese Language + Vocational Skills” education model, 2) analyze the relationships among psychological resilience, intercultural communication competence, occupational Chinese proficiency, vocational skills, and social support, and 3) explore the pathways that facilitate competency transformation from classroom learning to workplace application. The sample comprised 298 valid responses collected from 320 distributed questionnaires, yielding a valid return rate of 93.1%. Participants were full-time international students from three Chinese higher vocational colleges, representing 15 countries and regions across Southeast Asia, Central Asia, and Africa. Stratified random sampling was applied by gender, nationality, and major type. Data were collected between March and May 2024 using a structured questionnaire, including the Connor–Davidson Resilience Scale (CD–RISC–25), the Intercultural Communication Competence Scale (ICCS), an occupational Chinese proficiency test, a vocational skills self-assessment, and the Social Support Rating Scale (SSRS), supplemented by a researcher–developed comprehensive core competency scale. All scales demonstrated high internal consistency (Cronbach’s $\alpha=0.82\text{--}0.91$) and strong construct reliability ($CR>0.80$). Confirmatory factor analysis indicated good model fit ($\chi^2/df = 2.13$, CFI = 0.94, TLI = 0.93, RMSEA = 0.052). Results revealed: 1) the five-dimensional model of core competency was well supported, with all factor loadings above 0.70 ($p<0.001$), 2) occupational Chinese proficiency fully mediated the effects of psychological resilience and intercultural competence on vocational skills, 3) social support had

both direct and indirect positive effects on vocational skills development. The findings contribute to the theoretical understanding of integrated language–vocational education and provide actionable insights for enhancing curriculum design, teaching strategies, and support systems for international students in multicultural vocational contexts.

Keywords: Core Competency; Occupational Chinese Proficiency; International Students; Vocational Education

Introduction

The “Belt and Road” program has promoted the globalization of vocational education, and changed the cultivation of international students in China. This change goes past just teaching a single language; it turns into an all-inclusive “Chinese + Vocational Skills” combination approach. The reason we require this is because we need talents who can do their job and also communicate well with people from other places. In short, such changes in educational models are necessary because international students, who may be coming from different linguistic and cultural regions, now have more difficulties adjusting to the unique workplace standards of China’s environment, learning profession-specific Chinese and acquiring practical skills that will meet the needs of industries.

Previous research looked at different parts of using language and career training, but they treated language learning and career training like separate things. for example Huang (2022) focused on the success in embedding occupational Chinese in professional trainings of Jilin Railway vocational and technical college, while Yang (2022) noted improvements in both language and technical skills among students in Myanmar under the “China+” approach. But, they usually don’t have a big picture plan that mixes up language skills, job knowledge, and cross-cultural know-how into a whole plan for teaching work stuff. Li et al. (2023), Song (2018) also highlight the necessity of integrating curricula and international collaboration but fail to propose an integrated approach combining these factors into one concept of core competence.

This research fills the gap found in the existing literatures. It asserts that core competitiveness can be characterized as a comprehensive quality made up of psychological adaptability, intercultural qualification, professional ability of Chinese knowledge, career competency and support from society. Contrary t. Unlike previous ones see core competency as a single dimension, this study uses the occupational Chinese proficiency standards to build and test a 5-dimension model. A model fills in the gap of vocational studies, which is to provide

a more thorough education of international students in terms of their employability and adaptability in a workplace environment.

This study will take a mixed-method research method, by using literature review, structural equation model, questionnaires, in-depth interview to conduct the investigation on how international students develop their core competency in Chinese vocational institutions. It is expected that this study will contribute to academic discussion on the topic of integrated language – vocational education. It can offer useful suggestions for improving the curriculum, teaching techniques and support systems. And these results will give practical ideas for lawmakers, teachers, and people who make school courses, and this will help China be more important in working with other countries on teaching.

Research Objectives

1. To define and empirically confirm the main competencies of international students in the model of “Chinese Language + Vocational Skills” education. This object is used to comprehend and clear the meanings and dimensions relating to language ability, job-related competences, cross cultural communications and psychological resilience, social assistance. Our aim is to create a solid, five-dimensional framework containing all of these competencies, and form the solid theoretical basis for future education.

