

# *Cultivation of Composite Business English Talents under the Background of New Liberal Arts*

Conghong Shi

*Yangtze University College of Arts and Sciences, Jingzhou, 434020, China*

**Keywords:** New liberal arts; Composite business English talents; Business English major

**Abstract:** The construction of "New Liberal Arts" is an important measure of China higher education reform. The so-called "new liberal arts" refers to the integration of theories and methods from multiple disciplines such as philosophy, political science, economics, law, education, literature, history, etc. into education and teaching to cultivate composite talents that meet social needs. Business English is a professional English course in the field of business, closely related to international business activities. This article will conduct research in the context of the new liberal arts, discuss the significance of cultivating composite business English talents, and propose several strategies for talent cultivation, hoping to help improve the quality of business English talent cultivation in universities.

## 1. Introduction

Business English is a core course for English majors in Chinese universities, with the main goal of cultivating versatile talents with solid English language skills and professional knowledge. With the rapid development of international trade, higher requirements have been put forward for business English talents. They not only need to master basic business knowledge, but also have strong cross-cultural communication skills and international business operation abilities. The construction of new liberal arts is an important measure of national higher education reform, which is not only an adjustment and optimization of the development direction of existing liberal arts majors, but also a reform and innovation of the existing teaching content and methods of liberal arts education. In this context, the traditional talent training model for liberal arts and science majors must be reformed and innovated, and relevant research must be conducted on this.

## 2. The significance of cultivating composite business English talents

In the new round of technological revolution and industrial transformation, New Humanities focuses on the core issues of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them", with "knowledge innovation, theoretical innovation, and method innovation" as the main tasks, and "reshaping the humanities" and "achieving the integration of humanities and social sciences" as the value orientation. The aim is to establish a new type of humanities and social sciences system with Chinese characteristics, with the construction of philosophy and social sciences discipline system, academic system, and discourse system as the core. Business English is an essential part of international business activities, especially for enterprises engaged in international business

activities. Therefore, cultivating composite business English talents with international perspectives and cross-cultural communication abilities is of great significance for the cultivation of business English talents in Chinese universities[1].

In addition, cultivating versatile business English talents can also enhance students' employment competitiveness. China's current international status is becoming increasingly important, and it has become the world's second largest economy in international trade, with its international influence gradually increasing. From the perspective of cultivating business English talents, they need to have solid professional knowledge, good English application ability, strong cross-cultural communication ability, and certain management skills. In addition, they also need to master the basic knowledge of international business activities and be able to proficiently apply this knowledge to deal with various problems that may be encountered in business activities. Therefore, Chinese universities should accelerate the cultivation of versatile business English talents, continuously improve their comprehensive qualities, and enable them to be competent in various types of job positions, providing strong talent support for the development of China's foreign trade[2].

### **3. Strategies for cultivating composite business English talents**

#### **3.1. Optimizing the curriculum system**

Optimizing the curriculum system for cultivating business English talents is a prerequisite for cultivating versatile business English talents. In the context of the construction of new liberal arts, Chinese universities should actively explore new talent cultivation models, shifting from simple English major teaching to the cultivation of versatile talents. In the context of the new liberal arts, business English teachers should establish modern educational concepts, attach importance to the cultivation of humanistic literacy, and optimize the curriculum system. Firstly, emphasis should be placed on imparting basic language knowledge. Business English courses should focus on cultivating students' basic language skills such as listening, speaking, reading, writing, and translation, as well as their cross-cultural communication abilities. Secondly, it is necessary to integrate general education into the curriculum system. In the business English curriculum system, it is necessary to not only impart professional knowledge and skills in business to students, but also strengthen the cultivation of their humanistic literacy and innovation ability. Once again, we should attach importance to the cultivation of innovative abilities. Business English courses should not only cultivate students' mastery of English language knowledge and skills, but also cultivate their ability to analyze and solve problems. Finally, attention should be paid to the integration of students' humanistic literacy and innovation ability. In the context of the new liberal arts, universities should integrate humanistic literacy education throughout the entire process of talent cultivation, focusing on improving students' comprehensive abilities in humanities, innovative thinking, and practical abilities, so as to make them composite talents who can adapt to the development needs of the new era[3-4].

