

Research on Foreign Language Talents Training Strategy under the Background of the Belt and Road Initiative

FENG Jing

School of Humanities and Foreign Language of Xi'an University of Posts and Telecommunications, China

Received: January 14, 2022

Accepted: February 12, 2022

Published: March 31, 2022

To cite this article: FENG Jing. (2022). Research on Foreign Language Talents Training Strategy under the Background of the Belt and Road Initiative. *Asia-Pacific Journal of Humanities and Social Sciences*, 2(1), 086–090, DOI: [10.53789/j.1653-0465.2022.0201.010](https://doi.org/10.53789/j.1653-0465.2022.0201.010)

To link to this article: <https://doi.org/10.53789/j.1653-0465.2022.0201.010>

Abstract: As a result of the Belt and Road Initiative's implementation, China and the countries along the route have economic, political, cultural, and other ties, making it critical to develop necessary foreign language talents for the development of relevant exchanges. Under the auspices of the Belt and Road Initiative, we should not only enhance students' foreign language knowledge system but also their language application ability in cultivating foreign language talents. We should also encourage students to use foreign language flexibly in social and economic activities, guided by the concept of industry-education integration. Language teaching and cultural teaching should be combined in the practice of cultivating foreign language talents, and the teaching evaluation system should be guided by the teaching concept of cultivating intercultural communication ability and awareness of two-way cultural exchange.

Keywords: the Belt and Road Initiative; foreign language talents; training strategy

Notes on the contributor: FENG Jing is a graduate student of School of Humanities and Foreign Languages, Xi'an University of Posts and Telecommunications. Her research interest lies in technology translation. Her mail address is Molly2375@163.com.

1. Introduction

In order to promote the further development of China's economy, it is necessary to form an economic development pattern with domestic circulation as the main body and domestic and international double circulation promoting each other, given the in-depth implementation of the Belt and Road Initiative. It is critical to give sufficient support for foreign language skills in the process of strengthening international economic ties in order to ensure the efficient development of economic activities. As a result, relevant educators must take targeted measures to improve the oral skills of foreign language learners as part of improving the education system and mechanism for cultivating foreign language talents, in order to provide the necessary support for the development of economic exchange activities. Simultaneously, it is vital to mentor foreign language talents in order to

improve their grasp of the actual needs of international commercial activities in the context of the Belt and Road Initiative. As a consequence, in the process of increasing foreign language talent training and encouraging the successful implementation of industry-education integration, it is required to carry out necessary international cooperative educational activities. Relevant officials in charge of government and education departments should oversee the orderly growth of foreign language talent training activities based on new concepts, in order to meet the needs of economic development in the Belt and Road context.

2. Establish and Improve the System and Mechanism for Evaluating Foreign Language Instruction

2.1 Develop cross-cultural awareness

2.1.1 Cultural introduction

The primary objective should be to incorporate culture into classroom instruction. Teachers can introduce students to foreign languages through their social context, historical allusions, semantic grammar, and other cultural content. By creating a foreign language culture learning environment, it can fully arouse students' interest in learning and assist them in comprehending foreign language culture knowledge, allowing them to apply it appropriately in language communication situations and cultivate their intercultural communication ability. Extra-curricular cultural activities should be viewed as supplemental forms. The practice of cultural introduction and foreign language comprehension should be enhanced through the use of innovative and interesting factors. Teachers must actively adhere to the in-class and after-class teaching associated with the combination of theory and practice of teaching methods, based on science classroom teaching, strengthen extracurricular activities of importance, otherwise, the class will be relatively rigid, boring, the culture of the theoretical teaching content, through the vivid image of the extracurricular culture teaching series and integration.

2.1.2 Cultural comparison

Chinese people have a thorough understanding of Chinese culture and frequently engage in foreign language learning and application activities based on the analysis and application of Chinese culture's fundamental logic. To assist students in increasing the efficiency of foreign language learning and usage in the Chinese and foreign cultures can be compared, mining the similarities and differences, particularly in common, and guiding students from a Chinese cultural perspective, it is necessary to understand the foreign culture in order to choose a reasonable language to participate in international exchange activities and adapt to cultural situations. Students can not only develop cross-cultural awareness through this process but also engage in foreign language and culture learning with respect and inclusiveness based on an understanding of cultural differences.

