

Training Mode and Effect Discussion of Multi-disciplinary Transnational Talents

Meiping He¹

¹ School of Foreign Languages, Central China Normal University, Wuhan, Hubei 430079, China

¹ School of Language and Literature, Harbin Institute of Technology at Weihai, Weihai, Shangdong 264209, China

¹ Corresponding author. Email: hemeiping@hit.edu.cn (M. H)

ABSTRACT

At present, new liberal arts has gradually entered the educational concept of global universities. Colleges and universities are no longer limited to cultivating professional talents who have mastered new technologies, but also need to cultivate compound and diversified talents with an international perspective. Among them, the training of multi-disciplinary transnational talent is a popular attempt. On the basis of inheriting previous research, This study broadened the scope of second major in the training mode of language plus X and improved its construction of curriculum system in this work. By exploring the appropriateness of X and the effective integration of Foreign Languages and X, the curriculum settings of Chinese and Foreign universities were seamlessly connected. Then, the training mode of 2 plus 2 was proposed, and the practice on the international composite talents training of Korean plus Business was carried out in Harbin Institute of Technology and Pusan University. It received nice feedback in many years of educational practice. Great progress was made in terms of the number of applicants, employment destination and the concerns of similar institutions. This study breaks through the traditional training model of foreign language professionals and explores the construction of new liberal arts from a new perspective. It also provides universities with diversified experience in talent training and meets the needs of society for compound talents

Keywords: Educational model, New liberal arts, Compound talents, Interdisciplinary training Language plus X, Practice of talent cultivation.

1. INTRODUCTION

In 2016, China formally joined the Washington Agreement. This indicates that China's higher education has fully integrated into the world and achieved international substantial equivalence. However, its pure engineering or pure liberal arts education mode has certain defects in the comprehensive quality training and knowledge structure improvement of students. Now, the new liberal arts has gradually entered the educational concept of global universities [1]. The current economic environment is urgent for interdisciplinary talents with an international perspective [2]. The cultivation of international talents first requires language paving and professional knowledge as the foundation. It has become a trend of educational reform in colleges and universities to make humanities and scientific

and technological knowledge constantly cross and integrate, and thus cultivate interdisciplinary talents with outstanding foreign language ability and professional skills [3]. Today, countries around the world are more closely connected [4] [5] [6]. This undoubtedly puts forward higher requirements for foreign language education in various countries [2]. Under this background, foreign language majors need to seize the opportunity, reform education programs, and cultivate international and compound talents to meet the needs of the development of the times.

In recent years, with the decline of foreign language learning enthusiasm, the number and quality of foreign language majors in universities around the world are also deteriorating. Even, many colleges and universities have gradually abolished foreign language majors. In such an environment,

the number of non lingua franca majors is decreasing sharply year by year [7]. Among them, the employment problem of pure foreign language graduates is the main reason [7]. At present, foreign language graduates employed in private enterprises are mainly engaged in management, finance, human resources, accounting, sales, etc.; and few people are engaged in pure foreign language translation [3]. It can be seen that the demand of employers for foreign language talents is limited. However, most of the students are eager to continue their careers related to their majors after graduation. This has caused the disconnection between the current training mode of colleges and the social needs. At present, all employers have raised their requirements for foreign language talents to a higher level. They prefer to employ interdisciplinary talents with proficient foreign language skills. Faced with new opportunities and challenges in the future, colleges and universities are in urgent need of changing their concepts and making overall and in-depth adjustments to foreign language education programs. Students' practical language use ability and interdisciplinary knowledge reserve need to be further emphasized. Therefore, the development of an innovative and practical training model for foreign language talents has become the most urgent direction of education reform in all colleges and universities [8].

The foreign language education in colleges and universities should always focus on the comprehensive training of people [2], and its purpose is to cultivate talents with specific cultural feelings, global vision and cross-cultural communication ability. For personal quality, foreign language majors should have a pioneering international perspective and the idea of teamwork. In terms of ability, students should have solid skills and proficient comprehensive application ability in listening, speaking, reading, writing and translating foreign languages. Moreover, they should be able to carry out cross-cultural communication according to the differences between countries and nations [6]. In terms of knowledge reserve, students should not only systematically master the ability of foreign language, but also learn the professional theories and knowledge that are urgently needed in future work to meet the needs of their own development in the later period [7]. In order to achieve the above conditions simultaneously, the 2+2 training mode of multi-disciplinary transitional talents becomes a feasible education scheme [9].

