

Problems and Reform Plan in Training Compound Talents of Economic Cooperation With Russia in Universities

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ABSTRACT

As the main institution of professional talent training, universities play an active role in the training talents of economic cooperation and trade with Russia. However, universities still have problems such as insufficient total supply and imbalance between supply and demand of the economy and trade talents at present. Universities should establish an open and international school-running concept, reform professional school-running models and teaching organization and management methods, and build a compound faculty by integrating internal and external resources in order to solve these existing problems and promote the sustained and rapid development of economy and trade cooperation between China and Russia.

Keywords: *international economics and trade major, talent training, economy and trade talents, compound talents*

1. INTRODUCTION

Since China and Russia reached a new agreement to jointly establish a comprehensive strategic partnership of coordination in September 2010, a friendly political and closely economic cooperation situation emerged. Corresponding to the rapid development of economy and trade cooperation between China and Russia, there is still a shortage of talents who understand Russian and English, but also master Chinese and Russian economy and trade laws and policies, as well as professional knowledge in economics, trade and technology [1-2]. In order to meet the demand for compound economy and trade talents in the construction of the Belt and Road and expand economy and trade cooperation with Russia, in the recent years, with the support of the Ministry of Education and local governments, some domestic universities integrate inside and outside school, domestic and foreign education and teaching resources to set up Russian major and courses on economy and trade with Russia. They build a platform for training the talents and achieve significant educational and teaching results [3]. Based on the analysis of the problems existing in the training talents of economic cooperation with Russia in universities, combined with the relative practical experience of our research team members in the past ten years, this paper proposes feasible plans for a reform of talents training of economic cooperation with Russia.

2. MAIN PROBLEMS AND REASONS IN TRAINING TALENTS OF ECONOMIC COOPERATION WITH RUSSIA IN UNIVERSITIES

Combined with surveys of employers, graduate feedback and talent training practical experience, the project group concludes that there are still a series of urgent problems to be solved in the process of talents training. These problems become one of the main obstacles for China to continue to expand economic cooperation with Russia.

2.1. Insufficient Supply and Demand of the Talents of Economic Cooperation with Russia

2.1.1. Demand Fluctuation and supply time lag

Political and economic relations between China and Russia have alternated between hot and cold in the long-term, which results in large fluctuations in the demand for the economic and trade talents, and the supply of the talents in universities also fluctuates with an obvious time lag [4-5]. In the 1950s and 1960s when Sino-Soviet relations were friendly, Russian instead of English was the first foreign language of Chinese middle school and university students. With the deterioration of Sino-Soviet relations in the early 1960s, the scale of bilateral economic and trade cooperation declined significantly, and the demand for economic and trade talents also shrank. In the early 1970s,

China began to gradually restore diplomatic relations with the United States and other Western countries. From the 1980s to the 1990s, China's opening up to foreign countries increase continuously, English became more and more important. Middle schools generally regarded English as the first foreign language, and Russian faced a weakened status, only a few junior high schools in some areas of the country still retain Russian foreign language courses, the proportion of Russian college entrance examinations continues to decline, Russian also becomes one of the minor foreign languages in colleges and universities, which leads to a gap in the training of economic and trade talents who master Russian. Heilongjiang University, as the first university to train Russian talents in China, it was difficult for their undergraduates majoring in Russian to find corresponding jobs in the 1980s and 1990s. Master graduates could only teach in middle schools or universities, and the actual demand was still very limited [6]. Since the economic and trade cooperation between China and Russia was mainly small-scale border trade at that time, and the demand for Russian talents was small, and there was no need for compound economic and trade talents who understand Russian. It is hard to find a job to apply what they have learned for the students who learn Russian, which forces them to switch to other jobs. China and Russia signed an agreement to jointly establish an Equality and Mutual Trust, Strategic Partnership for the 21st Century in April 1996. It breaks the cold politics and hot economy situation since the two sides resumed border trade in 1984. The scale and fields of bilateral economic and trade cooperation continue to expand, and the demand for the economic and trade talents has increased sharply in the short term. However, from the application and approval of establishment of a major, enrollment and training to employment, the training of talents in colleges and universities has obvious periodicity and time lag, resulting in the current imbalance in the total supply and demand of economic and trade talents to Russia.

2.1.2. A large gap between the number of the excellent graduates and the actual needs

The shortage of students who choose to learn Russia in universities and the limited quantities of enrollment of Russian majors result in a large gap between the number of Russian-speaking graduates who are capable of working on economic and trade cooperation with Russia and the actual needs. On the one hand, after reform and opening up, China mainly develops economic and trade cooperation with developed countries such as the United Kingdom and the United States and accepts European and American culture and educational concepts widely. Coupled with the rapid popularization of computers and the Internet, students contact with English and English-speaking countries from an early age and have a more intimate sense of English, which also brings the whole society to learn English. On the other hand, the

