

Analysis of the Reforms on Training Professional Foreign Language Talents to Meet Industry Requirement

-A Case Study of Applied Spanish Major

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Abstract: The major of Applied Spanish is one of the professional foreign language majors in our country, and it has a very broad career prospect and market demand. Many companies urgently need Spanish-speaking talents. How to better meet the needs of industries and enterprises and cultivate Spanish-speaking talents that are more in line with the needs of enterprises is a top priority. Therefore, under the background of school-enterprise cooperation and integration of production and education, the reform of the curriculum system and the reform of the teaching staff will meet the needs of the industry and enterprises. In the professional foreign language teaching content and practical training content, the company will integrate real cases and scenarios to learn the language. While training vocational skills, explore vocational foreign language teaching reforms, in order to meet the needs of industries and enterprises to a greater extent.

1. Introduction

Spanish is the official language of more than 20 countries and regions in the world, and the number of learners in our country is far less than English. In the domestic higher vocational education research, there are relatively few researches on Spanish majors, and these small amounts of research mainly focus on teaching methods and teaching models. At present, there are very few studies on the direction of training Spanish professionals in domestic vocational colleges. According to the 2017 “Spanish Talent Employment and Mobility Survey Report”, on the one hand, companies urgently need Spanish talents, and on the other hand, companies are not satisfied with the professional skills of Spanish talents. What is the reason for this situation? The main reason is the relative disconnection between talent training and market demand, industry demand, and enterprise demand. Therefore, this article will combine the characteristics of Spanish and analyze the curriculum of talent training through school-enterprise cooperation and integration of production and education to carry out a series of reforms to meet the needs of industry enterprises and meet market needs.

2. Status of Talent Employment

In January 2017, the China-Latin America Youth Academic Community and the Latin American INCA Business School jointly released the “Survey Report on Employment and Mobility of Spanish Talents”. The reason for this report was based on President Xi Jinping’s multiple visits to Latin America. In the context of the rapid development of China-Latin America relations, The demand for Spanish talents in enterprises has greatly increased, and the speed of Spanish education in colleges and universities has also increased rapidly. However, a series of problems have appeared in the education and employment of Spanish talents. The report pointed out: “The objective situation is that employers’ demand for Spanish-speaking talents has increased sharply, but their satisfaction is not high; on the other hand, Spanish-speaking employees feel that it is difficult to find a job, and they are not satisfied, especially in terms of salary. “. The report objectively reflects the current problems in Spanish professional education across the country.

At present, there are 99 colleges and universities specializing in Spanish language and literature in China, and nearly 30 colleges and universities specializing in applied Spanish. The main research directions of Spanish language and literature in general colleges and universities are linguistics, translation theory and practice, Spanish literature, and country studies; the applied Spanish majors in higher vocational colleges are mostly modeled on general higher education, and the majors are mostly concentrated in tourism. And business direction. From the perspective of professional training, the professional training of ordinary colleges and universities is more suitable for research institutes, translation companies, colleges, etc. The training direction of higher vocational education is for international travel agencies or foreign trade companies.

According to the “Survey Report on Employment and Mobility of Spanish Talents” and the “Analysis of Employment Prospects and Employment Directions for Spanish Majors in 2019” released by Jiu San Admissions Network, the employment areas for Spanish professionals are mainly concentrated in North, Shanghai, Guangzhou and Shenzhen. Employment directions are distributed in: trade/import and export, Internet industry/e-commerce, manufacturing, education/training/academies, etc. Most of the positions engaged in are sales, assistants, translators, teachers in training institutions, etc. What companies need are talents who can use language for business operations, that is to say, companies need comprehensive Spanish talents, and language talents are often used as auxiliary positions in actual positions because they do not understand technology, and the vocational skills and technical content are not high. , Salary is limited, and it is difficult to get promoted to the top, which affects the salary and treatment of work. On the other hand, domestic Spanish-speaking talents are not familiar with the company's work processes and job skills, and often need to be re-trained and re-trained after entering the position. To a certain extent, companies are dissatisfied with Spanish-speaking talents. The training of Spanish-speaking professionals is generally out of market demand.

