

Research on Training Methods of Cross-cultural Writing Ability of Application-oriented International Business Talents

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Abstract: In recent years, with the rapid development of China's social economy and international trade, in order to cope with the opportunities and challenges brought by the global market, the demand for international business talents is also keeping rising. Today, the cultivation of international business people is not only the cultivation of basic skills, but also the cultivation of morphological awareness of the global situation and the culture of trading countries, so as to deal with more diverse and complex trade situations. From the perspective of cross-cultural writing ability, this paper proposes countermeasures for the training methods of application-oriented international business talents.

Keywords: international trade; business application-oriented talents; cross-cultural; writing ability

1. Introduction

As the wave of economic globalization hits, our country faces many new opportunities and challenges. A very important point is the shortage of application-oriented international business talents, and it is imperative to cultivate applied business talents that adapt to the current international trade situation. Cultural awareness is one of the indispensable and important conditions for applied business talents. It is imperative to cultivate and enhance their cultural awareness by improving the quality of teaching, building a real environment, and school-enterprise cooperation, so as to improve applied business talents. The comprehensive quality of talents makes them more confident in international business and trade.

2. The Current Situation of Application-oriented Business Talent Training

International business application talents refer to specialized talents who can promote enterprises or organizations to operate transnational (or cross-economic region) business and realize the flow of commodities, information and capital in the field of international business. The so-called application type emphasizes practicality. The practicability of applied talents in international business is reflected in the ability of external communication, market development, and transaction promotion, and the ability to effectively manage the people, finances and materials of multinational enterprises and promote the sustainable operation and development of enterprises. "Emphasis on theory over practice" and "teacher-based" replacing "student-based" is a long-standing problem in our country's traditional education. At the stage when the training of applied talents for international business is still immature, the training system of applied talents in Chinese universities is not yet perfect, and applied business talents need to have comprehensive qualities, not only mastering a foreign language, but also from the macroscopic international trade situation, to the micro-level international trade processing every link needs to be understood. On the basis of learning textbook knowledge, using theory to drive practice in real business application scenarios, the common progress of theory and practical experience is the development direction and trend of cultivating applied business talents in the future.

3. Demand for Applied Business Talents

3.1 Shortage of business-oriented talents

There is shortage of business-oriented talents who are proficient in WTO rules and understand the operation of domestic and foreign markets. Now, the transition period for China to enter the international market has ended, however, the friction between China and foreign countries in business and trade has only increased. Faced with a series of new challenges, China should respond calmly, make full use of legal weapons to defend the market, actively use WTO rules, and take measures to create a market environment conducive to the orderly conduct of international trade. The smooth progress of international trade requires a group of international business talents who are proficient in and can flexibly use relevant WTO laws and regulations, and are familiar with international laws and WTO rules.^[1]

3.2 Shortage of skilled talents

There is shortage of skilled talents such as foreign trade operators, exporters, and customs brokers. At present, most of the talents cultivated by colleges and universities only stay in the theoretical stage, have little practical experience, and lack relevant business capabilities. Application-oriented business talents who can immediately enter the business state can greatly improve business efficiency, so it is very important. The survey results show that the top six people on the foreign trade talent demand list are: merchandiser, document clerk, customs declarer, exporter, inspection agent and international loan agent with National Qualification Certificate.

3.3 Short supply of applied talents

Application-oriented talents need to master a certain degree of foreign language and be familiar with the relevant processes and related abilities of foreign trade business. Moreover, when docking, exchanging and communicating with other countries, not only must be familiar with the laws and business knowledge of other countries, but also have the ability to analyze market forms. In this way, applied business talents are more favored by foreign trade enterprises.

4. The Necessity of Cultural Awareness in Business English Writing

Edward B Taylor, a famous British scholar, wrote in the book *Primitive Culture* that cultural awareness refers to people's conscious initiative in the study of cultural cognition, and gradually transformed into an emotion of pursuing culture.^[4] In business English writing, although the same content is expressed, the effects conveyed by different language forms are rather different. What we transmit is not only the content of business letters, but also permeates the culture, and the in-depth understanding of the communication country culture determines the effect and even the result of our communication to a certain extent. The essence of business English writing is the communication between people and between cultures. It is very necessary to understand the ideology of the other country, the composition and development of the thinking mode, so we need to cultivate cross-cultural awareness in business English writing.