2.1.3 Cultural experience

The ultimate goal of intercultural awareness training and foreign language classroom instruction is to prepare students to communicate effectively in real-world situations. Thus, while carrying out fundamental foreign language teaching activities, teachers must effectively cultivate and practice their language application ability by creating language communication situations and guiding students toward cultural experiences. Along with vocabulary, grammar, and other fundamental language teaching concepts, teachers can assign language

communication tasks to students during class time. For instance, students are divided into several groups and guided by their peers in preparing a foreign language script that is culturally appropriate and completing theater performance activities in class.

2.2 Develop cross-cultural awareness

2.2.1 Optimize the teaching content

Setting the content of foreign language teaching should not only conform to the teaching objectives and directions but also serve as a basic foundation for evaluating the teaching effect. In the design and scheduling of foreign language teaching content, it is necessary to consider students' foreign language knowledge system structure, basic learning ability, and foreign language education target targeted ways to optimize teaching content, difficult points of knowledge, and to guide students in accordance with the progress of scientific and reasonable planning out their foreign language knowledge system study foundation, clearly grasp the learning context, fully grasp and apply foreign language knowledge.

2.2.2 Innovate teaching methods

Foreign language education as a teaching practice necessitates a variety of teaching methods that are both effective and innovative. Teachers should choose scientific and reasonable teaching methods to carry out teaching activities for classroom teaching into more interesting factors at the same time, mobilize the students' interest in learning a foreign language and culture, more intuitive to understand and master a foreign language knowledge content, and its reasonable application in communicative activities, according to the basic requirements of foreign language education and cultural transmission. Various teaching modes, such as experiential teaching, conversational teaching, and contrast teaching, have emerged over time in the long-term practice of foreign language teaching. This suggests that when conducting foreign language teaching activities, we should adhere to student-centered teaching philosophy, pay attention to students' intuitive experiences and emotional influences, and recognize the internalization of the foreign language culture.

2.2.3 Improve teaching evaluation

Teaching evaluation, as an important step in the teaching process, has a significant impact on the teaching effect. The fundamental purpose of foreign language teaching is to cultivate students' language application ability, which is based on the basic characteristics of foreign language teaching. As a result, more emphasis should be placed on improving the effectiveness of evaluation systems in foreign language education and cultural communication. On the one hand, teachers should establish necessary theoretical knowledge examinations in accordance with the foreign language teaching schedule and content organization in order to assist students in achieving phased mastery. On the other hand, it should incorporate the practice evaluation model as well. Teachers participate in the evaluation of targeted correction and guidance by creating situations and other forms to guide students in learning foreign language knowledge content through practical communication activities.

3. Strengthen the Path for Implementing Foreign Language Talent Training in Practice

3.1 Develop oral English skills through task-based instruction

To begin with, when it comes to oral foreign language instruction, TBLT should strictly adhere to the notion of authenticity. Oral foreign language, as a type of language, is fundamentally a means of communication, and students' learning of oral foreign language is also for daily conversation. As a result, when employing TBLT to deliver oral foreign language instruction, we should ground ourselves in reality and absorb learning nutrients from everyday life. To be more specific, the task of completing oral English learning should come from and serve life. Create real-life circumstances for oral English learning and conversation. Students must also integrate and process the spoken foreign language knowledge they have acquired in order to meet their own learning and communication needs so that they can select appropriate language expressions and communication skills for various occasions and situations, foreign language talents must, of course, learn the professional economic language in order to meet the needs of economic interactions in the Belt and Road project.

