

## Research and Practice on the Training Mode of "Foreign Language + International Trade" Major in the New Era

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**Abstract:** To meet the demand for specialized talent in international economics and trade in the new era, the traditional single-discipline approach to talent cultivation urgently needs reform. In recent years, the undergraduate education model of "Foreign Language + International Trade" has become one of the key directions for educational reform in Chinese universities. This study focuses on the International Economics and Trade program at Zhengzhou Sias University, employing various research methods such as literature review, case studies, and questionnaire surveys to conduct an in-depth analysis of the current status and issues of this broad category of talent cultivation both domestically and internationally. Based on these analyses, we have developed a new model for "Foreign Language + International Trade" talent cultivation in the modern era. This model covers multiple aspects including training objectives, curriculum structure, teaching methods, and faculty development, aiming to enhance students' overall quality and practical skills, providing a new perspective and approach for the cultivation of talent in international economics and trade.

**Keywords:** The Combination of Foreign Language and International Trade; Personnel Training; Interdisciplinary Integration; Practical Teaching

### 1. Introduction

As the global economy continues to integrate and trade liberalizes, the demand for professionals in international economics and trade is on the rise. To meet this growing need, universities in our country have begun exploring models that focus on cultivating versatile talents with a specialization in international trade. Traditionally, single-discipline talent cultivation has overemphasized theoretical knowledge while neglecting the development of practical

skills and innovation capabilities. This approach can no longer meet the demands of modern society. Therefore, it is essential to explore educational models that integrate multidisciplinary knowledge to nurture versatile talents. In recent years, both domestically and internationally, numerous higher education institutions have been actively researching comprehensive talent cultivation strategies under the category of "foreign language + international trade." Significant progress has been made in this area. Developed countries in Europe and America generally place great importance on interdisciplinary talent education. For example, in the United States, some higher education institutions offer multidisciplinary courses such as international trade and international business, aiming to enhance students' abilities in cross-cultural communication and practical operations. In Europe, some universities provide interdisciplinary courses like business English and international trade law, designed to strengthen students' skills in business negotiations and legal matters. Domestically, many higher education institutions are actively researching integrated talent cultivation strategies under the category of "foreign language + international trade." For instance, Peking University has launched the "International Economics and Trade" major (with a focus on business English), which combines professional knowledge in international economics and trade with business English skills, emphasizing the development of students' abilities in business negotiations and cross-cultural communication. Wuhan University has set up the major of "International Trade Practice", which is based on international economic and trade knowledge and focuses on cultivating students' ability to operate international trade business.

Despite this, there are still many shortcomings in the research on the "Foreign Language + International Trade" talent cultivation model both domestically and internationally. In this

context, how to innovate the education model for compound foreign language talents has become an important issue that universities urgently need to address. For example, research on the theoretical foundation and practical approaches of interdisciplinary integration is not yet deep enough, and the evaluation of the implementation effects of practical teaching projects is not comprehensive enough. At the same time, specific measures for building faculty teams are also unclear. Additionally, there are few case studies on the application of this cultivation model in China, and a systematic and complete theoretical system has yet to be formed. Therefore, the purpose of this study is to conduct an in-depth investigation into the theoretical basis and practical paths of the "Foreign Language + International Trade" talent cultivation model through various research methods such as literature review, case analysis, and questionnaire surveys. Combining the actual situation of the International Economics and Trade program at Zhengzhou Sias University, we have constructed a new era "Foreign Language + International Trade" talent cultivation model, hoping to provide new ideas and methods for the cultivation of talents in the International Economics and Trade field.

## **2. Analysis of the Current Situation of "Foreign Language + International Trade" Talent Training Mode at Home and Abroad**

Harvard University in the United States has launched a specialized course called "International Business," which integrates professional knowledge from economics, management, political science, and other disciplines with international business practices, emphasizing the cultivation of students' abilities in cross-cultural communication and leadership. The University of Michigan offers a major in "International Trade," which combines trade theory, trade policy, and trade practice, focusing on developing students' sensitivity, insight, and decision-making skills in response to changes in market environments and global competition dynamics. The Sloan School of Management, affiliated with the Massachusetts Institute of Technology, has introduced a specialized course named "International Management," which closely integrates professional knowledge from management, economics, finance, and other disciplines with international business practices, aiming to cultivate students with an international

perspective and outstanding business leadership skills. Imperial College London offers a major in "Global Strategy," which combines international politics with business development, emphasizing the cultivation of students' keen insight into changes in world affairs. The London School of Economics and Political Science has launched a specialized course called "International Relations and Economics," which closely integrates knowledge from economics, political science, history, and other disciplines with international relations research, aiming to cultivate students with an international perspective and analytical skills.

