

Research on the Cultivation of Applied Talents in ASEAN Minor Languages under the Background of Digital Economy

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Abstract: With the comprehensive launch of the construction of China ASEAN free trade area, the trade exchanges and exchanges between China and ASEAN countries have become closer, and the related cooperation fields have become more and more extensive. In the related cooperation and exchanges, language is one of the main obstacles. With the increase of digital trade and exchanges at this stage, the shortage of minor language talents is more prominent in the development of China and ASEAN. This paper takes Thai minor language as an example, and studies the ideas and strategies of ASEAN minor language applied talents training under the background of digital economy.

1. Introduction

The development of digital economy has shifted the traditional transaction and communication from a single offline to a combination of offline and online. Under this background, in the training of minor language talents, attention should also be paid to the cultivation of talents' digital and information literacy, and the efficiency of minor language applied talents training should be constantly improved. From the perspective of the current ASEAN minor language talent training, there are still some shortcomings and problems. For this, we need to actively explore the problems and study the feasible path of ASEAN minor language applied talent training in the context of digital economy.

2. Problems existing in China's training of applied talents in ASEAN minor Languages

2.1. The discipline orientation is not scientific enough, and the level of teachers needs to be improved

Judging from the actual situation of some colleges and universities in China, many colleges and universities offer minor language courses, and there is a certain following behavior. However, in fact, the faculty and teaching resources of relevant colleges and universities are very limited, and foreign teachers are in serious shortage. As a result, it is difficult for students to learn ASEAN minor languages in depth, and they are not proficient in learning them. The market competitiveness of minor language talents trained in this way is insufficient [1]. Some colleges and universities follow the trend

of setting up Thai and other minor language majors, and their own qualifications fail to meet the requirements, which also brings certain difficulties to the teaching management. In addition, the professional structure of teachers in many colleges and universities is unreasonable, especially the number of teachers with a minor language foundation is minor, and the overall educational level of minor language teachers is not high, which limits the realization of high-quality training objectives for ASEAN minor language applied talents in China.

2.2. The curriculum is unscientific and the cultivation of students' cross-cultural literacy is insufficient

Although minor languages are gradually paid attention to in the professional construction of many colleges and universities in China, in the education system of our country, cross-cultural teaching occupies a minor proportion in the course learning of minor languages. In fact, cross-cultural education occupies an important position, but in the corresponding syllabus, cultural education is not put in an important position. Therefore, cross-cultural education in cross language teaching has always existed in a minor amount in curriculum teaching, but there is very little targeted cross-cultural education. At this stage, in the teaching of Thai translation, many colleges and universities carry out cross-cultural education without a specific syllabus or a perfect curriculum [2]. In the teaching of Thai translation, students' teaching goals are often confused with the culture obtained through language teaching. The content and materials related to cross-cultural education also lack the necessary educational environment, so it is difficult to promote students' ideological awareness through cross-cultural education, which is not conducive to cross-cultural knowledge learning. Students lack cross-cultural learning, and it is difficult to really realize the interaction between the two languages. For the lack of cultural background and details of Thai translation, it is difficult to achieve effective switching between the two languages. There may be misunderstanding in the results of translation, which is unfavorable for the training of ASEAN minor language application-oriented talents.

2.3. The curriculum is too comprehensive, but the cultivation of talents' information literacy is insufficient

From the current situation of Thai minor language courses in relevant universities, in addition to the insufficient proportion of cross-cultural teaching, there are also some problems in the content and direction of minor language courses. The training of ASEAN minor language application-oriented talents requires more talents with excellent professional knowledge and language application skills. Relevant talents should not only master solid theoretical knowledge of language, but also learn to use multiple languages for listening, speaking, reading and writing, and be able to carry out in-depth exchanges and communications in specific professional fields [3]. However, at present, in the Thai language curriculum of relevant universities, too much emphasis is placed on the theoretical part of knowledge, while relatively little attention is given to language professional skills education. The minor language talents trained in this way can only carry out simple language communication, but in terms of professional communication and communication, they often appear to have more than enough strength. In fact, ASEAN minor language application-oriented talents need to adapt to the needs of the development of the times, must be based on the rapid development of the digital economy at this stage, and pay attention to the training of students' information and digital literacy. Although the current college curriculum is relatively comprehensive, but the training of talents' information literacy is insufficient, so it is difficult to really adapt to the needs of the development of the digital economy.

3. ASEAN minor language application-oriented talents training strategy in the context of digital economy

3.1. Paying attention to teacher training and improving the level of education

To ensure the training benefits of ASEAN minor language applied talents, in specific talent training, it is necessary to ensure the construction of a high-quality and high-level minor language teaching staff. For example, for the teaching of Thai minor language, professional teachers should be provided. For the limited level of the existing curriculum teachers' own ability, teachers of relevant courses should be actively organized to participate in training and further education, and the construction level of the teaching staff should be constantly improved [4]. The school should further optimize the age structure and professional structure of the teachers of minor language courses, encourage young and middle-aged teachers to actively carry out teaching and scientific research, and adhere to the talent management model of combining the introduction and invitation, in order to carry out training and exchange activities for professional teachers, promote the continuous improvement of teachers' practical teaching experience and teaching skills, and ensure the high-quality training of ASEAN minor language application-oriented talents.

