

# One Belt and One Road Implementation and New International Talent Cultivation

Haiying Ma<sup>a,\*</sup>, Hua Liu<sup>b</sup>

School of Economics, Northwest Minzu University, Lanzhou (730124), P.R. China

<sup>a</sup>lxmahaiying8888 @163.com; <sup>b</sup>5491460@qq.com

\* The corresponding author

**Keywords:** One belt and one road strategy; International talent training; Training mode

**Abstract:** Under the One Belt and One Road strategy, the training of international talents needs to be adjusted according to the new pace of opening up. It is imperative to cultivate new international talents capable of cross-cultural understanding and communication. It is necessary for universities to strengthen foreign languages in talent training programs. The cultivation of abilities and cross-cultural capabilities, as well as the increase of basic knowledge of economic and trade, China's excellent traditional culture and other curriculum content, and try to establish a new model of joint training with relevant domestic and foreign institutions.

## 1. Introduction

In order to further expand and deepen the opening up to the outside world, to build a new all-round opening pattern and deep integration into the world economic system, in March 2015, the state issued the Vision and Action to Promote the Construction of the Silk Road Economic Belt and the 21st Century Maritime Silk Road (Hereinafter referred to as Vision and Action). However, in the process of strategy implementation, the shortcomings and gaps in international talents have prompted us to rethink the cultivation of international talents. The One Belt and One Road strategy is a grand economic vision that promotes mutually beneficial cooperation between Asia, Europe and Africa in infrastructure, investment and trade, and humanities exchanges. It will have far-reaching impact on China and countries along the route. From the framework of the Belt and Road, it runs through the Asia-Europe and non-continental continents, involving central cities and key ports in 64 countries along the route. From the perspective of China's opening up, it has realized China's northwest, southeast, southwest, coastal, and Hong Kong, Macao and Taiwan. As Mr. Lin said that This is a new reform and opening-up strategy proposed in accordance with the changes in the domestic and international situation and advancing with the times[1]. In Vision and Action, the strategy contains two core contents. First, mutual economic assistance and mutual assistance, through the opening and cooperation of countries along the line, to achieve the perfection and smooth flow of regional infrastructure, land, sea and air channel network, investment and trade network. There are many countries along the Belt and Road and the level of economic development is generally not high. Therefore, how to build a regional economic cooperation framework, improve the level of infrastructure construction and the level of economic development of the country, has become the most concerned theme of all countries, and Vision and Action gives planning and route. The Silk Road originally existed only as a road of commerce and trade, and it is an important link to promote the prosperity and development of all countries. However, from the perspective of history, promoting cultural exchanges between the East and the West and promoting the progress of human civilization are still remembered and proclaimed by countries along the line. The Belt and Road strategy is not only an economic proposition, but also a cultural proposition. It not only hopes that all countries will achieve common development in terms of economic strength, but also hopes to achieve a new vision of cultural harmony and prosperity among countries along the route. Therefore, in the cultural

exchange part of the Framework Ideas, Vision and Action puts forward the idea of more extensive and in-depth humanities exchanges, mutual understanding and common prosperity among different civilizations, and mutual understanding, peace and friendship among people of all countries. Extensive cultural exchanges, academic exchanges, talent exchanges and cooperation, media cooperation, youth and women's exchanges, volunteer services, etc. Judging from the general layout of reform and opening up, the strategy is a symbol of China's new layout of reform and opening up. The economic lines and human lines complement each other and become an important feature of China's future foreign exchange and development.

