

Research on the Reform Path of Southeast Asia Bilingual Talents Training Mode under the Background of the Belt and Road

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Abstract: The construction of “Belt and Road” provides a huge employment market for foreign language talents and is a new opportunity for foreign language education. However, the training mode in which most universities in China use “language skills” as the main training target is far from being able to adapt to the “Belt and Road” construction of the demand for bilingual talents in Southeast Asia. The training of Southeast Asian bilingual talents under the “Belt and Road” strategy should choose a connotative sustainable development path, that is, to cultivate bilingual talents in Southeast Asia. It can strengthen the training of compound foreign language teachers, implement gradient teaching, reform curriculum, implement ESP teaching, carry out inter-school interschool cooperation, encourage bilingual or multi-lingual learning, strengthen internship training and other paths, and cultivate bilingual talents in Southeast Asia.

1. Introduction

The Third Plenary Session of the 18th CPC Central Committee put forward a major national policy of comprehensively deepening reforms and building the “New Silk Road Economic Belt” and “21st Century Maritime Silk Road.” The exchanges, cooperation and even competition of different countries and nations involved in the “Belt and Road” must be based on language intercommunication. Facing the new situation of national positioning transformation, China's national foreign language capacity building needs to be strategically transformed. The construction of “Belt and Road” will broaden the depth and breadth of foreign language education, provide a huge employment market for foreign language talents, and provide new opportunities for the future development of foreign language talents.

Language is closely related to the strategic development of the country. [1] Language interoperability can promote the “five links” (policy communication, road connectivity, smooth trade, currency circulation, and people's hearts). The “Belt and Road” requires language paving, and the bridge function of language “expression”, “common affairs” and “common heart” has important strategic value. [2] The cross-border language of the ethnic minority areas in Yunnan and the language of neighboring countries have interconnected functions in the implementation of the “One Belt, One Road” national strategy, and are important strategic resources that constitute the national foreign language ability. Planning and developing Yunnan's language resources and providing language services for the “Belt and Road” initiative is an important mission of Yunnan's foreign language education. Yunnan is bordered by Vietnam, Laos and Myanmar in the Indo-China Peninsula, adjacent to Thailand. On the border line of 4,060 kilometers, Zhuang, Yi, Miao, Yao, Buyi, Yi, Jingpo, Yi, Lahu, Nu, Achang 16 ethnic minorities, including the ethnic group, the Dulong, the Hani, the Blang and the Deang, lived across the border, accounting for 53.33% of the total number of cross-border ethnic groups in the country. These cross-border ethnic groups are in direct contact with Southeast Asian countries and regions and involve various aspects of exchanges and cooperation and daily life at the level of trade, culture, education, security and foreign affairs. Yunnan's unique geographical advantages, unique ethnic distribution, multilateral diplomatic relations and diversified language use status have formed a unique language landscape and language life in the border areas. Under the new situation of national openness, new foreign language needs have emerged. [3] Chinese scholars have begun to pay attention to language life changes and foreign language planning and foreign language policy research in the past ten years.

Some scholars think about foreign language planning from a macro level and propose strategies for strategic foreign language planning. [4] Foreign language education planning is an important means to achieve foreign language planning. Some scholars have explored foreign language education planning in China from the national level, expecting to formulate a foreign language policy with a national strategic height. Some scholars also conduct research on the perspective of human resources demand from regional development to explore the development of minority multilingual talent resources. The language usage survey is an important basis for foreign language policy formulation and foreign language education planning, and has important practical significance. There are more than 20 ports on the Yunnan border, which is a window for China to open and exchange with Southeast Asian countries. The language life in border areas, especially the use of foreign languages, can effectively reflect the characteristics and needs of foreign languages in Yunnan. Following the language planning research “bottom-up” research methods, and from the facts to the theoretical research ideas, this study carried out a survey of foreign language use in Yunnan border ports, from the micro-view of foreign language education planning to explore the situation in Yunnan province. The path of foreign language education planning in regional and localized minority areas.

