

Reform and Innovation of Thai Talent Cultivation under the Background of the Belt and Road Initiative

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Abstract: in Order to Serve the Needs of the Country's "the Belt and Road Initiative" Construction, Colleges and Universities Should Clearly Define the Training Objectives of Thai Interpreters, Understand the Current Situation of Different Levels of Demand, and Innovate the Talent Training Mode, So as to Improve the Quality and Quantity of Thai Interpreters in Our Country and Solve the Urgent Need for Thai Interpreters in the Market. as an Important Channel to Transport Thai Professionals, Colleges and Universities Should Not Copy the Talent Training Mode of Undergraduate Thai Professionals, But Should Follow the Essence of Higher Vocational Education, Take Social Needs as the Guidance, and Reform and Improve the Training Objectives, Curriculum System, Teaching Content and Other Aspects.

1. Introduction

In October 2013, Xi Jinping Put Forward an Initiative to Build a "the Belt and Road Initiative", Which Received High Attention from the International Community [1]. Thailand is One of the Important Countries Along the "the Belt and Road Initiative". When Talking about the Implementation of the "the Belt and Road Initiative" Initiative, Xi Jinping Put Special Emphasis on Policy Communication, Facility Connectivity, Smooth Trade, Financing and Popular Support [2]. "the Belt and Road Initiative" is the Overall Strategy of Chinese Economic Opening to the Outside World, Aiming At Promoting the Effective Reform and Overall Upgrading of the Domestic Economic System through Scientific and Reasonable Means of Opening Up, and Finally Realizing the Goal of Transformation [3]. under the Background of Increasingly Frequent Economic and Trade Exchanges between China and Thailand, the Demand for Compound Talents Who Can Master Thai is Increasing, and Higher Requirements Are Put Forward for Talents. However, There Are Still Some Deficiencies in the Current Training of Thai Talents in Colleges and Universities, and It is Necessary to Strengthen the Training of Thai Talents According to the Actual Needs.

2. Demand for Non-Common Language Talents under the Background of "the Belt and Road Initiative"

2.1 "Non-Common Language+English" Dual Foreign Language Talents

The proposal of the strategic cooperation concept of "the belt and road initiative" has brought great opportunities and challenges to the countries and regions along the route and strengthened the exchanges and cooperation between the countries and regions along the route [4]. Therefore, in a long period of time, the social and economic development mode is mainly extensive, and the level of economic development has increased year by year. Some experts believe that the "foreign language+x" innovative talent training mode aims to train compound foreign language talents who have excellent foreign language level and professional skills in other disciplines. Today's society is an open one, but the use of non-common languages is often restricted without the assistance of English, the common language. Pushed by the construction of "China-ASEAN Free Trade Area", Thai education and teaching in China has developed rapidly in the past ten years [5]. To further improve the Thai language, these basic language skills refer to the important basic parts of cross-cultural language communication. Only on the basis of a solid Thai language can certain errors and

obstacles be avoided in cross-cultural communication.

2.2 “Foreign Language+Major” Compound Non-General Language Professionals

“the belt and road initiative” strategic cooperative development is a combination of tourism, finance, logistics, e-commerce and other areas of cooperative development, the diversity and complexity of economic development, making only foreign language talents can no longer meet the requirements [6]. Therefore, for the current domestic economic development, the urgent task is to find new driving forces to achieve economic growth, innovate economic development models, and avoid falling into the “middle income trap”. Applied innovative talents are not only different from academic research talents, but also different from applied talents. At the same time, they have professional knowledge of academic research talents and practical ability of applied talents [7]. This requires us to improve our ability to extract language information by inputting knowledge of cross-cultural communication and then summarizing it. Cross-cultural communication knowledge excludes some commonly used languages, as well as assisting in the use of target languages and strengthening cultural knowledge. Talents who master professional skills and can skillfully use foreign languages have become the general trend of talent demand in modern society. Non-general language professionals should not only be competent in their own non-general language skills, but also master certain other knowledge such as economy, trade and management.

2.3 Compound Non-Common Language Talents with High Comprehensive Quality and International Vision

With the continuous development of society and the continuous improvement of openness, foreign language talents with good comprehensive quality are urgently needed for social development. From the perspective of structural reform, in order to realize “connectivity” with countries along the “the belt and road initiative”, in addition to paying attention to “connectivity” in road traffic, rules and regulations, etc., it is also necessary to pay special attention to “connectivity” in culture and education [8]. We should break through the old teaching mode and cultivate students' innovative spirit, innovative ability and innovative personality from knowledge, skills and upbringing [9]. To ensure the professional teaching effect and the mastery of professional knowledge and skills, we will strengthen the teaching of Thai based on the teaching of international business courses for students. Therefore, the senior non-common language talents needed by the rapid economic and social development at present should be compound non-common language talents with high comprehensive quality and international vision.

