

# Exploration and Practice of International Talent Training Mode of Guangxi Private Universities Under Belt and Road Initiative: Taking Guangxi University of Foreign Languages as an Example

Bingmeng Liang\*, Bing Chi

Southeast Asian Language and Culture College, Guangxi University of Foreign Languages, Nanning 530222, China

\*Corresponding author: Bingmeng Liang, DEO010@163.com

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**Abstract:** Guangxi University of Foreign Languages has gradually formed a relatively systematic international talent training model for private universities by optimizing the international cooperative education model, creating an international ecosystem of China foreign communication, involving the strengthening of interdisciplinary, cross-professional, and language application ability cultivation through multiple channels. It establishes an international concept and improves the level of globalization.

**Keywords:** Globalization of private universities under Belt and Road Initiative

**Online publication:** July 12, 2024

## 1. Introduction

Guangxi University of Foreign Languages aims to optimize the international cooperative education model and create an international ecosystem for China's foreign communication<sup>[1-5]</sup>. This study discusses the breaking of conventions, dual track education, promotion of the two-way integration of "foreign language + major" and "major + foreign language", and strengthening interdisciplinary, cross-professional, and language application ability cultivation through multiple channels. In addition, the paper suggests enhancement of the globalization concept of teachers and active introduction of professional foreign teachers. This paper also emphasizes the construction of international campus culture and enhances the globalization awareness of teachers and students. The school has gradually formed a relatively systematic and characteristic ASEAN language composite international talent training model for private universities, providing sister colleges with the experience of Guangxi Foreign Studies Institute.

## 2. The main problems faced by international education

The level of education at Guangxi University of Foreign Languages is constantly improving. With the

development of the national and global situation, globalization of education has become an inevitable choice for the development of the school and an important means to enhance its competitiveness. However, the globalization of education also faces a series of problems that need to be addressed.

### **2.1. Language bias, skill emphasis, and one-sided cultivation of foreign language professionals in foreign language teaching**

In the practice of cultivating foreign language majors, more attention is paid to the cultivation of language learning and translation skills, while the lack of comprehensive literacy training in other fields leads to the relative lack of students' ability in practical application and interdisciplinary cooperation. In the teaching process, due to the excessive emphasis on skill training, students cannot effectively master the knowledge of subject knowledge, cultural background and professional theory due to the lack of academic literacy and professional knowledge, thus limiting the development potential of students<sup>[6-10]</sup>. The training of foreign language professionals cannot effectively connect with the actual work scene from the matching of teachers, and practical-to-teaching evaluation, which makes it difficult to improve students' practical operation ability and problem-solving abilities. In particular, China's international cooperation is increasing with the increased demand for foreign language professionals. However, the current talent training cannot meet the talent demand of Guangxi's foreign exchange in terms of quality and quantity.

### **2.2. Unitary training model for foreign language professionals**

At present, the talent cultivation model for foreign language majors at Guangxi University of Foreign Languages is unitary, focusing on language skills courses, without leveraging the advantages of tool disciplines in foreign language majors, and without forming a talent cultivation model of "foreign language + major." Especially in most ASEAN language talent training programs, emphasis is placed on the proportion of language basic theory class hours, while neglecting the proportion of practical class hours for students. There are fewer opportunities for students to intern and practice while school-enterprise cooperation tends to be more formal. The talent cultivation goals deviate from the employment needs of industry enterprises and fail to build a practical platform to strengthen skills, resulting in students being unable to meet the needs of external exchange talent positions due to low professional practical skills upon graduation.

### **2.3. The curriculum system is unable to integrate "foreign language + major" in both directions and the relatively weak international teaching staff**

The original curriculum system of Guangxi University of Foreign Languages was unable to integrate "foreign language + major" into the entire process of cultivating international composite talents. It is because the curriculum lacks modular industry knowledge courses, and there are few opportunities for cooperation between schools and enterprises, resulting in students being unable to effectively exercise their industry practical skills. On the other hand, the international teaching staff is relatively weak, and the number of international courses is insufficient, making it impossible to construct a comprehensive and three-dimensional curriculum system for cultivating composite international talents.

## **3. Methods to solve the problems faced by international education**

To solve the problem of globalization of education, Guangxi Foreign Language College has taken some effective measures.

