

# Research on Innovation of Foreign Language Talent Training Models in Universities from the Perspective of New Quality Productivity

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## ABSTRACT

The paper analyzes the importance and urgency of cultivating foreign language talents in universities under the background of new quality productivity, conducts in-depth research on the relationship and mechanism between new quality productivity and the cultivation of foreign language talents in universities, and explores innovative paths for the cultivation mode of foreign language talents in universities from the perspective of new quality productivity, aiming to help better understand the inherent relationship and laws between new quality productivity and the cultivation of foreign language talents in universities, and provide strong theoretical support and practical guidance for promoting high-quality cultivation of foreign language talents in universities.

**Keywords:** *New quality productivity, Cultivation of foreign language talents in universities, Model innovation.*

## 1. INTRODUCTION

The concept of new quality productivity was first proposed by Xi Jinping, the president of China, during the inspection in Heilongjiang in September 2023, and he emphasized the need to actively cultivate strategic emerging industries such as new energy, new materials, advanced manufacturing, and electronic information, actively cultivate future industries, accelerate the formation of new quality productivity, and enhance new driving forces for development. New quality productivity is a contemporary advanced productivity that has emerged from revolutionary technological breakthroughs, innovative allocation of production factors, and deep industrial transformation and upgrading. It is based on the qualitative changes of laborers, labor materials, labor objects, and their optimized combinations and is characterized by the improvement of total factor productivity [1]. On January 31, 2024, during the 11th collective learning session of the Political Bureau of the Communist Party of China Central Committee on new quality productivity, Xi Jinping pointed out the need to optimize the discipline settings and talent

training models of higher education institutions according to the trend of technological development and cultivate urgently needed talents for the development of new quality productivity and the promotion of high-quality development. Therefore, the development of new quality productivity relies on innovative technology, innovative talents, and ultimately, innovative education.

In the dynamic landscape of second language acquisition, technology stands as a transformative force, reshaping the outlines of learning itself [2]. New quality productivity, with its unique innovative characteristics and technological advantages, provides unprecedented technical support for the cultivation of foreign language talents in universities, and creates infinite possibilities for innovation in the cultivation of foreign language talents in universities. This article analyzes the importance and urgency of cultivating foreign language talents in universities under the background of new quality productivity, deeply studies the relationship and mechanism between new quality productivity and the cultivation of foreign language talents in universities, explores

innovative paths for the cultivation of foreign language talents in universities from the perspective of new quality productivity, and helps to better understand the inherent laws of new quality productivity and the cultivation of foreign language talents in universities, providing strong theoretical support and practical guidance for promoting high-quality cultivation of foreign language talents in universities.

## 2. LITERATURE REVIEW

### 2.1 *Foreign Language Talent Training Models*

The model for cultivating foreign language talents is an increasingly important research field in the field of education. With the development of globalization and the increasing demand for foreign language talents in society, various training models have emerged.

**Traditional skill oriented model:** Traditional foreign language talent cultivation often focuses on skills, emphasizing the basic listening, speaking, reading, and writing abilities of the language. This model focuses on imparting language knowledge and training language skills, but as social demands change, its shortcomings gradually become apparent [3]. It cannot meet the demand of modern society for versatile and applied talents.

**“Foreign Language+” Model:** In recent years, the “foreign language+” model has gradually replaced the traditional skill oriented model. This model emphasizes the combination of foreign language and other disciplines, such as “foreign language+specialty” or “foreign language+direction”, and aims to cultivate talents with various abilities. For example, in the context of rapid development of cross-border e-commerce, the combination of foreign languages and marketing has become a new training direction [3-4]. This model can better adapt to the needs of emerging industries and cultivate talents who possess both foreign language skills and professional knowledge.

**Cultivation of composite applied talents:** In the research of composite applied talents, scholars have proposed some innovative training models. These models not only focus on improving foreign language skills, but also emphasize interdisciplinary and comprehensive applications. For example, combining foreign language and cultural awareness, knowledge background training

to cultivate more comprehensive talents [4-5]. This method not only helps students master foreign languages, but also enhances their practical application abilities in their work.

**Social demand-oriented model:** The cultivation of foreign language talents must pay attention to the changes and needs of society. Research has shown that the direction of cultivating foreign language talents should be combined with national strategies and local development to enhance the effectiveness of training [3]. By analyzing social needs, we can more scientifically formulate goals and curriculum for talent cultivation. For example, many universities have started implementing a “foreign language + major” composite talent training model to meet the talent needs of specific industries [6-7].