3. Problems in the Training Mode of Thai Professional Talents

3.1 Professional Settings

Due to the state's emphasis on and investment in the construction of minor language majors, except for a few universities that initially set up Thai majors, all universities and colleges have set up Thai majors one after another. The establishment of majors does not really follow the concept of professional development. The research mainly focuses on interpretation teaching theory, interpretation teaching mode and other aspects, as well as research on curriculum setting, teaching test evaluation and other aspects. Among the numerous achievements in the teaching and research of interpretation courses, the research achievements on the construction of interpretation courses mainly focus on the macro guidance or the research on the teaching of English interpretation courses. The enrollment of Thai majors in colleges and universities has soared in comparison. The enrollment of Thai majors has gradually declined and the demand for enrollment and employment has gradually stabilized. The orientation of professional connotation and students' ability requirements is vague, especially in colleges and universities, most of which copy the experience of undergraduate professional construction and other professional courses in higher vocational colleges and fail to reflect the characteristics of higher vocational education and personnel training. In addition, the majority of Thai language teachers in China put the emphasis on language teaching,

but the improvement of students' intercultural communicative competence cannot be truly reflected. These problems require colleges and universities to adjust and change teaching methods in time so as to lay a good foundation for Thai major graduates to better take up jobs and shorten the period of integration with work.

3.2 Personnel Training Object

The students' choice of major objectives is not clear. When college students choose their major, some follow the trend, some want to travel to Thailand, and some report to learn Thai major according to their parents' wishes. The students' learning objectives and ability objectives are not clear, which will seriously affect the employment and sustainable development of students after graduation. For other languages, Thai and Russian are involved, but research on Thai interpretation teaching is relatively lacking. As a result, the students' communicative ability and language application ability cannot be improved to a certain extent, communication ability and oral expression ability are not unified, and oral errors frequently occur. At present, the goal of Chinese social and economic development and transformation has not yet been achieved. It is still necessary to continuously upgrade the industrial structure and reform and perfect the economic market system in order to break the bottleneck restriction. The talent training mode must be adjusted according to the characteristics of social and economic development and the changes and development of society, and the original relatively single training objective must be changed to "compound", "applied" and "international". Therefore, the cultivation of innovative Thai talents requires, on the one hand, the correct education and guidance of school teachers, and, more importantly, the active self-cultivation of students.

3.3 Teaching Staff

There is a lack of compound teachers in Thai major in higher vocational colleges. Although the educational background and professional title level of Thai professional teachers have improved obviously in recent years, the training of teachers is not enough, especially young teachers. Lack of innovation, although some business Thai, business Thai, tourism Thai and other courses will be added in the senior grade, due to the small amount of class hours, students can only understand in general but cannot master it, resulting in students still need to learn relevant knowledge in various fields after employment. The elements of economic development under the traditional mode need to be re-combed, and the resource allocation structure should be updated from various aspects so as to fully meet the needs of economic development under the economic market environment in the new era. As the main strategy of the country's economic opening to the outside world. With the increase in the number of Thai students in higher vocational colleges, the allocation of relevant teachers has failed to keep pace with the growth of students. Compared with students, the number of teachers is small; Teachers' educational level is relatively low. Poor practical ability; Teachers have lower professional titles. Teaching and research achievements are few and teaching and research activities are not strong. With the increasing demand for Thai interpreters in the market, more and more scholars and teachers are paying attention to the training and teaching of Thai interpreters. However, on the whole, the research on Thai interpretation teaching is very weak, and the problems concerning Thai interpretation teaching and the training of Thai interpreters deserve our serious consideration and active exploration.

3.4 Teaching Method

The Thai major in higher vocational colleges started relatively late in the construction of the major and has little teaching experience to popularize. However, the professional teachers are relatively young, their knowledge is narrow, their teaching methods are single, and their language and major cannot be well combined. Most schools still adopt the traditional teaching mode, which is teacher-centered, indoctrination-based, single and rigid, scripted, and students cannot be interested in learning. The teaching experience is not rich, the classroom atmosphere is boring, the students learn passively, they cannot mobilize the subjective initiative of the students, and the best teaching effect cannot be achieved for the majors with zero starting point. Under the requirements of the

current information age, simply relying on classroom professors to learn Thai is no longer able to meet the needs, so students still need extra time after class to make a series of supplements in time, improve their language proficiency and broaden their knowledge of Thai cultural communication. In teaching, teachers mostly use English interpretation textbooks as theoretical references, borrow English interpretation theories and skills, and combine them with other Thai teaching materials to carry out teaching, which lacks scientific, professional and systematic teaching contents. Therefore, in the new era of social and economic development, we should attach importance to the promotion of human capital, because this is the main kinetic energy to promote economic growth.

