

Reform on Foreign Language Teaching Models Based on Cultivating Innovative Foreign Language Talents

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Abstract

In the process of foreign language teaching, we should fully and comprehensively conform to the development trend of the times, actively and effectively improve the quality and effectiveness of foreign language talent fostering, scientifically and comprehensively optimize the overall quality and cognition of talents, and further enhance the core of foreign language talents competitiveness and job quality. At this stage, China's international status is constantly improving, and foreign economic, cultural, and social exchanges are becoming more frequent, and the demand for professional foreign language talents is also increasing. Under the new background, in order to scientifically and accurately improve the effectiveness of foreign language teaching, we should focus on grasping the direction and ideas of innovative foreign language talent training, actively innovate and change foreign language teaching models, and promote the reform on conventional teaching model in an all-round way for innovation. In the specific practice of cultivating foreign language talents, we should focus on building up a diversified curriculum system, actively constructing a high-quality faculty team, and comprehensively developing multiple practice opportunities.

Keywords

Innovative foreign language talents; Foreign language teaching model; Reform.

1. Introduction

Innovation has been the mainstream idea nowadays, being the focus of world economic and social development. Premier Li Keqiang put forward the mass entrepreneurship and innovation initiative in the 2015 Government Report so that China's economy can be reinforced in quality, efficiency and updating. Therefore cultivating innovative talents has been pressingly necessary as talents play a remarkable role in the innovation practice. Upon the current circumstances reform on foreign language teaching models is of necessity in order to achieve the effectiveness of talent cultivation and to promote talents' capacity and quality all around, advocating the innovation on traditional models of talent cultivation. It can be seen that the reform on foreign language teaching means that only an overall reform on talent cultivation models can help increase the effectiveness of talent cultivation and nurture the innovative foreign language talents comprehensively through efforts on the optimization of curriculum system, platform of student placement and faculty team.

2. Analysis of Connotation of Innovative Foreign Language Talents

In the practice of foreign language teaching, it is necessary to fully understand the actual needs of the innovation-oriented construction in our country, fully integrate and analyze the actual needs of social posts, and effectively promote the cultivation of innovative talents. It is no denying that the cultivation of innovative talents by taking multiple measures in comprehensive sense can not only overall improve and optimize the quality and ability of foreign language talents, but also truly enhance their future job competitiveness. But what on

earth are innovative foreign language talents? Innovative talents are those with creative thinking and personality, who are mainly qualified with innovative knowledge, ability, personality and character. Innovative foreign language talents should be inter-disciplinary foreign language talents with innovative quality. The so-called compound capacity means that foreign language talents should not only have good acquisition in foreign languages, solid grasp of majors and sound competence in language use, but also have strong capability in cross-cultural communication. In today's social context, innovative foreign language talents not only need to have sound linguistic competence and deserving ability in practical use, but also need to have extensive and comprehensive knowledge and practical ability in other fields, such as law science, finance, medicals, information technology and the like. Hence, in education practice, in order to cultivate innovative foreign language talents scientifically and efficiently, scientific and comprehensive reform and innovation of foreign language talents cultivation models should be emphasized in higher education, improve the quality and effectiveness of talent cultivation truly and further consolidating the overall quality of foreign language talents.

3. Paths of Cultivating Foreign Language Talents

In the context of "mass entrepreneurship and innovation", an effective promotion of cultivating innovative foreign language talents should rely on scientific and efficient paths of talent cultivation so as to truly improve the effectiveness and quality of talent cultivation, and to comprehensively enhance the improvement and optimization of talent literacy. In the process of fostering innovative foreign language talents, only when the use of efficient and scientific approaches are adopted can it realize the all-round nurturing of innovative talents.

3.1. Building Up A Diversified Curriculum System

In the practice of cultivating innovative foreign language talents, a solid and efficient curriculum system is remarkably imperative. In order to effectively promote the in-depth development of talent nurturing work and comprehensively improve the overall effect of talent cultivation, we should effectively build up a scientific and systematic curriculum system, actively creating a solid material foundation for talent training work.