professional course materials used by college economics and trade majors are basically from the United Kingdom, the United States and other countries with their economic and trade policies, regulations, practices, national conditions and culture. On the contrary, the application of Russian is relatively narrow. Some countries that emerged from the disintegration of the former Soviet Union have gradually restored their own national language in recent years. The application of Russian has a tendency to shrink further. Besides, countries where Russian is the mother tongue are generally developing countries who have less influence in the field of international economy and trade, which also reduces the international status of Russian. In addition, considering future employment, parents usually do not allow their children to learn Russian as their first foreign language. This is also one of the main reasons why some middle schools who want to restore Russian lack students. In recent years, some colleges and universities have begun to resume or establish Russian majors, and encourage economics and trade majors to learn Russian as a second foreign language. This has eased the total shortage of economic and trade talents with Russia to a certain extent. However, there is a certain periodicity in the training of professionals with both Russian and economic and trade expertise and skills. Therefore, the supply and demand of economic and trade talents to Russia still face to an imbalance in total.

2.2. Imbalance of Supply and Demand Structure of Economic and Trade Talents with Russia

Although the current rapid growth in demand for economic and trade talents with Russia cause some universities and social institutions to pay attention to Russian, middle schools in some areas begin to resume Russian as the first foreign language teaching, which relieves the shortage of students and total supply of economic and trade talents with Russia, there is still a serious imbalance in the supply and demand structure of the talents.

2.2.1. A single type of talents training cannot meet the needs for compound talents

There is a single type of talents training of economic and trade with Russia in universities, and the professional field knowledge of graduates is out of touch with their foreign language ability, which cannot meet the needs of China-Russia economic and trade cooperation for compound talents with both professional knowledge and foreign language ability. With the transformation, upgrading and deepening of economic and trade cooperation between China and Russia, enterprises and relevant government departments are short of the compound talents who understand professional knowledge, have the foreign languages ability to listen, speak and write and are familiar

with the laws, policies, practices, national conditions, social and cultural habits of China and Russia. However, the traditional talents training focus on majors. These talents who master economic and trade knowledge are not proficient in Russian, while those who are proficient in Russian lack economic and trade knowledge. It means the type of talent training is single. Each major in universities has its talent training goals and requirements and relevant required courses. The most common form is to set up a Russian major in the school of foreign languages, which specifically cultivates foreign language talents with general Russian translation skills. Because of the focus on language learning, there are few professional courses in related fields other than Russian. Russian major graduates cannot directly engaged in Russian translation work in the professional field. While economics and trade majors are set up in the school of economics and management to train professionals with the knowledge and the ability to engage in the international trade. Due to the lack of students who learn Russian, economics and trade major students still use English as their main foreign language. Language skills and professional skills of economic and trade talents cultivated by universities are separated, which causes low efficiency in the economic and trade cooperation and high labor cost of the enterprise.

2.2.2. Low level of talents training of economic cooperation with Russia

Due to the limitations of subjective and objective conditions in most universities, the level of training talents of economics and trade to Russia is low and mainly targeted at junior applied talents. First of all, due to the insufficient source of students who learn Russian as the first foreign language, the Russian majors students basically learn it from a zero starting point. Four years of language learning in the university is far from enough to be familiar with translation and interpreting. Secondly, both international economic and trade talents and language talent training require an open talent training model and teaching organization form. Students are required to go out to master the languages of trading partners, fully understand the foreign economic and trade laws and policies and understand their culture, national conditions and folklore. Since most universities do not have the conditions to send all students abroad for exchange and study, students only learn Russian in the domestic. For most students, they cannot achieve the ability to use Russian proficiently and can only be employed as elementary Russian talents rather than compound talents that employers urgently need. Finally, there is a single source of teachers for economics and trade with Russia in universities, and their academic structure, knowledge and ability of the teaching team are generally unreasonable. These university teachers mainly come from domestic Russian majors and international economics and trade majors. Most teachers have neither international education background nor corporate work experience. Limited

practical ability and insights and vision are not conducive to expanding teachers' teaching and scientific research ideas. It has a negative effect on the quality of training comprehensive talents of economic cooperation with Russia.

3. REFORM PLAN FOR TRAINING COMPOUND TALENTS OF ECONOMY AND TRADE WITH RUSSIA IN UNIVERSITIES

In view of the existing problems, universities should carry out comprehensive reforms in terms of school-running concept and mode, teaching organization and management and construction of teaching team.

3.1. Establishing an Open and International School Running Concept

Through the establishment of experimental training courses and the development of international education, building a mechanism for mutual recognition of credits and professional connection between domestic and foreign universities solves the problem of the shortage of compound talents for economic cooperation and trade with Russia.

Relying on the policy and financial support of the Ministry of Education or the Education Department, the University Academic Affairs Office should take the responsibility for the establishment of exchanges and cooperation platforms for relative departments and schools on major construction, curriculum configuration and teacher team construction. They integrate the educational administration departments of universities, school of Russian major, school of international economics and trade major, the international cooperation departments and other educational resources, cooperates with each other on the basis of their respective duties and cultivates compound talents of economy and trade with Russia jointly.

