

Study on the Cultivation Model of Foreign Language Talents in Colleges and Universities of China Based on Multiple Innovative Abilities

LEI Qian-qian¹, LIU Hai-yang^{*}

Chongqing Vocational Institute of Tourism, Qianjiang, Chongqing, China

¹Email: 1141809316@qq.com, ^{*}Email: 28444257@qq.com

^{*}Corresponding author

Key words: Foreign language talents, Multiple innovative abilities, Talent cultivation model.

Abstract. The development of innovative ability is the requirement of cultivating talents in the current pluralistic era. This paper reviews the development of foreign language talents cultivation mode and defines the concept of innovative ability of multiple foreign languages. On this basis, a “four-in-one” innovative foreign language talents cultivation model is constructed, which takes the task-based hybrid teaching mode as the main line, the subsequent courses as the basis, the skills competition as the traction, and the extracurricular practice as the platform. In addition, in order to adjust the cultivation mode dynamically in real time, suggestions are put forward for the evaluation of the implementation effect of the cultivation mode.

1. Introduction

Nowadays, it has come to the era of pluralistic symbiosis, and the spirit and ability of innovation have become the core and soul of national talent cultivation in China. The Fifth Plenary Session of the Eighteenth Central Committee of the Communist Party of China has put forward five new development concepts: *innovation, coordination, green, open and sharing*, which are the fundamental principles to promote the innovative development of vocational education in China. We should always stick to the policy that *innovation is the first driving force leading development*. Obviously, having strong innovative quality has become a common requirement for college students in today's society and times of China.

Moreover, employers in enterprises of China pay more and more attention to students' *soft power* and *soft quality*, while the traditional one-paper diploma or various certificates are far from determining the career attribution of graduates. Professional knowledge and job skills are important, but hidden non-intelligence factors play an increasingly important role in the employing standards of enterprises and industry units. Job seekers need to show their personality, team work ability, dedication, innovation spirit, professional ethics, professional psychology, interpersonal communication ability, ability to withstand setbacks, learning ability, innovative quality and other abilities being included in the scale of *soft power* and *soft quality*.

2. Multiple innovative ability and foreign language talents cultivation model

2.1 Multiple foreign language innovation ability

Innovative ability is *the comprehensive ability to provide innovative products with social value, and it is the most precious quality of human beings. Every normal person has the potential of innovation* (Huang Zhending, Huang Yanchun, 2013: 62). To become an innovative talent, we must have innovative thinking and innovative personality; to cultivate an innovative talent, we must develop its innovative potential and cultivate its innovative ability. This is the core of improving the overall quality of human beings. He Qishen et al. (1999:25) argued that foreign language talents should possess the following abilities: the ability to acquire and use knowledge, the ability to analyze problems, the ability to put forward opinions independently, and the ability to innovate. At the same time, he also pointed out that *the most important thing in foreign language teaching is to cultivate students' innovative ability*. Wen Qiufang (2002:14) believed that the compound language talents

with innovative qualities should have *excellent foreign language skills, solid basic language skills and profound cultural foundation*. At the same time, they should have innovative qualities to carry out various innovative practices. According to Professor Wen Qiufang, innovative English talents should satisfy three conditions at the same time: *qualified English talents, compound knowledge structure, and innovative quality*. Innovative foreign language talents have the ability of thinking, innovative ideas and creativity. Some experts and scholars have made a specific division of the ability composition of innovative foreign language talents. Wang Xiuwen and Wu Yue (2008) typically divide the innovative ability structure of foreign language talents into four levels based on the actual investigation. The specific content is shown in table 1.

Table 1. The Competence Structure of Innovative Foreign Language Talents (Wang Xiuwen, Wu Yue: 2008)

Number	Multi-ability	Specific Contents
1	Language level	expressive competence, intercultural communicative competence
2	Personality level	Autonomous learning ability, frontier grasp ability
3	Cognitive level	Logical analysis ability, critical ability
4	Social level	Ability of responsiveness, cooperation and adaptability

2.2 Introduction of foreign language talents cultivation model in China

Foreign language education and teaching has undergone a long process of development in China, and its cultivation mode basically presents a *tool-complex-innovative* transformation track, as shown in table 2. Nevertheless, people engaged in foreign language education and teaching will find the following problems: being influenced by utilitarianism and examination education for a long time, strong attachment of great importance to instrumental goals rather than humanistic goals; over-emphasis on students' language skills, weak overall cultivation of talents, and less consideration of students' speculative abilities and innovation. Therefore, most of the cultivation for the society in China is knowledge-based foreign language graduates, and innovative foreign language talents are obviously limited. The theme of foreign language teaching is not only the learning of five basic language skills, such as listening, speaking, reading, writing and translation, but also the intellectual inquiry learning of language-cultural content. It enlightens us that the reform of foreign language education and teaching must focus on the cultivation of critical thinking ability, pay attention to the cultivation of *cross-cultural people*, cultivate students' innovative qualities such as understanding, evaluation, expansion, application and reflection, and further develop students' multiple abilities and qualities.