Compared with English language, a universal foreign language, small languages with smaller

audiences are more impacted. As a typical minor language major, Korean education is also facing great difficulties in development. In China, for example, more than 90 universities opened Korean majors before. However, since 2017, two to three universities abolished this major every year. Therefore, the Korean language educational circles also carried out the exploration on training mode of multi-disciplinary transnational talents earlier. At present, the research on the cultivation of Korean compound talents is quite extensive. Many new insights on the training mode of small languages+majors were reported in [5,9,10-12]. They emphasized the shortcomings of the traditional pure Korean major, and suggested expanding the second major. Literature [10] analyzed the five-year Korean+X training mode, and pointed out that the current mode has problems such as curriculum simplification and lack of practice. In response to these problems, more effective solutions were also proposed, including the adaptation of training objectives to regional development, the conformity of curriculum setting with social development needs, and the full educational practice [10]. However, the five-year talent training program has the disadvantage of late graduation. Meanwhile, there are still deficiencies in improving the international exchange ability of talents. The literature [11] mainly studied the cultivation of Korean application-oriented talents, pointing out that the current training mode is insufficient in practical teaching and teacher team construction. In addition, the reasonable setting of the curriculum system and the advantages of international cooperation are also emphasized. The establishment and practical experience of the training mode of compound talents in pure liberal arts colleges were introduced in [12]. Taking the Korean major of Dalian University for Nationalities as an example, Chen discussed the training mode of characteristic professional talents, international joint training mode, international curriculum construction, and strengthen discipline practice, showing many successful cases of international double degree talents training. However, how to apply this kind of training mode to comprehensive (or science and engineering) colleges and universities has not been involved. Wu studied the training mode of Korean+e-commerce [9]. E-commerce specialty is a new specialty that follows the trend of the times. She believes that the use of mixed teaching mode can strengthen students' practical ability. On the premise of learning language and business theory well, this model can maximize students' learning initiative. But it also

points out that the construction of this discipline lacks practical data and necessary teachers. Literature [5] explored the training path of applied Korean translation talents, and reported that the training of such talents is unbalanced, i.e. the deficiencies in actual combat and the single method of training. Meanwhile, she pointed out that international joint training can effectively solve the above shortcomings; and the translation field is seriously impacted by artificial intelligence, so it is in urgent need of interdisciplinary joint training. In view of the current situation of Korean major in Chinese colleges and universities, the above research has elaborated the drawbacks of the single training model and the necessity and methods of the training of composite talents. However, they are rarely involved in broadening the scope of the second major, the suitability of the second major, the effective integration of foreign languages and the second major, and the enhancement of cross-cultural communication ability.

On the basis of previous research, this study broadens the optional range of the second major in Language+X and improves the construction of the curriculum system. Taking the Korean+business training mode Carried out in Harbin Institute of Technology (HIT) as an example, This study tried to effectively integrate the two majors, and realized the seamless connection between Chinese universities and Korean universities in curriculum design. Following the introduction, the key points and principles of 2+2 multi-disciplinary transnational talent training mode were given in section 1. Section 2 described the educational model and teaching reform process of HIT Korean Professional International double-degree project. The practical effect of this training mode and the subsequent support and expansion of HIT were discussed in Section 3. The conclusion for this work was summarized in section 4.

2. KEY POINTS AND PRINCIPLES OF NEW TALENT TRAINING PROGRAM

Under the strategic requirements of "New Liberal Arts", the continuous strengthening of internationalization requires the gradual internationalization of foreign language composite talent cultivation. The cultivation of foreign language composite talents needs to be combined with regional characteristics and the actual situation of the school, establish training goals that are in line with the characteristics of the school and

outstanding talents, optimize foreign language curriculum design, strengthen foreign language audio-visual and oral abilities, highlight the combination of theory and practice, and strengthen cooperation and exchange with foreign universities to enhance the internationalization level of foreign language talents. At the same time, various methods are used to strengthen the reform of the teaching staff system, In order to better ensure the quality of talent cultivation.

2.1 Determination of Talent Development Goals of Characteristic Majors

The training goal of talents needs to focus on the demand of social development, and take the employment demand and trend of talents as the center. The training of foreign language compound talents should put "language" and "X" in the same position. Then, cultivate students to use "language" as a communication tool to focus on improving the ability of "X". Note that most of the language professionals are from a liberal arts background. With that in mind, when setting up the option of "X", the courses are mainly social science, such as trade, international trade, tourism, accounting, human resources, business administration and others[10]. However, many Polytechnic University still mainly recruit science students, and they cannot completely deny all science subjects. Therefore, a few partial courses can be designed into "X", such as electronics, machinery, computers, etc. This not only broadens the choice of talents, but also allows them to diversify their abilities.

2.2 Practice Teaching Setup Under the Strengthening of School-Enterprise Cooperation

The cooperation between schools and enterprises should be strengthened, then the students can have more opportunities to participate in the real practical activities during the study period. Through the effective combination of practical courses and theoretical courses, students can improve their actual language communication ability and problem solving ability. The school should allow students to conduct language communication and professional skills training on the spot through regular off campus expert lectures, seminars and enterprise experiences. Off campus training bases or trade platforms should also be established. Then, the students' comprehensive ability to use Korean is strengthened by trying to operate on their own. Meanwhile, the

implementation of practical teaching should pay attention to the actual needs of the local society and the cooperation between schools and enterprises. On this basis, the specific objectives of practical teaching for foreign language majors in colleges and universities can be determined. Then, according to the needs of practical teaching, special teachers should be introduced as appropriate.