3. Analysis of the Current Situation of Vocational Spanish Talent Training

3.1 The Curriculum is Based on General Higher Education

There are more than 40 colleges and universities (including undergraduates and junior colleges) in the country that offer applied Spanish majors, among which there are more than 30 vocational colleges. Most of the applied Spanish talents training in these colleges are tourism and business. The training of talents in most colleges is to master the basic knowledge of the Spanish language, understand the culture, language and literature of the Spanish world, and be able to engage in teaching, translation, business, and cultural exchanges after graduation. Whether it is talent training goals or curriculum settings, almost all refer to the teaching system of ordinary universities.

3.2 Analysis of Applied Spanish Teaching Materials

The basic Spanish course is the most important course of language foundation, which runs through almost the entire learning process. At present, the authoritative textbook recognized nationwide is “Modern Spanish” published by Beijing Foreign Research Institute in 2015. This textbook is for undergraduate teaching in ordinary universities. However, this set of textbooks has a large amount of reading and knowledge and information for higher vocational college students, and it is difficult. In addition, the textbooks for various courses such as writing, reading, business, etc. are also textbooks developed by ordinary universities or imported from abroad. The top foreign language universities in China focus on the development of undergraduate books, while the development of professional foreign language teaching materials is very rare. Even if the Spanish textbooks for higher vocational education are developed, it is difficult to get attention because of the low market usage and lack of universality. In addition, due to the lack of corresponding encouragement and incentive measures, there are not many professional Spanish courses available.

3.3 Status of Spanish Teachers

Most of the Spanish faculty of higher vocational colleges graduated with a master's degree in

Spanish language and literature from a domestic college or a master's degree in a Spanish or Latin American university. They have a high level of language knowledge, and most of them have overseas study experience, which is more than enough to train vocational students from a language perspective. However, teachers in higher vocational colleges have less industry experience, and most of them graduate from school to teach at school, that is, from school to school. They lack the knowledge and work experience of the industry and the company, so they lack an understanding of what kind of talent the company really needs. From another perspective, even if Spanish-speaking talents with rich workplace experience and knowledge of the industry come to teach in higher vocational colleges, there are many restrictions. For example, such talents often do not have corresponding teacher qualification certificates or industry certificates, and they lack policy attraction. Therefore, higher vocational colleges are not very attractive to this type of Western language teachers. There is also the fact that most colleges and universities for applied Spanish are private colleges. The number of students is unstable, the salary is unstable, and the retirement age is equivalent to that of corporate employees. The post-retirement benefits of teachers with deputy or senior titles are equivalent to corporate benefits. Lower treatment than teachers in public institutions. In addition, the accreditation of associate senior or full senior professional titles in higher vocational colleges still refers to undergraduates, making it difficult to apply for professional titles. Therefore, on the one hand, teachers have heavy tasks in teaching and scientific research, on the other hand, their salaries are unattractive, and the education department or the school itself lacks corresponding incentives. Therefore, excellent teachers are highly mobile.

3.4 Top-Level Design of Higher Vocational Managers

Because the audience for non-English majors is small and the number of students is small, it is dispensable in many colleges and universities. Some school leaders believe that not learning a small language will have no effect. Many higher vocational colleges have been multilingual at the beginning, and now there are only English majors or a few languages left, and the overall number of foreign language majors in some higher vocational colleges is constantly shrinking.

The school system of higher vocational colleges is three years, and the last year or semester is the internship training stage. Therefore, the language learning content of the applied Spanish majors in higher vocational colleges is much less than that of ordinary colleges and universities, and there are also some vocational technical courses. Under the changed circumstances, the number of courses in basic language courses will be even smaller. In addition, due to the diversified source of vocational students and their slow progress, their language proficiency is weaker than that of Spanish graduates in general colleges and universities. If the top-level design of Spanish majors in higher vocational colleges lacks characteristics, talent training cannot meet the needs of the industry and enterprises, and lack of market competitiveness when the language level is not high.

4. National Policy: Analysis of School-Enterprise Cooperation, Integration of Production and Education

In this case, the incentive policies from the national level and the top-level design of the school are particularly important. Since the “Decision of the State Council on Vigorously Developing Vocational and Technical Education” in 1991: “Actively develop school-run industries and set up production and internship bases. Advocate the integration of production and education, and the combination of work and learning”; The “Decision on Issues” proposes to “accelerate the construction of a modern vocational education system, deepen the integration of production and education, school-enterprise cooperation, and cultivate high-quality workers and skilled talents”; and in 2019, the State Council, the Development and Reform Commission, and other ministries and commissions will issue a series of policies. Multiple ministries, including the National Development and Reform Commission, the Ministry of Education and other departments, jointly deepen the initiatives for integration of production and education.

