

Research and Practice on the Cultivation Mode of Multilingual Talents under the Background of the “Belt and Road” Initiatives

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Abstract: With the implementation of the “Belt and Road” Initiatives, the country’s demand for non-common language professionals and minority language talents is increasing. The cultivation of multilingual talents is conducive to the construction of the language population in colleges and universities and to meet the social demand for composite foreign language talents. However, there are some problems in the cultivation of multilingual talents, such as single teaching mode and shortage of teachers. It is necessary to arrange the courses reasonably and improve the professional quality of teachers, break the traditional teaching and build a new teaching model, enrich teaching activities, strengthen the practice of multilingual language, strengthen the construction of teaching materials and optimize the curriculum of resuming language, so as to cultivate innovative and international resuming language talents with Chinese feelings, international vision and ability of international competition and cooperation, and serve enterprises to “go out” and participate in the construction of the “Belt and Road”.

Key words: colleges and universities; the “Belt and Road” Initiatives; multilingual talents; training mode

With the implementation of the “Belt and Road” Initiatives, the national demand for minority language talents has increased significantly, and the international market is also in increasing demand for minority language talents. In addition, the single English professional talents are far from meeting the development needs of the current social market. In this environment, cultivating multilingual talents is an important direction for universities to carry out foreign language teaching practice research. Multilingual teaching is a new teaching mode, whose main purpose is to train non-common language professionals and minor language talents in addition to English. Nowadays, many colleges and universities have added the teaching of Japanese, German and other minor languages to the original English teaching system. Therefore, in addition to learning English well, many students also need to learn non-common languages and minor languages, in order to better enhance their competitiveness in employment. Thus, it can be seen that the cultivation of multilingual talents has become a mainstream trend in the teaching reform and development of colleges and universities.

1. Significance of multilingual teaching in colleges and universities

1.1 It is helpful to promote the construction of language group in colleges and universities.

In the past, the teaching of traditional foreign language departments or foreign language colleges and universities generally took English as the main major, and some colleges and universities also added the teaching of minor languages such as Japanese and Russian. However, with the continuous advancement of the internationalization process in recent years, more and more colleges and universities have realized the importance of cultivating minority language talents, and have set up specialized courses for minority languages in addition to English majors, which has greatly promoted the construction and improvement of the language group of “mainly English and supplemented by minority languages” in various colleges and universities.

In addition, because some minor languages have similar language characteristics with English, many colleges and universities begin to try to promote the teaching development of various minor language majors by using “English” as the major language teaching, so as to promote the positive transfer effect between minor language teaching and English teaching. Therefore, this provides a new direction for the teaching reform of English majors in colleges and universities, re-endows the teaching of English majors in colleges and universities with the realistic significance of internationalization, and is conducive to further promoting the innovation and development of school English teaching.

1.2 It is conducive to meeting the social demand for compound foreign language talents

At present, the demand for foreign language professionals in social development is becoming more and more diversified, and the demand for graduates majoring in single language and literature is decreasing year by year. It can be seen that the original single-skill foreign language professionals are far from meeting the actual needs of the current social and economic market. Therefore, colleges and universities must make corresponding changes in the teaching mode of foreign language majors, especially pay attention to the training of compound talents.

As language teachers, it is our main teaching goal to focus on the cultivation of students’ professional skills and humanistic qualities. However, as a matter of fact, with the continuous expansion of colleges and universities for students of various majors, English education is becoming more and more popular, so that too many talents with single English skills will inevitably face greater employment pressure. On top of that, there is a growing demand for complex talents in our country. Therefore, colleges and universities must find a new way to develop English teaching, which should not only ensure the instrumental and humanistic nature of English teaching, but also pay attention to training students to become compound foreign language professionals. This is not only the demand of the development of the new era, but also an important means to meet the demand of the social economic market for compound foreign language talents.

2. Current situation of multilingual talents training in colleges and universities

2.1 The specific teaching needs to be adjusted and optimized

For most colleges and universities, when choosing textbooks, arranging class hours and making teaching plans, they do not fully

consider students' ability to accept and master the multilingual teaching mode of "English + minor languages". Therefore, it is easy to lead to students' different views on the teaching of "English + minor language". Some students are happy with the learning mode of "English + minor language", while some students think that this learning mode will have great pressure on their schoolwork.

In addition, in terms of teaching methods, some teachers, still influenced by traditional teaching concepts, pay too much attention to theoretical teaching and provide students with few opportunities for language skills training. As a result, after students master the grammar points, they fail to get timely practice and consolidation, thus affecting the learning effect of students. Therefore, the teaching methods of multilingual major also need to be further optimized, and more opportunities for practical training should be provided to students as much as possible, such as bilingual speech competitions.

2.2 There is a relative shortage of necessary teachers

In the development of Chinese colleges and universities, English majors have always existed. Compared with non-common language majors and minor language majors, the teaching system and curriculum arrangement of English majors are more perfect. Therefore, there is no need to worry too much about the teaching of English majors. However, the multilingual teaching model is a new teaching model proposed in the new period to better meet the needs of social development and economic construction in China. At present, Chinese colleges and universities are relatively short of professional teachers for the professional teaching of minority languages, and most of the colleges and universities have chosen to let teachers without higher professional basis for minority language teaching to conduct related teaching, which seriously restricts the quality of the cultivation of multilingual talents.