Peking University has launched the "International Economics and Trade" major in Business English, which integrates professional knowledge of international economics and trade with business English skills to cultivate students' abilities in business negotiations and cross-cultural communication. Renmin University of China offers the "International Political Economy" major, combining basic Marxist principles, scientific development concepts, theories for building a harmonious socialist society, and international economic and trade knowledge to focus on developing students' comprehensive qualities and application capabilities. Fudan University has introduced the "International Business" course, which closely integrates professional knowledge from multiple disciplines such as management, economics, and law with international business practices, aiming to develop students' comprehensive abilities in business management and law. Shanghai Jiao Tong University has established the "International Economic Law" major, which combines international trade knowledge with private international law theory, emphasizing students' ability to conduct business activities in English. The University of International Business and Economics has launched the "International Economics and Trade" major (focusing on international business), which integrates professional knowledge of international economics and trade with actual international business operations, particularly stressing the cultivation of students' abilities in international business and cross-cultural communication.

## **3. Problems and Challenges Faced**

At the present stage, the talent training mode of "foreign language + international trade" still

faces some challenges and problems in practice, such as:

Interdisciplinary course design seems less appropriate. Some schools merely combine foreign language courses with specialized courses without achieving true integration. Other schools focus too much on the connections between knowledge content when designing interdisciplinary courses, neglecting the interconnections between other disciplines, which results in unmet teaching objectives. For example, some schools only link English speaking and writing courses with international trade practices and international business negotiations, but fail to integrate foreign language learning with international business practice, leading to ineffective enhancement of students' cross-cultural communication skills.

There are obvious shortcomings in practical teaching projects. Many schools not only have limited numbers of practical teaching projects but also a monotonous variety, making it difficult to meet the diverse needs of students. Moreover, some universities do not place enough emphasis on conducting practical teaching activities, leading to certain issues in this area. For example, some schools merely arrange basic field trips for students without providing them with genuine business practice opportunities, resulting in a lack of substantial improvement in their practical and application skills.

The development of the teaching team is progressing slowly. Some teachers lack interdisciplinary teaching experience and practical skills, making it difficult for them to handle the training tasks for "Foreign Languages + International Trade" majors. At the same time, due to lower proficiency in foreign languages, students have little interest in their specialized courses, which affects teaching outcomes. For example, some foreign language teachers lack knowledge and practical experience in international business, making it hard for them to integrate foreign language education with real-world international business activities; some teachers in the field of International Economics and Trade also fall short in foreign language instruction, hindering their ability to combine professional knowledge with actual foreign language teaching.

The evaluation system has flaws. Some schools' assessment mechanisms overly emphasize the testing of theoretical knowledge while

neglecting the evaluation of students' practical skills and innovative abilities. Additionally, in actual teaching, teachers often focus solely on cultivating knowledge and skills but overlook the training of students' innovative awareness and capabilities. For instance, some educational institutions merely assess students' academic achievements through exams without employing various methods such as project-based practice or case analysis to comprehensively evaluate their practical and innovative abilities.

#### **4. Construction of a New Era Talent Training Model for "Foreign Language + International Trade" Majors**

##### **4.1 Training Objectives and Standards**

In the new era, the training goal of "foreign language + international trade" should focus on cultivating professionals with specific abilities:

Possess solid professional knowledge and technical skills in the field of international economics and trade: Not only proficient in the basic theories, practical operations, and international business negotiations of international trade, but also capable of applying this professional knowledge to solve real-world problems. Through practical teaching components, students gain an understanding of the dynamics of international economic and trade development, enhancing their ability to analyze and solve problems. For example, students should be proficient in professional terms related to international trade, settlement methods, and common practices in international trade, and have the ability to apply this knowledge in actual international trade operations.

Excellent foreign language skills and cross-cultural communication abilities: Proficient in one or more foreign languages, with outstanding listening, speaking, reading, and writing skills, and capable of engaging in cross-cultural communication. This is the goal of business English programs at Chinese universities. For example, students should be able to conduct business negotiations, write commercial documents, and engage in cross-cultural communication in a foreign language.

Innovative Awareness and Practical Skills: Possessing an innovative mindset and entrepreneurial spirit, being able to apply theoretical knowledge in practice, and having

the capability to solve practical problems. In teaching, instructors should focus on cultivating college students' innovative abilities, enhancing their overall quality through various means. For example, students should have the ability to conduct market research, design products, promote marketing, and other activities, and be able to apply the theoretical knowledge they have learned to actual operations.

**Teamwork and Leadership Skills:** Possess excellent teamwork and leadership skills, capable of completing tasks with others and having a certain level of leadership. It is important to cultivate students' team spirit. For example, students should have the ability to communicate effectively with others, collaborate in teams, and lead their teams to successfully complete various projects.

#### 4.2 Course System Construction

The talent training curriculum system of "foreign language + international trade major" should cover the following modules:

**Interdisciplinary Integrated Courses:** Combining foreign language and international trade courses such as Business English, bilingual international trade practices, and bilingual international business negotiations, these courses aim to cultivate students' interdisciplinary skills and knowledge. By offering elective Business English courses, students can expand their learning of relevant professional knowledge and enhance their intercultural communication skills. For example, in Business English instruction, real-world cases of international trade can be integrated, allowing students to gain a deeper understanding of practical operations while mastering Business English. The course "International Trade Practices (Bilingual)" permits the use of foreign languages, aiming to help students further develop their foreign language application skills on the basis of mastering international trade practices.

