

# Research on the transformation of applied talents' foreign language empowerment training under the background of "New Liberal Arts"

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**Abstract:** with the development of science and technology and the optimization and upgrading of industrial structure, the social demand for technical application-oriented talents is increasing. Foreign language education is a key link in the cultivation of applied talents. Facing the development mission of the new era and the new economy, the mode and goal of foreign language teaching need to be transformed accordingly. The proposal of "New Liberal Arts" construction provides new ideas and paths for the transformation of foreign language empowerment of applied talents. Starting from the demand of enterprises for talents' post ability, through questionnaire survey and enterprise interview, this study analyzes the dilemma of the current talent training mode of application-oriented colleges and universities being derailed from the actual needs of enterprises, and puts forward the countermeasures for the transformation of talent foreign language empowerment training in application-oriented colleges and universities in the new era. Taking the background of "New Liberal Arts" as the strategic breakthrough point, this paper puts forward a new mechanism for the transformation of applied talents' foreign language empowerment training, which is based on moral education, by means of curriculum reform, and assisted by school enterprise cooperation and the integration of industry and education, in order to play a certain reference role in the reorientation and the reform of foreign language curriculum in colleges and universities.

**Key words:** "New Liberal Arts"; Foreign language empowerment; Applied talents; Transformation path

## 1 Research background

Application oriented talents focus on application. The cultivation of application-oriented talents often arises under the guidance of social development needs. The cultivation of foreign language ability can better meet the needs of China's modernization, international construction, scientific and technological innovation, industrial revolution and new economy for talents. At present, China is accelerating the construction of "New Liberal Arts" and "One Belt and One Road", as well as major strategies such as economic transformation and upgrading, new technological change and the integration of the Yangtze River Delta. These major strategic initiatives highlight the practical need to accelerate the development of applied talent training and foreign language empowerment. "New Liberal Arts" is a profound self-targeted revolution of the humanities and social sciences to actively adapt to the development of the new era. Under the background of the "New Liberal Arts", to carry out the construction of the New Liberal Arts in foreign language education is to further deepen the reform of foreign language teaching and training mode, break through the boundaries of Humanities and Social Sciences, realize the cross integration of foreign language disciplines and related disciplines in science, engineering and other fields, and endow traditional foreign language talents with the comprehensive qualities required by the new era, At the same time, it also empowers applied talents with interdisciplinary background. Through the cross integration with other majors and breaking the discipline barriers, language majors can cultivate "foreign language +" talents, and non-language majors can become "professional + foreign language enabled" compound talents.

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## 2 Research methods and steps

Under the background of the construction of “New Liberal Arts”, the traditional foreign language teaching still has not broken through the training idea of “old liberal arts”. The traditional foreign language curriculum is lagging behind, which can’t meet the needs of industrial development. In practice, there is no effective training path for the application of new technology, and the training objectives of the talent training program and the needs of enterprises for talents are misplaced. In order to understand the demand of enterprises for talents’ post ability, enterprises in Lingang Special Area were taken as the research object, and a questionnaire survey and enterprise visits were conducted for more than one year.

1. Building a “corpus”: starting from May 2021, we will collect and summarize the recruitment information published by enterprises in Lingang in the official account of “working in Lingang” and various platform websites such as 51job.com and Zhilian recruitment website through multiple channels. Finally, we will use more than 2156 recruitment advertisements from more than 405 enterprises as the basic corpus and use Python technology to grasp high-frequency words and high-frequency collocations, through data analysis, the main types of industries in Lingang and the high-frequency post capacity of enterprises’ demand for talents are found out, so as to focus on enterprises in the fields of manufacturing, information technology, logistics, foreign trade and so on.

2. Questionnaire: taking the high-frequency words according to Python as reference, based on the theoretical basis of National Standards for the Undergraduate Quality Teaching of Foreign Languages and Literature of General Colleges (hereinafter referred to as the national standards) issued by the Ministry of education in January 2018 and The China English ability rating scale (hereinafter referred to as the scale) issued by the Ministry of education and the National Language Commission in 2018, The “post ability” of enterprises to talents is divided into “foreign language ability” and “other general ability”. In order to more intuitively obtain the needs of enterprises for talents’ foreign language ability, “foreign language ability” is specifically divided into “quantifiable” ability and “non quantifiable” ability. The former is reflected by various language certificates obtained by talents, while the latter is reflected by the five-level scale of enterprises’ demand for talents’ language skills such as listening, speaking, reading, writing and translation. “Other general abilities” are determined as information technology ability, critical thinking ability, lifelong learning ability, innovation ability and team cooperation ability. Based on this, the research questionnaire on the post ability demand of industrial talents in Lingang Special Area was designed, and the questionnaire was distributed online and offline at the same time.

