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# Research on the Reform of Training Applied Talents in Vietnamese Major in Border Universities

## -- Guangxi Minzu Normal University

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**Abstract:** Vietnamese language talents are the bridge and foundation for the sustained and healthy development of good-neighborly friendship and comprehensive strategic partnership between China and Vietnam. With the continuous deepening of China-ASEAN cooperation and the implementation of relevant strategies, today's society has put forward new and higher requirements for Vietnamese language talents. Currently, colleges and universities on the China-Vietnam border are facing problems such as lagging teaching material construction, lack of targeted talent output in cultivating Vietnamese language applied talents. Taking Guangxi Minzu Normal University as an example, combined with the current background and the characteristics of school, the article explores the methods and concepts for cultivating applied talents in the Vietnamese language major in border universities from the aspects of improve teaching mode, strengthening textbook constructio. To cultivate high-standard, high-level, all-round and compound talents who serve local economic and social development and ASEAN cooperation.

**Keywords:** Border universities; Vietnamese major; Applied Talents; Reform

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## Introduction

In recent years, with the deepening of China-ASEAN cooperation and the continuous advancement of the "Belt and Road" initiative, cooperation in various fields between China and ASEAN countries has increased; Chongzuo, located at the junction of China and ASEAN, has played its own advantages, expanded its opening to ASEAN, promoted its own economic development, and enhanced friendly exchanges and cooperation between China and Vietnam. The close cooperation between Chongzuo and Vietnam must be supported by a large number of applied talents who are proficient in Vietnamese language and culture, have professional knowledge of economy and trade, and have an international perspective. This has put forward new requirements for the cultivation of talents in Vietnamese major in border universities.

As one of the first national universities to offer Vietnamese major, Guangxi Minzu Normal University, relying on its unique location advantages, has sent a large number of outstanding Vietnamese talents to the society since it opened its undergraduate Vietnamese major in 2013. However, with the development of The Times and the change of international and regional situation, many problems in the cultivation of Vietnamese talents in Guangxi Minzu Normal University, have gradually become prominent, for example, the training goal is single, the training effect of compound talents is not outstanding, and the employment rate of Vietnamese language graduates in this field is not high. How to solve these problems and accelerate the training of Vietnamese language professionals required by the national development strategy is the focus of the current teaching reforms.

## 1. Current situation of training applied talents in Vietnamese language majors

### 1.1 Clear goals for talent training

The Vietnamese language major of Guangxi Minzu Normal University keeps pace with the times, implements the national policies and guidelines, and combines regional realities with the overall goal of talent training in the school to determine the specific goal of talent training: to cultivate international professional talents who have solid basic knowledge and skills in Vietnamese language and are proficient in using Vietnamese to engage in related work in foreign affairs, foreign enterprises, commerce, tourism and other departments, and who have an international perspective and humanistic qualities, a profound cultural background, the ability to conduct considerable cross-cultural communication, and strong thinking and innovation ability, social practice ability and information technology application ability. This talent training goal is in

line with the overall development plan of the school and college, adhering to the professional positioning of “local”, “applied” and “characteristic”, which will help accelerate the cultivation of applied Vietnamese talents that serve local social and economic development, and promote the school's Vietnamese further mature development of the language major.

### **1.2 Curriculum settings tend to be more reasonable**

Applied talents refer to a special type of talents who can apply professional knowledge and skills to social practice. Applied Vietnamese talents refer to highly professional and skilled language talents, that is, they can master the basic theoretical knowledge of Vietnamese and the five abilities of listening, speaking, reading, writing and translating, can communicate in a foreign language without obstacles in daily life, and have in-depth communication and exchanges in certain professional fields. The Vietnamese major of Guangxi Minzu Normal University is based on reality, guided by social needs, and has integrated its experience in running schools and made continuous adjustments, gradually forming a more reasonable curriculum system. First of all, the overall design of the Vietnamese major courses at Guangxi Minzu Normal University is reasonable. Secondly, the vertical organization structure of the Vietnamese language courses in Guangxi Minzu Normal University is relatively scientific. The vertical organization of courses is to arrange the courses according to a certain criterion. Gagne argues that humans learn any new knowledge skill based on knowledge skills that have already been acquired. The first semester of our Vietnamese major has only two required courses, Vietnamese Phonetics and Vietnamese Culture, of which Vietnamese Phonetics, at 128 hours, is the major course with the most semester hours and weekly hours. Thereafter, on the basis of learning phonetics, comprehensive language ability development courses such as Integrated Vietnamese, Vietnamese Audiovisual Speaking, Vietnamese Oral, Interpretation and Translation are offered with increasing difficulty level by level, reflecting the concept that the professional curriculum emphasizes on the fundamentals and the hierarchy.

### **1.3 Continuous innovation in teaching methods**

With the progress of the times, the teaching methods and teaching means of the Vietnamese language major of Guangxi Minzu Normal University have been continuously innovated, from the original single lecture method and “cramming” teaching to participatory teaching. Taking speaking class as an example, its purpose is not only limited to teaching students basic language knowledge, but more importantly, to enable students to convert language knowledge into language competence. Therefore, teachers' teaching arrangements are no longer confined to the classroom, but are extended to the whole process of students' actual learning, so that students at different levels and with different abilities can find their own positions in different teaching activities. Teaching in class, teacher-led, introduce students to the learning content, learning methods; extracurricular teaching, student-led, the lecturer selects training themes in a targeted and planned manner, clearly puts forward the requirements of the task, and allows students to take diversified forms of oral training according to each round of themes in a simulated environment; identify problems and solve problems in a timely manner after practical training to promote students to improve their knowledge system.