In the era of digital economy, we must pay attention to the cultivation of the information teaching ability of the majority of small language teachers, which is not only the objective requirement of the education reform and development in the information age, but also to promote the deep integration of information technology and education and teaching, and the urgent need to promote the reform of "three teaching" and "classroom revolution". Through training and learning, promote small language teachers consciously update vocational education idea, actively participate in curriculum construction and teaching reform, to realize the school "building a batch of high level of structured teachers innovation team, develop a batch of new quality materials with vocational education characteristics, form a set of conform to vocational type characteristics of adaptive teaching, concise a batch of rich vocational education characteristics of the classroom revolution successful experience and typical case" of the three teaching reform goal task contribute a strength. In the era of digital economy, teachers should also fully grasp the development trend of information teaching, information teaching means and the functions, prospects and characteristics of cloud teaching materials. With the importance and urgency of promoting education and teaching reform by relying on information technology, relevant colleges and universities should strengthen and arrange the work arrangement of teachers' teaching ability competition, online course development, cloud textbook compilation and project approval. Stimulate teachers' interest in the construction of cloud teaching materials, promote them to improve their information teaching ability, actively participate in the construction of cloud teaching materials, and promote the reform of teaching methods and teaching modes, make full use of information teaching means to improve the teaching quality, and improve the teaching quality of small language courses. Through the improvement of teachers' information teaching skills, more course teachers can innovate the course teaching mode, make the teaching of small language course radiate charm, break through the limitations of traditional language course teaching, and stimulate students' interest in small language learning.

3.2. Building a cross-cultural communication platform and creating a good language learning environment

Under the background of digital economy, relevant colleges and universities should also step up to build a cross-cultural and interdisciplinary in-depth communication platform, explore a new management mode of mixed accommodation for students at home and abroad with the support of information technology, break through the centralized management and control mode of traditional

colleges and departments, so that students from different countries can come together, create a mixed cultural exchange environment and atmosphere, and let students have the opportunity to participate in cross-cultural and interdisciplinary exchanges [5]. In this regard, colleges and universities can build international student apartments as the standard and dormitories for Chinese and foreign students to live together, so that Chinese and foreign students of the same sex can live in the same apartment dormitories, and each student has an independent bedroom, a public living room and a bathroom, which not only ensures the personal privacy of students, but also allows their communication to have commonalities. In this way, students living in the same apartment can cooperate, communicate in daily life, and create a good interaction space. In combination with the diversified cultural backgrounds and subject differentiation characteristics of Chinese and foreign students, we should also actively optimize the design of apartments, so that students' interdisciplinary and cross-cultural abilities can be effectively cultivated.

3.3. Optimizing the curriculum design to reflect professionalism

To cultivate applied talents in ASEAN minor languages, the more the better, but the better, in terms of professional curriculum, and should reflect the combination of theory and practice of the curriculum. Therefore, in the course setting of minor language courses, we should fully combine the training needs of minor language application-oriented talents, reasonably reduce the redundant course setting, pay attention to the cultivation of students' language practical application ability, and highlight the importance of practical teaching. In the era of digital economy, we should reflect the innovation of the curriculum, be good at using effective information technology and software equipment to support, and innovate the teaching mode of the curriculum, in order to introduce information based teaching exploration, so that students can also be exposed to information technology in the course of learning, and can also cultivate information literacy while completing language knowledge learning, which is essential to enhance their future job competitiveness.

Under the background of digital economy, the training of small languages talents should also innovate in forms and methods. At present, information technology can provide support for teachers to small language course teaching innovation, in the specific teaching process, with the help of information technology can build flipped classroom, micro class, hybrid classroom innovation course teaching mode, keep students' interest in course learning, change the traditional classroom teaching mode single boring condition, enhance the interaction between teachers and students. Such as, in the mixture of small language teaching, teachers need to specific chapter content unit design, set the task list, related preview content uploaded to the platform of curriculum resource library, meet the students' needs of online preview learning, differentiation offline classroom teaching pressure, let the students need to learn the content of each class. Relevant teaching resources should not be a single form of text, but should upload diversified resources such as text, pictures and audio to meet students 'different learning needs and stimulate students' interest in course learning. In the class, teachers can combine the students' online preview situation, do a good job in teaching reform, grasp the teaching focus, and improve the classroom teaching efficiency. Finally, through the teaching activities, can let teachers to gain, timely grasp the problems in the course teaching, improve the ideological understanding, attaches great importance to the small language teaching, strengthen service student consciousness, guide their collective lesson preparation, grasp the key and difficult, discussion to adapt to the students' teaching methods, speak less practice, more guidance. Through related teaching feedback, let the teachers have learned content, decorate the next stage new tasks, teaching separation, the final score, through the national scale at the same time, the students' computer test pass rate as an important index of teaching quality evaluation, promote professional course teachers of small language teaching and quality evaluation have a new understanding. The construction of a new small

language classroom through information technology can effectively promote the development of course teaching, change the problem of traditional small language teaching form and boring method, stimulate students' interest in language learning, improve students' participation in the classroom, and improve the effectiveness of information education.

4. Conclusion

In the context of the digital economy, to carry out the training of minor language application-oriented talents, we must pay attention to the market demand, clarify the demand trend of language talents in the development of ASEAN, and clarify the basic qualities that relevant language talents should have, and constantly adjust the curriculum, cultivate high-quality teachers, in order to constantly enhance the importance of cross-cultural teaching to create a good language learning environment for students, and promote the high-quality output of minor language application-oriented talents.

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