Although the national policy advocating school-enterprise cooperation has been proposed for so many years, in fact, there is very little school-enterprise cooperation in the application of Spanish.

Enterprises participate in professional construction, and the construction of training bases has insufficient motivation and enthusiasm. The integration of production and education is very limited.

In fact, not all enterprises are suitable for school-enterprise cooperation; secondly, not all enterprises have the willingness to conduct school-enterprise cooperation. Enterprises are pursuing economic benefits. Although national policies encourage school-enterprise cooperation, there is no substantial tax reduction or exemption policy or other preferential policies. Enterprises do not see lack of interest in economic benefits. Moreover, in the process of school-enterprise cooperation, companies need to invest a lot of manpower, material resources, and financial resources to develop design courses, teaching materials, teaching models, content, or build training bases with the school. Enterprises do not see economic benefits, so they are not keen to find school-enterprise cooperation, and many small and medium-sized enterprises focus on their own survival and development, and do not have a strong will or ability to cooperate with schools to cultivate talents. Companies choose interns more because they are cheap labor.

Because many companies are not keen on school-enterprise cooperation, integration of production and education, and lack of appropriate curriculum systems, teaching materials and teaching content, and policy support. The current curriculum settings of higher vocational colleges focus on language ability training, but ignore the training of vocational skills, lack of research on market demand, fail to meet the needs of industries and enterprises, and lack professional characteristics. So how should we deal with it in order to make better use of the characteristics of the professional professional foreign language in Spanish? This requires a series of reform measures.

5. Exploration of Reform Strategies

5.1 Curriculum System Reform

The sources of vocational education students are diversified, and their learning habits and knowledge reserves are very different, and they have a good foundation. Foreign language teaching, especially languages that are learned from scratch, such as Spanish, may not be able to keep up after one academic year or even after one semester if the basic stage is inefficient. In order to avoid this situation, consider designing cross-modules, divided into compulsory and elective modules, highlighting the language foundation in the first year, cultivating interest, and providing students with multiple choices. In the second year, both language and vocational skills will be improved.

When students first enter a higher vocational school, in most cases, their career plans are not clear. When schools design courses, they can achieve modularization of knowledge and skills, cross-discipline, loose-leaf teaching content, and information-based online and offline curriculum integration. For example, students majoring in Spanish, while satisfying the basic learning of Spanish language, pay attention to cultivating language listening, speaking, reading, writing and translation. At the same time, they can also take other skill modules, such as import and export, business, and cross-border communication. Cross-industry and cross-sector courses such as business, English, tourism, video marketing, national conditions analysis, etc., to create elective courses for professional groups. Train language listening, speaking, reading and writing skills in the school language training room, and train business and international trade language scenarios in the school business simulation training room. Using the information platform, online on-demand video and audio teaching resources are reviewed, objective exercise questions are automatically reviewed by the system, and student learning data can be analyzed on the platform at any time. The off-campus training base established by the school-enterprise cooperation unit conducts on-site training through real operations, and is guided by the company's instructors in time, and timely feedback to the school for students' lack of skills. The school revises the talent training plan according to the needs of the enterprise, and the school teachers and the enterprise instructors can also jointly develop the content of the course modules to truly integrate production and education. Through the guidance of schools and enterprises, students can explore their own interests and make reasonable career planning, which is conducive to developing the spirit of craftsmanship and mastering more vocational skills. In this way, the more it can meet the enterprise's demand for compound talents,

forming a virtuous circle. The combination of foreign language and vocational skill modules is not only about cross-cultural communication, but also about the process of making Chinese products and Chinese products go out and realizing Chinese creation, which can better build cultural confidence and enhance national pride. As far as the school is concerned, through the effective participation of professional groups and enterprises, it can cultivate talents in a targeted manner, get rid of the training of single foreign language talents, and meet the needs of enterprises for compound foreign language talents.