## **2. Types and Characteristics of Talents for One Belt and One Road**

Among the issues of exploring international talents around the industry, the talent distribution of large state-owned enterprises has received the highest attention, because state-owned enterprises have already had considerable experience in overseas business development through the implementation of international development strategies during the Twelfth Five-Year Plan period. According to the One Belt and One Road, Chinese enterprise issued by the State-owned Assets Supervision and Administration Commission of the State Council on July 14, 2015, as of the end of 2014, 107 of the more than 110 central enterprises supervised by the SASAC had established 8515 overseas. The branch offices are located in more than 150 countries and regions around the world, and more than 80 central enterprises have set up branches in countries along the Belt and Road [2]. Although these enterprises that set up branches overseas have already had certain experience in international talent training in business development, the bottleneck of international talents still facing the task of undertaking the Belt and Road strategy is still very prominent. Li believes that under the background of large-scale international infrastructure projects, technical complexity and general contracting, it is necessary to improve the level of comprehensive competition and create standards, technologies, brands and management. The key to strengthening the talents is to strengthen the training of talents. It is proposed that the responsible person of the enterprise must have international work experience, understand foreign languages, and have an international perspective [3]. Zhang believes that all kinds of technical talents, scientific and technological talents, and project talents are widely lacking, especially Leaders with international background and financial professional ability are extremely scarce, which cannot meet the objective needs of One Belt, One Road and the objective of expanding and upgrading. It also makes all kinds of financial institutions less successful in business development [4]. Ma believes that in order to better implement the One Belt, One Road strategy, it is necessary to vigorously cultivate professional international talents and adopt a strategy that emphasizes both scientific and managerial talents [5]. These understandings are mainly to explore the gap of specialized talents from the perspective of promoting the internationalization of business. From the perspective of international talent training in the field of education,

Cultivating international talents is the key to solving the difficulties in implementing the One Belt, One Road strategy. From the international perspective, these problems include not only the rise of various forms of nationalism and trade protectionism, but also the suspicions and concerns about China's regional influence. The legislative branches of different participating countries should begin to work together to identify potential bottlenecks and difficulties [6]. The basis of cooperation must be the full transmission of information and good and timely communication, including national history, religion, culture, politics, economics, and law. Therefore, adapting to the change from the please come in to the going out role, it is necessary to re-allocate the talent elements of the communication channels of government, enterprises, and civil organizations. As a new type of multilateral development bank jointly established by the Belt and Road countries, the Asian Infrastructure Investment Bank has skilled, clean and green as its core concept. In the long run, cultivating a large number of international talents capable of smoothly carrying out work along the Belt and Road countries is the only way to adapt to the new round of reform and opening up. Cultivating professionals who understand international rules and understand international politics,

economy and culture are common problems faced by educational institutions, professional think tanks, policy makers and practitioners [7].

### **3. The Status and Problems of International Talent Training**

#### **3.1. The Connotation of International Talent.**

Today, with the deepening of economic globalization and the increasingly frequent exchanges and cooperation between the state and the country, international talents are the common choice for cultivating talents in various countries and an important force for enhancing the core competitiveness of the country. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) proposes that multi-level and wide-ranging education and cooperation should be carried out to improve the level of international education in China. It is necessary to cultivate a large number of international perspectives and familiar with international rules. The ability to participate in international affairs and international competition for international talents, this clearly defines the basic elements of international talents.

As a comprehensive university in the world that has already become a world-class university such as Peking University and Tsinghua University, it closely combines the characteristics of the school's education with the setting of talent training objectives, and at the same time has a clear international talent training position. Among them, the internationalization of the talent training orientation of the foreign languages institute is more intense, and it is hoped that the people who have the cross-language and cross-cultural values will not only be able to excel in the foreign language profession, but also enter the other professional fields [8]. Tsinghua University is committed to cultivating students with sound personality, innovative thinking, generous foundation, global vision and social responsibility, and based on this, establish a three-in-one education model of value shaping, capacity building and knowledge transfer, and adhere to and improve the world-class, Chinese characteristics, Tsinghua style education and teaching system.

South Korea and Japan also have their own understanding and consideration of international talents. At the end of the 20th century, considering the development trend of internationalization and the development of Korea's economy and science and technology strategy, South Korea will take the talents with world citizenship and leadership as its basic objectives. It must cultivate foreign knowledge and foreign language ability and justifiably negotiate with foreign countries and maintain equal relations. Japan's International Talents Promotion Committee announced in June 2012 that the International Talents Training Strategy pointed out that the content of international talents must have subjectivity, enthusiasm and challenges in addition to language and communication skills.