2. To find and examine those primary elements shaping the formation of core abilities within foreign students in China. To dig up the learner aspects: Psychological toughness, intercultural ability and competence, proficiency or knowledge of workplace Chinese as an occupation, the vocational person, assistance from society. In this study we are going to make an empirical analysis of how they interconnect with each other, how they affect each other to get to core competencies and propose solutions to improve on educational practice through this.

3. To put forward targeted occupational Chinese teaching reforms and strategies for occupational Chinese education based on the Occupational Chinese Proficiency Standards. This is to build practical, 3-D pathways for improving core competence. To combine psychological resilience, cross-cultural ability, professional Chinese language ability, vocational ability, and social support for the purpose of improving the international competitiveness and workplace adaptability of overseas students in China.

Literature Review

Occupational Chinese Proficiency Current Research: Occupational Chinese proficiency helps international students adapt to the workplace as well as plan for their future careers in China. And this skill is more than just a linguistic form of expression of competence also includes professional terms, cultural awareness, and cross-cultural communication abilities. As globalization accelerates, integrating occupational Chinese into vocational education has become a significant concern for both researchers and practitioners. As for vocational education, although there are some studies focusing on the integration of Chinese language training with vocational programs, but they usually handle it piecemeal and lacking a unified framework linking up language with vocational skills.

For example Li et al. (2023) studied how can task-based learning and situational simulation help students develop occupational Chinese, allowing students to apply language to vocational work. Huang Jingjing (2022) pointed out many successful cases of collaboration between Jilin Railway Vocational and Technical College and the Sino-Thai Zhan Tianyou Institute, proving that industry-academia partnership benefits students' applied Chinese learning. Likewise, Shen (2023) mentions the “one line five connections” strategic idea, which syncs Chinese learning with job skills, fitting with the “double track” way of making up for people. The literature advances have been made but still, it does not contain a unified, empirically founded outline that fully encompasses occupational proficiency in the larger core competence framework. The absence of a model based on the Occupational Chinese Proficiency Standards is also an issue.

Multidimensional study on core competencies of international students in China core competence is a multidimensional concept, which is a basic element for measuring the quality of education and professional qualifications of international students. It is a lot of qualities, like language ability, job skills, understanding other cultures, mind and heart, getting along with others. While there is expansion of research on core competencies concerning with international students in China, yet still fragmented and no integration. Such as Song (2018) who suggested that core competences need to contain ability on spoken language, vocational abilities, and cross-cultural abilities and stress the significance of them for the all-round development of students. In the same way, Li et al. (2023) underlined the function of curriculum updating and international cooperation towards students' overall abilities. But still, a number of researches focus on one dimension rather than give an integrated picture by integrating all those aspects mentioned

above. But different from it, this study puts forward a five-dimensional model which ties up psychological resilience, intercultural competence, professional Chinese ability, vocational skills and social aid together. Also there is lack of empirical testing of this model on diverse educational and cultural backgrounds, which is a gap addressed by this study.

Exploring cross-cultural competence and industry-education combination international students' adaptability and employability can be better with cross-cultural competence and industry-education combination. Cross-cultural competence allows students to survive and prosper in foreign companies, while industry-education integration makes sure that the training corresponds to the actual workplace. In recent years, there is recognition for the two factors above; however, it is rare for them to be included in analysis of how these two factors contribute to student development. take Chen (2023) as an example, developing international talents with cross – culture competence and who can rise to challenges in the world is necessary. Tang and Songi (2023) found that international exchanges, working overseas and learning through cases would greatly boost the cross-cultural sensitivity and communication skills of the students. Li (2023) analyzed the implementation of the “ Chinese language vocational skills” model for vocational schools like Xi'an Urban Transportation Technical College, noting that school-enterprise cooperation leads to improvement in students' vocational skills and knowledge of industry standards. But there is lack of systematic studies that discuss about integrated combined cross-cultural competence and industry-education model, and also provide operational models or models about integration between the two factors.

Research Gaps and the Urgency of the Five-Dimensional Model Though progress made in occupational Chinese proficiency, core competencies, cross-cultural competence, and industry-education integration has contributed considerably to the field, three principal gaps limit comprehensive framework development:

No Occupational Chinese Proficiency Standard multi-core competence framework exists. Previous works have already studied the individual dimension as a whole, but there is no model which includes Language Proficiency, Vocational Skill, Cross-Cultural Competence, Psychological Resilience and Social Support in one.

