

Research on the Cultivation and Practice of Compound Foreign Language Talents

Zhou Chuan

School of Foreign Languages, Dalian Neusoft University of Information, Dalian, 116023, China

zhouchuan@neusoft.edu.cn

Keywords: Cultivation; Practice; Compound Foreign Language Talents

Abstract: Social development puts forward new requirements for cultivating compound foreign language talents in foreign language teaching in colleges and universities. Colleges and universities must face the market, face the objective needs of China's economic and social development, cultivate the objectives, cultivate content, cultivate channels, cultivate methods, emphasize practical teaching, strengthen the construction of teaching staff, improve the quality management and evaluation of compound foreign language talents. Comprehensive research and discussion on key elements such as the system.

1. Introduction

The rapid development of China's society and economy, higher requirements for the knowledge structure and quality of foreign language talents, has also changed the traditional standards for measuring talents. In the new situation, it is far from enough to have only foreign language knowledge. It must also have a fairly broad knowledge, a certain depth of professional knowledge, a strong management communication ability and a good overall quality. Therefore, the cultivation of compound foreign language talents cannot be delayed, so that it can be adapted to the current situation of China's economic internationalization.

2. Analysis of the Status Quo and Causes of Foreign Language Talents

At present, various types of science and technology and economic and trade exchanges between foreign-invested enterprises and foreign-invested enterprises in China are increasing, and various economic and legal disputes have emerged. The contradiction between the demand for various foreign-language professionals has emerged. Due to the lack of talents, some differences and misunderstandings have not been resolved in a timely manner, causing losses to our economy and adversely affecting our external communication. It has greatly restricted the development of China's science and technology and the development of regional economy.

One of the reasons for these problems is the relative backwardness of educational ideas and educational concepts. The foreign language courses in colleges and universities are basically the same. Lack of its own characteristics, the training methods and training mode of foreign language talents are not targeted; the overall design and research of the curriculum system is insufficient, and the proportion of disciplines is less scientific. The structure of the course is not reasonable enough; in the teaching content, the accumulation of knowledge does not emphasize the knowledge structure, and the average development does not emphasize the development of personality. It has affected the adaptability of foreign language talents. The curriculum system under the restriction of such training mode forms the core of education with the inculcation of knowledge system. The cultivation of students' foreign language ability is regarded as the accumulation process of knowledge; there is a phenomenon that only emphasizes teaching results, neglects or even avoids the teaching process. The ability of students' subjective consciousness to act and creativity has not been exerted. In fact, the creative self-development education training model highlighted by "process teaching" is not perfectly reflected.

3. Reflections and Suggestions on the Training Mode of Compound Foreign Language Talents

Adapting to the economic situation in China. In order to adapt to the situation of social development and meet the needs of social development of foreign language talents, we must accelerate the reform of foreign language talents training mode. In establishing a new talent training model and deepening the teaching reform, it is necessary to recognize the ills existing in China's current foreign language education model, and also cherish the valuable experience accumulated in foreign language education in decades. At the same time, we learn from the advanced methods and models of foreign language education in foreign countries, and through the emancipation of the mind and full reference, gradually form a training model of high-quality compound foreign language talents that meet the needs of China's economic and social development.

To achieve this step, the key points are as follows: First, we must further understand the situation of China's reform and opening up and the demand for talents in an open market economy after joining the WTO. Further strengthen the awareness of modern education: to cultivate students' adaptability and Competing ability; cultivating students' thinking ability and innovative ability; cultivating students' in-depth understanding and criticism and absorption ability of world history and culture; broadening horizons, increasing knowledge and enhancing psychological quality. Second, we must further reform and adjust the professional structure and curriculum, promote the mutual intersection and penetration of relevant disciplines, and take into account the cultivation of "specialists" and "generalists." The third is to speed up the teaching content, reform of the curriculum system, and eliminate obsolete teaching content. The implementation of the credit system enables students to have greater autonomy and freedom, and to choose the learning direction and method that suits their own characteristics. Pay attention to the strengths of individual differences among students, so that "specialists" have expertise, "generalists" have individuality, and promote the development and cultivation of high-quality compound talents.