Some domestic and international universities have three common characteristics for the definition of internationalized talents. First, they raise the issue of training international talents from the perspective of the state's participation in the process of economic globalization. Japan and South Korea are so, and China is now In order to adapt to the new demands of the country's economic and social opening up, the concept of internationalized talents is proposed. Second, it is based on the basic national conditions of the country's political economy and culture, and proposes the basic elements of international talents. For example, South Korea proposes "world citizenship" and Japan emphasizes subjectivity. However, although China does not explain in the description of international talents, it requires firm belief in the overall goal of talent cultivation. Third, the government's demand for international talents promotes the combination of colleges and universities with their own characteristics and talent training objectives. For example, Peking University and Tsinghua University all raise the international perspective of talents from the height of cultivating talents for the national nation. Internationalization is one of the elements of overall talent training, while foreign language colleges emphasize foreign language ability, professional knowledge and cross-cultural competence.

### **3.2. The Basic Path of International Talent Training.**

The definition of the connotation of internationalized talents in domestic universities contains many years of reflection on the basic literacy of first-class talents, including knowledge reserve, professional level, practical ability, innovation ability, social responsibility, etc., and also emphasizes the adaptation to the national society. Specific to the talent training stage, how to cultivate students' international vision and intercultural communication skills, the specific practices of colleges and universities in training programs, curriculum settings, etc. are different.

Peking University and Tsinghua University emphasize the international vision of the subject and have high requirements for the foreign language level of the students. The ultimate goal is to be able to use foreign language to communicate smoothly, read the frontier works of the subject, and participate in international academic seminars of the subject. Peking University proposes to gradually strengthen the construction of English platform courses and bilingual teaching courses, and encourages the departments to actively introduce a number of English-language courses with distinct academic characteristics as the school-selected courses open to the whole school, in order to cultivate students' intercultural communication ability and build Peking University The undergraduate international cultural exchange platform creates conditions. Through the optimization of training programs and the construction of quality courses, Tsinghua University has cultivated students with a broad international vision and foreign language communication skills. For example, in various professional training programs, in addition to the general English curriculum requirements, some core courses have been opened for some majors.

Foreign language colleges emphasize the knowledge of foreign language skills, through the key of language, a comprehensive understanding of the literature, history, philosophy, culture, politics, economy, art, law and other humanities and social sciences of the target country. Basic theory, taking the vision of globalization as the proper meaning of talent cultivation, and cultivating international talents who can be active in the international arena and engage in foreign affairs, translation, education, management, and research in various fields. Compared with the international literacy training of other professionals in comprehensive universities, the international talent training of foreign language colleges pays more attention to the mutual understanding and practical application of language and culture in other countries. Due to repeated training and language practice during the school year, the talents cultivated in foreign language schools generally have the ability to use language. Some foreign language talents also have 2 to 3 language skills, which can meet the shortage of foreign language talents in all walks of life.

### **3.3. The Issues of International Talent Training.**

From the perspective of talent cultivation in first-class comprehensive universities and foreign language colleges, international talents have become one of the main goals of further optimizing talent training programs in Chinese universities. The education sector has now realized that first-class talents should have the importance of an international perspective. However, in terms of the effectiveness of the implementation of specific measures, there is still a big gap compared with the basic requirements of the international talents required for the Belt and Road.

This gap is mainly reflected in three aspects. First, the foreign language education of non-foreign language majors in comprehensive universities is limited, and it is impossible to meet the minimum standards for students to master foreign language skills. It depends more on personal language talent and personal language learning time. Most students' foreign language level and free communication are also free. There is quite a distance. Second, foreign language colleges and universities in the process of personnel training, emphasis on skills training, lack of systematic knowledge of humanities and social sciences, students' ability to understand social phenomena, international affairs, and speculation needs to be further strengthened. Third, regardless of the type of colleges and universities, the cultivation of international talents mostly ends up in the cultivation of foreign language proficiency, to a certain extent, to grasp the cultural, social, political, and economic conditions of the target country, but for international common rules and between different cultures. It

is even more difficult, which is why the gap between the international talents we cultivate is dealing with international affairs or foreign affairs.

