

Foreign Language Education and Cultivation of International Talents from the Perspective of Values Education

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Abstract

This paper explores the integration path of values education into foreign language education, analyzes the current demand and supply situation of international talents, proposes measures to enhance students' international competitiveness and sense of responsibility through curriculum design, teaching methods, and faculty training. It aims to achieve synergistic development between foreign language education and values education, thereby cultivating high-quality international talents.

Keywords

Values Education; Foreign Language Education; Cultivation of International Talents.

1. Introduction

Values education curricula refers to systematically integrating elements of ethical, moral, and social values into various courses to achieve an organic combination of knowledge transmission and value guidance. Integrating values education into the curriculum is an important approach to implementing the principle of moral education, and it concerns the fundamental issues of what kind of individuals to cultivate, how to cultivate them, and for whom to cultivate them[2]. The proposal of values education curricula is based on the urgent need to comprehensively improve students' overall quality, especially their ideological and moral quality. In the context of rapid globalization and informatization, students need not only to master professional knowledge and skills but also to establish correct values and a sense of social responsibility. The importance of values education curricula lies in its ability to subtly cultivate students' patriotism, social responsibility, and moral qualities, thereby nurturing high-quality talents with both integrity and ability for the nation and society. At the same time, values education curricula can also promote the transformation of teachers' teaching concepts, making education more comprehensive, systematic, and coordinated, ultimately achieving the fundamental task of "cultivating virtue and nurturing people."

In today's increasingly globalized world, communication and cooperation among nations are becoming more frequent, driving a growing demand for international talents. International talents not only need solid expertise and skills in their fields but also require cross-cultural communication abilities, a global perspective, and competitiveness on a global scale. Currently, as China accelerates its integration into the global economy, the demand for international talents has significantly increased. However, at present, China's reservoir of international talents remains insufficient to fully meet the needs of social and economic development. This urgency calls for profound reforms in the education sector to cultivate more high-quality international talents capable of meeting global demands. As an educational concept, integrating values education into the curriculum is driving reform and innovation in foreign language teaching at higher education institutions[1]. Educational reform must not only incorporate international elements into curriculum content but also innovate comprehensively in educational philosophies, teaching methods, and assessment systems to enhance students' international competencies and competitiveness across the board.

Foreign language education plays a crucial role in cultivating international talents because language serves as a bridge for cultural exchange and forms the foundation for cross-cultural communication. Enhancing the contribution of foreign language education to the development of international talents begins with integrating more international and cross-cultural communication content into curriculum design. This approach allows students to learn languages while understanding and respecting different cultures. Furthermore, teaching methods should emphasize practicality and interaction by simulating international communication scenarios, collaborative projects, and overseas internships to enhance students' practical application and cross-cultural communication skills. Additionally, the international competence of teaching staff is essential. Only teachers with a broad international perspective and advanced teaching philosophies can truly cultivate students who are internationally competitive. Through these measures, foreign language education can effectively contribute to the cultivation of international talents, enabling students not only to become language users but also ambassadors of international communication and drivers of the globalized process.

2. The Current Status of Foreign Language Education and the Cultivation of International Talents

2.1. Current Status of Foreign Language Education

Currently, foreign language education is primarily divided into traditional and modern teaching methods. Traditional methods emphasize teacher-led instruction, focusing on systematic learning of grammar and vocabulary through textbooks and exercises. However, this approach often leads to low student engagement and a lack of practical application skills. Modern teaching methods, on the other hand, prioritize the development of communicative abilities, emphasizing student-centered learning through methods such as situational teaching, task-based learning, and cooperative learning. These methods enhance students' language proficiency through multimedia technologies, scenario simulations, and interactive activities. Additionally, bilingual instruction and full English immersion are becoming more widespread, allowing students to improve their comprehensive language skills in immersive language environments. However, the promotion of modern teaching methods still faces challenges in terms of teacher qualifications, educational resources, and assessment systems, necessitating further improvement and refinement.

