

# Innovation and Exploration on the Cultivation for Foreign Trade Talents of Business English Majors based on CDIO under the Background of “One Belt, One Road” Construction

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**Abstract:** Influenced by “one belt, one road” policy, the demand for foreign trade talents in business English specialty is increasing in China’s talent market. Firstly, this paper briefly summarizes the CDIO education concept and business English major, and puts forward a series of improvement measures aiming at the problems existing in the current business English professional training, in order to enhance the foreign trade of business English in higher vocational colleges, so as to lay a solid foundation for the quality of talents.

**Keywords:** One Belt, One Road ; CDIO; Business English;

“One belt, one road” policy has been driving the development of our economy. With the development of the times, the demand for talents has been increasing. As an important part of personnel training, higher vocational colleges undertake the important responsibility of delivering talents to the society. Modern society requires students to have good innovative spirit, active practice ability and team cooperation ability. CDIO theory is to cultivate students’ ability of conception, design, implementation and operation, which pays attention to students’ personal scientific and technical knowledge, good team cooperation and communication ability, lifelong learning thought and social adaptability.

## 1. Introduction to CDIO and business English

CDIO refers to cohesive, design, implementation and operate. DCIO theory is the latest educational achievement. At present, CDIO education theory is mostly applied to the cultivation of engineering students, but the education theory is universal, and there are many advantages in applying it to the cultivation of business English majors. The theory is mainly to cultivate students’ engineering ability of active learning, active practice and teamwork, aiming to promote students to become innovative talents.

Business English major is the combination of business and English major. On the one hand, students have good English level, but also have knowledge of economy, trade, finance, social culture and so on. This major aims to cultivate students to become compound talents with systematic economic business and professional English ability. In addition, business English is highly professional, involving a wide range of industries and disciplines. With the development of “one belt, one road” has a strong demand for the comprehensive professional in China, especially in business English.

## 2. Under the background of “one belt, one road”, the problems in training business

## **English professionals**

### **2.1 Personnel training is out of line with market demand**

With the acceleration of one's economic globalization, one of the "one belt, one road" strategy is being developed to expand overseas markets and speed up the transformation of China's foreign trade. In addition, since the reform and opening up, China has introduced a large number of Sino foreign joint ventures, resulting in a gradual increase in the gap of business English professionals. However, there is a lack of professional knowledge and management system in China. The traditional requirements for the quality of foreign trade staff is to be able to hear, read and write English, but the requirements for professional quality are low. With the development of "one belt, one road", the society demands more talents for foreign trade. The students in higher vocational colleges are not solid enough to solve practical problems and professional knowledge, and the communication and teamwork need to be strengthened.

### **2.2 The course attaches too much importance to theoretical knowledge**

At present, the teaching content of business English course in higher vocational colleges is old and lack of innovation, and the teaching cases need to be updated. In the course explanation, due to the serious disconnection with reality, students' learning initiative is poor. In addition, the practical guidance of business English in higher vocational colleges is poor, which is quite different from the market demand for talents. Besides, "one belt, one road" is more inclined to cultivate theoretical knowledge in teaching business English to students. Moreover, the school adopts the teaching method of teaching, which makes unclear the role of students and the lack of communication and interaction between teachers and students, resulting in the teaching phenomenon of students' poor learning enthusiasm.

### **2.3 Lack of professional teachers**

At present, most of the teachers in higher vocational colleges in our country are engaged in education since graduation. Although teachers have a good theoretical basis, they lack practical work experience. In the actual teaching process, they will pay more attention to the explanation of theoretical knowledge, ignore the importance of practice, and cannot give effective guidance to students, leading to the phenomenon that the teaching content deviates from the actual post demand. In addition, foreign trade activities will involve a series of work contents, such as business negotiation, business analysis, production and manufacturing. When carrying out corresponding education activities, higher vocational colleges often only explain a single course, and rarely systematically explain the whole business activities, which cannot match the theoretical knowledge with the actual work, leading to the increase of students' employment difficulty.

### **2.4 Single teaching evaluation system**

Influenced by exam oriented education, the teaching assessment of higher vocational colleges is still based on the final examination, supplemented by attendance, daily homework and students' learning attitude. The evaluation system of teaching assessment is relatively single, lacking scientific and systematic evaluation system in talent evaluation. The evaluation of students is extensive and lacks fine indicators. Especially in some practical activities, there is a lack of three-dimensional comprehensive evaluation of team cooperation and practice process. In addition, the school's evaluation of teachers is still based on academic qualifications, professional titles and qualifications. In terms of selection and employment, it is relatively conservative, leading to the loss of teachers.

## **3. Based on the concept of CDIO business English professional training path**

### **3.1 Specialty segmentation and optimization of curriculum**

Based on the concept of CDIO to develop business English talents training, first of all, we need to understand the business English talents from the aspect of talent market, and refine the business English specialty according to the market needs. Students can also choose the direction of employment according to their preferences, and plan and clarify their own future career positioning and planning in advance. Secondly, the school carries on the curriculum design and the syllabus formulation around the subdivided specialty, which is convenient for teachers to carry out the systematic teaching. "One belt, one road" policy should be developed to create a solid foundation for the training of talents in higher vocational colleges.

## 3.2 Optimizing teaching methods

The center of CDIO education theory is students, focusing on the cultivation of students' personal ability and team cooperation ability. According to the requirements of business English professionals, teachers should actively carry out teaching reform. They can use situational teaching, case discussion and practical activities to mobilize students' learning initiative and improve students' innovative spirit and practical ability. Through situational teaching, students can understand the work functions of different positions in the actual work process, and clear the vocational skills required by different positions, so as to effectively improve students' future career planning. At the same time, it is necessary to discuss with the students in combination with the case, and mobilize the enthusiasm of students to learn actively, so as to help students digest and absorb the knowledge points in the cases explained by the teacher. In addition, practical activities are mainly carried out through forums, seminars and other ways to provide students with innovative practice opportunities.

## 3.3 Construction of high standard training base

In order to strengthen the cultivation of foreign trade talents, higher vocational colleges should actively create teaching experimental base. On the one hand, the school should increase the investment in the training base; On the other hand, higher vocational colleges should strengthen the incubation function and improve the service, so as to organically combine the training activities and entrepreneurship guidance, and improve the success rate of students' entrepreneurship incubation. In the construction of training base, we can carry out work from trade simulation, ERP, e-commerce and financial securities, so as to improve the students' ability of independent experiment and team cooperation experiment. "One belt, one road" policy should be implemented and many foreign enterprises should be added. Schools should actively seek cooperation to provide students with practical training venues and promote the development of industry, university and research institutes.

## 3.4 Paying attention to the cultivation of double qualified teachers

Most of the teachers in higher vocational colleges apply to the school to carry out teaching work as soon as they graduate, and they are lack of practical experience in enterprises or businesses, which leads to the unsatisfactory effect of CDIO theory teaching in higher vocational colleges. The main reason is that teachers do not understand the actual work skills and market-oriented operation policies of enterprises. Therefore, in terms of introducing talents, higher vocational colleges should select high-end technical talents in the field of business English, and constantly improve the training mechanism of existing teachers. Teachers should be encouraged to participate in seminars, further studies, etc., so as to continuously improve their comprehensive quality.

## 4. Conclusion

With the implementation of one belt, one road policy, CDIO teaching reform in higher vocational colleges is carried out. By increasing investment in training bases, we actively train double qualified teachers, constantly optimize teaching methods and teaching ideas, and build a more detailed business English major direction, in order to convey excellent professional and technical talents for the country and society.

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