## **2. Problems in cultivating applied talents in Vietnamese language majors**

### **2.1 The construction of teaching materials lags behind**

Since the 1950s, a number of domestic universities have opened Vietnamese language majors. Since the beginning of this century, influenced by the general environment, more and more universities have opened Vietnamese language majors. After more than half a century of efforts, Chinese universities have achieved many results in the construction of Vietnamese language majors. However, overall, the development of Vietnamese language majors across the country is still relatively slow, so the available teaching materials are relatively scarce. Border universities are very special and have even fewer textbooks to choose from. In addition, the school is located in the south of the border, due to the shortage of funds, the school has invested relatively little in the construction of ASEAN minority language disciplines, to some extent, this has also led to the lag in the construction of teaching materials in the school.

### **2.2 Talent output is not targeted enough**

In order to understand the employment status of Vietnamese language major students at Guangxi Minzu Normal University, the author conducted a survey on Vietnamese language major graduates from the School in 2021, 2022 and 2023.

A total of 65 questionnaires were distributed and 62 were collected. The question mainly investigated the employment status of Vietnamese graduates from the three perspectives of employment destination, employment concept and employment ability. Among the survey respondents, 56.45% are employed, and 19.35% are seeking a job. The survey results show that 90.32% of graduates work in China, while 9.68% choose to work in Vietnam. Judging from the current employment market situation, Vietnamese language majors have a wide range of employment fields. After graduation, students of this major can engage in translation, management, research and other work in foreign affairs, economic and trade, culture and education, tourism and other departments. Survey data show that, 12.9% of the graduates chose to

work in translation, 16.13% chose to work in business and trade, 19.35% chose to work in the tourism industry, and 54.83% chose to work in jobs related to Vietnamese. This shows that more than half of the Vietnamese language major graduates can find employment opportunities in related major fields, but there is still a certain proportion of graduates who face the situation where employment does not match their major.

### **3. Suggestions on the reform of applied Vietnamese language talents training**

#### **3.1 Strengthen the construction of teaching materials and teaching content**

The textbook is the main basis for students' learning and is the basis for classroom teaching, and the quality of the textbook has a direct impact on the effectiveness of teaching. At present, some of the Vietnamese language teaching materials circulating in the market have low adaptability to students in border colleges and universities, which to a certain extent discourages students' motivation to learn and ultimately makes the teaching effect unsatisfactory. To address this problem, teachers should independently promote the construction of teaching materials and flexibly select teaching content. Firstly, to give full play to the effectiveness of "1+1>2" of teachers, Interdisciplinary elective courses in economics, trade, and tourism for Vietnamese majors, Vietnamese language teachers may work with teachers of economics, trade, business, tourism, and other specialties to jointly prepare Chinese-Vietnamese bilingual business and trade textbooks and Chinese-Vietnamese bilingual tourism textbooks suitable for our students and adapted to the actual development of the localities, so as to provide a basic guarantee for the cultivation of Vietnamese language applied talents. Secondly, the combination of teaching materials and self-made handouts can be adopted, with the knowledge points of the teaching materials as the core, combined with the actual situation of the students, and with the help of the Internet platform, selecting and compiling practical contents close to social life for lectures and training.

#### **3.2 Deepen the "Language + Major" training model**

The main reason for the lack of relevance in the delivery of talents is that students' professional competence is unable to meet the needs of their counterparts in enterprises and undertakings, which leads to the fact that students are forced to choose careers and employment across different specialties and fields. In order to address this issue, schools should consolidate the road of application-oriented talent cultivation, adhere to the market demand-oriented, and continue to deepen the "Language + Major" composite talent cultivation model. "Language+Major" means offering professional core courses such as Vietnamese phonetics, grammar, reading, audio-visual, and public basic courses in the lower grades to cultivate students' ability to master listening, speaking, reading, writing, and translation; on this basis, combined with the local economic and social development situation and based on the school's own characteristics, targeted professional courses are offered in the upper grades.

With the continuous deepening of the "Belt and Road" initiative and China - ASEAN cooperation, Chongzuo, as a frontier and important channel of Sino-Vietnamese exchanges, has increasingly closer exchanges and cooperation with Vietnam in the areas of economy and trade, tourism, humanities and other aspects. Against this background, the Vietnamese language major in Guangxi Minzu Normal University has opened major courses such as Vietnamese for Business, Vietnamese for Tourism, and Outbound Leader Practice in a timely manner, implementing the "Language + Major" talent development model. However, due to the small number of study hours, the study is not in-depth and systematic enough, resulting in half-knowledge of the students' professional knowledge, and they are still unable to apply it to their future practical work. In order to address this problem, the major courses in "Language+Major" can be taught in modules, i.e, divided into modules with strong local services such as trade, finance, tourism, law, etc. Students choose a module for in-depth continuous and systematic study according to their own learning objectives and career plans, and in conjunction with their interests and hobbies, ensure that they combine their language skills with their professional skills, and build themselves into application-oriented talents with solid language skills and excellent professional skills that can meet the market demand.

### **4. Conclusion**

In the context of the new era, society has put forward new and high requirements for the training of talents in Vietnamese majors. The training of applied Vietnamese talents in border areas and national universities faces greater challenges. It is an urgent task to build a team of talents who are proficient in Vietnamese language and culture, have professional knowledge in international economy, trade, law, etc, have an international vision, understand international rules, and can participate in international competition. Therefore, border universities should keep up with the times and constantly reflect, summarize, reform and innovate. Through the adjustment of curriculum setting, optimization of teaching content, etc to accelerate the training of more and better multi-skilled, applied and innovative Vietnamese language talent, in order to serve the national and local economic and social development.

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