2.3 International Exchanges and Cooperation

This model should implement the joint training mode between domestic and foreign universities. After completing the professional courses of the first two years, students can take the opportunity of joint training to study another major in foreign universities. In this process, it can also cross integrate with the original specialty. Students can not only use the foreign language environment to improve their foreign language level, but also choose their favorite major to minor in. This will greatly broaden the employment channels for students in the future. Meanwhile, it can also effectively broaden students' international vision. Foreign language majors are communicators of two-way language and culture, so they should be trained to understand the thinking mode of the language country they are learning. In the process of implementing this teaching model, This study should first clarify the international language teaching concept. Through joint training such as "3+1" or "3+2" mode, one-year exchange students, overseas study visits, and even summer camps, we can establish long-term contact with foreign universities.

2.4 Reform of the Faculty System

The successful implementation of this model is based on the establishment of a team of teachers with rich international teaching experience. Therefore, This study should improve the quality of the teaching staff through various channels and promote the reform of the teaching staff system. Meanwhile, teachers should keep abreast of the trend of the times, and understand and grasp the development trend of Korean education in a timely manner. At the same time, This study should make full use of the teacher resources of other departments of the school to introduce Korean Department, and then teach students relevant knowledge of "X" major. This will enable students to firmly grasp some basic knowledge before going abroad to study relevant professional courses of

"X" major. It will also truly enhance students' "X" professional ability, realize the organic combination of foreign language linguistics and professional knowledge, and thus achieve the goal of cultivating foreign language talents.

3. TEACHING REFORM PROCESS OF HIT KOREAN PROFESSIONAL INTERNATIONAL DOUBLE-DEGREE EDUCATION

In recent years, dual degree education has gradually become universal in various countries. Some Chinese universities also set up double degree courses, such as "language+accounting", "language+management", etc. This is of great help to enrich students' knowledge level and improve diversified employment opportunities. However, double degree education relying on the same domestic university will still have the disadvantage that it is difficult to expand students' international vision. In order to further deepen the research on the educational model in this field, This study studied and practiced the mode of joint training between Chinese universities and foreign universities. Through international joint training, students can experience different foreign education methods while making full use of foreign environment to improve their language level. In this process, summer and winter camps, typical tours of national culture, cultural salons, and international cultural theme feelings were adopted. These activities have played an effective role in the integration of cross-cultural international resources.

3.1 Comprehensive Description for the Reform Process of International Double-degree Teaching

In 2017, the Korean Department of Harbin Institute of Technology and the Business Department of Busan University in South Korea explored and practiced the international double degree joint education project of "Korean+Business" with the goal of cultivating international talents. So far, there have been six admissions sessions. In 2019, the first group of 4 students were successfully sent to Pusan University to study. In July 2021, the first "2+2" international double degree students graduated successfully.

3.1.1 Improvement of the Education Strategy of International Double-degree Major

The courses in Harbin Institute of Technology include Korean basic theory courses and business professional courses. Korean major courses mainly

focus on "intensive reading", "grammar" and "conversational audiovisual", while economic management major courses mainly focus on business management major courses. Busan University mainly teaches business courses. At the same time, students minor in language during their stay in Korea. The specific educational program is shown in "Figure 1".