2. Motivation for the Reform of Bilingual Talent Training Model in Southeast Asia under the Background of the One Belt and One Road

External conditions for the reform of the bilingual talent training model in Southeast Asia. Institutions of higher learning implement the “going out” strategy, cultivate international talents for Southeast Asia, and raise the level of internationalization of higher education. This is an important part of Yunnan's accelerated implementation of the “going out” strategy. It is to build Yunnan into a major international channel connecting China to Southeast Asia. We will expand foreign economic cooperation and exchanges and actively participate in the needs of a series of major development strategies such as the construction of China-ASEAN Free Trade Area. Because the realization of this series of strategies is the key to talent. Under the development trend of economic globalization and internationalization of higher education, actively expanding the international education market, especially the education market in neighboring countries, is conducive to making better use of both international and domestic educational resources, internal and external, and complementary advantages. It can be said that the continued advancement of the Yunnan-ASEAN cooperation process, the improvement of the level of cooperation between the two sides, and the acceleration of the social and economic development of Southeast Asia need to become the main external conditions for the reform of the international talent training model.

The internal motivation for the reform of the bilingual talent training model in Southeast Asia. International talent training is a systematic project. Any university should cultivate high-quality applied talents that are oriented to Southeast Asia's theory and practice [5], making them a link between Yunnan and Southeast Asia, and can be used in specific fields of theoretical research or practical operation. Professionals who work well must systematically analyze and standardize the core elements of the talent training objectives and talent training model. However, due to the short history of international cooperation in most schools in China, there are not many experiences for reference. The goals and stages of international talent training are not obvious, the design of educational content and curriculum system is not systematic and perfect, and domestic training and foreign countries The cultivation of separation, agreement management and self-management are not clear, and the orientation of talent training is still based on traditional theoretical teaching. In the training of internationalized talents, Yunnan Normal University also has difficulties and problems such as insufficient understanding, lack of talents, insufficient investment, ineffective mechanisms, limited school conditions, and poor information exchange. These problems and their strong desire to solve them are the internal motivations for building new training models.

3. The Status Quo of the Cultivation of Bilingual Talents in Southeast Asia

Insufficient teaching staff in Southeast Asian languages. At present, the shortage of teaching staff in Southeast Asian languages has become an obstacle to the expansion of scale and the improvement of high-quality professionals. In order to meet the needs of the market, many institutions have carried out blind expansion. Due to the large number of students enrolled, the number of teachers is insufficient, and the teaching hardware facilities can not keep up with the demand. The training teaching based on teacher-student interaction has become a classroom teaching mode in which teachers teach alone, resulting in a serious decline in teaching quality. The quality of learning is also seriously degraded. In addition, the curriculum is not perfect, the training objectives are not clear enough, and the time for students to participate in training is not enough. Most students can only use some daily communication terms to cope with small trades and solve daily communication problems. And the performance in dealing with large, diversified business negotiations and trade activities was disappointing. In this way, the quality of the small language students cultivated is far from the market target.

The quality of teachers themselves needs to be improved is an urgent problem to be solved. The main performances are: the level of teachers in Southeast Asian languages is generally unbalanced, and the overall comprehensive quality is relatively low. That is to say, most teachers do not have the requirements of high-level teaching level, and teachers who can use professional teaching in Southeast Asian languages are quite scarce. .

Due to the limitations of the compilation, the quality of discipline construction is not going up. Some schools even teach undergraduate small language teachers, teachers' education needs to be improved, teachers are busy with diplomas, and decentralized teaching energy. Other teachers have part-time jobs in order to generate income, which directly affects the level of investment in their work. Some schools can only be solved by hiring and part-time because of the shortage of teachers. These factors have seriously affected the quality of the overall teaching.

4. The Reform Path of Bilingual Talent Training Mode in Southeast Asia under the Background of the One Belt and One Road

Establish a composite language talent target that combines language ability with professional ability. The author conducted a certain range of investigations on the demand of the small language talent market in recent years. It was found that the current market demand is not only for translators, but also for international trade, finance, management, and even senior accounting professionals who understand accounting. Nowadays, many foreign-related companies do not reserve special small-language talents. When they need it, they have to go to the translation company to hire. If there are large-scale foreign trade negotiations, trade fairs and other activities, it is everywhere to find translation. However, the small language translators often hired lack of professional knowledge, and the effect in dealing with business and negotiation is far from the company's expectations, so they are not satisfied with the recognition. Therefore, schools should accurately locate the target of the compound language talents cultivated according to the development of the international environment and social needs, combine the language ability of students with the professional curriculum, and build a high-quality application combining the cultivation of small language languages with the training of economic and trade talents. Talent training mode.