In the traditional foreign language teaching model, the curriculum system is relatively simple. For example, in English teaching, the contents of different courses mostly exist as the knowledge of English major. Even if some other knowledge is integrated in the practical process, in many cases they are found optional courses, which makes it not only difficult to improve the effectiveness and quality of talent nurturing, but also conducive to enhancing students' overall cognitive interest in English. Accordingly, in the practical process of fostering innovative foreign language talents, priority should first go to the reconstruction of a well-organized curriculum system, of which diversified curriculum contents must be implemented in order to boost the efficiency of foreign language talents nurturing scientifically. In particular, language application should be in the emphasis when language talents find their role in practice. Besides the corresponding linguistic and literary courses in foreign language majors, other courses related to language such as business English, financial English, legal English are also necessary to make students ready for future vocation opportunities as the society needs, in this way can students' foreign language ability and overall quality be comprehensively improved and optimized. It is no doubt that the cultivation of innovative foreign language talents depends on a sound and diversified curriculum system. An important example can be found here when Chinese culture is integrated in the education of foreign language students, they can be prepared for the future communication of Chinese culture with strong confidence and rich cultural knowledge, spreading the concept of harmony to the outside world as the global peaceful coexistence has been always the theme. In contrast, the conventional in-class teaching

find it difficult to help really improve and optimize students' accomplishment in foreign languages, and not conducive to the expansion and extension of students' language knowledge. In view of this, while building up a perfect curriculum system, we should also gear to the reform on teaching and the optimization of the curriculum teaching model. Blended teaching mode can be taken as a helpful way, for example, in the practice of nurturing innovative talents. The so-called blended teaching mode, in addition to basic channel of in-class teaching, students' initiation should also give a full play as triggered, namely, they need to be directed to make good use of the Internet resource, actively choose the corresponding course content with a clear understanding of their own needs for study and major development so that their foreign language literacy and cognitive ability can be improved comprehensively. There has been evidence in a series of practical teaching patterns that a diversified and scientific curriculum system can help widen students' horizons to a large extent, and swing students' thinking activity in an all-round way, actively guiding students to apply language knowledge to the specific professional fields with the purpose of truly improving students' comprehensive ability to use foreign languages. Thus the students are growing into qualified foreign language talents as the undergraduate program requires.

3.2. Constructing High-quality Faculty Team

In the process of foreign language talents cultivation, it is a must to complete the comprehensive construction of high-quality faculty team when we intend to scientifically and efficiently promote the profound development of foreign language talents education, improving and optimizing the overall ability and comprehensive quality of foreign language talents in an active and effective sense since the talents growth is always under the guide of faculty members in higher education. Obviously, teachers are a crucial player in the process of fostering innovative foreign language talents, who are responsible for implementing the corresponding requirement and tasks in the program and curriculum system. Teachers are doing the interpretation of the program and the routine work till the completion while preparing students for different vocational opportunities.

In order to really achieve the teaching effect of innovative foreign language teaching, promoting the reform on the models of foreign language teaching, it is imperative to construct a high-quality faculty team as the qualified faculty are the principal factor in advancing the curriculum tasks and program spirits. On the one hand, in the process of reform and innovation of foreign language teaching models, teachers' knowledge structure should be improved and optimized scientifically and comprehensively with an overall high quality enhanced. Particularly the teachers ought to have different responsibility division with a good command of the respective professional knowledge for various fields. In the specific practice of talent cultivation, teachers should be highlighted as the principal role, and they should be guided to have themselves improved with teaching innovation in their teaching process, accurately and effectively picking up the prominent problems for a change, and actively exploring advanced and scientific teaching methods to develop their own distinctive teaching styles. On the other hand, we should also pay attention to the overall personnel constitution of faculty team so that well-qualified foreign teachers should be enrolled in addition to the construction of sound local faculty members. It must be admitted that, in the process of cultivating innovative foreign language talents, appropriate proportion of foreign teachers among the faculty members can not only help bring about a good audio-visual experience for students and the good chance for them to really enjoy the idiomatic language instinct, but also can find students a good cognition of cultural block and comparison between Chinese and western cultures and the different modes of thinking in the between, thus effectively activating the mindsets of the students for even further intellectual enquiries. Chinese people have been seeking to grow strong with a good toleration of scientific and valuable knowledge and thinking patterns from foreign nations. We

are confident that there will be effective coordination when qualified foreign teachers are imported to help the construction of innovative foreign language teaching models.

