

A Study on the Internationalization Training Strategy of Business English Talents in Colleges and Universities

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ABSTRACT. *Business English talents should have international literacy, but the current training mode of Chinese universities is too single. Therefore, this paper puts forward the research on the internationalization training strategy of business English talents in Colleges and universities. According to the current situation of cultivating business English talents in Colleges and universities, this paper finds out the significance of international training of business English talents, and puts forward the following three training strategies: to establish the cultivation concept of combining internationalization with localization; to construct the teaching staff system with cultivation as the main factor and introduction as the auxiliary; and to carry out the public postgraduate project in Colleges and universities.*

KEYWORDS: *Business english, Internationalization, Personnel training*

1. Introduction

With the deepening of economic globalization, the status of business English major in China's higher education institutions is constantly improving. Business English was officially listed as a basic undergraduate major by the Ministry of education in 2012. In recent years, the number of business English universities has been increasing, and its education scale is also gradually expanding. The subject system of business English education is in the process of continuous improvement. With the internationalization of higher education, more and more colleges and universities have carried out a lot of practical exploration on the internationalization of business English talents. However, due to the late start of the business English subject, the subject system is still in the initial stage of construction, and there is a lot of room for improvement in teacher level and teaching quality. Business English talents require not only solid English language skills, but also professional business theory knowledge. Therefore, the current education model of colleges and universities is too single, and there are certain limitations in training theories. How to train business English students into international talents has become the top priority of college training strategy research.

2. The Current Situation of Cultivating Business English Talents in Colleges and Universities

As a key construction discipline in universities, Business English is committed to cultivating high-quality compound talents integrating business knowledge and English knowledge. However, colleges and universities still face many problems and difficulties in cultivating business English talents. First of all, the positioning of business English subjects in major colleges and universities is not clear. Many colleges and universities even separate it from foreign language schools or confuse it with English language and literature education. It is not conducive to the construction of business English disciplines; secondly, colleges and universities have no pertinent policies for the training of business English professionals, and there are no long-term plans for talent training, resulting in brain drain; finally, the teaching staff is weak, and many colleges and universities are not equipped with strong professionalism. Many business English teachers even hire part-time teachers to give lectures. The level of teachers is uneven, and teachers generally do not have an international vision, which leads to the failure of guaranteeing the strength of teachers. At present, with the deployment of my country's "going out" strategy, cultivating international talents has become one of the main tasks of universities. Therefore, how colleges and universities train business English majors into international talents has become an important goal of college education reform.

3. The Significance of International Training of Business English Talents

3.1 The Inevitable Requirement of Economic Globalization

The competition of enterprises is the competition of talents. The world must have an international vision for future talents and have the ability to work abroad. Especially for business English majors, in addition to strong English professional knowledge ability, they must also have an international vision and awareness of economic globalization [1]. With the deepening of economic globalization, industrial division of labor is increasingly refined, and the development of various industries is deepening. High quality compound talents will have more job opportunities. It is a global trend for talents to move to the international stage. At the same time, with the talents of various countries gradually moving to the international, multinational enterprises recruit talents in the global scope, more and more talents will participate in the development and reform of enterprises, and the cultural integration is also more and more close. Therefore, economic globalization not only promotes the internationalization of talents, but also deepens the process of economic globalization.

3.2 Important Measures to Improve the International Competitiveness of Talents

There are certain drawbacks in our country's talent training methods, and it does not have advantages in training international talents. In the final analysis, the

competition of science and technology is the competition of talents. Therefore, cultivating international high-quality compound talents is an important goal put forward by our country for the education of universities. Among the majors in colleges and universities, the business English major has the natural advantage of cultivating international talents. First of all, business English majors have strong English listening, speaking, reading and writing skills, and master the most basic skills for working in foreign companies; secondly, business English majors have a lot of basic knowledge of business majors, which is also for the development of talents. Promotion provides a professional foundation; finally, students majoring in Business English have stronger cultural integration skills, are good at understanding and absorbing all the outstanding achievements of culture, and provide a more comprehensive perspective for the international development of our country. Therefore, training business English professionals to go international is an important measure to improve the international competitiveness of my country's talents.

