

Reflections on the Training of Foreign Related Talents for English Majors in Colleges and Universities

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Abstract: In English majors of colleges and universities, vigorously cultivating foreign-related talents is conducive to improving students' comprehensive ability, promoting high-quality employment of students, and supporting the development of relevant enterprises at home and abroad. This article focuses on the following aspects: "the significance of cultivating foreign-related talents for English majors in colleges and universities", "the requirements for cultivating foreign-related talents for English majors in colleges and universities", "the problems in cultivating foreign-related talents for English majors in colleges and universities", and "the effective countermeasures for cultivating foreign-related talents for English majors in colleges and universities". It mainly discusses the countermeasures for cultivating talents for English majors in colleges and universities from a foreign-related perspective, hoping to further strengthen students' comprehensive abilities, Help students establish international English thinking and lay a good foundation for their future career development.

Keywords: Colleges and Universities; English Major; Foreign Talents; Training Countermeasures

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In the context of economic globalization, both domestic and foreign enterprises have a strong demand for foreign English talents. For the cultivation of foreign-related English talents, we should emphasize the coordinated cultivation of knowledge, ability and quality, and should not neglect any dimension. At present, the problems existing in English majors in colleges and universities are: "ignoring the accumulation of cross professional knowledge", "less opportunities for school enterprise cooperation", and "there are some defects in the assessment mechanism"... Based on these problems, it is difficult for colleges and universities to strengthen the training of foreign-related English talents. The purpose of actively exploring the countermeasures for cultivating foreign-related talents of English majors in colleges and universities is to develop more effective paths, optimize the construction of English majors in colleges and universities, build a mature foreign-related talents training system, and let the foreign-related talents of English majors truly go out of the restrictions and move towards internationalization.

1. The Significance of Training Foreign related Talents for English Majors in Colleges and Universities

1.1 Improve students' comprehensive ability

With foreign talents as the training direction, English majors in colleges and universities have a longer plan and pay more attention to students' comprehensive abilities. For example, according to the characteristics of foreign-related work, college teachers can convey workplace information in different fields to students, enrich students' theoretical reserves, guide students to solve some complex foreign-related work problems, improve students' comprehensive ability to apply English knowledge, and achieve the goal of education in the new era. For another example, college teachers can adjust the teaching design according to the requirements of foreign-related work, exercise students more comprehensively, highlight key links such as "English listening", "English expression" and "English writing"^[1], and strengthen students' comprehensive ability in the English field from an international perspective. With the continuous improvement of comprehensive ability, college students' learning attitude will also change, and their interest in English research will be stronger.

1.2 Promoting high-quality employment of students

To vigorously cultivate foreign-related talents is actually to help students better realize their employment plans from the perspective of students. Specifically: on the one hand, understand the needs of enterprises. In order to better cultivate foreign-related talents, college teachers should actively guide students to enter the market and enterprises, and understand the requirements and expectations of various enterprises for English professionals, as well as the current difficulties faced by enterprises.. On the other hand, accumulate workplace experience. Centering on the training program of foreign-related talents, college teachers should actively increase foreign-related teaching and create opportunities for foreign-related practice. They know more about themselves, what kind of jobs they are suitable for, and what kind of enterprise environment they are suitable for.

2. Requirements for the cultivation of foreign-related talents for English majors in colleges and universities

2.1 Knowledge dimension

For foreign-related talents, both professional knowledge and cross professional knowledge are very important, which are related to the career development of students. For example, in foreign-related logistics enterprises, students should not only flexibly use English knowledge, but also have a certain understanding of cross-border logistics, cross-border transportation, cross-border e-commerce and other fields. They can undertake various foreign-related work tasks and adapt to the foreign-related work environment . In addition, foreign-related talents should also actively learn cultural knowledge, understand the cultural customs of different countries, conduct various foreign-related work in a civilized and polite manner, and maintain friendly relations with working partners on the premise of respecting the cultural background.