In order to cultivate Southeast Asian language talents that meet the needs of the market, most schools with relevant majors are actively exploring and innovating in running schools, and strive to find a teaching model that quickly solves the problem. (1) Bilingual teaching in small languages. The basic mode includes a transitional bilingual teaching model, a maintenance bilingual teaching model, and an immersive bilingual teaching model. This is an effective way to promote the construction of specialties and an effective way to enhance the international competitiveness of the discipline. According to the influence of the customary habits formed by Chinese students from the primary school to the secondary school, it is more appropriate to choose a transitional bilingual

teaching model. That is, in the first and second years, while teaching small language (second foreign language), the traditional teaching of college English is carried out, but the listening, speaking, reading, writing and translating of small languages must be added together, and the class must exceed English. Class time standards for teaching.

The construction of teaching materials is a weak link in the field of small language education. The existing textbooks are no longer able to meet and adapt to the actual teaching needs, and there are few textbooks with the atmosphere of the times. The reference books are not complete. Many college teachers have to write textbooks while teaching, or spend a lot of time online to check the materials for courseware. Therefore, the shortage of teaching materials is also the reason for the improvement of teaching quality.

Introduce the original textbook with strong logic structure and moderate knowledge difficulty. Excellent foreign original textbooks are the backbone of bilingual teaching. Whether it is the accuracy of professional vocabulary or the content reflecting the latest cutting-edge dynamics, it can be integrated with the mainstream of the world. Therefore, the use of the original textbooks is of great benefit to the integration and enhancement of students' knowledge and bilingual thinking. In this way, in order to broaden the teaching content, it is possible to connect with the curriculum content at home and abroad, and the teaching will not be out of touch with international demand.

Implement the bilingual teaching mode of "maintenance of professional language, minor in English" (1) After accurately locating the target, accurately set a complete and systematic main course. (2) The small language course and the English course are set proportionally. (3) Implement a bilingual teaching model in which some major professional courses are explained in small languages. (4) Adding knowledge courses in many fields such as diplomacy, foreign affairs, finance, economy and trade, law, news technology, etc., can be short-term or can be opened in the form of lectures. (5) Short-term courses that introduce the knowledge and latest information about the national conditions, political conditions, and business conditions of ASEAN countries.

According to the main courses offered, various forms of practical courses are implemented at different stages. The purpose is to enable students to practice in a timely manner, and to examine the students' abilities and professional qualities in all aspects of practice. The results of the study are beneficial to all three parties. First of all, the internship unit can participate in the talent inspection training during the student internship, and select the required talents by examining the students' comprehensive ability and professional quality. Second, the school finds problems in teaching and learning through the students' practical training, and then summarizes and improves the teaching methods to improve the deviation of the curriculum. Third, students deepen their understanding of the profession through practical training, and also intuitively have a deep understanding of the post they entered after graduation. In the future, they will enter the role quickly, and it is easier to find a direction that suits them. Moreover, after the students have mastered the theoretical knowledge, they can understand the importance of theoretical knowledge. When they find their own professional knowledge or lack of comprehensive knowledge, they will continue to summarize themselves. Find yourself and try to make up for the gap in the knowledge level. Therefore, the establishment of practical courses has far-reaching significance for promoting the improvement of teaching quality.

Schools must work hard to develop internship bases, strengthen cooperation with enterprises and companies, establish off-campus practice bases, and combine the combination of learning and practice, and the combination of teaching and practice. (1) Cooperate with domestic universities that offer related majors and share cooperative practice bases with each other. (2) Establish a fixed practice teaching base that can provide long-term use. (3) Entrust foreign cooperative colleges to help establish long-term or short-term teaching practice bases abroad. The school-enterprise cooperation teaching model is of great benefit to the improvement of the knowledge, ability and quality of applied talents in Southeast Asian small languages, and also provides a bridge for mutual communication and understanding between students and employers.

5. Conclusion

Under the background of the “One Belt, One Road” national strategy, Southeast Asian bilingual education will usher in a new reform. It should be adapted to the needs of China-Southeast Asia regional socio-economic development, and develop a sustainable foreign language policy and education plan. It should focus on English language education, focusing on strengthening education and talent cultivation in Southeast Asian languages. The two integrate and develop harmoniously, and cultivate language compound regional talents with multi-lingual foreign language ability and a combination of both solid language skills and regional cultural knowledge. Foreign language talent.

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