**Cultivation of innovative foreign language talents:** Cultivating innovative foreign language talents is an important direction of modern education. This type of talent not only needs to have a solid foundation in foreign languages, but also needs to possess innovative thinking and the ability to solve complex problems. Educational institutions should stimulate students' creativity and initiative through curriculum innovation, project driven approaches, and teamwork, in order to cultivate high-quality foreign language talents that meet the needs of society [8].

Overall, the training model for foreign language talents is undergoing a transformation from traditional skill oriented to compound and application-oriented. Educators need to constantly adjust and optimize their talent development plans according to the changing needs of society, in order to cultivate talents who possess both language skills and are proficient in different fields. This process is not only an update of educational concepts, but also a true reflection of society's demand for foreign language talents. In the future, the cultivation of foreign language talents will pay more attention to interdisciplinary integration and application, forming a more diversified and flexible talent cultivation system.

### 2.2 *Empowering Foreign Language Talent Training Model with New Quality Productivity*

Lin Xibao et al. studied the internal logical relationship and action strategies of vocational colleges in supporting the high-quality development of new productivity [9]. Yan Zhili et al. discussed the allocation of elements and action logic for

vocational education to empower new quality productivity [10]. Han Fei et al. studied the logical implications and practical paths of vocational education driving new quality productivity [11]. Although some scholars have explored the relationship between new quality productivity and vocational education, there is a lack of research on the relationship between new quality productivity and the cultivation of foreign language talents in universities.

### **3. THE IMPORTANCE AND URGENCY OF CULTIVATING FOREIGN LANGUAGE TALENTS IN UNIVERSITIES UNDER THE BACKGROUND OF NEW QUALITY PRODUCTIVITY**

With the rise of new productivity and the deep integration of the global economy, foreign language talents in universities play an increasingly important role in promoting international exchanges, facilitating economic cooperation, and enhancing national competitiveness [12]. Some universities, research institutes, and foreign language experts have long recognized the importance and urgency of cultivating foreign language innovation talents [13]. As the cradle of foreign language talent cultivation, universities have become increasingly important and urgent in the context of new quality productivity [9]. The importance and urgency of cultivating talents in the context of new quality productivity.

Firstly, the emphasis on innovation and high-quality development in new quality productivity places higher demands on the professional competence and comprehensive ability of foreign language talents. Foreign language talents not only need to have a solid language foundation, but also need to possess cross-cultural communication skills, international perspectives, and innovative abilities [14]. As the main battlefield for cultivating foreign language talents, universities must adapt to the needs of new quality productivity, strengthen the comprehensive training of foreign language talents, and meet the diversified demands of society for foreign language talents [15]. Secondly, the rapid development of globalization and informatization has led to increasingly frequent international exchanges and cooperation, and foreign language talents have become important bridges connecting different countries and cultures [15]. Driven by the advancement of new quality productivity, international cooperation and exchanges have

deepened, and the demand for foreign language talents continues to increase. As an important base for cultivating foreign language talents, universities must increase their efforts in cultivating foreign language talents and provide strong talent support for international exchanges and cooperation. Once again, the development of new quality productivity has accelerated the internationalization of talent competition. As an important resource for international competition, the quality of foreign language talent cultivation directly affects a country's international competitiveness and development potential. Universities must improve the quality and level of foreign language talent cultivation, cultivate a group of high-quality foreign language talents with international competitiveness, and provide strong talent guarantee for the long-term development of the country [17].

However, the current cultivation of foreign language talents in universities still faces some problems and challenges, such as incomplete curriculum system, single teaching methods, and weak teaching staff. These issues constrain the quality and efficiency of foreign language talent cultivation, resulting in a certain gap between the training of foreign language talents in universities and the demand for new quality productivity [7] [17]. Therefore, the urgency of strengthening the cultivation of foreign language talents in universities is self-evident.

### **4. THE RELATIONSHIP AND MECHANISM BETWEEN NEW QUALITY PRODUCTIVITY AND THE CULTIVATION OF FOREIGN LANGUAGE TALENTS IN UNIVERSITIES**

#### ***4.1 The Intrinsic Connection Between New Quality Productivity and the Cultivation of Foreign Language Talents in Universities***

As an important driving force for today's socio-economic development, there is a close internal connection between new quality productivity and the cultivation of foreign language talents in universities. This relationship is not only reflected in the new requirements and challenges of high-quality productivity for the cultivation of foreign language talents in universities, but also in the support and promotion of the development of high-

quality productivity by the cultivation of foreign language talents in universities.