#### **3.2. Reform teaching mode**

At present, there is a problem of "emphasizing knowledge over ability" in the teaching of Business English courses in Chinese universities. In the context of the construction of new liberal arts, Chinese universities should transform their teaching concepts and explore new teaching models to meet the demand of society for versatile business English talents.

The change in mode mainly focuses on enhancing teaching practicality. Practice is the key link in learning. Universities can fully utilize their disciplinary advantages, strengthen cooperation and communication with enterprises, and provide students with more opportunities and platforms to participate in social practice activities. The forms are mainly divided into on campus and off campus,

as shown in Table 1. In addition, teachers can also offer courses on "Business English+Professional Knowledge" through online platforms to broaden students' professional knowledge horizons, or organize practical activities with the theme of "Business English+Professional Knowledge" to cultivate students' ability to apply professional knowledge and skills to solve practical problems[5].

Table 1: Forms of Practical Activities

On campus form	Foreign Trade Training Room
	International Business Negotiation Training Room
Off campus format	Business Negotiation Simulation Training Base
	Practical courses on "Foreign Trade Practice" and "International Finance"

### 3.3. Implementing a blended learning approach of "online+offline"

The characteristics of the blended learning mode of "online+offline" are shown in Table 2. Through the Internet and multimedia technology, teachers can present knowledge points to students in the form of pictures, texts, videos, etc., to stimulate students' interest in learning. At the same time, teachers can also assign homework with a focus on business English knowledge, allowing students to complete relevant exercises through online platforms after class. After class, students can also complete relevant homework and test online through the Internet. This teaching model not only helps to enhance students' interest in learning, but also helps them consolidate their knowledge and improve their language proficiency[6].

Table 2: Characteristics of blended learning mode of "online+offline"

Characteristic	Embody
Combining online and offline teaching	Organically combining the advantages of online teaching and traditional classroom teaching, utilizing two different teaching forms to promote student learning
Combining in class and out of class activities	Combining the advantages of classroom learning and extracurricular self-directed learning to complement each other and meet the learning needs of students

Therefore, online teaching can compensate for the shortcomings of offline teaching, provide students with more learning opportunities, and make the teaching process more lively and lively. In the context of the construction of new liberal arts, universities should actively promote the application of the "online+offline" blended teaching mode in business English courses, in order to improve the teaching quality of business English courses. Firstly, universities should make sufficient preparations in the early stages of the curriculum, strengthen the construction and management of online teaching platforms, and provide teachers with a good online teaching environment; Secondly, teachers should strengthen their attention and analysis of students' online learning situation, and timely understand the problems that exist in students' online learning; Finally, teachers should make overall plans for online teaching, organically combining traditional classroom teaching with online teaching through classroom interaction, group cooperation, and other methods, so that online and offline learning complement each other[7].

### 3.4. Strengthen the construction of the teaching staff

Teachers are an important subject in subject construction and teaching reform, as well as the main force in the construction of "new liberal arts". Therefore, universities must attach great importance to the construction of a team of business English teachers and provide strong guarantees in terms of

professionalism, management, and other aspects.

Firstly, universities should equip teachers majoring in Business English with strong academic abilities and rich practical experience as "dual teacher" teachers based on actual situations. Teachers with strong academic abilities should have deep expertise in their professional fields, and be familiar with business activities and relevant laws and regulations; Experienced teachers should be good at combining classroom content with practical work, so that students can better grasp business English knowledge[8].

Secondly, universities should further strengthen the construction of the business English teacher team, attract more outstanding talents to join the business English teacher team through policy support, incentive mechanisms, and evaluation systems. At the same time, corresponding incentive policies and guarantee measures should also be formulated to mobilize the enthusiasm and initiative of business English teachers to participate in teaching reform. Once again, universities should provide necessary professional training and further education opportunities for business English teachers to continuously improve their professional skills. In addition, universities can also offer teaching activities such as lectures, seminars, and training courses for students majoring in Business English[9].