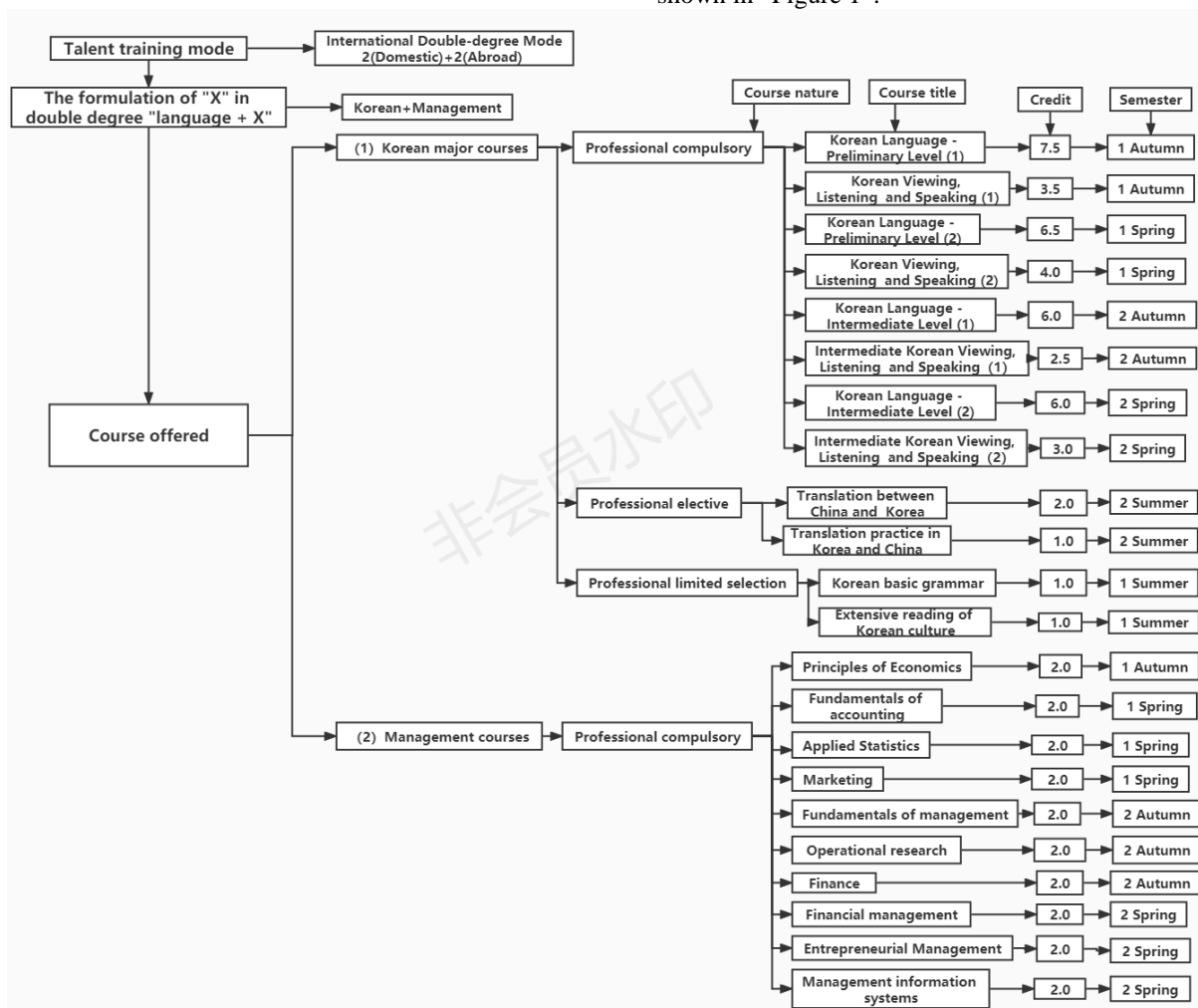


Figure 1 Specific educational program of the international double degree joint education project of "Korean+Business" in HIT and Busan University.

Focusing on the educational strategy of reforming the international dual degree program for foreign language majors, This study explored the training model of compound talents and the appropriate setting of "X" in the dual degree program "Language+X". In addition, the curriculum of international teaching was optimized, too. The specific implementation process can be summarized as follows: First, This study collected the representative science and technology colleges; and also analyzed the current situation of foreign language major training and curriculum provision.

Secondly, we sort out and classify the problems in the training of foreign language talents and curriculum in science and engineering colleges. Third, This study summarized the disciplines that science and engineering colleges and universities focus on training and the disciplines that adapt to the development trend of "new engineering" at this stage. Finally, This study innovated the international education strategy, talent training mode, multi major selection, curriculum design, etc. The specific research scheme is shown in "Figure 2".