Moreover, in the process of cultivating innovative foreign language talents, colleges should initiatively tap into the coordination of local teachers and foreign teachers, based on the work of the Teaching and Research Section so as to explore and develop new models of foreign language talents cultivation with scientific and efficient design of foreign language curriculum system, promoting the overall optimization and effect of foreign language teaching. By relying on the work of the Teaching and Research Section, teachers' experiences can be shared and smooth interaction among them may often take place, hence it is hoped that an all-round improvement can be seen in terms of their quality and teaching innovation ability. It is through the efforts of the new type of faculty team that the reform of teaching models are forwarding and the innovative talents are growing.

3.3. Actively Creating Multiple Practice Opportunities for Students

In the process of foreign language teaching, it is of importance to actively create multiple practice opportunities for students aimed at cultivating innovative foreign language talents scientifically and comprehensively. As foreign languages themselves are sensibly engaged in practice, only when students persist in placing the foreign languages appropriately in practice while learning can they really improve their literacy and overall application ability of foreign languages.

Accordingly, the teachers should help comprehensively develop the platforms of practical education connected with the needs of their work so as to optimize the effect of practical education. On the one hand, teachers should have a good control of the in-class effect, actively creating different practical activities of foreign language learning to guide the students to use foreign languages to communicate and interact such as discussion, answering questions. The scientific creation of foreign language learning scenarios for students must be highlighted to guide students to apply and learn foreign languages in specific situations. In addition, it is also helpful for the teachers to guide the students to conduct foreign language practice in the after-class time. For instance, the teachers can divide the students into several groups and guide them to conduct in-depth and comprehensive foreign language interaction and communication after class. On the other hand, in the process of nurturing foreign language talents, colleges should actively promote effective college-enterprise cooperation as an important option for student's practice education as the government has been increasingly highlighting students' practical process in higher education. Hence a scientific and efficient college-enterprise cooperation is very significant, based on which it is available to develop an all-round practice opportunity for students to ensure that students are more likely to apply theoretical knowledge to practice. The same case is the cooperation between colleges and secondary schools so that foreign language students can find the helpful work in language teaching practice. In view of that, a long-term cooperative relationship and high standards of practice platform can help guide foreign language undergraduate students actively involved in the real environment to feel the charm and distinctness of foreign languages, finding out their own deficiencies in the study to make a correct modification for further improvement in the language learning. It is no doubt that authentic workplace experience is incomparable and imitated by classroom teaching in the process of cultivating foreign language talents.

As discussed above, the teachers should guide students to actively participate in practical activities in relating enterprises, effectively polishing and optimizing their application ability of foreign languages and practical accomplishment to have the overall ability enhanced. It can be seen that in the real workplace environment, students may encounter various problems when using foreign languages while effective practical work can be beneficial to improve their ability and level of tackling problems.

4. Foreign Language Teaching Models Based on Cultivating Innovative Foreign Language Talents

In the practice of foreign language teaching, in order to scientifically and comprehensively improve foreign language teaching effect and effectively optimize the quality of foreign language teaching, we should adopt the efficient foreign language teaching models scientifically and precisely based on the direction of cultivating innovative foreign language talents. It is proved in the practice that a scientific and efficient foreign language teaching models always plays an important role in the process of foreign language teaching.

4.1. Actively Adopting Individualized Teaching Mode

A scientific and efficient foreign language teaching mode can help optimize the quality of foreign language teaching in a great sense, improving the level of foreign language teaching in the process of cultivating innovative foreign language talents. In the virtual work of foreign language teaching, noticeable differences are found in individual student's foreign language literacy and their cognitive level. In order to truly improve the effectiveness of foreign language teaching and advance each student's development, teachers should comprehensively and accurately find out students' cognitive differences and actively adopt individualized modes in the process of foreign language teaching.

As for the individualized mode of foreign language teaching, , teachers should have a clear mind of multi-level teaching in foreign language teaching practice, concerning the difference of student's individual attainment, and construct the thorough and individualized teaching plan accurately to ensure that each student can grow into the ideal foreign language talents. Namely, the individualized education is highlighting the excavating of student's individual personal specialty to foster their individual development.