3. Problems in the training of foreign talents for English majors in colleges and universities

3.1 Ignoring cross professional knowledge

In English majors, foreign-related talents should actively study different majors and accumulate necessary interdisciplinary knowledge. At present, the reason why some college teachers neglect cross professional knowledge is that it is difficult to give consideration to this professional knowledge and cross professional knowledge due to the limited class hours. Especially for some complex cross professional knowledge, even if teachers want to be persuasive, there is not enough time left for students. How to extend class hours is a problem that English teachers should seriously consider, and also a problem that schools should always pay attention to. In addition, some English teachers do not know much about cross professional knowledge, and can only simply introduce it. It is difficult to professionally answer the questions of the student group, and it is also difficult to deal with foreign-related problems in the actual situation. This kind of teachers do not want to strengthen cross professional knowledge, but need appropriate learning channels and communication channels, and need to improve themselves first.

3.2 Defects in the assessment mechanism

From the perspective of cultivating foreign-related talents, the assessment mechanism for English majors established in some universities still needs to be optimized. For example, the examination form designed by some colleges and universities has always been “listening+written examination”, which only requires students to be able to listen and write, and does not require students to be able to communicate and deal with foreign-related issues, or does not test whether students can communicate and deal with foreign-related issues. Even if the students pass the examination successfully, it is still difficult to deal with some practical foreign-related problems, which is not conducive to students’ future work. In a word, in terms of assessment content and form, colleges and universities should actively adjust the training direction of foreign-related talents.

4. Effective Countermeasures for the Training of Foreign related Talents of English Majors in Colleges and Universities

4.1 Emphasis on cross professional knowledge

In the process of cultivating foreign-related talents, college teachers should pay attention to the interprofessional penetration and remind students to accumulate rich interprofessional knowledge. Considering the problem of insufficient class hours, college teachers can develop the “second classroom for foreign-related English talents”, make use of extracurricular time to deeply analyze various cross professional knowledge, leave sufficient time for students to digest themselves, and help students continue to consolidate cross professional knowledge. In addition, colleges and universities can regularly organize “Foreign related Talents Training and

Exchange Meeting for English Majors”, which focuses on the training of foreign related talents and gathers teachers of all majors for professional knowledge exchange. The more abundant the teachers’ knowledge reserves are, the more perfect the designed teaching plan is, which is more conducive to promoting the training of foreign-related talents in colleges and universities.

4.2 Create opportunities for school enterprise cooperation

To meet the training needs of foreign talents for English majors, colleges and universities should actively create opportunities for school enterprise cooperation at home and abroad. Specifically, on the one hand, create domestic cooperation opportunities. For example, colleges and universities can cooperate with logistics enterprises, lead students to visit the foreign-related work environment, guide students to deal with foreign-related work, rationally compare domestic and foreign logistics market, and seriously understand the particularity of foreign-related work. On the other hand, create opportunities for Sino foreign cooperation. In order to better cultivate students’ ability to deal with foreign affairs, colleges and universities can actively explore opportunities for Sino foreign cooperation. Taking the “e-commerce industry” as an example, colleges and universities can work closely with cross-border e-commerce enterprises, organize students to visit overseas distribution bases, study in overseas office areas, encourage students to contact front-line foreign-related work, and improve their foreign-related work ability.

5. Conclusion

To sum up, colleges and universities should pay attention to students’ demands, market demands and the background of the times in terms of the training of foreign talents for English majors. Specifically, colleges and universities can focus on these tasks: ① attach importance to interdisciplinary knowledge and guide students to deal with foreign-related affairs more flexibly from the perspective of English application; ② Create opportunities for school enterprise cooperation, ensure the number and effectiveness of school enterprise cooperation, and highlight the cooperation between Chinese and foreign enterprises; ③ Actively optimize the assessment mechanism, and remind students to pay attention to their English application ability and comprehensive quality in foreign affairs with scientific content and form. In addition, college English teachers should take the initiative to conduct foreign-related research and learning, and become guides for students in various fields.

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