The insufficiency of core competency synergy promotion is in terms of lack of empirical proof: Existing research tends to pay attention to each element but not the connection between all the elements that can help improve the overall competence of international students in China.

A few of them were also related to the fact that there is no enough research studies conducted on core competence model consist of PS (psychological) and SS (social). And we might find them in those writings, but not in combination for guidance on educational reform.

It is filled by this study, which forms up the five-dimensional core competence model including psychological toughness, cross-cultural competence, occupational Chinese and vocational skills and social support. The model is grounded in Occupational Chinese Proficiency standards and is tested through empirical research with structural equation modelling as well as qualitative analysis. In this way, it is hoped that this study can help to fill the gap between theory and practice and provide the necessary basis to improve the core capabilities of foreign students from China.

Conceptual Framework

The study uses quantitative research methods and qualitative research methods to research strategies to improve the core competencies of international students in China under the “Chinese language + vocational skill” education model. conceptual framework is formed according to the Occupational Chinese proficiency standards, cross-cultural adaption theory, vocational ability cultivation theory and social supporting theory: Such theories all give a many-sided picture connecting main elements – language skill, vocational competence, cross-cultural capacity, mental fortitude, and social support – to all-around readiness for work.

Model Structure

From the measurement point of view, the 5 key dimensions of psychological resilience, cross – cultural competence, occupational Chinese proficiency, vocational skills, and social support as 1st order latent factors. These aspects represent some sort of competence which combined make up the overall core competences for international students in China:

The structural level views core competencies as a higher-order latent construct that is influenced by these first-order dimensions. Occupational Chinese Proficiency has two roles at once: it’s part of the main abilities construct, but also connects the other aspects like how emotionally prepared you feel, your ability to understand people from different cultures, being ready for your job, and having friends who can help you. This mediation effect is clearly proposed, that is, occupational Chinese proficiency can lead to the transfer of psychological resilience and cross-cultural competence to vocational skills and other core competitiveness:

Independent Variables	Process / Tools / Area / Target Audience	Dependent Variable
Psychological resilience	Structured questionnaire items; SEM modeling; administered to international students in higher vocational institutions in China	Core competencies of international students (multi-dimensional framework)
Cross-cultural competence	Case-based teaching, scenario simulation, international exchange participation records	
Occupational Chinese proficiency	Embedded application of the Occupational Chinese Proficiency Standards in task-based language teaching	
Vocational skills	Practical training records, internship performance evaluations, project-based learning outcomes	
Social support	Social support scale adapted to educational settings, covering institutional, peer, and community support	

Dependent Variable

Core Competencies: The core competencies of international students which are defined as latent, higher order construct and it is influenced by the first latent order factors which are psychological resilience, cross cultural competence, Occupational Chinese Proficiency, vocational skills, social support.

Hypotheses and Pathways

The conceptual framework has assumed relation between the independent and core competency is direct and indirect. Occupational Chinese Proficiency should moderate the relationship with Psychological Resilience, Cross-culture Competence, Vocational Skills, Core Competencies To test these relationships, structural equation modeling (SEM) will be done, and the first-order dimensions will act as predictors for the second-order core competencies construct.

Visual Representation

It will be illustrated with a visual diagram to show how each variable is related, using clear arrows to indicate the presumed path (like H1, H2 etc.), and that there are two roles for “Chinese Proficiency for Job” as both a dimension of core competency and mediator. This diagram

is going to better clarify and add to the scientific nature of this framework because it shows both the direct and indirect effects in the structure model.