### **3.1. Clarify the training objectives and meet the talent needs of the China-ASEAN Free Trade Area**

Since ASEAN language students cannot meet the talent needs of the China-ASEAN Free Trade Area in the process of cultivating complex international talents, the school follows the principle of optimizing the specialty setting of “serving the local, emphasizing application, and docking industries” [11-15]. It is guided by the construction needs of the three major orientations of Guangxi, namely, “Building an international channel for ASEAN, Creating a new strategic fulcrum for the opening and development of Southwest, Central and Southern regions, and Forming an important gateway for the organic connection of the Belt and Road Initiative.” Focusing on the school running characteristics of “serving the border, docking with ASEAN, and making different foreign language stronger”, the school focuses on building a specialty group of disciplines with ASEAN language characteristics and building a specialty group of disciplines urgently needed to serve the China-ASEAN Free Trade Area as well as Taiwan, Hong Kong and Macao economic and trade. The goal is to cultivate international talents with ASEAN languages.

### **3.2. Innovate the curriculum system, solidly promote the “3 in 1” work, and improve the dual integration model of “foreign language + major”**

The school aims to build a foreign language teaching system with Chinese characteristics in the new era, enhance the ability of teachers to educate and cultivate talents and build a multilingual intelligent education resource library with school characteristics for the “3 in 1” work. It combines knowledge transmission, ability cultivation, and value shaping, while strengthening students’ language and cultural literacy, emphasizing the improvement of their ideological and political level and national sentiment. The concept of telling Chinese stories well is integrated into all aspects of curriculum teaching, surpassing the traditional cognition of “preaching, imparting, and solving doubts”, so that traditional culture takes root in the heart, promoting the dissemination of Chinese culture and the shaping of China’s image. This promotes the widespread participation of teachers and students in international communication practices, telling good Chinese stories to the people of ASEAN countries.

### **3.3. Build overseas practice bases to provide conditions for students to innovate and start businesses overseas**

To address the practical issues in the curriculum system for international talent cultivation, the school has deepened its international cooperative education model and implemented China’s globalization strategy of higher education. Since the construction of undergraduate programs in ASEAN language categories in 2011, Guangxi Foreign Languages College has collaborated with universities in ASEAN countries such as Vietnam, Thailand, Cambodia, Indonesia, and Laos to establish a total of 21 practice bases. Nearly 1 500 undergraduate students have participated in overseas practice bases, and some students directly work, start businesses, or continue their studies abroad after graduation. In 2022, the school and Northwestern University of Thailand jointly established Wenyang College, and the school entered a new stage of international talent training mode together with international cooperative education.

## **4. Experience and reflection on international education**

Guangxi University of Foreign Languages has developed some mature educational experiences in the globalization of education, which can provide some reference for sister colleges.

#### **4.1. Innovative concepts**

The cultivation of composite international talents should focus on globalization research for ASEAN by fully implementing the Party's educational policy, fully utilizing the geographical advantages facing ASEAN and relying on the development opportunities brought by the opening and construction of the China ASEAN Free Trade Area and the Beibu Gulf Economic Rim in Guangxi. The university is committed to cultivating high-quality and versatile international talents with solid professional foundations, strong practical abilities, international perspectives, and innovative entrepreneurial spirit. The university strives to build a private university with outstanding foreign language advantages, serving the border areas, connecting with ASEAN, possessing distinctive characteristics. The school is building a new pattern for the development of ASEAN language characteristics, expanding and building a big stage for small languages, that is, expanding the number of language majors in ASEAN countries, the team of language teachers in ASEAN countries, and the number of ASEAN language major students.

#### **4.2. Innovative models**

The cultivation of composite international talents should actively adapt to the new situation and requirements of China-ASEAN Free Trade Area and RCEP construction. The cultivation of composite international talents should aim to improve students' innovation and entrepreneurship abilities. On the one hand, it should strengthen their professional foundation in ASEAN languages and encourage them to minor in other professional courses. On the one hand, it should also strengthen students' professional application skills and expanding their ASEAN language practice abilities, as well as build a composite talent cultivation model of "foreign language + major" to improve students' comprehensive abilities. At the same time, strengthening the development of the local regional economy urgently requires the key cultivation of composite international foreign language talents, providing targeted personalized training programs, especially for the cultivation of ASEAN language globalization talents, to serve the demand for composite foreign language talents in the China-ASEAN Free Trade Area and corporate society.