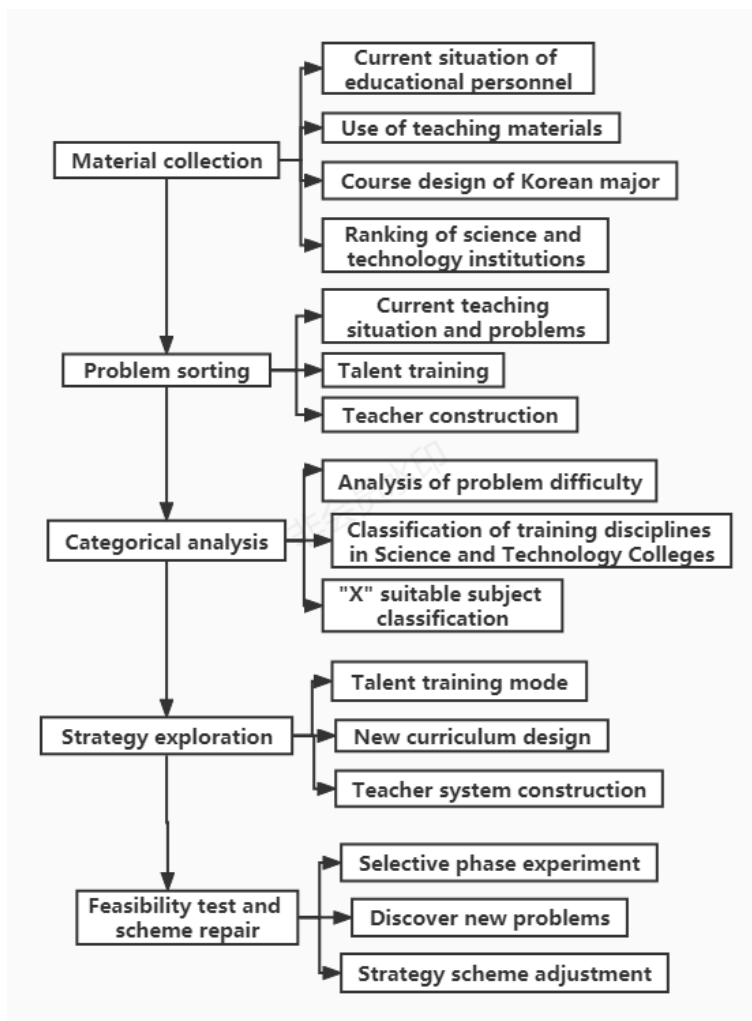


Figure 2 Overall research scheme of the international double degree joint education project.

The method improvement design of international dual degree education strategy is given in “Figure 3”. The training goal changed from traditional language ability to comprehensive ability. On the premise of still emphasizing foreign language communication ability, this study will ensure to expand students’ other humanities and social sciences knowledge and scientific research

innovation ability, and improve their intercultural communication skills. Meanwhile, in the process of education, the training program focuses on broadening students’ international vision and cultivating their sense of innovation. This will enable foreign language professionals to have multiple majors and skills, so as to meet the requirements of international dual degree.

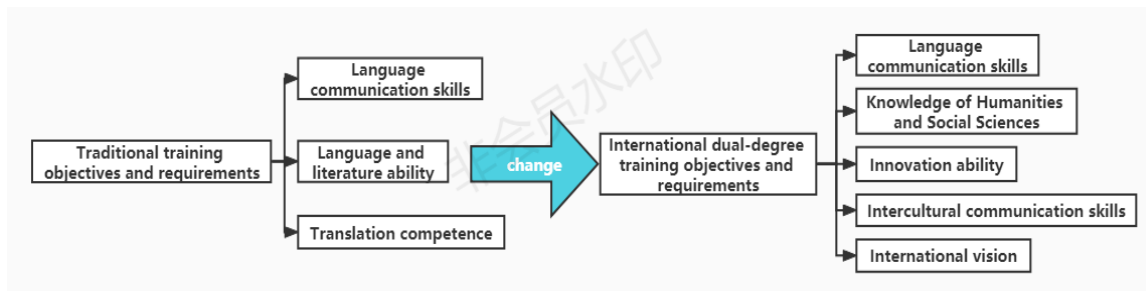


Figure 3 Method improvement design of international dual degree education strategy.

3.1.2 Exploration of the Training Mode of International Compound Talents

The most important principle in the training of international versatile talents is the guarantee of time and efficiency. The specific cultivation mode is shown in "Figure 4". During the first two years of study in Chinese universities, the "Korean" major was the center. The courses mainly include Korean major basic courses, Korean major core courses, public basic courses, innovation and entrepreneurship courses, personalized development courses, etc. At the same time, it is also necessary to set up some basic courses to learn the corresponding non-verbal second major. This is to ensure that students can successfully undertake

the study of professional core courses in the next two years. During the next two years in Korean universities, the students union will study the professional core courses, elective courses, public basic courses, etc. of business. Meanwhile, they should further study the professional upgrading courses of language. Seamless connection should be achieved in domestic and international curriculum. This can not only ensure sufficient learning time, but also effectively improve the level of foreign language majors in the local language environment. Students can also fully improve their international exchange and cooperation capabilities and expand their multi professional skills and fields. Accordingly, their employment orientation and employment opportunities will also increase.

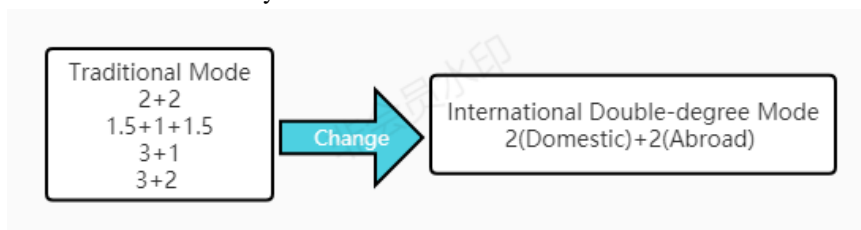


Figure 4 Cultivation mode of international versatile talents.