The construction of the teaching staff is the leading and basic work related to the overall development of education and reform. The cultivation of compound foreign language talents is based on a composite faculty. Due to historical reasons, the professional knowledge familiar to most foreign language teachers has not adapted to the needs of current reforms. Therefore, they must update their knowledge and further improve their business capabilities and qualities. This requires the establishment of a team of teachers with high foreign language proficiency, solid professional knowledge, diversified abilities, and reasonable hierarchical structure. It has changed the status quo of foreign language teachers' knowledge structure for a long time and optimized the teaching staff. The teacher has a diversified knowledge structure and a high-level academic qualification, and cultivates a multi-disciplinary professional (economic, management, legal, etc.) composite professional teacher team with foreign languages as the main body.

Establish a benign environment that is compounded by professional teachers. The cultivation of compound professional teachers is inseparable from the support of the environmental system. A good environment has a positive effect on the cultivation of composite professional teachers. The environment in which a composite professional teacher grows can be divided into a hard environment and a soft environment. The hard environment refers to the physical environment such as working conditions, wages, equipment and equipment; the soft environment refers to the non-material environment that affects the construction of teachers, including policy measures, management level, and academic atmosphere. The environment system of compound professional teachers mainly includes the following four aspects:

The growth of compound teachers is in a certain policy environment. A good policy orientation and a safeguard system that enables the policy to be implemented will play a guiding and facilitating role. Schools and departments should promote the following ideas: the cultivation of compound teachers is not to make teachers give up their original profession. It is the broadening of the original professional teaching and research fields. It is the optimization of the teacher's knowledge structure and the inevitable requirement for cultivating the compound talents needed in the 21st century.

The humanistic environment is an environment in which the concept exists. The humanistic

environment in which teachers grow up includes the consciousness of enlightenment, the concept of education, and the academic atmosphere. The school should create a positive, open, pragmatic and innovative work and learning atmosphere for the cultivation of compound teachers, advocate the educational concept of interdisciplinary and interdisciplinary integration, promote interdisciplinary research and teaching, and form a growth and cooperation for compound professional teachers. Talented good campus academic environment.

The school management system is also an important factor restricting the construction of compound teachers. There are some problems with the current management system: the different departments of the same school are irrelevant. Teachers often limit their study and study in other majors; there is no effective incentive mechanism for interdisciplinary training. Cross-professional training often consumes too much time, effort, and opportunity. And most teachers are discouraged. At the same time, there is no clear institutional guarantee and flexible selection and employment mechanism for the introduction of composite professional teachers. Schools should formulate corresponding management systems to guarantee the rights and obligations of compound teachers; introduce corresponding incentive mechanisms, encourage teachers to carry out interdisciplinary training, actively introduce composite professional teachers, and create an innovative, efficient and flexible institutional environment based on people.

The cultivation and introduction of compound teachers is inseparable from the physical environment. Good working conditions, living conditions. Salary, teaching, scientific research, experimental equipment, etc. are all important guarantees for the construction of teachers. At present, there are very few teachers of compound foreign language majors in China, but the demand is extremely large. This serious imbalance between supply and demand has greatly affected the construction of teachers. Only by optimizing the environment can we cultivate and introduce composite teachers.

The construction of a composite professional teacher team is to train teachers with diverse knowledge structures. Meet the needs of cultivating compound foreign language talents. The strategy of building a composite professional teacher team is summarized as “horizontal integration. Internal training”. The so-called “horizontal unity” means that the Foreign Languages Institute (Department) and other professional colleges (departments) must cooperate with each other in the construction of teachers. Take advantage of each other. Share resource. Give play to their respective strengths. The term “external training” refers to the combination of the internal teachers and the introduction of external teachers. Jointly promote the development of the construction of professional teachers.

4. The Reform of Teaching Methods

The important position in the cultivation of compound foreign language talents is the ultimate goal of foreign language professional teaching reform. This is a complicated process. It not only requires foreign language educators to change their educational thinking. Have the courage to explore practice. It also requires reforms in all aspects of foreign language teaching. Among them, the reform of the curriculum system, the reform of teaching materials, and the reform of teaching methods and means are the defects in this series of reforms. It is also the key to cultivating compound foreign language talents. There is no reform of teaching methods. Any training mode and teaching purpose are difficult to achieve. The reform of teaching methods should be carried out in the following six aspects:

Change the teaching philosophy. Has long been influenced by exam-oriented education. Foreign language teaching in our country is accustomed to teacher-centered, too much emphasis on the indoctrination of language knowledge, and the pursuit of the integrity, comprehensiveness of knowledge. The lack of space for students to think independently makes students over-reliant on teachers and textbooks, and lacks the ability to actively acquire knowledge. In foreign language teaching, there are still some shortcomings such as “emphasizing collective teaching, ignoring individual differences”, “emphasizing knowledge transfer, ignoring ability training”, “emphasizing the leading role of teachers, neglecting students' initiative”. Students trained in this way lack the

ability to learn and live independently, lack the spirit of innovation and the ability to apply language in a comprehensive manner. This is contrary to the training goal of compound foreign language talents. Therefore, the reform of teaching methods should first focus on the transformation of educators' own teaching concepts, focusing on cultivating students' innovative spirit and creative ability. Through quality education, students' individuality development is encouraged, and students' independent thinking, independent discovery and problem solving are cultivated. ability. Expand their hobbies in other subject areas. Reform the traditional teaching method centered on teachers. Highlight the main position of students in teaching activities.

Change the teaching mode of classroom teaching. The specific implementation process of foreign language teaching is in the classroom. The guiding ideology in the syllabus and textbooks can only be concretely reflected in the classroom. therefore. The teaching methods or teaching modes adopted by teachers in classroom teaching will directly affect the teaching effect and the realization of teaching purposes. Most of the foreign language teaching methods in our country use some of the most influential foreign language teaching methods in recent decades. These teaching methods are developed under a certain historical background, not only have certain psychological and linguistic theoretical foundations, but also It is closely related to the social needs of the time. We are learning from these teaching methods. Be sure to combine with our own teaching goals and teaching environment. In order to avoid weaknesses, you should not be able to move hard. Otherwise, the expected effect will not be achieved. Other than that. In recent years, with the deepening of foreign language teaching reform, many colleges and foreign language educators have explored and summarized some teaching methods with Chinese characteristics that are in line with the actual situation of Chinese students. The teacher is organically unified in a teaching process. The teacher's five-step guidance (propose questions - instruction methods - clear knowledge - study and study - reinforcement effect) and students' six-step learning (self-study - inspiration - - Review - Operation - Correction - Summary) Closely integrated.” Another example is the “soaking teaching method” of the business course implemented by Guangdong University of Foreign Studies in the training of compound foreign language talents. That is to teach business courses in English. Its “basic approach is to teach non-linguistic knowledge courses in the target language. Language acquisition is obtained as a by-product.” In the compound foreign language talent training mode, especially in the “English + professional direction” training mode. This teaching method is worthy of advocacy. Actually. The teaching practice and effect of Guangdong University of Foreign Studies also proves that the “soaking teaching method” is one of the effective ways to cultivate compound foreign language talents.

Make full use of modern teaching methods. The development of science and technology in the information age has challenged traditional foreign language teaching. At the same time, it also provides conditions and guarantees for the modernization of teaching methods. The modernization of teaching methods not only helps to improve the efficiency of foreign language teaching, but also helps to improve the quality of personnel training. Modern teaching methods create conditions for updating teaching content, improving teaching efficiency, and cultivating students' effective learning methods. At the same time, they provide students with a more flexible, convenient and practical learning and practice space. The “Syllabus for English Majors in Higher Education” also emphasizes: “Schools should encourage the development of new teaching resources on the basis of making full use of existing teaching equipment and conditions, and attach importance to computer and network technology in updating teaching content and changing learning methods. It plays an important role in cultivating learning consciousness, improving teaching efficiency and teachers' own professional quality. In the process of cultivating compound foreign language talents, modern teaching methods will provide necessary supplements for existing teaching methods and means.

5. Conclusion

In short, as China and the world become more closely connected, the need for foreign language talents is very urgent, especially the demand for international and compound foreign language talents is diversified, and some foreign language talents are playing an increasingly important role

in international organizations. The more important the role, therefore, the training mode of compound foreign language talents is very important, and needs to be continuously explored and improved.

References

- [1] Bai Julan. A new concept of cultivating compound foreign language talents [J]. Education and management. 2001 (12). 14
- [2] Du Ruiqing. Cultivation and practice of compound foreign language talents [J]. Foreign Language Teaching, 1997 (2). 85
- [3] Zheng Yuqi. English major curriculum reform and innovative talent training model [J]. Foreign Language and Foreign Language Teaching, 2006 (8). 65
- [4] Huang Yuanshen. Compound English talents in the 21st century [J]. Foreign Languages, 2001 (1). 47
- [5] Cai Wei. An Effective Way to Cultivate Compound Talents--Evaluation of Business English Courses [J]. Foreign Language and Foreign Language Teaching, 2010 (4). 78