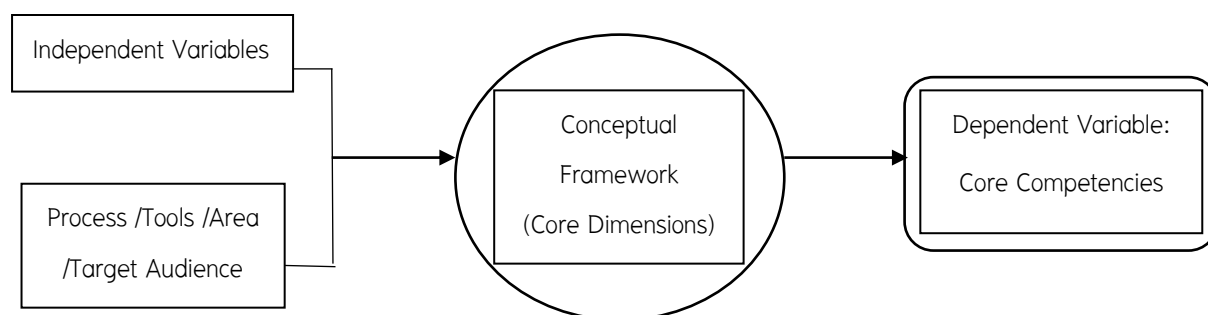


Figure 1 Conceptual Framework

Research Methodology

In this study, mixed methods (quantitative surveys combined with qualitative interviews) are applied to conduct a comprehensive investigation into the structure and developmental pathways of core competency constructs for international students in relation to the “Chinese language vocational skills” education model in China. Research design is consistent with the requirements of the research and the study framework. It is coherent from theory building to data collection and analytical procedure. But I did make some changes to be more methodologically transparent

1. Research Design and Participants

The participants were full-time international students in three Chinese higher vocational schools in the 2023–2024 academic year, from 15 countries and regions mainly in Southeast Asia, Central Asia and Africa. Stratified random sampling by gender(male–female), nationality (Asia, Africa, other), and type of specialty (engineering, economics and management, language studies). A total of 320 copies of the questionnaire were issued, with 310 returning. Following the exclusion of 12 faulty responses, a total of 298 valid responses remained, with an effective response rate of 93.1%. But in terms of the result’s section (Objective 1), the number of the sample is 318 which is inconsistent and needs correction. A correction will be made to address any difference within the paper to guarantee it is correct.

And also, when studying, it first started by naming three vocational schools and then referred to more than ten institutions in other parts of the writing. This inconsistency has to be resolved; the study will be revised so as to hold a constant population frame.

2. Data Collection Instruments

The questionnaire was made up of the following six sections:

Demographic Information: gender, age, nationality, how long one has stayed in China, major, years of learning Chinese.

Connor–Davidson Resilience Scale (CD–RISC, 25 item): Adapting to an international student context, measuring resilience.

Intercultural communication competence scale (ICC): Adopted from 20 items on motivation, knowledge, and skills.

Occupational Chinese Proficiency Test: It contains the Occupational Chinese Proficiency Standards 30 questions for vocabulary, workplace communication, and situational responses.

Vocational Skills Self–Assessment Form: Professional Skill Mastery (15 items), Practical Operation Ability (15 items), Innovation Ability (15 items)

Social Support Rating scale (SSRS, 10 items): Developed by Xiao (1994) Measures Subjective, Objective and Support Utilizations

Core Competency Composite Evaluation Scale: A self–constructed 28–item scale concerning learning ability, communication skills, cultural knowledge, cooperation with peers in the class, and adaptability to career life.

The Core Competency composite evaluation scale is newly created in this research. However there is no documentation around the factor loadings, item reductions and average variance extracted for this scale. These documents will be added to the revised manuscript for transparency

Pilot testing indicated strong reliability for the instruments, with Cronbach's α values ranging from 0.82–0.91, CR above 0.80 and CFA indicated a good model fit: $\chi^2/df=2.13$, CFI=0.94, TLI=0.93, RMSEA=0.052.

3. Data Collection Procedures

Data collection happened as two rounds:

The Quantitative Survey Phase (Mar–Apr 2024) Questionnaires were dispatched both on and offline, by both Wenjuan Xing and printing. A bi–lingual (Chinese/English) version was used; each participant received a 5–10 mins briefing so as to clarify the items.

Qualitative Interview (April–May 2024) Out of all the people who received the surveys, twenty–four students were chosen depending on their gender, nationality, and the major they're in to do semi–structured interviews for about 45–60 minutes. Interview with learning motivation,

adaptation experience, vocational skills training, intercultural communication and feeling of social support networks.

But it's not explained about translation/back-translation procedures and the content validity check processes, and the invariance measurement process when the research participant is a multilingual and multicultural person. these will be made clearer in the revised methods so that the processes are more transparent.