5.2 Reform of the Teaching Staff

There should be incentives for teachers with business and industry experience, and teachers with business experience should be widely recruited to join the teaching staff. Improve the remuneration of the teaching staff, increase the remuneration of the teachers of civilian-run higher vocational colleges and public universities, balance teaching resources, and reform the evaluation policy of professional titles according to the characteristics of higher vocational colleges, and do not completely follow the standards of ordinary universities. Regarding scientific research results, in the face of the current lack of Spanish textbooks for higher vocational education in the market, special attention can be paid to the development of higher vocational teaching materials, especially loose-leaf textbooks that are updated in real time. If the development of teaching materials is equivalent to the publication of core journal papers, then a large number of excellent teaching materials will emerge. In addition, teachers are encouraged to practice or start a business while teaching, and rewards or calculations are calculated as workload to increase the enthusiasm of the teaching staff for production, learning and research. Receive training and practice in the real scene of the company, master first-hand market information, and learn how to use foreign languages for “import and export trade, marketing promotion, customer service”, etc., which will better guide students to apply language skills to their jobs on. Through the training of school-enterprise cooperative enterprises, more dual-qualified teachers will be cultivated. Initiating these reform measures will benefit the professional development of higher vocational teachers, prevent the loss of outstanding teachers, and promote a virtuous circle in the teaching chain.

5.3 The Training of Spanish Talents Meets the Needs of Industry Enterprises

The population using Spanish is second only to Chinese and English, ranking third in the world, and is the official language of more than 20 countries and regions. Under the “Belt and Road” situation, China and Spanish-speaking countries have become closer, and many industries and companies urgently need compound talents who understand Spanish and have professional skills. Taking the cross-border e-commerce industry as an example, the e-commerce market in Spanish-speaking countries is growing at a rate of 20% every year. In addition, according to statistics from 51job.com and Zhaopin.com, currently more than 60% of Spanish recruitment positions are related to e-commerce operations. Therefore, in order to better adapt to the development of the times and reflect the social service functions of modern foreign languages, the Applied Spanish major can offer courses that meet the needs of enterprises in cross-border business.

Foreign languages can serve all walks of life. In today's rapid technological upgrading, it is difficult for schools to update the latest technology in real time due to their own limitations, but through cooperation with enterprises, it is very easy to grasp the latest technical information and market demand trends. If the country introduces practical preferential policies and tax policies to encourage enterprises to cooperate with higher vocational colleges to train talents, it will greatly increase the participation of enterprises.

The joint training of talents by enterprises and schools will achieve a win-win situation. Under this circumstance, the reform of teachers, teaching materials, and teaching methods will be promoted, highlighting the needs of professional docking industry enterprises, promoting a virtuous circle of the entire teaching chain, and achieving integration of production and education.

In addition, the integration of production and education is not limited to the construction of on-campus and off-campus training bases, but can also explore “innovation and entrepreneurship centers” for teachers and students. At present, many industries can operate as long as they have

computers and the Internet, not limited to places. Part of the students' training tasks can fully meet the needs of the company. Under the guidance of the teachers and the company's dual instructors, it can not only solve the problems of the company, but also cultivate the students' practical work skills.

School-enterprise cooperation can be reflected in the curriculum training system. Three training rooms can be built in the school, language, business scenario simulation and industry skill simulation simulation. In the absence of foreign language training software, you can cooperate with companies to develop training software based on real cases, apply real cases of companies to teaching content, and train students to work in a specific business environment through the participation of corporate mentors The ability to solve problems.

Through the training on campus and off-campus in combination with industry needs, students are allowed to establish the awareness of using foreign languages to serve Chinese brands, develop brand strategies, and transform Chinese manufacturing into Chinese creation. Combining Spanish vocational competence and evaluation system with market demand, and jointly cultivate high-quality multi-vocational foreign language talents.

6. Conclusion

Under the current situation of the great development of vocational education and the increasing international influence of China, the Spanish language as an important strategic resource is one of the carriers of cross-cultural communication and economic and trade exchanges between my country and Spain and Latin American countries. Therefore, pragmatic top-level design, professional group construction and cross-professional curriculum, school-enterprise cooperation to train talents, docking company's talent demand analysis, efficient reform measures, integration of production and education, and effective internal and external training centers and The bases will promote the training of talents in applied Spanish.

Through the above series of reform measures, the training of Spanish-speaking talents meets the needs of industries and companies, professional foreign language talents can better serve the national strategy and local economic development, and can better turn Chinese manufacturing into Chinese creation. Chinese companies and Chinese brands explore the international market, increase their international influence, and build cultural self-confidence. At the same time, they can more effectively realize their career development potential.

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