3. Enterprise visits: at the same time, in order to make up for the limitations of the questionnaire, the author’s team actively contacted enterprises in major industries in Lingang to conduct on-site visits and surveys, conduct in-depth interviews, further investigate the needs of enterprises for talents’ post abilities, explore the new strategic positioning of foreign language education in Colleges and universities, and explore the cooperation intentions of school enterprise cooperation and integration of industry and education, in order to provide new ideas and new paths for the transformation of foreign language empowerment training of applied talents.

## 3 Research analysis and discussion

### 1. Data analysis

So far, more than 100 questionnaires have been collected and more than 10 enterprises have been visited in depth. According to the results of the questionnaire survey and enterprise visit, we can easily find the following problems:

(1) Enterprises pay more attention to the foundation and application of the language in their demand for talents’ foreign language ability. Sixty percent of enterprises only require that talents’ quantifiable foreign language ability reach CET-4 level. Compared with the “translation” with higher professional requirements, enterprises pay more attention to basic “reading” ability and more practical “listening” and “speaking” ability.

(2) The demand of enterprises for talents’ foreign language ability often exceeds the language itself. The interviewed enterprises focus on the compound background of foreign language talents, namely “language ability (application oriented) + technology”, “basic language + general ability + relevant industry background”, which is the direction of foreign language education under the background of “New Liberal Arts”.

(3) The enterprises visited emphasized the demand for talents’ learning ability, communication ability and the ability to solve problems independently. It is worth noting that more than half of the enterprises have put forward requirements on the employment psychology of talents, emphasizing the responsibility of talents in the job, employment attitude, employment stability, etc., believing that the employment attitude of talents is more important than ability, and hoping that talents have a complete knowledge structure and independent and sound personality, which has new inspiration for our talent training direction.

### 2. Discussion findings

The current talent training mode often falls into an embarrassing situation in which enterprises, schools and talents are not satisfied: first, enterprises lack talents who really meet their needs, and are not satisfied with the talent training mode and talent delivery quality of colleges and universities; then, as an application-oriented university, whether the training mode of foreign language professionals or the foreign language empowerment of other majors, the effect is not ideal; Finally, talents are not satisfied with their career planning: traditional foreign language teaching pays too much attention to the cultivation of language ability and ignores the cultivation of personal skills and comprehensive quality, which leads to the lack of core competitiveness and high “replaceability” of foreign language talents when facing a post. The survey results show that under the background of “New Liberal Arts”, it is urgent to promote the reform and innovation of foreign

language education, and how to carry out the transformation of foreign language empowerment training of applied talents is a topic we should continue to explore.

#### **4 Exploration on the transformation path of foreign language empowerment training of Applied talents**

In the context of the new era, foreign language teaching reform should actively serve the national strategic development. Therefore, we try to build a new mechanism of foreign language empowerment training transformation that serves the national development strategy, based on Moral education, by means of curriculum reform, and assisted by school enterprise cooperation and the integration of industry and education.

1. Repositioning the value orientation of foreign language curriculum based on Moral education.

In the process of foreign language teaching, we should actively promote the deep integration of foreign language curriculum and ideological and political education, and give full play to the integration and unity of the instrumental and humanistic nature of foreign language disciplines. While cultivating students' extensive knowledge, we should pay more attention to the cultivation of their humanistic quality and deeply understand the meaning of socialism with Chinese characteristics. The construction of the "New Liberal Arts" emphasizes an international perspective. We will take the course of Ideological and political education as the guide, base ourselves on local culture, and take language and culture as the carrier to cultivate applied talents with foreign language literacy such as world vision, sound personality and critical thinking ability.

The foreign language course is the fertile ground for cultivating humanistic quality. It is necessary to guide students to cultivate correct outlook on career selection and Employment: actively guide students to clarify their self-awareness, establish correct outlook on employment, make personal career planning, and constantly improve their professional knowledge and cross professional knowledge, so as to improve their core competitiveness. Encourage students to vigorously develop interdisciplinary knowledge, broaden their international horizons and broaden their employment channels by minor in double degrees, elective interdisciplinary general courses, and multilingual learning in combination with the needs and characteristics of enterprises; After graduates improve their core competitiveness in the workplace, they can better meet the actual needs of enterprises for talents, so as to realize a virtuous cycle of talent supply and demand.

2. Focus on the training objectives of applied talents, pay attention to the construction of teachers' team, and optimize the curriculum system

The goal of applied talents training is to give consideration to the teaching of theoretical knowledge and the cultivation of practical ability. It is necessary to optimize the structure of disciplines and specialties, closely combine the needs of local economic development, establish a diversified and systematic talent training system, and cultivate applied, compound and innovative talents. The construction of "New Liberal Arts" emphasizes a "cross" word, which needs to break the disciplinary barriers in the two links of teaching and learning, and carry out interdisciplinary integration in combination with the new needs of social development and new achievements of scientific research, so as to strengthen the connotation construction of foreign language education and realize the foreign language empowerment of applied talents.