Firstly, the development of new quality productivity has put forward new requirements for the cultivation of foreign language talents in universities. New quality productivity emphasizes technological innovation, industrial upgrading, and international development, which requires foreign language talents to possess cross-cultural communication skills, international perspectives, and innovation abilities in addition to basic language abilities. As the cradle of foreign language talent cultivation, universities must adjust their talent cultivation goals and models according to the needs of new quality productivity, strengthen the comprehensive cultivation of foreign language talents, and meet the diversified demands of society for foreign language talents. Secondly, the cultivation of foreign language talents in universities plays an important supporting role in the development of new quality productivity. Foreign language talents are important bridges for international communication and cooperation, and their professional qualities and comprehensive abilities directly affect the depth and breadth of international exchanges [17]. Through the cultivation of foreign language talents in universities, a group of high-quality foreign language talents with international perspectives and cross-cultural communication abilities can be cultivated, providing strong talent support for international exchange and cooperation [5], and promoting the development of new quality productivity. Thirdly, there is still a mutually influential relationship between new quality productivity and the cultivation of foreign language talents in universities. The development of new quality productivity is driving innovation in the training mode of foreign language talents in universities, constantly updating teaching concepts, optimizing curriculum settings, and improving teaching methods to meet the needs of new quality productivity. At the same time, the improvement of the quality of foreign language talent cultivation in universities will also in turn promote the development of new quality productivity. High quality foreign language talents can provide strong intellectual support and talent guarantee for technological innovation, industrial upgrading, and international development [18].

#### ***4.2 The Mechanism of New Quality Productivity on the Cultivation of Foreign Language Talents in Universities***

The mechanism of the role of new quality productivity in the cultivation of foreign language talents in universities is comprehensive and multi-level. It has promoted the updating of foreign language education concepts, innovation of teaching methods, integration and optimization of educational resources, and reform and improvement of evaluation systems, providing strong support and guarantee for the cultivation of foreign language talents in universities. Therefore, universities should actively adapt to the development trend of new quality productivity, constantly innovate foreign language talent training models, improve the quality of talent training, and meet the talent demand in the context of globalization.

Firstly, the new quality of productivity has promoted the renewal of foreign language education concepts. Traditional foreign language education often focuses on imparting language knowledge and skills, while neglecting students' practical application abilities and cross-cultural communication skills [3]. The emergence of new quality productivity requires foreign language education to pay more attention to cultivating students' comprehensive qualities and innovative abilities, in order to meet the talent needs in the context of globalization. The update of this concept helps to shift foreign language education in universities from exam oriented education to quality-oriented education, with a greater emphasis on students' comprehensive development [8]. Secondly, the new quality of productivity has promoted innovation in foreign language teaching methods. With the continuous development of technology, new quality productivity has provided more diverse teaching methods and tools for foreign language education. For example, the application of new teaching methods such as multimedia, online teaching, and intelligent teaching software makes foreign language teaching more vivid, visual, and interesting, which helps to stimulate students' interest and enthusiasm for learning [2]. At the same time, these teaching methods also provide possibilities for personalized teaching and self-directed learning, enabling students to engage in targeted learning based on their actual situation and interests [19]. Thirdly, the new quality productivity has strengthened the integration and optimization of foreign language

education resources. The rapid development of new quality productivity has made foreign language education resources more abundant and diversified, including excellent textbooks, teaching resource libraries, online courses, etc [6]. Universities can integrate these resources to provide students with a better foreign language learning environment and learning experience. At the same time, the new quality productivity also promotes inter school and international exchanges and cooperation, enabling foreign language education in universities to draw on advanced educational concepts and teaching methods, and continuously improve the quality of education. Fourthly, the new quality productivity has had a positive impact on the evaluation system of foreign language talent cultivation. The traditional evaluation system for foreign language talent cultivation often places too much emphasis on exam scores and certificate levels, while neglecting students' actual abilities and comprehensive qualities [7]. The emergence of new quality productivity requires universities to establish a more scientific, comprehensive, and diverse evaluation system, focusing on evaluating students' practical application ability, innovation ability, cross-cultural communication ability, and other aspects. The establishment of this evaluation system helps to objectively reflect students' foreign language proficiency and comprehensive qualities, providing stronger support for talent cultivation [14].