Foreign language teaching faces a disconnect between content and practical demands. Textbook content tends to be outdated, lacking relevance and practicality in meeting students' language application needs in a globalized context. Furthermore, teaching methods are often limited, exam-oriented, and neglect the cultivation of actual language use and communicative skills, resulting in a gap between learning and application for students. Low student interest in language learning and weak self-study abilities pose significant challenges in foreign language education. Additionally, classroom instruction lacks interactivity and practical application, making it difficult for students to exercise and enhance their language proficiency in real-life situations. Addressing these issues requires updating curriculum content, diversifying teaching methods, enhancing practical and interactive teaching approaches, and fostering students' comprehensive language abilities and cross-cultural communication skills.

Foreign language teachers play a crucial role in the cultivation of international talents. Currently, foreign language teaching staff generally possess high academic qualifications and professional competence. However, there are still some shortcomings in the context of internationalization. Firstly, some teachers have limited international perspectives due to a lack of overseas study or work experience, which affects their understanding and implementation of international education concepts. Secondly, there is insufficient teacher training and professional development opportunities, leading to difficulties in keeping pace

with advancements in teaching methods and content updates. Additionally, the high workload and heavy research tasks also impact teachers' dedication and innovation in teaching. Therefore, strengthening teachers' international training and exchanges to enhance their cross-cultural competence and teaching innovation capabilities is crucial for reforming foreign language education and cultivating international talent.

2.2. Current Status of Cultivating International Talents

Against the backdrop of rapid globalization, the demand for international talent continues to rise. Enterprises and organizations require highly skilled professionals with cross-cultural communication abilities, international perspectives, and specialized skills to compete and collaborate in the international market. Particularly under the "Belt and Road" initiative, China's demand for international talents is particularly urgent. However, there remains a shortage in the current supply of international talents. The quantity and quality of internationally competent professionals produced by universities are insufficient to fully meet market demands. Some students also exhibit limited language proficiency and cross-cultural adaptation skills. Furthermore, there is a gap between professional knowledge and international standards, which weakens students' competitiveness in the global workplace. Therefore, there is an urgent need to improve educational quality, optimize curriculum offerings, and enhance students' international competence and practical skills to meet the growing demand for international talents effectively.

Universities have made some progress in advancing international education but still face several challenges. Many universities actively broaden students' international perspectives through methods such as Sino-foreign cooperative programs, exchange student initiatives, and international academic exchanges. However, the coverage and participation rates of these programs still need improvement. Some universities have relatively simplistic international curriculum offerings and teaching models that lack systematicity and innovation, making it difficult to comprehensively enhance students' international competence. Additionally, the international competence levels of teaching staff vary, with some lacking international backgrounds and experiences, which affects teaching effectiveness. Despite these challenges, universities continue to explore and improve international education concepts, resource allocation, and management mechanisms, thereby providing students with more opportunities for international learning and exchanges.

There are multiple challenges in the process of cultivating international talents. Firstly, there is a lag in the shift of educational philosophies; some universities still emphasize the imparting of disciplinary knowledge while neglecting the development of students' international perspectives and cross-cultural competencies. Secondly, the curriculum design is not sufficiently rational; international courses often lack diversity and practicality, failing to effectively meet students' learning needs and career development requirements. Additionally, practical teaching components are weak, providing insufficient opportunities for students to exercise practical application and cross-cultural communication skills. The shortage of teaching staff is also a major challenge, with the international competence and teaching abilities of teachers needing improvement. To effectively cultivate international talents, comprehensive reforms and innovations are needed in educational philosophies, curriculum design, practical teaching methods, and teacher training. This will establish a more systematic and comprehensive system for cultivating international talents.

3. Values Education Curricula in Foreign Language Education

The importance of building values education content is closely related to the essence of values education in English courses and is also determined by the nature and function of the teaching materials themselves[3]. In textbook writing and curriculum design, it is important to

organically integrate elements of ethical, moral, and social values into foreign language education. Textbook content should include texts that are ideologically meaningful and educationally significant. Through comparisons of Chinese and foreign cultures and analysis of classic cases, students' cultural confidence and values should be enhanced. In terms of curriculum design, values education goals should be combined with language skills training. Modules such as thematic discussions, case analyses, and social practices should be established to guide students in focusing on social hotspots and moral issues in language learning, and to cultivate their critical thinking and sense of social responsibility. At the same time, textbook content should be regularly updated to ensure its relevance to current social development and the new requirements of values education.

