

# **Analysis on the Training Strategy for Employment-oriented English Talents in the "One Belt One Road"**

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**Abstract:** The implementation of the strategy of the "One Belt One Road" puts forward higher requirements for English talents. English teaching should also keep up with the requirements of the times. It is necessary not only to improve students' English professional ability, but also to strengthen the comprehensive ability of students, and to pay attention to the cultivation of students' innovative ability, so that students can service for the development of the country with higher quality and better English, thus promoting the implementation and development of the policy of "One Belt One Road". This paper focuses on the analysis on the training strategies for employment-oriented English talents in the "One Belt One Road".

## **1. Introduction**

English talents are factors and resources that play an important role in international exchanges and cooperation. They have great missions. This also makes the cultivation of college English talents face arduous challenges. Higher vocational education must adapt to the development of the times, transform the traditional concept of simplex skill training, innovate teaching methods, reform the talents training mechanism, and students will be employment-oriented English proficiency with the guidance of the strategy of "One Belt One Road".

## **2. Demand for English talents in the "One Belt One Road" environment**

In the context of economic globalization, China has proposed a development plan of "One Belt One Road". This is undoubtedly another effective way to promote exchanges between China and the world. However, communication and exchange with other countries requires a large number of language talents, especially those in English. As one of the most widely used international languages, English plays an important role in the exchanges between countries. Therefore, with the increasingly close and frequent exchanges between countries, the demand for English talents is increasing, and the training of English talents is becoming more and more important. However, in the "One Belt One Road" environment, the cultivation of professional English talents is not simple. It needs to cultivate English talent with compound and innovative skills.

### **2.1. The demand for compound talents**

In traditional Chinese teaching, we pay too much attention to the language itself. However, in the view of the current social development situation, the demand for such talents is becoming less and less. The requirements for English talents are getting higher and higher with the development of economic globalization. Not only should they have an English language advantage, but they also need to have relevant professional skills. In the context of the "One Belt One Road", English talents need to understand the "One Belt One Road" development strategy involving national and regional customs, and can exchange in political, economic and cultural fields from an international perspective. At the same time, with the guidance of the "One Belt One Road" policy, a large number of engineering and technical personnel, economic and trade personnel and legal personnel are required to carry out cross-border work. These people must have a certain level of English. Therefore, in the context of the "One Belt One Road", one of the main types of talents currently needed is the "English + Skills" compound talents.

## **2.2. The demand for innovative English talents**

China's foreign trade has been increasing frequently with the construction of "One Belt One Road". This has led to an increase in the frequency of China's foreign contacts and a wider and wider range of the coverage. While, there are great differences in cultural and economic trade patterns among countries. Therefore, it is impossible to abide by the convention in developing foreign trade and culture. It requires relevant talents to have great abstract thinking ability and logical judgment ability. In the process of diplomatic exchanges, they can innovatively put forward some new communication strategies and methods, objectively promoting the improvement of China's foreign trade level and cultural exchange level.

## **3. Problems in the cultivation of English talents in China**

### **3.1. The training objective has not been accomplished.**

Judging from the English teaching syllabus of higher vocational education in our country, there are five levels of English talents training. First of all, they have a certain English foundation. Second, they must have the corresponding intercultural communication skills. Third, they have certain interdisciplinary expertise. Fourth, they have certain research capabilities on language culture itself. Fifth, they must have a comprehensive humanistic quality. However, in terms of training English talents in higher vocational colleges in China, these five levels of training have not been fully implemented. Most of the students' English proficiency is only at the first level, and students who can reach the third level are very few. It can be seen that China's higher vocational education is still relatively backward in cultivating English talents.

### **3.2. The course setting is not reasonable.**

There are three kinds of courses for English majors in China: English skills courses, Professional knowledge courses and related professional courses. However, the popularity of professional knowledge courses in English majors in China is not ideal. Although some schools offer relevant professional knowledge courses, the content is relatively simple, and it is difficult to cater to the needs of the country for compound English talents in the "One Belt One Road" environment.

### **3.3. The teaching method is simple.**

From the perspective of the teaching of English majors in vocational colleges, the content of English textbooks is outdated and has no strong relationship with the development of the times. This phenomenon has been separated from the reality of social development, which seriously restricts the cultivation of English talents in the strategy of "One Belt One Road". What's more, in the teaching of English courses, the teaching methods are relatively single. Teachers do not attach enough importance to students' principal position and practice teaching occupies less class hours. Teachers still concentrate on "chalk and talk" teaching, resulting in many difficulties for students in using English after graduation, which seriously affects students' employment.

### **3.4. The employment orientation of English teaching is not good.**

The entire English teaching system lacks employment-oriented guidance for students, which leads to the long-term neglect of the students' personal development and professional ability development in the actual teaching process. It is difficult for students trained in this way to adapt to the new trend of the requirements for English talents of economic development. After graduation, students will need a long period of adaptation to the working environment where English skills are frequently used.