Table 2. Development of Foreign Language Teaching and cultivation Model in China

Earlier than the 1980s		late 1980s		late 1990s
Senior English Talents	→	Compound Talents	→	Innovative Talents
skill-based		knowledge-based		people-oriented
Applied Talents		Adaptive Talents		Creative Talents

3. Four-in-one innovative talents cultivation model

Based on the analysis of the practice of innovative foreign language teaching and the current situation of the development of College Students' multiple innovative abilities, the paper demonstrates the four-in-one cultivation model of college foreign language innovative abilities with a view to improving the quality of college foreign language talents cultivation and making the slogan of cultivating innovative foreign language talents come true. The cultivation model goes specifically in such a way: task-based hybrid teaching model as the main line, relying on the follow-up courses, skills competition as the traction, and extracurricular practice as the platform.

3.1 Task-based hybrid foreign language teaching model

Teaching is the most critical link in personnel cultivation. To establish an innovative foreign language talent cultivation model, we must first update the foreign language teaching model. The

essence of task-based teaching is to assign a task to students. In the process of task completion, students use language independently and acquire the method of language learning. Blended teaching advocates three teaching principles: the principle of combining network teaching with classroom teaching, the principle of combining independent learning with face-to-face teaching by teachers, and the principle of combining offline learning with online learning. In the specific teaching practice, teachers can provide students with foreign language network teaching platform, enrich online learning resources, encourage students to independently search for information, and ultimately complete various learning tasks. Task-based hybrid teaching model can enable students to apply their knowledge in specific situations and tasks, and practice their thinking ability, problem analysis and problem solving ability, team cooperation ability, and create the spirit of innovation in the process of task completion.

3.2 Constructing a diversified curriculum system

Follow-up courses are also an important part for the personnel cultivation. To cultivate students' multiple innovative abilities, the curriculum system should not be confined to basic introductory courses, but should be positioned to improve the application ability of college students, so as to provide more diversified choices for them. According to the principle of diversification, we divide the whole course into four modules.

Module 1: Skills improvement courses, which cover audio-visual English, oral English, English writing, interpretation and translation and other related courses. This kind of curriculum aims at improving students' professional knowledge and skills, and at the same time focuses on the organic combination of foreign language ability and innovative ability, so as to cultivate students' high-level cognitive ability, especially comprehensive analysis ability and critical ability.

Module 2: ESP (English for Special Purpose) courses, which cover tourism English, hotel English, scenic spot English, foreign trade English, secretary English, mechanical English and other related courses. This kind of course aims to improve students' professional English competence through vocational English learning, so that students can acquire the professional post competence of using English in typical working environment and specific occupational fields, as well as the ability of communicating with others and interpersonal communication.

Module 3: General Culture Courses, which cover the cultural profile of the source country, cross-cultural communication, traditional Chinese culture and other related courses. Starting from the background of global international exchanges, such courses focus on broadening students' international horizons, cultivating students' humanistic qualities, allowing students to critically absorb the essence of other countries' culture, while confidently disseminating Chinese excellent traditional culture to other countries in the world.

Module 4: Academic English courses, which cover English speech and eloquence, academic writing and other related courses. This kind of curriculum aims to build a higher cognitive platform for foreign language students, expand their thinking, train their logical analysis ability and further enrich their innovative ability.

3.3 To strengthen skills competition activities

Developing various skills competitions can promote competitive learning and elite learning. It is an important way for colleges and universities to improve students' practical ability, enhance students' competitive consciousness and cultivate innovative talents. The outline of education planning in China clearly states that *to establish and improve the quality assurance system of vocational education, and to absorb enterprises to participate in the evaluation of education quality. Carry out vocational skills competition.* In the multi-level links of the competition, we should adhere to the principles of *step-by-step and moderate-promotion*. We can divide all kinds of discipline competitions into four stages: classroom competitions, school-level discipline competitions, provincial-level discipline competitions and national-level discipline competitions, and through the four stages we ultimately realize the increase of students' abilities and accomplishments. Competitions at all levels are the main means to improve the quality of higher education. We should take the post-competition effects of various skills contests seriously and promote the reform of

foreign language education and teaching on the basis of summing up the pros and cons, so that most students can share the results of the contest. This is also one of the important ways to achieve educational equity. In formulating the criteria for skill competitions, we should highlight the humanistic and instrumental objectives of foreign language education, rationally select the categories and forms of competitions, so as to promote students' professional skills such as listening, speaking, reading, writing and translation, so as to enable them to improve their humanistic accomplishments in all aspects in participating in the competitions, and obtain corresponding innovative abilities, such as speculative ability, teamwork ability, ability to analyze problems and solve practical problems and so on.

3.4 Building a variety of practical platforms

Influenced by the traditional exam-oriented education, the theoretical teaching in colleges and universities is often divorced from practice, and there is a mistaken tendency of *emphasizing the classroom and neglecting extracurricular activities*. Foreign language learning is not just memorizing words and sentences, on the contrary, the practice of foreign language discipline should be highly valued. Wen Qiufang (2014:125) said in a popular way that *language education, professional education and general education all need to be integrated in practice*. Colleges and universities provide foreign language students with a sound practical teaching system in ways like classroom practice activities, autonomous simulation practice activities, second classroom practice activities, and social practice activities. For vocational colleges, more attention should be paid to school-enterprise cooperation, industry-university-research cooperation, enter the field of enterprise industry, so that students can truly experience future professional life, break through the limitations of classroom knowledge in practice, and creatively use language to deal with problems.