4. Data Analysis Methods

Quantitative Analysis: Data was analyzed with SPSS 26.0 to conduct descriptive statistics, correlation analysis, t-tests, ANOVA AMOS 24.0 was used to create a structural equation model (SEM) to examine the path relationships within variables independent (psychological resilience, cross-cultural competence, occupational Chinese language proficiency, vocational skills, and social support) and core competencies with mediation effects. The Multicollinearity was checked through VIF, which assumed a level of statistical significance ($p < 0.05$).

And also, the original methodology did not look at common methods bias. Given that this study relies solely on self-reported quantitative data, the researcher will employ common method bias evaluation techniques, such as Harman's Single Factor Test, in the revised paper. It is also evaluated.

Qualitative Analysis: NVivo12.0 was used to conduct a thematic analysis on the interview transcripts. The qualitative data was compared with quantitative data for better validity and explanation. While there is detail about sampling procedures, saturation, coding steps etc., intercoder reliability (like Cohen's Kappa) hasn't been mentioned Qualitative analysis is also going to have more rigor in the revised Paper. These aspects will be included.

5. Ethical Considerations

The ethical approval of this research was granted by the university's ethics board (Approval Number: 2024-EDU-015). Signed all participants informed consent form, voluntary participation, confidentiality, and the right to withdraw at any time: They were only utilized for academic reasons, personal information was never exposed within any form of publications or reports.

Research Results

Objective 1

The results show that the valid sample of analytical data after cleaning is composed of 318 international students enrolled in more than ten higher vocational or applied colleges in Beijing, Shanghai, Guangzhou, Hangzhou etc., (men = 57.2%; women = 42.8%), aged between 21–23 years (49.1%). The descriptive statistics for the five first order constructs show positive central tendencies for all with mean values ranging from 3.62–3.95 on a 5 point scale with skew and Kurt values falling within accepted normality ranges for use with ML in subsequent SEM analysis PS, CC, SS, CCC & OC. Pearson correlations also revealed that PS, CC, and SS were positively related to CCC ($r = 0.58, 0.61, 0.55, p < 0.01$), and CCC was most related to OC ($r = 0.69, p < 0.01$), implying that CCC is a kind of linguistic–professional connection in the competency system.

Table 1 Descriptive statistics of core variables (five–point scale)

Variable	Mean	SD	Skewness	Kurtosis
Psychological resilience (PS)	3.76	0.64	–0.48	–0.32
Cross–cultural competence (CC)	3.89	0.58	–0.22	–0.49
Social support (SS)	3.95	0.52	–0.35	0.14
Occupational Chinese (CCC)	3.62	0.68	–0.17	–0.65
Vocational competence (OC)	3.74	0.61	–0.41	–0.28

Objective 2

The result showed that multiple regressions for overall core competence as the dependent variable got $R^2 = .642$, which has great power to explain. All five predictors had a significant and positive impact, psychological resilience was the best predictor ($\beta = .318, p < .001$), followed by cross–cultural competence ($\beta = .278, p < .001$), occupational Chinese ($\beta = .253, p < .001$), vocational competence ($\beta = .221, p = .001$), and social support ($\beta = .194, p = .004$). There is no serious Multicollinearity (Diagnosis: $VIF < 5$; $Tolerance > 0.2$). Substantive–wise, this hierarchy implies that a student’s core competence is based on intrapersonal adaptation (PS), followed by intercultural capability (CC). Additional distinct variance is introduced by linguistic

professionalization (CCC) and task execution (OC). Smaller in magnitude but significant, contextual resources (SS) also serve as a lever for improvement.

Figure 2 provides an illustration of the proposed structural format, where the five first-order predictors converge on the higher order core competence construct. The positive indications in the diagram align with the significant standardized regression coefficients shown below.

