

Exploration on Non-Common Language Teaching in Southeast Asia under the “Belt and Road Initiative”

Mengwen Pan

School of Chinese, Yunnan Normal University, Kunming 650000, China

Keywords: Belt and road initiative, Southeast asia, Non-general language, Language teaching

Abstract: Yunnan Province, as the radiation center connecting Southeast Asia, shoulders the important responsibility of cultivating excellent Southeast Asian non-common language compound talents. The “One Belt and One Road” proposal is more urgent to the need of non-common language professionals along the way. In order to vigorously develop the non-common language specialty in Southeast Asia and strengthen the training of non-common language talents, the author puts forward some suggestions on the teaching of non-common language in Southeast Asia according to the characteristics of Yunnan non-common major students and the current talent training scheme, in order to explore the path of internationalization development in non-common language teaching and help more non-common language students better combine professional theoretical study with practical exploration. Finally, students with solid professional language skills and rich humanistic knowledge can go to working platforms to contribute a modest contribution for the country in the “Belt and Road Initiative” development road.

1. Introduction

Yunnan Province, as the southwest border of the country, is an open window for Southeast Asian countries. With the proposal of Belt and Road Initiative, the development trend of international education is becoming more and more obvious. Both the development of educational cooperation in Southeast Asia and the demand for non-common talents in Southeast Asia are increasing day by day. At the same time, it also puts forward new requirements for the training of comprehensive and high-quality non-common language talents. However, at present, there are still some deficiencies in the training of non-common language talents in Yunnan Province, especially in the international practice model, which has not been able to build a good bridge between the language major and the practice platform, and the students' use of language is limited. Therefore, it is urgent to explore an effective way to adapt to the new situation, such as the derailment of professional theoretical learning and practical work. The development of non-common language majors in Yunnan Province has undergone a process from scratch. After years of hard work, they have shown the remarkable characteristics of “five fast, one many and one strong”, that is, the scale of learning is fast, the promotion of teaching staff is fast, the discipline specialty construction is fast, the development of curriculum textbook is fast, the update of school resources is fast, the talent training mode is many, the social service ability is strong, and all of these had trained a large number of outstanding talents for the regional economic development.

Taking Yunnan Chinese language College as an example. The Yunnan Chinese language College is a part of Yunnan Normal University. It is an international and comprehensive new college jointly managed by the Overseas Chinese Affairs Office of the State Council and the People's Government of Yunnan Province, and is jointly managed by the Overseas Chinese Affairs Office of Yunnan and the Yunnan Normal University. It is mainly devoted to the breaking and pioneer of non-common construction. At the same time, it combines language construction with national research, requiring students not only to master language ability, but also to attach importance to the study of the history and culture of the target country, and to explore the development model of combining language addition with scientific research and talent reserve.

While steadily expanding the enrollment scale, the college has so far undertaken three provincial key projects and two provincial high-quality courses, successfully declared the project of

“demonstration sites for the cultivation of minority language talents in colleges and universities in Yunnan Province”, signed a cooperation framework with more than 20 colleges and universities in Southeast Asian countries, and planned to gradually improve the level of professional qualifications. It is in the process of trying first that the college explores a unique, provincial and internationally leading teaching model, that is, the non-common language “2+1+1” / “2+N+N” teaching mode, which is, to a large extent, an important breakthrough in the cultivation of international talents, and it is also an important breakthrough for the cultivation of international talents. However, in the course of this training, the college still has a lot of internal work to explore, such as the guidance of students' internationalization vision in the previous two years of study, and the development of a large number of cultural preheating work in front of the target country. The deepening of internationalization belief during study abroad and the further study of students choosing a certain platform or field for internationalization training after returning to China still require a lot of thinking in the teaching of non-common language. In a word, it is still the practical problem of increasing the pace of integration with nationalization and further seeking for the practical problems of non-common language professional education in the development of internationalization, which is the key points that can not be ignored in the development path of non-common language teaching under Belt and Road Initiative.