#### **4. The Basic Connotation and Training Mode of New International Talents**

##### **4.1. The Cultural Attributes of New International Talents.**

After the release of Vision and Action for the overall layout of China's opening up to the outside world, the education field has successively issued two documents several opinions on Job in the opening-up of education in the new era and educational Actions to promote the construction of the Belt and Road. The combination of humanities communication and talent cultivation highlights the important role of education in the communication of the people and the promotion of international understanding. At the same time, it puts forward the demand for new international talents, including top-notch innovative talents, non-general language talents, and international organizations. Although these goals have corresponding national-level initiatives or initiatives, in terms of new international talent attributes, in addition to skills, professionalism, and research, cross-cultural understanding and communication skills are particularly important. In the process of China's opening up to the outside world, Chinese culture going out and the biggest obstacle encountered by Chinese enterprises going out, language communication is difficult to make up for the differences in cultural background. Therefore, on the basis of summing up experience, international talents must have an understanding of each other's culture. And use the other culture to interpret China's ability to think and think, and at the same time be able to see the good and the good, reflect on the gap between China and international standards or international recognition.

##### **4.2. The International Talent Training Path Required for the Belt and Road Strategy.**

In the implementation of the “Belt and Road” strategy, although many aspects have been reached in the diplomatic field, many projects are already in the stage of implementation, start-up or pending, but because of the multiple countries with different cultural backgrounds, economic construction, social culture, and politics are needed. Professional talents in various fields such as diplomacy and new international talents have become more prominent issues. Faced with the gap of new international talents in all walks of life, talent training and project implementation are parallel, and while promoting cooperation and cultivating talents. It has become the best choice. The second is to cultivate a large number of professional talents. After exploration and practice in recent years, there has been a new transformation in the talent development and training mode at this stage. Skills to improve professional management and comprehensive Transformation, covering the cultural difference, intercultural communication, cross-cultural conflict resolution, multi-team management, multinational management, business leadership, global thinking, strategic thinking, team effectiveness and so stimulate multi-level, multi-faceted content.

##### **4.3. The Essence of Training new International Talents.**

At the same time as the country actively promotes top-level design, colleges and universities, as the focus of talent training, based on their own disciplinary characteristics and regional characteristics, have also begun to actively explore how to cultivate talents that meet the strategic needs of the Belt and Road strategy, including undertaking training programs for enterprises, and The company will set up talent training programs for countries along the route, launch theme training courses, invite experts to teach keynote reports, and set up student overseas practice projects. However, starting from the current situation of the shortage of talents, we reflect on the lack of international talent training in China and adjust the international talent training program. The author believes that the new international talent training should consider the following three aspects.

First of all, it is important to raise the level of foreign language and the cultivation of intercultural competence. Over the years, China's higher education foreign language cannot be ignored, set as a compulsory course, highlighting the impact of reform and opening up on personnel training.

However, from the current One Belt and One Road strategy and the going out enterprise's demand for foreign language mastery of international talents, there are three aspects that should be better resolved. First, the language is too singular and must be diversified. This language layout is itself a mapping of the world political and economic landscape in the 20th century. Therefore, in the university compulsory courses, the language of foreign languages is expanded from English, Japanese, and Russian to other languages, which brings more choices for talent growth to meet the needs of the times and self-demand, and is the key point of future university competitiveness. Second, we must take economic commerce and Chinese culture as a compulsory course for international talents. The rise of China's international status is the fruit of the rapid economic development in the past 30 years of reform and opening up. Therefore, the basic knowledge of economics and international trade should enter the training system of international talents and become a compulsory course for international talents. Finally, it is necessary to establish a new model for jointly cultivating talents with relevant institutions at home and abroad. Open school is the basic requirement for the transformation of the school's mode of running a school in the current stage of economic and social development. At present, there is still a certain gap between the training of talents in colleges and universities and the actual social needs. This is related to the inertia of closing the door to running schools and continuing the previous training model.

## **5. Conclusions**

To sum up, the new international talents are the realistic needs of China's reform and opening up to a new stage. It is necessary for colleges and universities to rethink the cultural connotation of international talents, and to study the internationalization of different types of talents for the characteristics of the disciplines of the university. In the long-term, we will provide a large number of international talents who are familiar with each other's language, have an international perspective, and are able to communicate across cultures for the implementation of the One Belt, One Road strategy.

## **Acknowledgements**

This work was supported by the research project of education and teaching reform of Northwest Minzu University (Grant No: 2019XJJG-63), and by the Pilot joint program of comprehensive professional reform of International Economics and Trade (Joint Program, USU and NWUN) (Grant No: 2017XJZYZHGGSD-01).

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