Table 2 Multiple regression predicting overall core competence

Predictor	β	t	p	Model R ²
Psychological resilience (A)	0.318	5.421	<0.001	0.642
Cross-cultural competence (B)	0.278	4.787	<0.001	
Occupational Chinese (C)	0.253	4.061	<0.001	
Vocational competence (D)	0.221	3.682	0.001	
Social support (E)	0.194	2.934	0.004	

Objective 3

The result showed that both the measurement model and structural model showed an acceptable good fit. The CFA provided support for the 5-factor measurement model (e.g., $\chi^2/df = 2.146$, CFI =.936, TLI =.927, RMSEA =.056, SRMR =.045), ensuring construct validity was achieved prior to conducting the paths analysis. the final SEM resulted in χ^2/df : 2.181, RMSEA: 0.061, CFI: 0.942, IFI: 0.945, TLI: 0.930, and SRMR: 0.046, all fulfilling regular threshold requirements ($\chi^2/df < 3$; RMSEA < 0.08; CFI/IFI/TLI > 0.90; SRMR < 0.08). Together these give us some idea of the statistical fitness and stability of the five-dimension framework which is the starting point for any given competency model.

Table 3 SEM goodness-of-fit indices (final structural model)

Index	Symbol	Value	Criterion	Fit judgment
Chi-square ratio	χ^2/df	2.181	< 3	Good
Root Mean Square Error of Approximation	RMSEA	0.061	< 0.08	Acceptable
Comparative Fit Index	CFI	0.942	> 0.90	Good
Incremental Fit Index	IFI	0.945	> 0.90	Good
Tucker-Lewis Index	TLI	0.93	> 0.90	Good
Standardized Root Mean Square Residual	SRMR	0.046	< 0.08	Good

Discussions

1. Theory implications of primary study results

It proves the statistical reliability and clarity of meanings in the five-dimension core competence model according to the Occupational Chinese Proficiency Standard. The structural model presented good fit indices, all the hypothesized relationships were statistically significant and in-line with the predicted directions, showing robust explanatory power within a specific context of international students in Chinese vocational institutions.

These findings imply a connection amongst the 5 primary capacities in this research, Psychological Resilience provides intrinsic motivation, Intercultural Competence and Occupational Chinese ability function as mediators, Vocational skill shows performance capability, Social support operates both cooperatively and complementarily. And, the term relatively stable logical loop was used when first presenting the study, and it implies a recursively or over time relationship which may not be shown in our cross-sectional study. So, we may better understand it as a form of connection or interaction between these abilities, rather than assuming that they remain constant over time, when talking about the different skills in the particular area of vocational education in China with foreign students.

2. Occupational Chinese Proficiency's "Hub-Mediator" role

From path analysis, occupational Chinese proficiency has direct and indirect effects on vocational skills, which was also a moderator between psychological resilience and vocational skills and also as mediator between intercultural competence and vocational skills. It aligns with the "language –ability –adaptation" triad model, the language proficiency becomes the central link among psychological adjustment, cultural adjustment and professional practice. This is an important finding which emphasizes the benefit of situational context and tasks to better enhance occupational Chinese in order to make a greater margin when acquiring vocational skills. However, the double-duty that occupational Chinese proficiency plays—both as an internal and external factor—needs to be clarified in future studies so that occupational Chinese proficiency is not perceived as being counted twice in the same study.

3. Psychological resilience, intercultural competence and social support coupling mechanisms

It can also be seen from the research results that psychological resilience and intercultural adaptation ability can also play a role through core competencies, instead of being a direct effect on the enhancement of occupational Chinese. Social support works through compensatory and

synergistic methods, reducing language anxiety and cultural clashes so that it improves learning efficiency and task performance. From qualitative findings, it has been pointed out that students face some difficulties in terms of term learning, confidence on expression, and range for communication. these are all often overcome with teachers helping guide them as well as helping each other out as friends, having real world opportunities to use Chinese in a real-world setting, which greatly improves how they are feeling emotionally, boosts their self-efficacy, and gives them more of the tenacity to learn and to be professionals. In order to further improve upon our triangulation of the results and give a more grounded explanation for the found mechanisms, we included some sample quotes that showed each of the themes.

4. Quantitative–Qualitative Triangulation: From Statistical Paths to Learning Trajectories

We realized which variables had effects on what through numbers in our SEM analysis and saw how big of a deal it was. We found out stuff from letters as well by digging a little deeper on how things fit together for us. Thematic analysis of qualitative data showed a chain of themes that were mapped to the five theoretic dimensions moving from the problems due to language barriers and cultural conflicts through to support systems' intervention into practice empowerment and improved self-efficacy. It is a qualitative insight to add to the quantitative, so as to make a context for the statistical paths. Double coding at 87% inter coder agreement, systematic thematic analysis strengthened the credibility.