3.1.3 Appropriateness Study of "X" in the Double-degree "Language+X" Major

In the educational practice of dual degree "Language+X", the appropriateness of the setting of "X" needs to conform to the principles of the nature, learning ability and knowledge needs of foreign language professionals. The selection method of non-verbal second major is shown in "Figure 5". In this practice, the setting of "X" courses changed from the traditional language oriented to "economics", "sociology", "news media", "law" and

even "engineering". The appropriateness of "X" major selection was verified by data investigation and analysis. The employment situation of English and Korean graduates of Harbin Institute of Technology from 2015 to 2020 is given in "Figure 6". After analyzing the survey data, it is confirmed that employers do not simply recruit foreign language translation talents, but rather prefer multi-skilled and inter-disciplinary talents. Among them, talents in finance, human resource management, sales, accounting and other aspects are more urgently needed by the employing enterprises.

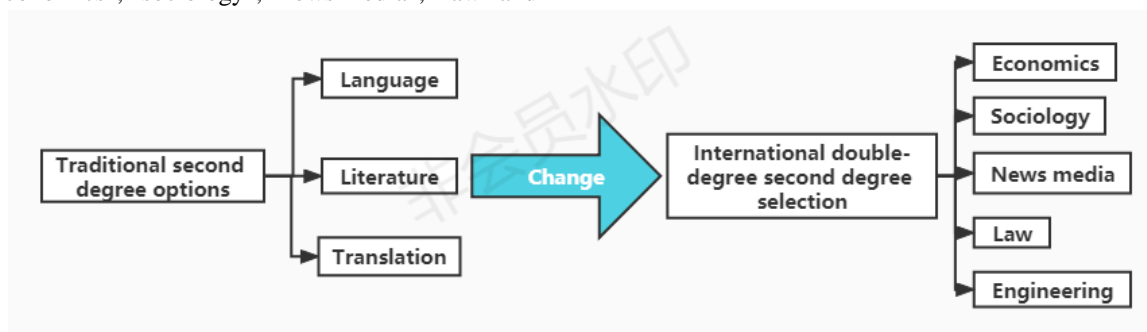


Figure 5 Selection method of non-verbal second major.

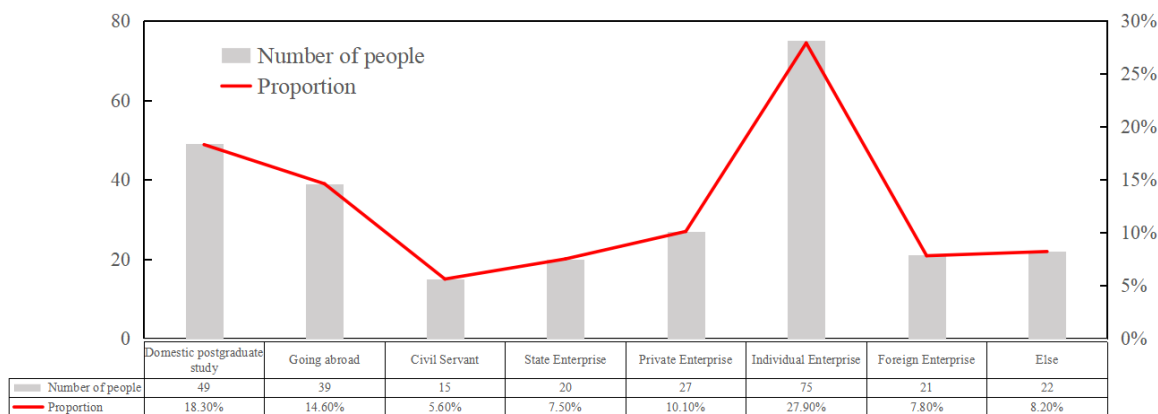


Figure 6 Employment of the English and Korean language graduates of Harbin Institute of Technology.

3.1.4 Optimization of International Double-degree Courses

In this practice, the international double degree curriculum was optimized and reformed in many aspects. The optimization diagram of curriculum and training objectives is given in “Figure 7”. In the dual degree education program, both domestic and international courses are required. Under the premise of attaching importance to the study of basic theories, domestic courses focus on expanding social science knowledge, improving

moral cultivation, and cultivating sound personality. Following the principle of mastering relatively more content with appropriate class hours, This study effectively reduced the category of subjects. Foreign courses should be selected according to the professional requirements of the second degree. In this process, brief courses of language are interspersed. That is, to improve multi professional skills and innovation ability, the second major should be given priority to, supplemented by foreign language courses.