In 1979, Han Wei proposed that cross-cultural awareness has a certain influence on people's concepts, behaviors, and understanding of cultural differences among various ethnic groups. However, due to differences in national history, thinking mode, religious belief, values and geographical environment, etc., people will inevitably encounter communication barriers in the process of cross-cultural business communication. In the process of writing business English, cultural sensitivity is very important. In the process of coding and outputting, the ideology based on ethnocentrism is not conducive to the decoding of the information sent by the other party, which may lead to some cultural misunderstandings. This requires us to cultivate the understanding of cultural awareness and enhance the understanding and resonance of other cultures. As an international language, English communicates with people all over the world. Although it is a British and American language system, it does not mean that all people have migrated culture behind the British and American languages to the language. Cultural ideology is deeply rooted, so that the meaning it expresses cannot be fully and accurately accepted by people. Therefore, for people from different ethnic groups, different countries, and different beliefs, we must first establish cross-cultural awareness and establish a cultural and ideological system that is tolerant and diverse.

5. Strategies for Solving the Problem

5.1 Enhancing Teachers-Interdisciplinary Talents

Teachers play an important role in the cultivation of applied international business talents, and are an important guarantee for the cultivation of applied international business talents. At present, the cultivation of business talents is mainly based on the content of business, and the teaching of business teachers is based on the content taught. There are few content related to language and culture, and most of them are business content. For business English writing courses, most of them are language-based and taught by language teachers, resulting in a lack of business practice content. As a result, students cannot have both language and culture-related content and business practice-related knowledge. Therefore, interdisciplinary education and teaching is very necessary for the cultivation of applied international business talents. To strengthen the construction of teachers, in addition to academic qualifications, from the previous undergraduate degree to the current master's degree and doctoral degree, it is necessary to pay more attention to the application of teachers' theoretical knowledge and practical experience. The current teaching theory is more than practical experience, and the lack of compound interdisciplinary teachers results in far more theoretical talents than applied talents, making it difficult for applied business talents to be competent in the real working environment.^[8]

5.2 Constructing a real environment-case teaching method

The case teaching method originated from Harvard Business School and is a teaching method in which teachers and students participate in problem solving. Specifically, it is based on students' mastery of relevant theoretical knowledge. According to teaching objectives and requirements, teachers use some typical cases to guide students to solve problems. However, this teaching method is rarely used in the teaching system of business English writing. The current business English writing teaching mainly focuses on the basic content transfer-oriented knowledge such as sentence structure, word usage, etc. These are the teaching of the most basic writing methods, and there is indeed very little practice involving different business letters in different countries. As a result, when students apply business English writing in real scenarios, they always use templates as the source, and their ability to use them flexibly is very poor, so it is difficult to consider cross-cultural awareness. Therefore, the case teaching method can solve this problem very well. In the teaching process, according to different business cultural backgrounds, understand relevant cultures. For example, under Hofstede's cultural dimension theory, comparing and negotiating the differences between countries and their own cultures cannot simply take their own cultural awareness as the starting point, to build the ability of cultural migration, and to write business English from the perspective of the cultural background of the country. The practice in the classroom is not only a foundation for future students to use in real work scenarios, but also a good start for the establishment of cultural awareness.

5.3 School-enterprise cooperation-international business talents "going out"

In addition, using the school's relevant resources to provide students with more practical opportunities is also a key part of cultivating applied international business talents. Taking advantage of geographical advantages, schools should cooperate with local foreign trade-related companies to provide real business scenarios for teachers and students, and truly apply what they have learned in class into practice. In the real position, experience the abilities required by applied international business talents, and think about the insufficiency of business English teaching in the process of practice. Especially in the application of business English writing, the feedback obtained through real scenarios, whether it is the language foundation or cultural ideology, is certified in the real actual combat environment, and at the same time reflects on the deficiencies in teaching and learning. This is an improvement in the ability shared with students and teachers, and it is also a supplement to the training strategy of applied international business talents. The cross-cultural awareness of business English writing is also truly established in real scenarios.

6. Conclusion

Cultural awareness can not only strengthen the normative and accurate expression of business English writing, but also enhance the communication and cooperation between the two sides of the business. In addition to being aware of the status of English as a language in a business environment,

we must also be aware of the importance of culture in a business environment. Applied business talents are not only the precise grasp of language, but also the core of written communication in practice for the construction of cross-cultural ideology.

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