However, though the logic of the triangulation of the qualitative and quantitative results makes sense, adding in some more specific sections of the interviews that help prove the points made by the statistics paths can improve the claim of triangulating.

5. Policy and Practical Implications

It can provide real-world applications for the allocation of resources for “Chinese+Vocational Skills”. institutions should pay attention to the development of related mental health and cultural adaptation systems, occupational Chinese should be embedded in context. At curriculum level, task based, situational and project-based methods should be applied so as to develop synergy between language learning and vocational training. In addition, schools and enterprises will provide stable practices and communities, cultivating an unbroken chain from ‘classroom – training – internship – employment.’ The structural model generated by this paper also has the potential to become a kind of quality control and formative evaluation framework,

which can also guide curriculum development and improve the match between the curriculum and students.

6. Methodological Contributions and Limitations

Methodology, confirmatory factor analysis was done (CFA) ($\chi^2/df = 2.146$, CFI = 0.936, TLI = 0.927, RMSE = 0.056, SRMR = 0.045) first and then the path and mediation were done. The standardized process of the indices, where all were met with the recommended thresholds, provides a good methodological approach for future research of the multi-group SEM testing to see cross group robustness.

In front of these, it still has some disadvantages:

The qualitative participants mostly came from mechanical majors which made the disciplinary diversity of the findings narrow. Future study can consider thematic universalism among different institutions and disciplines.

While the scales and model fit well, some mechanisms like different kinds of support may need finer tuned moderated–mediated models and longitudinal tracking as well to validate some of the observed relations better.

Moreover, issues like instrument translation, self – report biases, and common method variance that might have emerged need to be acknowledged and resolved in subsequent research so as to enhance the degree of research transparency and method.

Conclusion

In a nutshell, this research has confirmed through measurements, structure models and solid evidences that the 5D core competency model is valid. Explaining the relationships between languages, cultures, psychological features, skills, and supporting factors, stating that Occupational Chinese is a “hub mediator” that links such competencies, and that it can raise the vocational skill level. Social Support has been seen as something that can help to raise the Emotion Security and Resources through a process of Moderation/Compensation and build Core Competency.

These results give valuable information for curriculum changes, support systems, and improved school–enterprise cooperation. Also, it establishes a theoretical and methodological basis for further, more extensive, and varied longitudinal research. At the same time, this is beneficial for long–term development as an area of research for vocational education for international students in China.

New Knowledge from Research

This study makes contributions to the theoretical and empirical study of the development of core competences for international students in “Chinese Language + Vocational Skills” education model. The research empirically validates a five-dimensional competency model by using CFA and SEM, forming a solid statistical framework for core competencies with excellent model fit indices: $\chi^2/df=2.181$, RMSEA=0.061, CFI=0.942, IFI=0.945, TLI=0.930, SRMR=0.046. Psychological resilience pushes intrinsic motivation and intercultural competence and occupational Chinese proficiency mediate and convert it so that vocational skills develop and then reflect externalized performance is shown by this study which has revealed such a synergistic chain mechanism. Moreover, social support is also a kind of reinforcement and compensation, which makes it beneficial for the development of one’s competency.

The most critical finding of the paper comes out in the study which means having dual professional expertise of Chinese. One part of this vocational expertise is added to the skill and secondly the other function of the expert is acts as mediator between mental toughness and Vocational ability and intercultural abilities and vocational abilities. Thus, it displays an important part of Chinese proficiency at work as hub-mediators, which can promote the transfer and adaptation of other competencies. This implies that context-specific, task-oriented language instruction in vocational education is important, which is in line with the “ language-ability-adaptation” triadic framework.

In actuality, it gives a transferable framework for the integration and combining of supporting mental health and intercultural training as well as teaching specific industry language into vocational training programs, which allows for a clear path from learning the knowledge in the classroom to practicing those skills in a workspace or finding a job fit. Results could offer a great direction for curriculum system renovation, allocating resources, setting up school and enterprise cooperation mechanism and setting up a quality protection system for ongoing evaluation of the program.