Practical teaching projects include: designing simulated international trade negotiations, corporate internships, and field trips to enhance students' practical and application skills. We can establish partnerships with cross-border e-commerce companies to allow students to participate in the daily operations and management of these platforms, thus gaining a deep understanding of real-world international trade processes. Additionally, we can arrange internships for students in companies, enabling

them to engage in the day-to-day work of enterprises, thereby improving their practical skills.

To foster students' innovative thinking and entrepreneurial skills, we offer entrepreneurship courses and organize various research and innovation activities for students. Through these measures, students can better apply theoretical knowledge in practical operations, thereby increasing their interest in applying knowledge to practice and enhancing their awareness of self-learning and personal development. For example, we can organize students to participate in innovation and entrepreneurship competitions like the "Challenge Cup," which can stimulate their innovative thinking and entrepreneurial passion; we can also encourage students to join teachers' research projects, thus strengthening their research capabilities.

#### 4.3 Reform of Teaching Methods

The following teaching strategies should be adopted for the training of talents in the category of "foreign language + international trade major":

**Project-based teaching** emphasizes project-centered learning, ensuring that students can absorb and apply their knowledge during the project execution. By engaging in various real or simulated work tasks, students can integrate what they have learned with practical situations, thereby enhancing their problem-solving and hands-on skills. We can encourage students to form teams, mimicking the model of international trading companies, to conduct market research, product innovation, and marketing activities, thus strengthening their overall skills. Project-based teaching is a new educational approach that stresses the combination of theory and practice, applying theoretical knowledge acquired in class to actual work. Adopting this method effectively cultivates students' abilities in teamwork, communication skills, problem-solving, and innovation.

**Case Study:** Through in-depth analysis of real cases, students can better grasp theoretical knowledge and enhance their problem-solving skills. In the teaching process, teachers should combine the content of the course to design relevant cases for explanation. We can select several representative international trade examples, allowing students to delve into the challenges and propose corresponding solutions.

Using case-based teaching methods in class can improve teaching effectiveness. Through case analysis, students' analytical skills, judgment, and problem-solving abilities can be effectively cultivated.

**Group Discussion:** In this way, we aim to foster students' teamwork and communication skills. Group members can speak freely as needed or raise questions, with the teacher providing appropriate encouragement during the process. For example, we can organize students into groups to explore key issues in international trade and share their perspectives and opinions. During the group discussion, the teacher should promptly provide feedback to help students deepen their understanding. Through group discussions, students' teamwork spirit, communication skills, and expression abilities can all be cultivated.

#### 4.4 Teacher Team Building

Cultivating talents in the category of "Foreign Languages + International Trade" indeed requires a high-quality educational team. Currently, universities across China generally suffer from a lack of interdisciplinary talent, with insufficient interdisciplinary faculty being a significant reason. Schools have the responsibility to strengthen professional training for teachers to enhance their capabilities in interdisciplinary teaching and practice. By cultivating teachers' interdisciplinary comprehensive qualities through multiple channels, we can improve their knowledge accumulation and application levels in various disciplines. Teachers can participate in interdisciplinary teaching training to master relevant theories and techniques; we can also motivate teachers to work on-site in enterprises to enhance their practical skills. Additionally, we should guide teachers to actively participate in various academic competitions to improve their understanding of knowledge across different disciplines. At the same time, we encourage teachers to engage in research projects and innovation and entrepreneurship activities to boost their research capabilities and innovation abilities.

#### 5. Practice Exploration of "Foreign Language + International Trade" Talent Training Mode in the New Era

The International Economics and Trade program at Zhengzhou Xiasis University emphasizes

interdisciplinary integration in its curriculum design, offering courses such as Business English, International Trade Practice (Bilingual), and International Business Negotiation (Bilingual). The program actively employs project-based teaching methods and case analysis, achieving excellent educational outcomes. By reforming talent cultivation models, building a rational curriculum system, and strengthening faculty development, the quality of course instruction has significantly improved. The university also actively collaborates with various enterprises, implementing practical teaching projects like simulated international trade negotiations, corporate internships, and field trips, effectively enhancing students' practical skills and application abilities. To cultivate high-quality talent and improve graduate employment rates, the university strengthens faculty development by formulating the "Talent Cultivation Plan" and related supporting systems, laying the foundation for a "dual-qualified" faculty team. Additionally, the university has established a scientific teaching effectiveness evaluation system, regularly assessing students' academic performance, teachers' teaching capabilities, and the utilization of teaching resources, enabling timely identification and resolution of issues, and continuously improving and optimizing teaching models.

#### 6. Conclusion

In the context of the new era, the "Foreign Language + International Trade" talent cultivation model is a method that meets the demands of contemporary development. It significantly enhances students' overall quality and practical skills. This model primarily includes three aspects: international educational philosophy, curriculum system construction, and teaching implementation. Zhengzhou Sias University's International Economics and Trade program plans to further optimize its talent cultivation strategy, aiming to contribute to the cultivation of more high-quality experts in the field of international economics and trade.

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