Universities should build student internship practice bases together with domestic Chinese and Russian economy and trade enterprises, related research institutions and government departments, and invite the business management personnel to conduct lectures in schools, bring students to visit enterprises and internships, and jointly formulate professional talent training programs and implement talent training orders and hold business and job training, etc., which enables students to understand these company well before employment, and be familiar with the basic professional skills and vocational qualities required by future employment fields or positions.

Universities should establish a credit recognition and majors connection mechanisms with universities in Russian-speaking countries and relevant domestic universities. Through cooperation with Russian-speaking universities in running schools, they encourage students to exchange and study abroad, actively provide convenient

conditions and reduce expenses or free of charge of exchange and study abroad for students.

Universities should create practical opportunities actively for students to use foreign languages, promote classroom learning with amateur practice, and solve the limitations of the weak language ability and lack of professional knowledge of international economics and trade majors. On the one hand, in the foreign talent training programs organized by universities or in the Russian economic and trade exchange meeting or trade exhibition held in the universities, they strive for language practice and professional internship opportunities for students. On the other hand, universities recruit foreign undergraduates and masters students for short-term exchanges and long-term study abroad to provide students with opportunities for mutual learning and exchanges. By integrating inside and outside of school and domestic and foreign education and teaching resources, we give full play to their respective comparative advantages and improve the level and quality of student training.

3.2. Reform of the Professional School-running Model and Teaching Organization and Management Form

Setting up professional directions and the development of characteristic courses solve the problem of a single training model and type of talent training of economy and trade with Russia.

Aiming at the shortcomings of the lack of pertinence in the training of professionals in international economics and trade, we adopt the talent training model of economics and trade knowledge and ability, English and Russian, international schooling, and select outstanding students to form courses on economy and trade with Russia. Teaching is organized in the form of an experimental class and a special training plan. In addition to college English and professional English, basic Russian, business Russian and other Russian-related courses are added to enable students not only to master international economics and trade knowledge and skills, but also to use them proficiently to participate in international economy and trade exchanges. In the professional curriculum develop some special courses such as introduction to Chinese and Russian economy and trade, economy and trade cooperation between China and Russia, and Russian national conditions and culture.

Aiming at the limitations in the narrow employment field of Russian major graduates, we adopt the talent training model of Russian, economics and trade knowledge, international schooling. On the basis of Russian language learning, international trade, international business, international settlement and international business negotiation and other professional courses and professional development courses expand their knowledge and employment fields.

The above two talent training models provide opportunities for students to go abroad exchange for one

year in the third year of university, to study abroad in Russian-speaking countries after graduation and to participate in academic and cultural exchange activities with Russian-speaking countries, so that students trained in these two majors not only have professional knowledge in economics and trade and the advantages of two kinds of foreign languages, but also are familiar with policies, laws, practices, national conditions and culture of Russian-speaking countries and reach the basic requirements for working in a Russian-speaking country.

3.3. Building a Compound Faculty Team

Through the methods of "bringing in", "going out" and the integration of teachers resources in the school, we have created a compound faculty team with both a Russian-speaking country study and practice background and professional knowledge of economics and trade, so as to solve the problem of a single source of professional teachers of economy and trade with Russia, unreasonable academic structure and knowledge and ability structure.

On the one hand, according to the needs of training talents of economy and trade with Russia, we break the existing school system and integrate the teaching resources of relevant schools and institutions. On the other hand, we employ Ph.Ds. and outstanding teachers from Russian-speaking countries universities and the cooperate with Russian-speaking countries universities to carry out academic research in order to improve the international level of the faculty.

In terms of improving the professional knowledge and professional skills of the faculty, there are three models, professional and language, language and economics and trade, foreign teachers and part-time teachers, which achieve good educational and teaching effects. In order to improve teachers' professional knowledge and professional skills, we encourage young teachers to carry out on-the-job education in domestic universities, improve the academic structure, knowledge structure and education background structure of the teaching staff. In order to expand teachers' international vision and enhance foreign language level, we support teachers who are goods at English and Russian to visit English and Russian-speaking countries universities. In order to improve teachers' teaching research and scientific research level, we support individuals and relevant schools to conduct academic project research with foreign partner universities.

4. CONCLUSION

Talent is at the forefront of the economic development. As the main organization of professional talent training, universities play an active role in the talents training of economic cooperation and trade with Russia. In order to solve the problems of insufficient supply and structural imbalance of training talents of economy and trade with Russia, universities should adjust their school-running

concepts, reform school-running models and teaching organization forms, hold international cooperation with Russian universities in diversified forms of student exchange, study abroad, scientific research and cultural exchanges, and create a high-quality compound faculty team with both a Russian-speaking country study and work experience, as well as international economics and trade knowledge and capabilities, which cultivate compound talents for the construction of the Belt and Road and development of economic cooperation with Russia.

ACKNOWLEDGMENT

This work was supported by the 2020 Heilongjiang Province Higher Education Teaching Reform Research Key Commissioned Project: Research and practice on the construction of the national first-class international economics and trade major from the perspective of the new business.

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