4. Evaluation of the implementation effect of four-in-one innovative talents cultivation model

In the process of implementing the four-in-one innovative foreign language talents cultivation model, real-time dynamic adjustment must be made according to the actual situation of universities, specialties and curriculum practice. The adjustment of the specific cultivation model needs to be based on the evaluation and feedback of the implementation effect. In evaluating the cultivation effect of this innovative talent, we can start from the following three points:

4.1 Survey of satisfaction with foreign language talents cultivation model

Any education and teaching should pay attention to social needs and respond to social expectations. The survey on the satisfaction of foreign language cultivation mode focuses on whether the mode can meet the new needs of society and meet the requirements of employers for the quality of foreign language talents. According to the survey results, the pros and cons of talent cultivation are analyzed to provide data support for adjustment. In the design of the questionnaire, the choice of the object of study should be comprehensive and representative. The questionnaire can be designed in the form of a 5-level scale, which is convenient for data collection and analysis in the later period. Specifically, students' attitudes and feelings towards the following cultivation points can be investigated: satisfaction with teaching methods and modes, satisfaction with competition activities, satisfaction with curriculum system, and satisfaction with practice activities.

4.2 Survey on the development of multiple innovation capabilities

When investigating the development of students' multi-innovation ability, we should pay attention to the comparison before and after the renewal of the cultivation mode, at the same time, we should compare the differences among students of different grades, make a long-term track record of the multi-innovation ability of the first-year, second-year, third-year and graduate groups, summarize good ideas and practices, and cultivate the multi-innovation ability of those groups. In addition, the investigation of multi-innovation ability should be concretely dealt with in terms of abstract concepts, which can be subdivided according to the previous article, namely, innovative knowledge, innovative ability, innovative personality and innovative quality.

4.3 Coriolis four-level evaluation model

In addition to the above two questionnaires, we can systematically evaluate the effect of the four-in-one innovative foreign language cultivation model by using the four-level Coriolis evaluation model. The model was founded by Kirkpatrick in 1959. Evaluators can evaluate subjects at four levels: Reaction, Learning, Behavior and Result. Through these four levels, we can assess students' reactions and feelings, and understand students' satisfaction with the cultivation of this model; assess the cultivation effect of students, whether there is a certain improvement in the ability of multiple innovation; whether students have changed their thinking and behavior, and whether they can use the knowledge and skills they have learned to solve the problem of hard work; whether it is beneficial to the quality of foreign language cultivation in colleges and universities. When using this model to carry out evaluation, we can use questionnaire, interview, observation, role-playing and other methods to record the dynamic process of evaluation in real time.

5. Summary

Soft power reflects students' ability and quality in their potential spirit and value concept. It has a profound impact on students' future growth experience, especially their career achievements. The cultivation of students' humanistic quality, especially their innovative quality, should not be neglected in the teaching of higher foreign language education. To carry out in-depth research on foreign language talents cultivation in colleges and universities based on multiple innovative abilities is not only the need to change the traditional mode of foreign language talents cultivation and improve the quality of talents cultivation, but also the need to meet the needs of enterprises, realize the employment and entrepreneurship of college students, and also the need of the development of the times and the national innovation development strategy.

References

- [1] He Qishen, Yin Tongsheng, Huang Yuanshen and Liu Haiping, Opinions on undergraduate education reform of foreign language major, *Foreign language teaching and research*, vol.1, pp. 25-29, 1999.
- [2] Huang Yuanshen, Compound English talents in the 21st Century, *Foreign Language*, vol.1, pp. 9-13, 2001.
- [3] Huang Zhending, Huang Yanchun, On the cultivation of innovative English talents, *Foreign Language Teaching*, vol.1, pp. 34, 61-64, 2013.
- [4] Lu Zhi, On the Construction of innovative foreign language talents cultivation model, *Foreign Language Industry*, vol.1, pp. 36-42, 2018.
- [5] Wang Lingling, Reflections on the cultivation of innovative foreign language talents in Colleges and Universities under the background of *one belt and one road* construction, *Education Exploration*, vol.5, pp. 94-96, 2016.
- [6] Wang Xiuwen, Wu Yue, A survey of foreign language innovation ability of non-English majors: based on the practice of foreign language teaching in Nanjing University of Aeronautics and Astronautics, *Foreign Language and Translation*, vol.24, pp. 72-77, 2017.
- [7] Wen Qiufang, Challenges and countermeasures for English majors to practice multi-talents view, *Foreign Language Teaching and Research*, vol.46, pp. 118-126, 160, 2014.
- [8] Xie Li, Chang Lijuan, Discussion on the cultivation of innovative foreign language talents in Universities, *Educational Exploration*, vol.24, pp. 132-133, 2013.