The Hard Core Quality Training of Asean English Talents From the Perspective of Talent Training

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Abstract: This paper introduces the challenges and development prospects of English Majors in ASEAN higher vocational colleges from the perspective of talent cultivation, and discusses the talent cultivation program of Applied English Majors (entry-exit service and management) based on the market and economic needs of the University from the aspects of curriculum, faculty construction, teaching mode and method, school enterprise cooperation, etc. through students The questionnaire and interview of the enterprise get the feedback of the effect of the implementation of the talent training program, and then put forward suggestions and suggestions for further adjustment and improvement of the program..

1. Introduction

In recent years, English Majors in Colleges and universities, especially those in higher vocational colleges, have entered a bottleneck period, and some of them have become the yellow card majors. The main reason is that it has not achieved the goal of talent training and the enterprise needs a better docking of talents, the quality of English talent training is not high, and it has not really cultivated the composite application-oriented talents that meet the needs of the times[1].

2. New Requirements and Standards for English Talents in Asean from the Perspective of Talent Training

2.1. The New Situation of Higher Vocational English Talents Training Under the Background of "Internet +"

The new business form of Internet is an important engine of economic growth. Internet technology, business model and organization mode have become the "marks" of many emerging industries, covering business, logistics, education, catering, medical treatment, finance, construction, etc., which has also caused profound changes in talent demand and industrial structure of various industries. Vocational education is an important support for industrial transformation and upgrading[2]. At present, the economic field has entered a great transformation era driven by innovation and comprehensive reform. The joint development of vocational education and regional economic field is the ideal state for their common development. Vocational education should strive to cultivate talents who can adapt to the optimization and upgrading of industrial structure. For our higher vocational English majors, we need to cultivate "professional ability + cross-border ability + Internet" composite English talents with interdisciplinary learning ability and systematic problem-solving ability in line with the rapid development of society and the needs of enterprises. As shown in Figure 1
2.2. The Prospect of English Talents Training In Higher Vocational Colleges Under the Background of "One Belt and One Road" Initiative

Since the "one belt and one road" initiative was put forward and implemented, China's economy can develop rapidly with the help of two international and domestic markets. We must strengthen the training of English talents in order to promote cross-cultural communication better and faster and adapt to the trend of the "one belt and one road" era. English talents in the background of "one belt and one road" initiative should first be able to deal with related matters in the professional field, and also need an international perspective, solid language skills[3], and effective cross-cultural communication in the process of work.

3. According to the Research of Brother Colleges and the Demand of Enterprise Employment, Establish the Talent Training Mode Scheme

At the beginning of professional preparation and establishment, the leaders and teachers of the Institute went to Beijing Youth Political College, Beijing Institute of information technology, Shenzhen Institute of information technology for investigation and exchange to learn their successful practices and experiences; they successively went to Beijing Shuangxiong foreign service center[4], Shanghai overseas enterprise virtue visa center, Shanghai new channel training center and other enterprise organizations for investigation, study and discussion In addition, experts from enterprises and higher vocational colleges are invited to hold work task analysis and demonstration meetings to provide suggestions and references for the determination of talent training programs.

3.1. Curriculum With Equal Emphasis on Theory and Practice

The three curriculum modules are divided into four parts: public basic curriculum, Vocational Basic Curriculum (language + professional core curriculum), vocational development curriculum and comprehensive practice curriculum. The curriculum distribution of each academic year is as follows: the first academic year is the foundation stage, with public basic courses + English language courses as the main part; the second academic year starts to cultivate vocational skills, with English language courses + vocational skills courses as the main part; the third academic year focuses on practice, vocational skills courses (the first 8 weeks) + graduation internship[5].

Although the public basic courses are not necessarily directly related to the major they have learned, they are necessary courses to cultivate all-round development of talents in virtue, intelligence and physical education, cultivate students' correct values, good civic moral consciousness, and provide learning methodology and dialectical thinking. Main courses include: Ideological and moral cultivation and legal basis, introduction to Mao Zedong Thought and theoretical system of socialism with Chinese characteristics, College Chinese, physical education, mental health education, situation and policy, safety education, entrepreneurial awareness and entrepreneurial skills. These are indispensable learning contents to improve students' comprehensive quality[6].