3.3 Effective Ways to Realize the Strategic Goal of Strengthening the Country through Education

The cultivation strategy of talents in Colleges and universities will directly affect the level of talents in the future of our country, which is closely related to the development of national economy, politics and culture and the great rejuvenation of the nation. Therefore, education is the first priority for powerful countries. Only when colleges and universities have a vision and direction to cultivate talents, especially international talents, can China stand firm in the process of economic globalization and achieve rapid and stable development. Business English professionals not only have the ability to go abroad, but also have the ability to bring in. The cultivation of business English talents in Colleges and universities has attracted a large number of excellent foreign-funded enterprises to invest in China, directly driving the diversified development of China's economy [2]. Therefore, the policy of internationalization of business English talents in Colleges and universities is an effective way to achieve the strategic goal of strengthening China's education.

4. Internationalization Strategy of Training Business English Talents in Universities

4.1 Establish a Talent Training Concept That Combines Internationalization and Localization

In the process of cultivating business English talents internationally, colleges and universities should combine international vision with localized education, and establish a cultural integration talent training concept. First of all, the international training strategy of talents cannot be separated from the guidance and reference of excellent foreign experience. As my country's higher education started late, the training model for talents is relatively simple. In the QS World University Rankings, the top 100 universities in China are only Twelve universities are on the list. The

highest ranking is Tsinghua University, which ranks 16th. It can be seen that there is still a certain gap between the education level of Chinese universities and the world's top universities. Therefore, learning from the world's top universities' training models for business talents and introducing diversified educational concepts will have an important impact on the internationalization of my country's business English talents. In addition, as my country's comprehensive national strength and international status continue to rise, my country's training Talents are also paying more and more attention to their own culture and self-confidence in a big country. If the training of talents is not based on localized education, it will only be a waterless tree and a source of no root. Only by combining internationalization and localization, and establishing the concept of talent cultivation of cultural integration, can the internationalization strategy of business English talent cultivation truly work.

4.2 Adhere to the Construction System of Teaching Staff Based on Training and Supplemented by Introduction

If we want to realize the internationalization of efficient business English talents training, it is urgent to improve the teaching level of efficient teachers. There is a big gap in the distribution of teachers in China's colleges and universities. The overall level of innovation and scientific research of teachers is insufficient, and the number of teachers with international vision is not high. Therefore, on the basis of training the original teachers, we should introduce overseas excellent teachers, high-level teaching teams and management teams, so as to promote the transformation of Chinese teachers in teaching level, education concept, knowledge background and thinking mode, and improve the overall education level of China [3]. From the perspective of business English professional training, the concept of higher education in Hong Kong is worth learning and thinking. The Chinese University of Hong Kong hires a teaching team from a world-class university to conduct teacher-guided learning. At the same time, it has reached an agreement with many top universities in the world to send outstanding teachers to study abroad and cultivate the international level of frontline teachers to promote the international development of students. Therefore, combining training with introduction and strengthening the construction of teaching staff is an important system for the international training of business English talents in colleges and universities.

4.3 To Carry out the Public Business English Postgraduate Program in Colleges and Universities

Language ability is the basic requirement for graduate students in public graduate programs. Business English major students have great advantages. Therefore, we should take advantage of the language advantages of business English majors to carry out a variety of public funded overseas study programs, such as "2 + 1", "3 + 1" and other graduate education modes, strengthen the combination of business English major and other disciplines, realize interdisciplinary development, and cultivate interdisciplinary and high-level compound talents with profound

knowledge background. For example, Tsinghua University's government-sponsored overseas students program and Beijing Foreign Studies University's public business English graduate program are based on students' language training, and at the same time, they select the research direction of graduate students, and combine the two to focus on training, laying the foundation for the internationalization of talent training.

5. Conclusion

This article proposes strategies for the internationalization of business English talents in colleges and universities from the perspectives of concepts, systems and projects. However, due to the lack of field investigations, the theory is slightly insufficient. It is hoped to provide a theoretical basis for the cultivation of international talents of business English in universities.

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