4. Reform and Innovation of Thai Talent Cultivation under the Background of “the Belt and Road Initiative”

4.1 Adjust Personnel Training Objectives

With the continuous promotion of the strategic concept of “the belt and road initiative” and the completion and continuous development of the East China Alliance Free Trade Area, Chinese and Thai enterprises have put forward new requirements for Thai talents. They not only need to master Chinese, English and Thai, but also need to have corresponding knowledge in international logistics, tourism, foreign affairs management and other aspects. Faced with the current oversupply of employment market, most students are under great employment pressure. The cultivation of innovative and entrepreneurial talents not only provides diversified choices for students' employment, but also reserves a group of outstanding personnel for the implementation of the “the belt and road initiative” strategy, which has effectively improved economic productivity. The goal of cultivating innovative Thai talents is to cultivate students' compound accomplishment and innovative ability. The goal is to cultivate not only advanced Thai professional level, but also interdisciplinary ability to master knowledge of other disciplines, with innovative spirit, exploration spirit and research spirit. The personnel training mode must be adjusted according to the characteristics of social and economic development and the changes and development of society, and the original relatively single training objective must be changed to “compound”, “applied” and “international”. To improve students' professional ability, professional ability, specialized ability and comprehensive ability at the same time, to achieve a scientific world outlook, outlook on life and patriotism, collectivism and good ideological and moral character, professional ethics.

4.2 Reform the Personnel Training Mode

The Thai major should pay attention to the cultivation of Thai language and English learning in accordance with its own advantages and regional needs when formulating the talent cultivation plan, so as to ensure the uninterrupted learning of English in the four years of university. As the “the belt and road initiative” strategy is related to the social and economic development of many countries, it has received high attention from the international community, which also provides new opportunities for China to establish a new type of multilateral cooperation mechanism. Therefore, the curriculum structure of the school should also be reformed. The curriculum of Thai language major should be set up, and interdisciplinary study should be emphasized. The original single curriculum of “Thai language and literature” should be constructed into a curriculum system of “Thai+X” with double majors and double degrees. Other professional modules can be added, such as tourism module, international economy and trade module, management module, accounting module, psychology module, law module, etc. Focus on skills training in Thai language listening, speaking, reading, writing and translation, with strong practical working ability and professional accomplishment, basic skills and relevant knowledge to engage in practical work in this major, and train and train high-quality skilled professionals.

4.3 Optimize the Curriculum and Strengthen the Cultivation of Students' Comprehensive Quality

The construction of “the belt and road initiative” is not only to realize economic cooperation and

win-win between China and the countries along the line, but also to realize policy communication and popular support communication to a certain extent. To realize these two points, it must go through long-term communication and communication. The curriculum should adapt to the changes in the demand for talents under the new situation, and practical courses such as logistics, finance, e-commerce, management, tourism, etc. should be added while ensuring the hours of basic courses for foreign language majors. Through online and offline hybrid teaching methods, reverse classroom practice, micro-class and other online classes, students' interest in learning is fully mobilized, so that students can learn spontaneously and learn knowledge in the speculative process of proposing and solving problems. The teaching and research section of Thai should regularly carry out a series of competitions related to Thai, such as "Thai Speech Contest", "Thai Debate Contest", "Thai Written Writing Contest", "Thai Taiwan Drama Contest" and so on. The main purpose is to improve students' Thai language use and communication skills. Quality education should be embodied in the teaching of basic courses, specialized courses and practical teaching. Students should be trained in entrepreneurship, innovation and teamwork spirit, and be educated in love with their posts and work hard.

4.4 Establish a Perfect Practical Teaching System to Highlight the Cultivation of Employability and Professional Development Ability

The structural reform under the background of "the belt and road initiative" needs to start from two aspects. At the same time, the cultivation of innovative and entrepreneurial talents needs to start from many aspects. Only in this way can we deepen the construction of "the belt and road initiative" from macro and micro strategic perspectives. Schools should increase the proportion of teaching hours for Thai major students' practical training courses and change the previous training mode of emphasizing theory and neglecting practice. Let students learn spontaneously and learn knowledge in the speculative process of asking questions and solving problems. Give full play to students' initiative in various forms of teaching, such as task assignment, scenario simulation, group discussion, free debate, and active response. Take students as the main body, strengthen and consolidate knowledge, and cultivate students' habit of using their brains diligently and thinking well. In the process of practice and curriculum optimization, the practice system of Thai major is combined with the curriculum design of Thai major, emphasizing the need for balanced development of knowledge structure between China and Thailand, ensuring that students' physical and mental, scientific literacy and professional knowledge structure complement each other, forming good behavior habits of autonomous learning and self-discipline, paying attention to mastering Thai cultural knowledge but not discarding the classic habits of Chinese studies.

5. Conclusion

At present, China is in the promotion period of "the belt and road initiative" strategy. China and ASEAN countries have relatively close economic, cultural and trade exchanges. The development of the "the belt and road initiative" strategy needs a large number of excellent innovative talents as support. Therefore, it is imperative to speed up the reform of the education system. We should focus our education on the cultivation of innovative and entrepreneurial talents. There is a certain degree of cultural difference between China and Thailand. Therefore, it is the first task to combine cross-cultural knowledge communication with cross-cultural knowledge communication and optimize students' ability of cross-cultural communication. Training professional teachers, optimizing curriculum, selecting teaching contents, compiling systematic teaching materials, building supporting corpus and other work need not only the support and funding of the government and universities, but also the attention and participation of professional teachers.

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