## **4. Employment-oriented English talents training in the "One Belt One Road"**

### **4.1. The objectives of talents training must be scientific and reasonable**

In the process of formulating the training objectives of higher vocational English talents, the

current situation of social development should be grasped and the talents demand of "One Belt One Road" strategy should be brought into the training target of English talents. In addition, in the face of the current contradiction between the shortage of English talents and the lack of corporate English talents, higher vocational education needs to take the employment as the orientation to cultivate students' English proficiency. In the context of the "One Belt One Road", higher vocational colleges should analyze what abilities the English talents need to be with and develop a training plan that aims to cultivate innovative and practical talents. Based on this goal, the students' English ability is refined and classified.

#### **4.2. Optimizing course settings and cultivating comprehensive talents**

At present, the setting of college English courses in China can no longer meet the needs of the country for talent training in the "One Belt One Road" strategy. Therefore, higher vocational schools need to optimize and reform the course settings according to the requirements of the times. In terms of the training of English talents, in addition to strengthening the training of English basic skills, students should also be encouraged to learn about relevant courses such as professional skills and international etiquette. Besides, after analyzing the orientation of talent demand in society, higher vocational colleges can also add relevant professional knowledge elective courses so that students can choose professional courses according to their interests and development direction. For example, a number of professional courses with high demand such as logistics, transportation, construction, etc., can be set in the context of "One Belt One Road". Through the study of these professional English knowledge, students are more likely to be employed after graduation. At the same time, through this comprehensive training, students will be able to improve their overall quality, making them more capable in their future work and injecting new vitality into social development.

#### **4.3. Improving teaching methods**

Teaching methods directly affect the teaching effect. Learning English is difficult, especially in the absence of a good language environment, students often have a relaxed or fearful mood when learning English. Therefore, teachers need to improve innovative teaching methods to keep students enthusiasm for learning English. For example, they can use the teaching methods of MOOC, micro-class and flipped classroom, set up English communication and interaction between teachers and students, and organize students to conduct English-speaking dialogue exercises to improve students' interest in English learning. At the same time, the speaking and translation skills of students can be improved through these new curriculum forms. In the teaching process, the main purpose is to take employment as the orientation and cultivate technical talents for the society. Especially in the environment of the "One Belt One Road", when international exchanges are getting closer and closer, more attention should be paid to English teaching to improve students' professional skills. Therefore, the cultivation of English listening and speaking ability is very important. In English teaching, it is necessary to focus on the teaching theme, to take practice as the key, to try to in accordance with the actual life to design a reasonable task of English teaching activities, to prepare for the improvement of students' professional skills. Also, it is necessary to conduct entrepreneurship education from time to time, to simulate employment scenarios to cultivate students' employment awareness. In the contextualized teaching practice activities, through the "real" experience, students can be effectively helped to use the knowledge they have learned flexibly, to achieve teaching objectives perfectly and to complete the tasks set by teachers.

For example, when learning Unit6 The Basic sin Receiving Foreign Guests, they can use the Internet platform to collect and organize related listening recordings, videos and other teaching materials according to the content of the textbooks, and play audio or video to students through multimedia technology. The use of these audio, video and related materials not only provides resources and opportunities for students' listening and speaking training, but also reduces the difficulty of students' listening and speaking training, and they can also arouse students' interest and significantly improve the listening and speaking ability of vocational students. In addition, the use of audio or video to show students the etiquette of receiving foreign friends has created a real scene

for students. It not only allows students to learn more about reception etiquette, but also effectively activates the classroom atmosphere and motivates students to learn English.

#### **4.4. Enriching the teaching content**

Teachers need to add relevant knowledge of the "One Belt One Road" policy to the classroom content so that students have a simple understanding of the policy. Besides, teachers should also introduce knowledge of local customs, cultural beliefs, geography and climate in different regions and countries to students in the process of teaching. All these help to formulate abundant learning plans and clear learning objectives, laying the foundation for students' future employment. In addition, higher vocational colleges also need to provide more practical opportunities for students. They can take advantage of the opportunities in the on-campus training base or off-campus internships to better understand what they have learned and use what they have learned to solve problems. In practical applications, students can understand what deficiencies they have in their English ability and how to improve them so as to further improve their English proficiency. Due to the rapid development of network information technology, mobile terminals such as tablets and mobile phones are widely used, which facilitates students to learn English language. Mobile terminals can be used on various learning platforms and educational websites to access English-related learning knowledge and various resource information at any time. These network resources have greater advantages than traditional textbooks, such as a wide range of coverage, open and sharing features. In English listening and speaking teaching, teachers can guide students to use online information resources to improve their English proficiency.

#### **5. Conclusion**

In short, the demand for English talents is increasing after China put forward the strategy of "One Belt One Road". At the same time, the demand for talents is getting higher and higher. English talents are required to have not only Basic English knowledge, but also a certain ability of presentation. They also need to have appropriate knowledge and abilities in diplomatic etiquette and business communication. Therefore, it is necessary to be based on the needs of social development for the cultivation of English talents. On this basis, the employment-oriented vocational English talents training driven by the "One Belt One Road" was analyzed in detail.

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