2. Talent Training of Non-Common Language Teaching in Southeast Asia

The author believes that the so-called planning of talent training does not only refer to the planning of students' academic guidance, but also to the planning of individual academic orientation. This planning is based on the personality characteristics of students, combined with the particularity and universality of international talent training. It does not contain the development of human personality, but provides reasonable guidance to students through a scientific, practical and conducive training plan. Help students to further improve their awareness of internationalization and internationalization concept, so as to choose to embark on the road of international talent development. Therefore, in the cultivation of non-colloquial internationalized talents in Southeast Asia, it is necessary to make good use of the advantages of Yunnan Province and Southeast Asia, give full play to the characteristics of “near internationalization”, excavate the characteristics of students, stimulate students' potential, sublimate students' ideological consciousness of internationalization, and so on. Here, I give some suggestions on the international talent training plan of non-common language in Southeast Asia.

2.1 Interest Cultivation

The cultivation of interest plays an important role in the study of foreign language majors. It's always be the concerned and important point of non-general language teachers, which whether it is the guide to the professional interest of non-general language students or the cultivation of students' appreciation of the national culture abroad. By carrying out extracurricular practical teaching activities and enriching campus culture, students can apply their professional knowledge to all kinds of activities, which can not only train students' practical ability and cooperative ability, but also test students' ability to use what they have learned, and find their own shortcomings in practice. For example, Yunnan normal University holds Thai Water Lantern Festival celebrations, Southeast Asia knowledge Competition, Water splashing Festival and so on every year to display the characteristics of professional culture, so that the students of this major and other majors can feel the culture and customs of the target country, the effect of the activity is good, the extension of students' language learning is broadened, and the classroom is moved out of the classroom.

2.2 Language Companion Teaching

With the further development of the internationalization of education, most of the schools in Yunnan Province that specialize in non-common languages in Southeast Asia have absorbed foreign students from the target countries of non-common language specialties. Taking Yunnan Chinese language College as an example, a large number of students in Southeast Asia have been enrolled in

the past two years, and reached the highest record of Southeast Asian students in the province. In the training of non-common language students in South-East Asia, it should not be neglected to help students find the “a companion” that is conducive to self-learning, and to develop friendly relations with the language learning and cultural learning in the “a companion”. The so-called language companion teaching, that is, let its own “a companion” be with oneself, in the beginning of the phonetic study, help to correct the pronunciation; in the middle of language learning, the two can communicate simply; and in the advanced period of language learning, you can use the language you learn to exchange topics of interest.

2.3 Replenishment of Talents

I believe that as a non-common major student, it is a matter of internal affairs to learn our major well, but as an international talent, it is a good opportunity to train our own talents with Chinese cultural characteristics and to combine language with Chinese talent in the process of international communication, so as to help to better explore the path of internationalization development. Learning Chinese talent can not only promote the dissemination of Chinese culture and realize the true international cultural blending, but also broaden the future employment channels, refine the body and mind, enrich life, and do no harm to the study of non-common languages. Under the international cultivation of specialty, the college should increase the investment in the talent of students, and this talent can be divided into two categories, one is talent enhancement, that is, students with Chinese talents can strengthen sublimation on the basis of their own talents and strive for excellence. The other is the entry of talent into the category, mainly for students who have not had Chinese talent training before, they can choose a better introduction to Chinese talent courses for training, such as: Beijing Opera, calligraphy, traditional Chinese painting, tea ceremony, gourd silk, zither and so on. The development of a talent course cannot be carried out in the near future, and the students should be guided in this respect in the first semester, so that the students have time to buffer and digest the refining in the course of self-cultivation.

2.4 Scientific Research and Training

Although the requirements for the cultivation of students' scientific research consciousness and scientific research ability in undergraduate stage are not high, scientific research is not the key content of students in this stage, but students only master basic theoretical knowledge, lack of practical ability and certain scientific research ability, which will not be conducive to the development and promotion of students' internationalization level. In the process of practical teaching, teachers can actively guide students to find problems, and even presupposition them to solve them. On the one hand, they can cultivate students' ability to analyze and solve problems, on the other hand, they can also help students to establish “international consciousness”. Whether in domestic learning, studying abroad or moving towards the track of international development, they all have “thinking consciousness.” Be able to sensitively detect the relevant problems in the development of internationalization. In addition, the mastery of scientific research methods, scientific research means, thesis writing, experimental operation and other related methods can also help students to improve the quality of graduation thesis, write qualified, standardized and even conducive to practical operation of excellent papers, at the same time, it is also of practical help to some students who are willing to enter graduate studies.