Vocational Basic Courses (language + professional core), English language foundation is the most striking advantage for English majors to compete with other majors. The main courses are: English intensive reading, extensive reading, listening and speaking, pronunciation, grammar, writing, oral and written translation of foreign service etiquette, entry and exit practice, entry and
exit management and service, etc.

Vocational skills and development courses of vocational development courses are closely related to the cultivation of students' vocational ability, and they are also the most important theoretical courses for the cultivation of vocational ability of practical English Majors in higher vocational education. It mainly includes: cross-cultural communication, oral foreign affairs, official document writing, foreign newspaper reading, business English practice, e-commerce, etc.

3.2. Teaching Mode and Method Keeping Pace With the Times

In the teaching of professional courses, teachers are taught in different courses, such as classroom discussion, project orientation, case analysis, field simulation, role exchange, flip classroom, online and offline blending, etc., and strive to be qualified teachers in the Internet + era, integrating knowledge, skills, teaching, updating and dedication. In addition to the practical teaching, it is mainly carried out through the combination of single practical training and comprehensive practical training, in class practice and extracurricular practice, and in school practice and out of school practice. Single training is similar to listening, speaking, reading, writing and other aspects or some basic skills training. Comprehensive training is the comprehensive embodiment of various skills in completing a task. In class practice is a practical activity in class. The teacher guides and demonstrates the students so that they can understand the methods of analyzing and solving problems. Extracurricular practice means that teachers give specific tasks, students make decision-making plans and solve problems flexibly. Off campus practice can also be carried out in various forms, such as volunteer services to enterprises and industrial units, visits, on-the-spot teaching of enterprise personnel of internship units, etc. The main goal of practical English teaching is to integrate students' basic language skills and relevant professional knowledge, to test students' comprehensive ability to use a certain degree of English for various professional activities, so as to help students quickly guide and apply the theory to practice.

3.3. Development Road of School Enterprise Cooperation and Combination of Production And Learning

Since its establishment, the major has been actively exploring the path of school enterprise cooperation. At present, the major and Shanghai Huizhan Information Technology Co., Ltd. jointly carry out two volunteer activities and off campus training for students. Through one-year cooperation, the major has reached an intention to establish a deep school enterprise cooperation relationship. The company's business scope is related to the modern service industry, which has a long-term and large demand for application-oriented compound English talents. On the basis of mutual trust and recognition between schools and enterprises[8], we will work together to build a core off campus training base with high-level professional integration of production, teaching and research. In the development of professional construction, the pace of school enterprise cooperation, industry education integration exploration will continue.

4. Suggestions on the Adjustment of the Implementation Plan of English Talent Training Mode

4.1. Establish a More Optimized and Comprehensive Curriculum System

On the basis of the original curriculum, we should appropriately increase the interdisciplinary and cultural training courses selected by ourselves, so as to facilitate the students to cultivate their composite ability according to the market demand, employment orientation and personal interests. The school is an engineering based school, which can fully rely on the engineering majors with good employment prospects and broaden the students' curriculum coverage. Interdisciplinary courses can include: basic theory and practice courses of other majors, information technology courses, economic and trade management and tourism courses. In terms of cultivating students' necessary humanistic and cultural accomplishment, elective courses can be offered, including
Chinese and Western culture, Chinese literature, foreign literature, history of Chinese philosophy, history of western philosophy, intercultural communication and case analysis. Adhere to the principle of "delete miscellaneous, retain classic, reflect modern and involve cutting-edge" (Fan Wei, 2016) to set up the content of the curriculum system

4.2. Build A "Double Teachers and Double Abilities" Teaching Staff With International Vision

In order to cultivate the talents of compound application-oriented English in higher vocational colleges, English teachers should bravely go out of the circle of "academic school" and change to the compound application-oriented teachers. In particular, we need to keep close contact and cooperation with enterprises, understand the industry profile, have the ability to solve practical tasks and serve the society and enterprises. Therefore, it is necessary to establish corresponding incentive policies for performance evaluation and employment of professional titles, support teachers to participate in further education, enterprise training and post training, and encourage teachers to obtain relevant industry qualification certificates. Follow the principle of "not for all, but for use", invite enterprise experts to be teachers of vocational skills courses or regular lectures, and participate in our professional construction. As an English major, it is necessary to introduce foreign teachers to teach in order to cultivate students' language skills and cross-cultural communication ability, which is helpful to cultivate students' habits and self-confidence in communicating with native speakers, and open up students' horizons and channels of understanding the world[9].