#### **4.3. Innovation in the composite international talent training system**

The composite international talent training system should be combined with regional economic development and continuously optimized.

- (1) Integration of teaching resources with the government, schools, and enterprises, to achieve resource sharing;
- (2) Strengthening of the deep cooperation between schools and enterprises in educating students, which improves the collaborative curriculum training system between the government, schools, and enterprises, and actively builds a practical base for integrating industry and education;
- (3) Build a seamless international training and teaching practice base group to cultivate foreign language talents with international perspectives and abilities;
- (4) Implementing the "3+2+3" undergraduate, master's, and doctoral overpass expressway. After graduation, students can choose to continue pursuing master's and doctoral degrees in foreign cooperative universities. The international college jointly established by the school, such as Meizhou University in Thailand, and Northwestern University in Thailand provides a platform for students to pursue undergraduate, master's, and doctoral programs, as well as teacher training, to support the continuous development of the international talent training system.

## **5. The gains and impacts of international education**

In the process of establishing the school, Guangxi University of Foreign Languages gained the experience of various universities at home and abroad, and achieved a historic breakthrough in the international competition of private universities, forming its advantages. The main achievements of international talent cultivation in schools are reflected in the following part.

### **5.1. Cultivation of high-quality and versatile international talents has achieved significant results, and the quality of employment continues to improve**

Guangxi University of Foreign Languages cultivates high-quality international talents with a combination of “foreign languages + majors”, which is required for the China-ASEAN Free Trade Area. Through the “dual track education” model of “dual campuses, dual teachers, dual bases, and dual job markets”, it constructs a unique innovative mechanism for cultivating international talents. The international competitiveness of students in the school has significantly increased, and the ASEAN language composite international talent training model has made a positive contribution to cultivating and serving the demand for talent in the China-ASEAN Free Trade Area. In the past three years, the first-time employment rate of fresh undergraduate graduates has been above 91%, and it has been awarded the honorary title of “Outstanding Unit for Employment and Entrepreneurship of Guangxi Ordinary University Graduates” for four consecutive years. In 2022, it was awarded the honorary title of “Regional Outstanding Unit for Employment of Ordinary University Graduates.”

### **5.2. School’s diversified and multi-level international exchange and cooperation have been recognized by domestic and foreign universities**

Guangxi University of Foreign Languages and ASEAN countries have carried out various forms of cooperative education in the field of education, catering to the demand for international talents with Chinese ASEAN language diversity. With a market-oriented approach, it has established various talent training bases for ASEAN, including overseas training bases and ASEAN e-commerce training bases. It has also cooperated with ASEAN universities and research institutions to establish a high-level, international, and open comprehensive innovation cooperation platform for building and serving Guangxi and ASEAN, promoting the school to step into a new level in teaching, scientific research, talent cultivation, and expanding the influence of open cooperation in education. The school has built an education cooperation highland towards ASEAN, which has been highly recognized by the Ministry of Education, and both domestic and foreign universities. During his visit, Zhu Ruiting, the President of Shanghai Jianqiao University, stated that Guangxi University of Foreign Languages has made remarkable achievements in creating small language majors, international image, and talent training models, which are worth learning from. During his visit, Dr. Vilapan, President of Meizhou University in Thailand, praised Guangxi University of Foreign Languages for its remarkable achievements in international talent cultivation.

### **5.3. School has achieved significant results in cultivating international talents with ASEAN language diversity, and has received high praise from society**

Guangxi University of Foreign Languages cultivates high-quality ASEAN composite international talents and establishes a composite international talent training model that serves the China-ASEAN Free Trade Area. This model has been reported by mainstream media both domestically and internationally and has received unanimous praise from all sectors of society. The international influence and recognition of the school are gradually increasing. According to Sohu’s “2017 China’s Best Universities Ranking: International Student Ranking Proportion”, the university ranks among the top universities in Guangxi and first private universities in

Guangxi. In the “Top 300 International Competitiveness Rankings of Chinese Private Universities” on Jingling New International Entrepreneurship Times website, our university ranked first in 2020 and 2022, respectively.

## Funding

2023 Annual Project of the 14<sup>th</sup> Five Year Plan of Guangxi Education and Science “Research on Deepening the Exchange and Cooperation of Private Higher Education Between Guangxi and ASEAN Under the Belt and Road Initiative” (Project No.: 2023B343)

## Disclosure statement

The authors declare no conflict of interest.

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