Hu Kaibao (2020) mentioned that whether we can achieve the goal of cultivating interdisciplinary foreign language talents largely depends on whether we have teachers who can meet the needs of the construction and development of the New Liberal Arts. The construction of teaching staff is the first threshold of foreign language education reform. Teachers from traditional foreign language disciplines have a single educational background and lack interdisciplinary knowledge base. Most foreign language teachers directly enter colleges and universities to teach after graduation. They have no corporate background and do not know much about the needs of enterprises. To build a foreign language teaching team in the new era, teachers need to enrich their interdisciplinary knowledge and change their traditional teaching consciousness, attach importance to modern teaching technology.

Teachers need to cultivate interdisciplinary and interdisciplinary backgrounds and strengthen the construction of double qualified teachers: encourage in-service teachers to improve themselves, actively apply for production, teaching and research projects, enrich business experience and cultivate their interdisciplinary knowledge; At the same time, actively introduce "foreign language +" teachers with interdisciplinary background, promote cooperative teaching between colleges and departments, share teachers, and realize interdisciplinary integration.

The Declaration on the construction of the New Liberal Arts proposes to "actively promote the in-depth integration of modern information technologies such as artificial intelligence and big data with liberal arts majors". At present, the class hours of foreign language teaching have been reduced repeatedly. In the case of limited class hours, teachers can use modern information technology to enrich teaching methods, carry out multimodal teaching, and actively promote the construction of online and offline hybrid courses for basic language skills training. Information technology has built a bridge of communication between various forms of education and educational resources. Its deep integration with education has made foreign language education no longer limited by disciplines, time and place, greatly improved the quality and effectiveness of teaching, and made foreign language education better able to provide convenience.

In order to promote the sustainable development of foreign language education, the fundamental task is to optimize the curriculum system, which not only includes foreign language skills training courses in the general sense, but also sets up localized and school-based characteristic courses that conform to the national development, serve the needs of other disciplines and the development of students' innovative ability.

In the process of College English teaching reform, we should pay special attention to the characteristics of the University's Applied

Technology University, and actively build an interdisciplinary and interdisciplinary integrated curriculum structure and a student-centered personalized learning curriculum system. The College English reform team specially visited other colleges to understand the foreign language needs of the subjects, based on College English teaching to provide services for other subjects, and actively seek interdisciplinary integration. In the College English curriculum, the innovative introduction of the “professional English” module provides knowledge and ability training related to the subject, which helps them better understand their own environment. The curriculum of foreign language major has broken through the disciplinary barriers, appropriately increased interdisciplinary elective modules such as news, education, law, management and finance, added courses such as computer translation technology combined with the development of the modern information age, focused on modern information technology, and paid attention to the intersection of language courses and non- language professional courses.

### 3. Constructing the mode of school enterprise cooperation, industry education integration and collaborative education

During the visit, the author found that there was a lack of communication between enterprises and schools, and they did not understand each other’s needs. The current talent training mode could not meet the needs of students’ career development, and students could not immediately adapt to their positions, so they could not actually solve the needs of enterprises for talents. As an application-oriented Technology University, it should adhere to the “local” and “application-oriented” school running orientation, and take root in serving regional social development and industrial reform to promote the construction of New Liberal Arts and promote the development and reform of foreign language education.

The school takes many measures simultaneously, integrates resources, deepens school enterprise cooperation, and integrates production and education. Broaden the contact with enterprises, let enterprises participate in school management and student training, and provide practical projects and internship opportunities; Combining with key industries, we should fully explore the advantageous resources of our school’s education and teaching, give full play to the characteristic education of foreign languages, serve the international development needs of national and local economy and society, and serve the diversified needs of students’ personalized development. Pay attention to the development and mining of the integration of production and education courses, hire enterprise tutors to teach for students, and understand the current situation and needs of the industry. At the same time, we should strengthen innovation and entrepreneurship education, improve students’ awareness of entrepreneurship, and provide in-depth training and corresponding support for students with entrepreneurial ideas.

Relying on the development of the Lingang Special Area and the characteristics of the school, optimizing the curriculum system and realizing the coordinated development between foreign languages and majors can not only provide a solid basis for students’ language knowledge and language ability, but also cultivate students’ compatibility of Liberal arts and science and realize value creation, which is the historical inevitability of the New Liberal Arts’ empowerment to drive the “intersection of Arts and science”.

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