

The Idea and Path of Cultivating Compound Business English Talents Under the Guidance of New Liberal Arts

Xian Huang

Jiangsu Maritime Institute School Of International Studies, Nanjing, Jiangsu 211170, China

Abstract: *Guided by the primary task of new liberal arts building, this paper describes the core concepts of the positioning and talent training of interdisciplinary Business English program in the Teaching Guide for University Undergraduate Business English Program (hereinafter referred to as the Teaching Guide for Business English) from the aspects of the definition, educational objectives and training ways of interdisciplinary Business English talents, and proposes five composite training ways. It contributes to a better understanding and implementation of the Teaching Guide for Business English, and has important implications for the connotative, unique and innovative development of Business English program.*

Keywords: Teaching Guide For Business English; Business English; Interdisciplinary Talent Cultivation; New Liberal Arts.

1. INTRODUCTION

The foreign language teaching in tertiary education has entered a new phase of building new liberal arts. There are "three new aspects" in the building of new liberal arts: the first one is new characteristics: the liberal arts majors are relocating themselves and highlighting the features in the face of national strategy and social needs; the second one is new criterion: how do liberal arts majors locate new assessment requirements and criterion when targeting at cultivating excellent and top innovative talents? the third is new disciplines: how do the liberal arts disciplines concord to the development tendencies of the internet and AI and promote the intersection between art majors and science majors, the intersection among liberal arts majors and the overlapping of art majors, and cultivate more high-quality and comprehensive talents? Driven by the needs of new liberal arts, definite the location of composite Business English major Business English major should firmly establish the concept that business knowledge abides by and serves the cultivation of foreign language talents, highlighting the knowledge intersection principle that "all the knowledge should serve for and be useful to Business English", avoiding putting the cart before the horse and building a foreign language major into economic management major.

2. GUIDED BY THE CONCEPT OF NEW LIBERAL ARTS, CULTIVATE COMPOSITE BUSINESS ENGLISH TALENTS

The definition of composite Business English talents Guide of Business English defines composite Business English talents as the talents with solid English foundation, related business knowledge, fine humanistic quality, patriotism and international horizon, strong cross-cultural ability, business community abilities and innovative entrepreneurship abilities.

2.1 Cultivation targets of composite Business English talents

Each college and university can take into consideration the national and regional economic & social development, level, orientation and targets of school-running, cultivate complex foreign language talents required by varied fields, with unique characteristics and avoid sameness.

The features of cultivation targets of composite Business English talents are unique, distinct and reasonable, providing a reference value for the cultivation of complex foreign language talents in the fields like law, journalism, etc.

2.2 Cultivation channels of composite Business English talents

The cultivation specification of composite Business English talents involves three aspects: quality, knowledge and

ability.

2.3 Quality specification

To be more specific, it is the process of combining the cultivation of business consciousness and thoughts into the cultivation of foreign language analytic ability and inspire students to develop the ability to discover questions from multiple disciplines, to analyze and criticize from different perspectives, to break through the limit of single discipline, to cultivate the technique and habit of interdisciplinary thinking,

2.4 Knowledge specification

Complex knowledge refers to the fact that Business English needs to master linguistics, literature, domestic and foreign culture, regional knowledge, etc. More than that, they need to strengthen the learning of liberal arts and social science, strive to form a "computation of liberal arts majors" knowledge structure. knowing the fundamental knowledge in Economics, Management, Law and related subjects;

2.5 Ability specification

Teaching guide for Business English points out seven core professional abilities, including the application ability, cross-cultural ability, analytic ability, quantitative thinking ability, digital information quality, life-time learning ability and practical ability in Business English. All these seven abilities constitute the comprehensive abilities of Business English.

Teaching Guide for Business English, according to the characteristics and future demands for Business English talents, firstly puts forward the quantitative thinking ability and digital information quality. Quantitative thinking ability refers to the ability to correctly judge and scientifically evaluate varied factors in international business environment, to effectively apply graphs, tables and data in business analysis, to be able to use words to describe, analyze, integrate and evaluate the graphs, tables and data. Digital information quality refers to the safe, responsible and appropriate use of digital tools, technology and equipments, clarify information needs, effectively acquire, analyze, integrate, evaluate, manage, transmit information and digital resources, provide a platform for the learning, work and communication in a digital age.

3. THE COMBINATION OF CULTIVATION MODES

The cultivation modes of Business English talents in domestic colleges and universities are generally categorized into three types.

3.1 Professional knowledge recombination mode (foreign language+business knowledge)

Varied kinds of business knowledge such as international trade, international marketing, and financial administration are put into the professional syllabus of English major to form different orientations, such as English major(international trade- oriented) etc. Currently.

3.2 Double - major recombination mode (English major+second major)

Students major in foreign language, meanwhile, they select a minor economic management major such as international trade, financial accounting, international finance, etc. and get the credit and certificate of the minor major. Otherwise, they are required to get all the credits of minor major and get the bachelor degree of Economic Management as a second degree. Double- degree major can be set in the Economic Management School within the college or university, or can be set with the cooperation of foreign colleges or universities.

3.3 Recombination mode of undergraduate major (undergraduate major of Business English)

Independently establish business english major and cultivate composite english talents. What needs to be mentioned is that business english belongs to english major, as a trial in the cultivation of composite english talents. The target is to cultivate english talents with knowledge in business, different from the recombination mode of "Business+english" In economic management major. International trade major or business management major regards english as a second degree to cultivate business talents who can speak english. The two types of cultivation

modes have different bases. Business English depends upon foreign language discipline. Otherwise, there will be a deviation from the major, bringing about weakening even disappearance of professionalism.

3.4 recombination of curriculum system

The design of Guideline for Business English abides by the concept of "recombination", includes common basic courses, professional core courses, specialized courses, practical teaching procedure (thesis). There are four types of courses, linguistics and literature type, business type, cross-cultural type and general education type. These four types consist a complete systematic curriculum. Among the four, linguistics and literature type is the professional core courses, sticking to the "solid foundation" principle; business courses are interdisciplinary knowledge and skill courses, implementing the concept of new liberal arts with overlapping subjects; general education courses are common basic courses, carrying out the thought of cultivating talents with a wide calibre.

In the aspect of highlighting the features of complex cultivation, Guideline for Business English brings about 5 orientations: international business, international trade, international accounting, international finance, cross-border economic business. Each orientation has 4 compulsory courses and 10 optional courses, forming a complete and complex professional curriculum. Each college and university could, according to its characteristics and advantages, also adjust or increase courses of certain professional orientations suitable to school, region and industries to satisfy the demands of complex foreign language talents.

3.5 the recombination of teaching contents

The teaching contents of Business English are composed of three parts, skill teaching, knowledge teaching and practical teaching. Skill teaching refers to the skill training in Business English, listening, speaking, reading, writing and translation, the core content and teaching focus of the major's basic teaching.

Knowledge teaching should follow the principle of balanced teaching in business and language, integrate language learning with business learning, gradually form a interdisciplinary knowledge structure and system.

4. CONCLUSION

According to Guideline for Business English, this paper interprets the core concept of composite Business English talent cultivation, explores the "five recombination" channels in the cultivation of talents. Business English major should continuously deepen professional teaching concepts, contents, methods, channels and evaluation criteria to cultivate composite Business English talents to satisfy the demands of the nation and society.

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