2.5 Cultural Practice

In order to connect with internationalization and integrate students into local humanistic activities as soon as possible in the year of going abroad, the cultural practice in the process of domestic training is essential. The so-called international training method, that is, to enable students to have their sense of belonging as much as possible after going abroad, the completion of this sense of belonging requires the long-term accumulation of domestic training. In the process of talent training, students can be helped to feel the local customs through different ways, such as film watching, academic lectures, language companion exchange, data collection and so on, to understand the local people's living habits, religious beliefs, food culture, festival etiquette, cultural

origin and so on. Only when the non-common major students have a certain understanding of the local culture and have a sense of cultural differences, can we further deepen the cultural consensus, eliminate cultural exclusion and cultural prejudice, and open up a new way of international development.

3. Platform Support for Non-Common Language Teaching in Southeast Asia

3.1 Enhance the Strength of Teachers

In the era of more and more fine social division of labor, the level of teacher specialization is becoming higher and higher. First of all, teachers should be actively encouraged to carry out self-study and research, support teachers in different languages and different teaching and research rooms to learn from each other, implement mutual listening and discussion systems, and guide teachers to find their own teaching methods and methods. Secondly, non-common language teachers should not only have solid professional knowledge, understand the latest developments of their professional development, but also draw on all the talents. The college should encourage non-common teachers to go abroad for further study, improve their professional level, and increase their in-depth understanding of the current political, economic, cultural, educational and other aspects of the target countries in Southeast Asia. Finally, vigorously popularize and improve teachers' ability to use information technology to assist teaching. Only by constantly improving the application ability of teachers' information technology and promoting teachers to establish new teaching ideas, can we promote the teaching reform and the improvement of teaching level and achieve the optimization of the structure of teaching staff. In addition, under the premise of conditions, the college attracts excellent foreign teachers to teach or guide the study of foreign languages. On the one hand, teach foreign advanced teaching ideas and methods, through face-to-face teaching and communication to improve students' oral level; on the other hand, it is also to help domestic professional students adapt to the way of foreign teachers as soon as possible, to help better study abroad, and to shorten the adaptation period. And then, invite Southeast Asian investment industry elites to hold international knowledge lectures to help students build an international frontier knowledge system.

3.2 Carry out Practical Teaching

The significance of practical teaching is to change the traditional classroom teaching method, change the teacher-led curriculum teaching method, advocate that students become the main body of the classroom, improve the participation of students in the classroom, and pay attention to the cultivation of students' independent learning ability. At the same time, the development of practical teaching can introduce teachers' rich teaching methods, teaching means and teaching materials into the classroom. The extension from the in-class practical teaching to the extracurricular practical teaching also provides a practical platform for students to synthesize the teaching content of each course, so as to promote the teaching reform from many angles, multi-levels and multiple subjects, and improve the teaching level of specialty in an all-round way.

3.3 Build a Reliable Internship Base At Home and Abroad

The establishment of an internship base at home and abroad is not achieved overnight, it involves a wide range of fields, not only schools, but also government, social agents, foreign companies, students and parents, which is a huge project in the path of nationalized Development under the Teaching of non-common language. In addition to that, there is a need for collaboration and close linkages in all areas, so that it is possible to build a reasonable and safe and effective overseas practice base model.

3.3.1 School-Led

The school is the infancy of gestating and cultivating non-common talents, and should occupy the dominant position in undertaking the task of overseas internship base. First of all, the relevant departments of the school should set up a special overseas internship management department, and

on the basis of full field investigation and investigation, to ensure the reliability and stability of the overseas internship base; secondly, while establishing and supervising, special functional personnel should do a good job in mobilizing students and parents, answer questions about overseas internship bases, and solve the problems and difficulties encountered by students in a timely manner.