Teaching methods and approaches should be diversified, emphasizing practicality and interactivity. Methods such as situational teaching, task-based learning, and project-based learning should be employed. Through activities like role-playing, simulating international conferences, and cross-cultural exchanges, students' language proficiency and ideological awareness can be enhanced. Teachers should actively develop teaching resources for values education, make effective use of modern information technology in course instruction, and implement values education through methods and approaches that students find engaging[4]. Utilizing multimedia technology and online resources to create vivid teaching scenarios can stimulate students' interest in learning. Moreover, teachers should introduce social hotspots and moral dilemmas into classroom discussions, guiding students to reflect on and solve real-world problems within the context of language learning, thereby enhancing their overall competence and critical thinking skills. Additionally, extracurricular activities such as volunteer services and social surveys help students apply their knowledge practically and enhance the effectiveness of values education.

Faculty development and training are critical for the effective implementation of values education in the curriculum. Universities should strengthen values education training for foreign language teachers, enhancing their ideological and educational capabilities. Through special lectures, seminars, and practical exchanges, teachers should be equipped with the latest theories and methods of values education, as well as skills to integrate value elements into foreign language teaching. Teachers' evaluative competencies are key to the high-quality development of values education in the curriculum[5]. Therefore, it is essential to improve the evaluative competencies of foreign language teachers in values education. Encouraging teachers to participate in international exchanges and collaborations helps to broaden their international perspectives and cross-cultural competence. Additionally, establishing incentives for teachers, recognizing those who excel in integrating values education into their curriculum, and promoting their successful experiences can foster a positive research and teaching environment, collectively elevating the overall standards of foreign language education and values education.

4. Values Education Curricula in Cultivation of International Talents

Values education significantly enhances students' international competitiveness by cultivating their values, cultural confidence, and sense of social responsibility. Students with a strong sense of mission and social responsibility are more advantageous in the global workplace, as they can maintain steadfast principles and ethical standards in complex international environments. Values education also promotes students' understanding and respect for diverse cultures, enhances their cross-cultural communication abilities, and enables them to adeptly navigate international exchanges and collaborations. By enhancing their comprehensive qualities, students not only acquire professional knowledge and skills but also develop stronger

adaptability and team collaboration spirit, thereby distinguishing themselves in international competition.

Values education emphasizes cultivating students' sense of international responsibility and mission, enabling them to assume greater social responsibilities in a globalized context. Through values education courses and related activities, students come to recognize the close relationship between personal development, national interests, and global well-being, enhancing their awareness of contributing to society, the nation, and the world. Values education also guides students to focus on global issues such as environmental protection, peaceful development, and social equity, igniting their enthusiasm and motivation to participate in global governance. This sense of responsibility and mission not only enhances students' social value but also lays a solid foundation for their active engagement on the international stage in the future.

The synergistic development of values education with foreign language education can better cultivate international talents. Foreign language education provides students with language tools, while values education imbues language learning with deeper meanings. Integrating value elements into foreign language teaching helps students understand and promote Chinese culture and values, thereby enhancing cultural confidence alongside language acquisition. Through integrating values education principles and methods into language teaching, foreign language teachers enhance students' overall qualities. This organic integration not only improves students' language abilities but also lays the foundation for their confident expression and effective communication on the international stage, thus better achieving the goal of cultivating international talents.

5. Conclusion

The deep integration of values education with foreign language education has provided new pathways and methods for cultivating international talents. By integrating value elements into foreign language teaching, students have not only enhanced their language proficiency but also received comprehensive improvements in global perspectives and cultural confidence. The profound impact of values education enables students to uphold correct values and ethical standards in facing complex international environments, thereby strengthening their international competitiveness and sense of social responsibility. Looking ahead, it is crucial to further explore and implement synergies between values education and foreign language education, continuously innovating teaching models and methods. This will contribute to cultivating more high-quality talents with international perspectives, cultural confidence, and social responsibility, which are pivotal not only for educational reforms but also for achieving the goal of strengthening the nation through education.

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