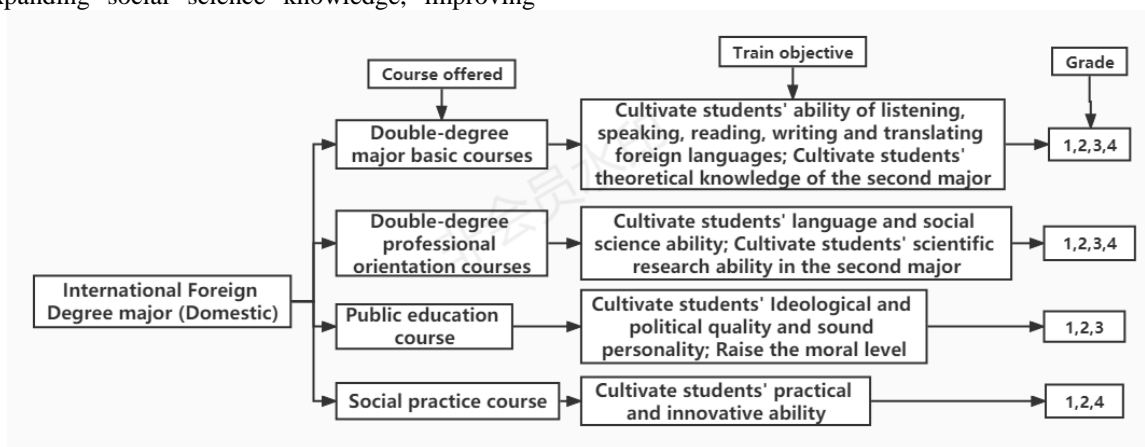


Figure 7 Optimization diagram of curriculum and training objectives.

3.2 Problems Encountered in the Reform Process and Targeted Solutions

Note that international double degree professionals need to have a wide range of knowledge and capabilities. Therefore, there are certain requirements for the knowledge base reserve of applicants for international double degree programs. For college freshmen, they need to learn more comprehensive liberal arts and science courses in high school.

3.2.1 Improvement of the Limitations of Professional Registration

Science and engineering colleges mainly focus on science and engineering students in the enrollment process. Even if the applicants apply for the liberal arts department of a science and engineering university, they also have a certain degree of science and engineering professional knowledge. However, it can not rule out that some applicants apply for liberal arts majors in science

and engineering universities because of their weak learning ability of science and engineering subjects. Therefore, in order to improve this limitation, this training mode expands the requirements for the applicant's professional knowledge to both liberal arts and science in the process of practice. Pure liberal arts students will also be required to supplement some science and engineering courses in the learning process to improve their multi professional ability.

3.2.2 *Optimization of the Inappropriate Curriculum*

The curriculum of science and engineering colleges mainly focuses on science and engineering subjects. Even liberal arts colleges and departments will be affected, so the courses offered tend to be suitable for science and engineering students. Especially in the curriculum of foreign language major in the Humanities College, innovative and practical courses will be set up in the public courses of the university. This makes liberal arts learners have certain disadvantages in course selection. International double degree majors belong to the "language+X" mode. The "X" in this mode is more affected by the science and engineering curriculum. This inevitably brings serious obstacles to learners. For this reason, in terms of the curriculum of international double degree majors, the subjects that are suitable for foreign language majors of liberal arts should be adapted according to the nature of "X". For example, in the international double degree curriculum of "foreign language+economy", mathematics courses in "economy" subjects can be set up with "liberal arts mathematics" suitable for liberal arts majors. This not only avoids the defect that "science and engineering mathematics" does not match the learning of economic specialized knowledge, but also improves the learning self-confidence of international double degree professionals.

3.2.3 *Guidance on the Choice of Graduation Destination*

Under the traditional training mode, the employment choice of foreign language students after graduation is uncertain. A large number of students have chosen institutions or units that are not aligned with their majors. For example, in the actual case of the Korean language department of HIT, private enterprises accounted for the highest proportion of graduates' employment, followed by domestic graduate school and studying abroad; And

only less than 8% of the students successfully entered foreign-funded enterprises. In private enterprises, translation is no longer the only job. Therefore, the study of international double degree majors can give full play to their foreign language advantages. Effectively guide them to obtain employment in "economic", "legal", "news media" and other fields.

4. EFFECT DISCUSSION OF HIT 2+2 INTERNATIONAL TALENT TRAINING

The "2+2" international double degree education of HIT has completed six admissions so far. The educational achievements are remarkable and fully recognized by students. The effects of international talent training and teaching reform are mainly reflected in undergraduate enrollment, student recognition, employment and further education, attracting foreign students, etc. Since the first "2+2" enrollment in 2017, the number of applicants has increased from 2 to 11 in the 2022 academic year. In recent years, parents have directly inquired about the "2+2" training mode after the college entrance examination results. In the parents' meeting and freshmen introduction meeting, they showed more and more interest in the "2+2" project.