4.3. Build Professional Ability, Increase the Application of Training Room, Training Platform and Base Construction in Higher Vocational Education

Through practice, practice and practice, English major aims to cultivate students' English application ability and professional operation ability. However, due to the reasons of involving business secrets, it is difficult for students to get access to the real domain knowledge and essence in post training, internship and off campus training. In this case, the establishment of appropriate training rooms and simulation companies is an effective platform to reflect their professional characteristics and cultivate students' professional practical ability. For our English majors whose main direction is entry-exit service and management, we can further establish entry-exit practice training room, visa application training room, translation training room, etc. In addition, we should carry out the teaching mode of combining internal and external classes, actively develop the training base of relevant enterprises and institutions, and try to integrate production and education. Teachers can cooperate with enterprise experts, adopt the project-oriented teaching method, formulate the students' internship training plan according to the specific work areas and tasks of the enterprise, and make students complete the internship training tasks in the form of team cooperation around specific work project cases. Seek foreign cooperation institutions and institutions to build an international platform for students to go abroad to study and Practice on post.

4.4. Improve and Adopt Diversified Assessment Methods

At present, the assessment methods of each subject are different according to the nature of the course and the teaching content, but there is no fundamental change in essence. The main body of the assessment is the teachers of all subjects. The assessment results are formative assessment (40%) and summative assessment (60%). In addition to English pronunciation and spoken English, the summative assessment of other courses is still dominated by the written examination at the end of the term. The formative assessment is based on the usual performance and the completion of learning tasks. The proportion is small, which is obviously not conducive to the examination of students' comprehensive ability. Therefore, all our teachers and students should explore and adapt to a variety of assessment methods. We should strive to truly realize the diversification of assessment subjects (teacher evaluation, students' mutual evaluation, students' self-evaluation, enterprise experts / foreign teachers' evaluation), the diversification of assessment methods (test paper, oral test, paper, English speech, practical operation, online test, internship training report, competition test, certificate test, etc.), and increase the proportion of process evaluation, which can reach or
4.5. Pilot Exploration of "1 + X" Certificate System

According to the implementation plan of national vocational education reform (20 articles), starting from 2019, the pilot work of "diploma + several vocational skill level certificates" system (i.e. 1 + X certificate system pilot) will be launched in Vocational Colleges and applied undergraduate colleges. In addition to the necessary academic certificates, English level certificates and computer level certificates, students majoring in Applied English should, with the help and encouragement of the school and teachers, obtain various relevant vocational skill qualification certificates, such as: business qualification certificate, translation qualification certificate, tour guide qualification certificate, cross-border e-commerce qualification certificate, foreign trade documenter qualification certificate, etc. This is not only the effective improvement and supplement of students' learning in school, but also the important embodiment of their own competitiveness when they are seeking employment.

4.6. Achieve Professional Sustainable Development

In addition to helping students lay a solid foundation of English language and cultivate their cross-cultural communication ability and professional comprehensive ability to meet the needs of the times through the course system combining theory and practice, we are more important to help students establish a correct learning attitude and develop good learning habits. In his future career, he has the ability of lifelong learning, knowing how to do things and how to be a man. Compared with the specific knowledge and skills learned, this is a more important characteristic of a person's success.

5. Conclusion

At present, under various supporting systems of the state, vocational education in China has entered the spring of development. In the context of ASEAN from the perspective of personnel training, the relevant big data shows that the applied English major still has a good prospect of employment development. As long as we meet the needs of the industry, set up the major, select and design the course content according to the professional standards, timely change the concept of education and teaching, and learn from the advanced foreign vocational education mode, our English major in higher vocational education will be able to break through the bottleneck and achieve long-term development.

References