Second, the application of TBLT to oral language teaching should adhere to the continuity principle. When assigning learning tasks, oral foreign language teachers should first define the relationship between tasks and pay close attention to the logic and consistency of task assignment and schedule arrangement. At the same time, consider students' minds, assist students in the process of guided thought between cohesion, allows students to gradually master the complete language spoken language knowledge in an orderly manner, in order for them to form in their minds the foreign language knowledge system, and it can be smoothly used in daily communication and exchanges among economic activity.

3.2 Promote the construction of new teaching materials from the perspective of industry-education integration

From the standpoint of industry-education integration, the ultimate goal of foreign language education and teaching activities in schools is to equip students with sufficient knowledge and abilities to meet the requirements of jobs in international enterprises. As a result, the content of international learning ability training in the school foreign language curriculum system must be increased. To be more specific, in addition to the core courses, various elective courses on the cultivation of international learning ability can be established, each of which can be divided into different modules, such as language ability cultivation, foreign language communication skills cultivation, and so on, so that the cultivation of students' international learning and practical ability can permeate all aspects of course teaching. Schools and businesses should develop a curriculum system that focuses on "strengthening foundations, refining skills, and seeking innovation" in order to meet industrial needs, and students should be guided to practice in specific international jobs.

4. Strengthen Top-Level Vision Design in Cooperation Education

Under the premise of generating new ideas, the Belt and Road economic cooperation countries' relevant

government departments and responsible person should continue to promote the cooperative education of foreign language talents. Meanwhile, they should review the two countries' previous cooperative education experiences, identify flaws, and build on strengths. Encourage further system and mechanism improvement from concept and strategy perspectives. Given the current state of foreign language talent training and education, as well as the current needs of cooperative education, relevant departments should develop and issue targeted policy documents to guide them and promote the standard and orderly development of cooperative education activities.

5. Conclusion

To sum up, in light of the Belt and Road Initiative, it is necessary to cultivate international foreign language talents through educational and teaching activities and to integrate economic exchange and international development factors into the foreign language education and teaching system in order to better promote China's social and economic development and integration into the globalization tide.

References

- CAI Yongliang. (2011). Some thoughts on Chinese language strategy. *Foreign Language Community*, 1, 8–15.
- China Bureau of Statistics. (2005). *China development report*. Beijing: China Statistics Press.
- GAO Yan. (2017). Research on applied foreign language talent training mode oriented by “One Belt and One Road” development strategy. *Modern Communication*, 2, 1–2.
- HANG Wen. (2019). On the management mechanism of college students' scientific research training plan. *Education Modernization*, 3(19), 114–119.
- HOU Song & ZENG Meifen. (2008). Research on the development of business English major in higher vocational colleges and its practical teaching model. *Journal of Hebei Normal University*, 4, 35–39.
- HOU Baozhen. (2017). Tax policy suggestions on China's OFDI from the perspective of “The Belt and Road” and BEPS. *Friends of Accounting*, 18, 69–72.
- Natalie, B. (2019). “Soft skills” are indispensable for future college graduates. *Chinese Journal of Science*, 7, 1–2.
- WANG Yijing. (2016). Research on international foreign language talent training under the background of “One Belt and One Road”. *Higher Education Journal*, 9, 1–3.
- XU Mengying. (2019). On the policy and planning of foreign language education serving the Belt and Road Initiative. *Overseas English*, 16, 97–98.
- XU Saiying. (2018). Research on the cultivation of soft skills of business English majors. *Business Foreign Language Studies*, 1, 46–53.
- ZHANG Ripei, (2015). Language planning for the “Belt and Road” Initiative. *Journal of Yunnan Normal University*, 4, 48–53.
- SHI Xiaomei & ZHOU Yuxi. (2021). China's international discourse construction: A case of news report on China's poverty alleviation. *Asia-Pacific Journal of Humanities and Social Sciences*, 1(2), 68–77.
- ZHANG Jun & WEI Qing. (2021). On the Chinese Dream from practical wisdom. *Asia-Pacific Journal of Humanities and Social Sciences*, 1(2), 72–76.

(Editor: Joe Zhang)