

Research on the Connotation and Approaches of Sustainable Development of Foreign Language Education in Universities

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Abstract: *With the deepening of international exchanges, foreign language education has become an important component of higher education in China. The cultivation of foreign language talents is directly related to various aspects such as national economy, social development, international relations, cultural exchange, and personal employment. Foreign language education in universities has unique characteristics and development laws. In the process of development, it is mainly influenced by factors such as the international situation and national policies. Currently, promoting the sustainable development of foreign language education in universities is an innovative measure made by China's higher education in combination with the international situation and national policies. To guide foreign language education work with the theory of sustainable development, not only should teaching factors be taken into account, but also the laws of foreign language education should be followed in order to leverage the guiding advantages of sustainable development theory to assist the development of foreign language education in universities. Therefore, the article first elaborates on the connotation of sustainable development of foreign language education in universities, and then analyzes the factors that constrain the sustainable development of foreign language education. It puts forward several suggestions in order to create a sustainable environment for college students to comprehensively utilize their foreign language abilities.*

Keywords: *Universities; Foreign Language Education; Sustainable Development; Connotation; Channel*

1. Introduction

Since the founding of the People's Republic of China, China has attached great importance to foreign language education. After the reform and opening up, China has implemented the strategy of revitalizing the country through science and education, and higher education has achieved vigorous development, creating opportunities and conditions for the development of foreign language education. Although foreign language education in Chinese universities has achieved certain achievements, there are still many problems.[1] At present, how to promote the sustainable development of foreign language education in universities has become a topic that foreign language education workers need to conduct in-depth research and solve. From the perspective of sustainable development, promoting the sustainable development of foreign language education in universities can not only innovate the development direction and path of foreign language education in universities, but also mobilize the enthusiasm of teachers and students, which can improve students' language learning efficiency, create a good language learning environment for college students, and cultivate foreign language versatile talents.

2. The connotation of sustainable development of foreign language education in universities

From the perspective of the sustainable development of foreign language education in universities, it refers to the achievement of sustainable goals at multiple levels, mainly involving three aspects: firstly, talent cultivation, secondly, social service, and thirdly, self-development.

2.1. At the level of talent cultivation

From the perspective of talent cultivation, sustainable development means that foreign language education in universities needs to adjust the educational goals and teaching content of foreign language

education in a timely manner based on the current social development demand for foreign language talents, cultivate highly specialized and high-quality foreign language talents, and enable college students to have the ability to adapt to changes in social positions and realize their own value.

2.2. Social service level

From the perspective of social services, it refers to the provision of services for social development by foreign language education in universities. At this time, sustainable development means that the development of foreign language education in universities can meet the current and future needs of social groups for foreign language education, thereby providing high-quality teachers for social development [2]. At the same time, the development of foreign language education in universities can also promote cultural exchange and integration, which can avoid the negative impact of ethnic division and cultural conflicts on society, and enable foreign language teaching and research achievements to be applied to social practice to provide high-quality foreign language services for the development of other fields.

2.3. Self development level

From the perspective of self-development, it mainly refers to the self-development of foreign language education institutions. At this time, sustainable development means the development of foreign language education institutions, which not only has sufficient funds, complete hardware and software, but also has the collaborative teaching of talents at all levels and cultural backgrounds. It enables the realization of foreign language education function goals and the educational institutions have gained social reputation. At the same time, foreign language education institutions maintain close contact with other units, enable foreign language education to achieve satisfactory social benefits and enable the healthy development of foreign language education institutions themselves.

3. Constraints on the sustainable development of foreign language education in colleges and universities

3.1. Planning Impact

From the perspective of planning, there is currently no scientific planning guidance or systematic policy support for foreign language education in Chinese universities, which will inevitably limit the sustainable development of foreign language education in universities. Because policies related to foreign language education are related to China's politics, economy, culture, international status, and other aspects, the research on this aspect by relevant institutions in China is still insufficient, making it difficult to provide good policy support for the development of foreign language education. In addition, some universities are currently blindly building and expanding enrollment in non universal language majors, and the development of foreign language education is disconnected from the international situation and social needs, which will inevitably limit the sustainable development of foreign language education[3].

3.2. Resource impact

From the perspective of resource analysis, one of the challenges that currently constrain the sustainable development of foreign language education is the issue of resources. The resource problem is mainly manifested in three aspects, namely insufficient funds, insufficient teaching staff, and student source issues. Firstly, from the perspective of funding issues, China's universities are located in different regions and have significant differences in economic development. There are differences in investment in education funds and uneven resource allocation, which makes some universities' investment in foreign language education relatively limited in terms of human, material, and financial resources. Secondly, from the perspective of teacher issues, at present, due to insufficient investment in foreign language education by universities, it has become one of the important factors for teacher turnover. In addition, some universities in China find it difficult to meet the development needs of foreign language teachers in terms of economic income, living security, training space, and development opportunities, and lack corresponding guarantee and incentive policies, leading to the turnover of excellent teachers, which will inevitably affect the stability of the foreign language teaching staff in universities. Finally, from the perspective of the source of foreign language majors in Chinese

universities, there is a relatively shortage of excellent foreign language students. Compared with other majors, the cultivation of foreign language majors requires a large amount of investment, and has high requirements for students' foreign language foundation, pronunciation, and other aspects. In rural areas of China, there is a lack of English teachers, and the quality of students trained is not high, resulting in a lack of excellent students in foreign language majors in universities.