Thirdly, universities should provide professional and teaching training for business English teachers. For example, organizing teachers to participate in various forms of academic exchange activities, conducting research visits to well-known universities abroad, and so on. These activities not only promote the exchange of ideas, experiences, and methods between university teachers and international peers, but also improve their teaching level and research ability. In addition, universities should encourage business English teachers to actively participate in teaching and research projects, research projects, and other related work. Continuously improving their professional competence and teaching level through these channels.

### **3.5. Actively exploring the talent cultivation model of "school enterprise cooperation"**

To cultivate "application-oriented" composite talents, a talent training model of "school enterprise cooperation" should be established. This requires close contact between schools and enterprises, joint development of talent training programs, and joint establishment of curriculum systems. Business English teachers should actively participate in the business activities of enterprises to continuously improve their professional skills and enhance their professional skills. At the same time, schools should actively explore the "school enterprise cooperation" talent training model, encourage students to use their spare time to intern and practice in enterprises, and help students better understand corporate culture and operational methods. In addition, schools can also focus their internships on enterprises, institutions, and other units closely related to Business English majors, to help students better understand corporate culture and business processes, and improve their employment competitiveness[10].

## **4. Conclusion**

In summary, with the advancement of the construction of the new liberal arts, the training goals of business English professionals must be consistent with market demand, and cultivate composite business English talents under the background of the new liberal arts. In addition, there should be changes in the curriculum of Business English major, and a second foreign language course should be added to meet the needs of international development of enterprises. At the same time, schools should continuously explore talent cultivation models for school enterprise cooperation and continuously improve the quality of training for business English professionals. In short, under the background of "new liberal arts", the cultivation of business English professionals in universities should not only focus on language skills training, but also on the cultivation of humanistic literacy;

It is necessary to master the basic knowledge of the professional field and have knowledge reserves in interdisciplinary areas; It is necessary to have both proficient English communication skills and good cross-cultural communication skills.

## References

- [1] Men Huihua, Ding Congying . *The economic and cultural characteristics of the regions along the "the Belt and Road" and their inspiration for business English talent training [J]. Journal of Shandong Agricultural Engineering College, 2022, 39 (7): 60-67*
- [2] Zhang Haoyang, Yang Jiandi . *A Survey and Countermeasures for Job Internship of Business English Majors in Applied Universities Based on Needs Analysis [J]. Overseas English (Part 1), 2022 (8): 120-121,127*
- [3] Wu Chao . *A Study on the Ideological and Political Construction of Business English Majors under the Concept of Three Comprehensive Education: Taking the Business English Translation Course as an Example [J]. Journal of Tianjin Vocational College Union, 2023,25 (7): 13-17*
- [4] Yang Beiyi . *Research on the Reconstruction of the Modular Curriculum System of "Documentary Integration" for Business English Majors in Higher Vocational Education under the "1+X" Certificate System [J]. Research and Practice on Innovation and Entrepreneurship Theory, 2023,6 (15): 61-65*
- [5] Huang Li . *Exploration of Curriculum Reform for the Integration of Industry and Education in Business English Majors of Higher Vocational Education under the "1+X". Certificate System English Teacher, 2023,23 (18): 143-146*
- [6] Shi Meiyun, Ma Xinying, Hua Yiwen, etc . *Training Path for Composite Talents in Business English Consulting Teams in Cross border Sales Platforms [J]. Digital users, 2024 (10): 241-242*
- [7] Wu Yanxia, Li Xiang. *A Study on the Training Model of Applied Business English Composite Talents Based on Regional Economic Development [J]. Overseas English, 2023 (14): 115-117*
- [8] Li Xiaojing . *An Analysis of the Teaching Mode of Training Business English Compound Talents in Henan Universities under the Background of the "the Belt and Road" [J]. Journal of Xinyang College of Agriculture and Forestry, 2021, 31 (2): 134-136,142*
- [9] Hu Rongyan . *A Study on the Training Path of Composite Talents in Business English Majors in Higher Vocational Education Based on the Construction of "High Quality Schools" [J]. Journal of Hubei Open Vocational College, 2023,36 (19): 80-82*
- [10] Ma Ying . *Exploration of the Training Model for Business English Composite Talents in Universities [J]. Journal of Taiyuan City Vocational and Technical College, 2023 (10): 127-129.*