3.3.2 Government Guarantee

The construction of overseas internship base involves cooperation with foreign governments. Our government guarantees school education and will ensure the safety of overseas internship base. If the government comes forward, students and their parents will rest assured. In addition, the average total cost per person is about 10,000 to 20,000 for intermediary fees, evidence fees, travel fees, accommodation fees, etc., in the overseas construction base, these are not only a lot of expenses for students, but also a heavy burden for schools. Therefore, the government should give certain policy and financial support, can reduce the burden on students and schools.

3.3.3 School-Enterprise Cooperation

Although the students majoring in non-common language have carried out systematic book learning in domestic and foreign schools, there are still many shortcomings in the cultivation of practical translation ability and extracurricular practice, and it is even more impossible to take up the post at “zero distance”. Compared with the requirements of foreign enterprises, the practical ability of domestic students will inevitably be out of step. Therefore, the school should communicate with overseas enterprises, require overseas enterprises to establish guidance system practice model, effectively train and guide students, so that students can adapt to overseas practice as soon as possible.

3.3.4 Teacher Participation

Student internship is a very complicated work, only relying on the strength of the school and practice guidance department is far from enough, so that all teachers must be actively involved in the practice guidance work. Schools should, as far as possible, send non-common language teachers to act as instructors in overseas practice bases, and encourage teachers with overseas backgrounds to contact overseas practice bases. If the school can't send a tutor, it can make use of the network to establish a network internship guidance center to strengthen the communication and contact with overseas internship students.

3.3.5 Parental Support

At this stage, many parents are not open enough to think that overseas employment is “forced employment”, especially in countries that are generally backward in Southeast Asia, and even some parents do not want their children to go abroad for a year. Of course, this is closely related to the thinking of parents, in addition to the economic situation of the family. Therefore, in addition to schools, the government gives a certain amount of financial protection, to eliminate parents' worries about the cost of going abroad, but also need to reduce parents' ideological resistance. Among them, the safety problems, adaptability problems and self-care problems of students during overseas internships will become the most worried factors for parents, so schools and students should work together to help parents dispel the scepticism of overseas training bases. On the one hand, it is necessary to ensure the reliability and safety of overseas practice bases; on the other hand, we should also help students improve their self-protection, truly let parents rest assured that they can support students to carry out internships in overseas training bases. On this basis, students' internships should not be just a complete “free service”, the practice status and practice performance of students should reach a consensus between the school and the overseas internship base, so as to protect the students' rights and interests in overseas practice.

4. Conclusion

In a word, with the continuous strengthening of cooperation and exchanges between Yunnan

Province and ASEAN, the demand for non-common talents in Southeast Asia will become more and more exuberant, and quality of talents need to improve urgently. How to ensure the supply of talents to meet the needs of the market and requirements of the society, and how to play an important role in the international talents, requires the participation of schools, the government and the society. Only by guiding students to face the world, can school education promote students to understand the world and go to the world.

References

- [1] A Taoyan, "Establishing overseas practice Base: a study on the Innovation of practice Mode of Tourism Specialty in higher Vocational Education", Journal of Zhejiang International Maritime Vocational and Technical College, vol3, 2009.
- [2] Tian Youyi, Luo Zubing, "Common concern of Multicultural Dialogue: a Summary of the International Symposium on, Educational Reform and School Development from the Perspective of multiculturalism", Educational research and practice, vol4, 2008.
- [3] Long Boyu, Zhou Hong, Xu Lijia "TA study on the cultivation of Thai talents under the background of internationalization of Urban University Education: a case study of Thai Specialty in School of Foreign languages, Chengdu University", Youth years, vol2, 2014.
- [4] Zhou Xin, "The "VISION415" Development Program of higher Education in Korea", World education information, vol2, 2008.
- [5] Wu Juhui, Shen Wei "The concept of higher Education in Hong Kong and its Enlightenment", Contemporary youth research, vol4, 2007.