3. Strategies for the cultivation of multilingual talents in colleges and universities

3.1 Reasonable arrangement of courses and improvement of teachers' professional quality

On the one hand, colleges and universities should formulate corresponding teaching plans based on students' actual language mastery at the present stage. In class arrangement, students are required to be able to master two language skills. In the process of "English + minor language" multilingual teaching, colleges and universities can hire professional teachers of minor languages including Japanese, Russian, Korean, etc., to further improve the teaching structure of colleges and universities, so as to provide students with more professional minor language teaching guidance. At the same time, colleges and universities should also hold various language learning experience exchange activities on a regular basis, and through school-enterprise cooperation, colleges and universities and related enterprises jointly build a language training base, to provide more guarantee for students to learn and train the knowledge of multilingual knowledge. In addition, we can arrange different multilingual teaching courses for students in different grades. For example, in the freshman year, we can set up phonetic, oral, audio-visual speaking and writing courses focusing on "English" to help students lay a good foundation for English skills. In foreign language teaching after the sophomore year, we can set up "English + minor language" based multilingual course teaching, and increase the number of audio-visual speaking courses. Among them, the proportion of teaching in minor languages is a little larger.

On the other hand, colleges and universities should pay attention to the cultivation of teachers' professional quality, provide a large amount of comprehensive training for teachers engaged in multilingual teaching, and encourage students to study independently, so as to maximize the improvement of teachers' multilingual teaching skills and professional quality.

3.2 Break the traditional teaching and build a new teaching model

In order to improve the effectiveness of multilingual teaching, colleges and universities must break the traditional teaching mode and adopt the mode of "combining work with study" to cultivate compound talents by combining the rules and characteristics of foreign language teaching. For example, in the first two academic years of students entering universities, teachers can be mainly responsible for teaching students the basic theory of "English + minor languages". In the third academic year, after students have a certain understanding and basic ability of the language knowledge of "English + minor languages", they can teach students professional knowledge according to the employment direction of their major, invite language talents from relevant enterprises to provide experience and employment guidance for students, and arrange students to regularly enter the practice base for training. Meanwhile, colleges and universities should also assess and evaluate the internship results. In the fourth academic year, colleges and universities can implement a pre-employment system based on school-enterprise cooperation and let students learn the labor security system, so as to improve the standardization and institutionalization of student internship training.

3.3 Enrich teaching activities and strengthen the practice of multilingual language

Multilingual teaching involves a very wide range of knowledge, and it is impossible to truly ensure the learning effect of students only by using class time. Therefore, rich teaching activities are often needed as the expansion and extension of classroom teaching. After all, the classroom teaching time is limited, even if the teacher carries out the combination of theory and practice teaching activities, but the training effect on students' language ability is not very obvious, nor can it train students' ability to face temporary events and social communication ability. In the process of carrying out various language practice activities, colleges and universities and teachers can set up corresponding practical activities according to the characteristics of different countries, including multi-language dubbing, hot news discussion, reading salon, interview and other activities, in order to cultivate students' language use ability of "English + minor language" and sense of teamwork.

In addition, in addition to in-class and extracurricular practical activities, colleges and universities and teachers should also pay attention to encourage students to take the initiative to participate in some social practice activities for the purpose of training multiple languages, so as to prepare for students to enter the workplace in the future. At the same time, teachers can also use micro-lessons, Wechat

official accounts and other modern technological means to provide students with more “English + minor language” multilingual learning resources, so that students can learn multilingual more flexibly and conveniently.

3.4 Strengthen the construction of teaching materials and optimize the curriculum of multilingual learning

Chinese colleges and universities can increase cooperation with colleges and universities in Southeast Asia, establish professional school-based textbook compilation groups through consultation with them, and timely update the “English + minority language” textbooks in light of the changes in the social market demand of minority languages and their teaching laws, including the reform of new English textbooks and the compilation of textbooks for minority languages. At the same time, colleges and universities can also introduce some original professional textbooks with appropriate difficulty and rich content from Southeast Asia based on their own conditions, and use these textbooks as the main books for the teaching of minor languages, so as to improve students’ bilingual thinking ability, so as to realize effective connection between English and minor languages. In addition, Chinese colleges and universities can also cooperate with each other to unify the standards of teaching materials and compile textbooks based on them in accordance with their own practices.

4. Conclusion

In short, with the deepening of the “Belt and Road” Initiatives, the demand for application-oriented multilingual talents increases dramatically. Colleges and universities must give full play to their teaching advantages, integrate existing high-quality teaching resources, reform the curriculum system, and explore and form a set of effective multilingual talents training mode. In order to cultivate innovative and international multilingual talents with Chinese feelings, international vision and ability of international competition and cooperation, and serve enterprises to “go out” and participate in the construction of the “Belt and Road”.

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This work was supported by Fujian Province’s 13th Five-Year Plan for Education Science in 2019:Research and practice of “compound language” talent training model based on the language needs of Maritime Silk Road under Grant No.FJJKCG19-240.