4.1 *Number of Undergraduate Enrollment*

In order to further clarify the recognition of Korean major students for international double degrees, This study conducted a questionnaire survey on about 500 Korean major students from more than ten universities in China. The contents of the questionnaire mainly include: whether you are willing to choose the '2+2' project and its reasons, whether you prefer '2+2' or '2+3', which 'X' major you are more interested in, and the geographical location requirements of Korean schools. The results show that nearly 80% of the students intend to choose the dual degree training mode. Among them, the main reason is to want to learn more majors and have better development in future employment. 72% of the students prefer the "2+2" school system. For the selection of "X" major, more than 80% of students chose "Digital Media Technology" major and 60% chose "Business Administration" major. In the survey on the location of colleges and universities, as many as 93% of students think that economically developed big cities are the first choice; the purpose is to feel more international atmosphere. It can be seen from

the results of the questionnaire that many college students are very inclined to learn more majors at present, so as to lay a foundation for their future employment and development. Due to the rapid economic development, students attach great importance to the opportunity to enter an international city. This training mode gives students more opportunities to improve their international communication ability and cross-cultural communication ability.

4.2 Trends in Employment and Further Education

The employment destination of the "2+2" graduates is obviously affected by the "X" major. Among the four graduates in 2021, two students went to Yonsei University in South Korea and Nanyang University of Technology in Singapore to study for a master's degree in business, and the other two completed their employment relying on their business learning experience after returning to China. A 2022 graduate successfully obtained the master's study opportunity of international trade major of Korea University. 2023 fresh graduates received the Master's Admission Notice of Artificial Intelligence Marketing from the Chinese University of Hong Kong. These educational practice results confirmed the advantages of international double degree majors in entering higher education and employment; it also opens up a new development path for Korean major graduates. In recent years, traditional Korean Language graduates also work more in non-Korean professional departments. More than 70% of the 2019 graduates work in Evergrande Real Estate, Industrial and Commercial Bank of China, New Oriental Training Institute, National Security Bureau and other departments and institutions. Among the graduates of 2020, 80% of the students except those taking the postgraduate examination went to non-Korean departments, such as Headlines, Inspur, Hyundai Motor, etc. Many graduates from 2019 to 2022 choose to take an interdisciplinary postgraduate examination, most of whom are in ideological and political, economic and management, news, media and other fields.

4.3 Recognition of Students

It can be seen from the increasing enrollment trend year by year that the international double degree program has gradually been recognized by students. The interview survey with the students shows that the students have known about this

mode before the college entrance examination. That means students have long realized that pure foreign language education can no longer meet the requirements of modern society. Therefore, they are in urgent need of interdisciplinary knowledge and skills. At the same time, some students in traditional classes of Korean Department also gradually value the project. Affected by the COVID-19 after 2020, the study abroad program in Chinese universities has been hit hard. The number of foreign students in various universities has dropped sharply. However, since 2022, Busan University, Chengxin Women's University, Dongguo University and others proposed invitations to continue international cooperation in running schools. This shows that the international double degree training mode is also very effective in improving the international reputation of universities.

4.4 Subsequent Support and Expansion

Under the trend of declining development of foreign language majors in global universities, the Korean+Business International Double Degree Program was highly valued in the practice of HIT. The Korean major relying on this project was also developed against the trend. At present, the international double degree program was specified to further expand the enrollment scale. The project will expand from 20 people per year to 80 people per year. In the expansion practice of the new phase, in addition to the business administration specialty, the second non-verbal specialty will expand to three new directions: logistics management, logistics engineering, and digital media technology. Since the launch of the project, it was also attracted many Chinese universities to exchange and study. This practice was proved the feasibility of interdisciplinary talent training. It provides valuable reference for the training mode of foreign language professionals around the world.

5. CONCLUSION

At present, the exploration of foreign language education model in the context of the new liberal arts is the focus of educational reform in various countries. One of the leading tasks of strengthening the construction of new liberal arts is to cultivate interdisciplinary talents in small languages. The "2+2" international double degree model proposed and practiced by us provides a new exploration route and rich experience. It provides a new direction for the training and employment of small

language talents, as well as a new opportunity for the second foreign language education of universities in various countries. First of all, by exploring the suitability of the X major and how to effectively integrate Korean and X, the domestic and foreign courses can be seamlessly connected. Secondly, the new goal of training interdisciplinary talents has been redefined; School enterprise cooperation, international exchanges, and reform of the faculty system were pointed out to be further strengthened. Third, the education strategy, training mode, and international curriculum optimization of international dual degree education should be clarified before the implementation of the project. Fourth, the problems encountered in the reform process, such as professional limitations, inappropriate courses, and uncertainty of employment, were raised. Finally, in the practice of HIT's Korean+International Double Degree in Business, it was found that the number of undergraduate applicants and their recognition continued to rise, the quality of employment and further education improved significantly, and the international popularity of the university increased.

AUTHORS' CONTRIBUTIONS

M.H. provided the concept and design of the study, performed the experiment and collected the data. And M.H. wrote and revised the manuscript independently.

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