Conclusion

This study carried out systematic research on the core competency construction of international students in China based on the “Chinese Language + Vocational Skills” education model, with psychological resilience, intercultural competence, occupational Chinese, vocational skills, and social support as a whole in the context of a structural model. And the above five

dimensions are connected, the occupational Chinese proficiency is as the intermediary link between intrinsic motivation, cultural adaptability, social resources and tangible vocational performance.

Empirical analyses using Structural Equation Modeling (SEM) show that psychological resilience plays the role of foundational internal driver for adaptive learning persistence, Intercultural competence facilitates effective communication and cultural interaction, Occupational Chinese proficiency links language learning with vocational skills application to enhance employability, Vocational skills are the external representation of learning outcomes, and social support offers reinforcement and compensation to sustain long-term adaptation.

It improves study through the evidence of a competency model with multiple aspects of international vocational training. It offers contribution to practice by giving a pathway from school to work. The proposed model is of great significance to the development of the curriculum, institutional support system, and policy-making, and advocates for a complete and language-integrated vocational training system.

At last, this study fills in another kind of empirical gap: the way that international students' competencies are being developed in China's vocational education environment, it could become a framework for transfer and development to other multilingual multicultural learning contexts. Future work could look into how it works over time and adapt to different industries so that the model becomes more applicable and sustainable.

Suggestions

According to the results of this study, the following recommendations are put forward to policymakers and educational institutions, as well as vocational educators, to improve the competency development of international students in the "Chinese language + vocational skills" education model.

Strengthen Psychological Resilience Training. The study has also found out that psychological resilience is the strongest predictor when assessing the core competencies of foreign graduate student ($\beta=0.318$, $**p < 0.001$) So, resilience building can become part of educational curriculum through modules like stress-management workshops, goal setting activities, and peer-mentoring systems. They will give students with the coping strategies for tackling academic problems and cross-culture adaptation straightaway so as to improve their overall ability.

Integrate Occupational Chinese into Vocational curriculums. Path analysis showed that occupational Chinese has a direct effect on enhancing vocational skills, and it can also mediate the relationship between psychological resilience, intercultural competence, and vocational skills. In order to better cultivate their proficiency in both language and profession, education institutions need to construct context-and task-based occupational Chinese courses based on students' particular fields and relevant industries. This fusion will meld up language skills and vocational ones, which will improve their employability and workplace adjustability.

Enhance social support systems. Social support had been found very helpful in reducing language anxiety and cultural conflicts, thus improved learning efficiency and task performance. Through qualitative data, we can see a lot of problems such as lack of acquisition of specialized words and feeling of confidence in expression, social support systems help a lot. Institutions should form multiple support networks containing advice on academics, direction with careers, and group activities around the community as a way to help with both physical and mental needs. Working together with alumni and industry people can make it so that more job chances are given to students, making sure all around help during school time.

Vocational skills training through industry cooperation: The paper notes the value of industry-specific language and practical application in vocational training. school-enterprise collaboration should be strengthened to give students genuine work scenes, internship possibilities, and project-based learning opportunities. By matching their newly-acquired skills with what is currently in demand on the market and with technological developments, they are trained to be competent enough in their jobs so they can better integrate themselves into it after graduating school.

Improving inter-cultural competence improvement. The study results show that inter-cultural competence will improve core competence, thus having a direct and indirect impact on improving vocational competence. Vocational schools thus need to arrange organized cultural exchanges, communication training simulating and cooperation projects with nearby students. These will promote understanding between each other, overcome cultural obstacles, improve their adaptability to various academic and professional environments around the world, and help them better adapt to the workplace abroad.

Build up constant assessment and reaction systems. To watch students' improvement in primary abilities, we must regularly test them from five aspects: psychological hardiness, cross-cultural talents, occupational Chinese skills, work skills, and support. The results of the study

also point out that there is a need for continued evaluation to ascertain what gaps exist and how to better teach things. Feedback from students as well as employers needs to be incorporated in curriculum creation so that educational programs continue to cater for students' requirements along with employer's need.

In terms of policy-level support for holistic development. In terms of policy-level support for comprehensive development, finally, government should offer targeted funding, scholarship funds, and regulatory environment to promote comprehensive integration of language, culture and vocational training to international education. To develop rounded talents with language as well as professional skills who can contribute to the global industries, education cooperation across borders are promoted by policies. These policies can guarantee that the "Chinese Language + Vocational Skill" education model can be sustainable in the international community.

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