3.3. Operational impact

From an operational perspective, under the requirements of educational work in the new era, universities need to develop innovative education, characteristic education, and quality education. Although foreign language teachers in Chinese universities generally possess good professional qualities and teaching abilities, foreign language belongs to a subject with rapidly updated knowledge structure and content. The changes in talent cultivation goals have new requirements for teaching methods and methods. The existence of multiple factors encourages foreign language teachers to continuously learn, improve their own quality, and carry out innovative education, characteristic education, and quality education based on actual situations, addressing the challenges brought by sustainable development. In addition, at present, some universities place too much emphasis on scientific research, which makes foreign language teachers overwhelmed. The imbalance between scientific research and teaching will inevitably affect the quality of foreign language education.

4. Approaches to sustainable development of foreign language education in universities

4.1. Developing scientific planning

From the perspective of planning analysis, the current development of foreign language education inevitably requires policy support. Only with policy support can the direction of foreign language talent cultivation be clear, and better lead and promote the sustainable development of foreign language education in national universities. On the one hand, we must adhere to the strategy of revitalizing the country through science and education, placing education in an important position. On the other hand, we must adhere to the strategy of strengthening the country through higher education, assist in the development of foreign language education, and cultivate versatile foreign language talents. From the perspective of global language types, there are almost 5000 to 6000 languages. China's higher education can cover about dozens of languages, including both general and non general languages such as English and French. Therefore, it is even more necessary to reserve relevant foreign language talents for non universal languages that are closely related to China's politics, economy, culture, military, and other aspects. For languages commonly used in the new economic era, we should have a broad perspective, enhance sensitivity, and actively cultivate and reserve foreign language talents in this field. From the perspective of foreign language disciplines offered in Chinese universities at present, they mainly involve common languages such as English, French, Japanese, German, Russian, North Korean, Korean, Spanish, Arabic, etc. The training ability for foreign language talents in non common languages is relatively limited. Therefore, it is necessary to plan as soon as possible based on the international development situation and national development strategies. Therefore, in order to ensure the sustainable development of foreign language education in universities, it is necessary to formulate scientific plans and policies with an international and professional perspective to provide guidance for the development of foreign language education.

4.2. Reasonably allocating resources

From the perspective of resources, China has vast territory and abundant resources, obvious regional differences, and abundant resources, especially the potential for foreign trade, foreign tourism, and international cooperation in education. With the deepening of China's foreign trade, foreign-related tourism, and international cooperation in education, the demand for excellent composite foreign language talents is also constantly expanding. The huge demand for foreign language human resources further promotes the sustainable development of foreign language education in Chinese universities. In addition, there are significant regional differences in China, and there is an imbalance in the allocation of educational resources, which poses challenges to foreign language education in some universities. Therefore, it is necessary to introduce a competitive mechanism among universities in China, actively strive for their own student resources, build their own educational brand and reputation, and promote the sharing of high-quality teaching resources among universities in different regions, learning from

each other's strengths and weaknesses to improve the level of education. In addition, in the process of developing foreign language education in universities, it is necessary to ensure sufficient research funding, expand funding sources, and leverage research advantages to promote the sustainable development of foreign language education.

4.3. Improving operational standards

From an operational perspective, the current development of foreign language education in universities requires not only attention to the quality of talent cultivation, but also innovation, promoting the combination of characteristic education and quality education, and injecting vitality into the sustainable development of foreign language education. In the sustainable development of foreign language education in universities, the most crucial aspect is teaching. Therefore, based on ensuring funding and planning, it is necessary to prioritize teaching in terms of foundation, literacy, and abilities, and encourage college students to go abroad and actively use foreign languages in foreign economic and cultural exchanges, showcasing the foreign language proficiency of Chinese talents. At the same time, it is also necessary to actively encourage foreign language talents to translate excellent Chinese works into foreign languages, so as to spread our culture abroad. Therefore, under the guidance of a foreign language teaching concept that values quality and literacy, it is necessary to explore characteristic teaching models, establish clear characteristic teaching objectives and evaluation standards, integrate resources such as teachers, textbooks, and equipment, and flexibly and effectively carry out characteristic foreign language teaching activities. In addition, it is necessary to significantly increase the proportion of high-level foreign language talent cultivation in China, expand the scale of high-level foreign language talent cultivation, and provide a continuous source of strength for the sustainable development of foreign language education in universities.

4.4. Improving regulatory system

From a regulatory perspective, it is necessary to effectively supervise and manage human, material, and financial resources in foreign language education in universities, which requires the improvement of relevant supervision systems. Among them, for the supervision of human resources, it is necessary to put people first, fully leverage the subjective initiative of foreign language teachers, and ensure the full utilization of resources; Regarding the supervision of material resources, it is necessary to allocate resources reasonably, without damaging or wasting resources, and fully utilize the value of material resources to serve foreign language teaching in universities; Regarding the supervision of financial resources, it is necessary to supervise the rational use of funds and provide sufficient financial support for foreign language education in universities. In addition, the construction of the sustainable development indicator system and the improvement of the evaluation mechanism are essential components for further promoting the sustainable development of foreign language education in Chinese universities. Currently, it is necessary to pay attention to this aspect of construction and comprehensively evaluate the sustainable development ability of foreign language education in major universities. In addition, in the process of foreign language teaching in universities, students will be exposed to diverse cultures.

5. Conclusion

In summary, there are many influencing factors in the development of foreign language education in universities. These factors have diverse, complex, and dynamic characteristics. In order to promote the sustainable development of foreign language education in universities, it is necessary to adjust countermeasures in a timely manner to adapt to the changes in the foreign language education environment in universities. The main body of higher education needs to be oriented towards society, development, and the future, and to create a good external development environment for foreign language education in universities with a macro education perspective. Therefore, in the process of developing foreign language education in universities, it is necessary to base ourselves on China's national conditions, carry out scientific planning, and continuously expand the internal space of teachers' own teaching, in order to promote the reform and innovation of foreign language education in universities, expand the connotation of sustainable development of foreign language education, and cultivate versatile talents that meet the development needs of the times.

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