On the one hand, in the education process the scientific cultivation of innovative foreign language talents requires the teachers to understand each student's difference in foreign language ability and quality through careful analysis, and to make hierarchical teaching plans by combining their distinct thinking modes, effectively getting rid of conventional rigid teaching scheme and reaching sound effect of students' foreign language learning. On the other hand, in the practical activities the teachers should have the plan designed based on students' cognitive differences of foreign languages with various practical activities planned precisely and comprehensively to make sure that every student can find the role of participation with their interest stimulated and nurtured in foreign languages. Furthermore, teachers should mind planning hierarchical assignments guiding the students to consolidate and improve according to their own learning needs.

4.2. Scientifically Adopting Cooperative Teaching Mode of Chinese and Foreign Teachers

In the practice of cultivating innovative foreign language talents, it is worthwhile to explore some scientific and efficient cooperative teaching mode between Chinese and foreign teachers in order to improve and optimize the practical effect of talent education and guarantee the quality in an all-round way. As stated above the local teachers may still have some weakness in spite of their good attainment and teaching ability in foreign languages, thus the properly-organized play of foreign teachers can surely make offset in proceeding the teaching work to help reach ideal effect of foreign language teaching. In doing so, efficient and scientific modes of foreign language teaching must be adopted by actively taking the cooperative mode between Chinese and foreign teachers to enhance the effectiveness and quality in teaching.

In the specific process, the following ways can be suggested: First, jointly preparing lessons. Cooperation between the Chinese and foreign teachers based on the role of Teaching and

Research Section means the two parties jointly determine the content of the language drilling and cultural learning and discuss the core idea and main methods in stimulating students' learning interest for enhancement to ensure that students are fully involved, having students' literacy and overall cognitive level of foreign languages optimized in a true sense. Second, cooperative teaching. the mode of cooperative teaching should also be implemented in the process of talent cultivation. The so-called cooperative teaching means that Chinese and foreign teachers should cooperate in teaching with their respective teaching content. For example, in practice, Chinese teachers are preferred to teach when discourse structure and language features are involved. Likewise, foreign teachers are better choice if the teaching involves semantic usage and western cultural background. Through efficient cooperative teaching, the overall quality of teaching can be guaranteed, and the level and intensity can be scientifically boosted. Last but not the least, join student assessment. The mode of jointly evaluating students is necessary in the process of cultivating innovative talents. In case it comes to theory assessment, Chinese teachers are in charge, while for practical ability assessment, foreign teachers should take responsibility.

4.3. Actively Adopting Task-based Inquiry Teaching Mode

In the process of foreign language teaching, it is remarkable to highlight the subjectivity of students role and guide them to act as the key subjects in learning so that their practical ability and innovative quality are better cultivated to achieve the effectiveness of talent nurturing accurately and the optimization of their overall quality comprehensively. Thus the task-based inquiry teaching mode is an appropriate option to focus on student's subjective role. It can help guide the students to conduct independent inquiry and cooperative exploration according to the established tasks, so as to optimize students' foreign language literacy and truly improve their ability in foreign language use. In particular, it is necessary for teachers in the teaching process to grasp the needs of course teaching, scientifically creating hierarchical, differentiated and personalized inquiry tasks so the students can be guided to conduct the explorative study to grow strong in the overall quality. Under the guidance of clear tasks, students can well devote themselves to English learning practice, while teachers can effectively modify the orientation and innovate teaching methods according to students' attainment distinct in the process of task completion. After the students complete their learning tasks, the teacher can assess them by the task performance, or have the students elaborate their task completion process and share the results in front of the classmates.

5. Conclusion

In the process of foreign language teaching, aimed at scientific and efficient innovation and optimization of the models of foreign language teaching, and accurate improvement and enhancement of students' foreign language attainment and language application ability, it is necessary to innovate foreign language teaching models based on the goal of cultivating innovative foreign language talents. In the reform, diversified curriculum system, high-quality faculty team, multiple practice opportunities for students are important paths while individualized mode of foreign language teaching, cooperative teaching mode between Chinese and foreign teachers, task-based inquiry teaching mode are serving for model selection on which the real effect of the foreign language teaching can be reached as well as the students' overall growth.

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