## **5. INNOVATIVE PATH OF FOREIGN LANGUAGE TALENT TRAINING MODEL IN UNIVERSITIES FROM THE PERSPECTIVE OF NEW QUALITY PRODUCTIVITY**

### ***5.1 Innovation of New Quality Curriculum System: Building a Foreign Language Curriculum System That Is Compatible with New Quality Productivity, Strengthening Interdisciplinary Integration and Practical Ability Cultivation***

Under the promotion of new quality productivity, the curriculum system for foreign language talent cultivation urgently needs to be innovated to meet the new requirements of talent cultivation in the new era. Building a foreign language curriculum system that is compatible with new quality productivity, strengthening interdisciplinary integration and practical ability

cultivation, has become an important task for foreign language education in universities [19]. By innovating the curriculum system, a group of high-quality, interdisciplinary, and practical foreign language talents can be cultivated [20].

Firstly, establish a foreign language curriculum system that is compatible with new quality productivity, and pay attention to industry development and career needs. The curriculum system should be closely integrated with the development trend of new quality productivity, focusing on key areas such as technological innovation, industrial upgrading, and international development, and setting up relevant foreign language courses to meet the demand of society for high-quality foreign language talents. At the same time, the curriculum system should also focus on cultivating students' language application ability, cross-cultural communication ability, critical thinking ability, etc., in order to enhance their comprehensive quality and competitiveness. Secondly, strengthening interdisciplinary integration is the key to building a new foreign language curriculum system [21]. New quality productivity emphasizes innovation and comprehensiveness, requiring foreign language talents to possess interdisciplinary knowledge and skills. Therefore, foreign language education in universities should break down disciplinary barriers and strengthen cross disciplinary integration with other disciplines such as literature, history, culture, economics, law, etc., in order to broaden students' knowledge horizons and ways of thinking [18]. Through interdisciplinary integration, students' comprehensive literacy and innovation ability can be cultivated, enabling them to better adapt to the needs of new quality productivity [18]. Thirdly, the cultivation of practical abilities is also an important aspect of curriculum system innovation. Foreign language talents not only need to have a solid language foundation, but also need to possess practical operational skills and problem-solving abilities [8]. Therefore, foreign language education in universities should increase the proportion of practical teaching, through various forms such as classroom practice, project practice, and social practice, to enable students to learn and apply foreign language knowledge in practice, improve their practical ability and innovative consciousness [6]. At the same time, universities should actively cooperate with enterprises and industries, establish practical bases and internship platforms, and provide students with more practical opportunities and resources [4]. Fourthly, in the process of

constructing a new foreign language curriculum system, universities should also pay attention to the integrity and coherence of the curriculum system [9]. The curriculum system should have clear levels, reasonable structure, and interconnection, forming an organic whole. At the same time, universities should strengthen the construction of their teaching staff, enhance their professional competence and teaching ability, and provide strong talent support for curriculum system innovation [18].

### ***5.2 Innovative Teaching Methods: Adopting Diversified Teaching Methods and Means to Enhance Students' Interest in Learning and Self-learning Ability***

In the context of new quality productivity, there is an urgent need for innovative teaching methods for foreign language talent cultivation to adapt to new educational concepts and talent development goals. Adopting diversified teaching methods and means is an important direction for innovative teaching methods [15]. Through innovative teaching methods, foreign language education in universities can effectively improve students' learning interest and self-learning ability, and cultivate more foreign language talents with high quality, innovative spirit, and self-learning ability [13].

Firstly, the application of diversified teaching methods is crucial. Traditional teaching methods often focus on imparting knowledge and overlook students' initiative and creativity [3]. Therefore, foreign language teachers in universities should actively introduce diversified teaching methods such as interactive teaching, case teaching, and project-based teaching, so that students can learn and master knowledge through participation and practice [22]. These teaching methods can stimulate students' interest in learning, increase their participation, and help cultivate their critical thinking and innovation abilities [23]. Secondly, utilizing modern teaching methods is also an important way to innovate teaching methods. With the rapid development of information technology, modern teaching methods such as multimedia and the internet have provided abundant resources and convenient conditions for foreign language teaching [3]. College foreign language teachers can use these methods to create vivid and interesting teaching resources such as courseware and videos, allowing students to gain richer experiences in multiple senses such as visual and auditory senses [24]. At

the same time, teachers can also use online platforms to carry out online teaching, remote tutoring and other activities, breaking the limitations of time and space, and providing students with more flexible and convenient learning methods [23]. Thirdly, emphasizing the cultivation of students' self-learning ability is also an important goal of innovative teaching methods. The ability of self-directed learning is the foundation for students' lifelong learning and development. College foreign language teachers should cultivate students' autonomous learning awareness and ability by designing challenging learning tasks, providing abundant learning resources, and guiding students to develop learning plans [25]. At the same time, teachers should also pay attention to students' learning process, provide timely feedback and guidance, help students solve problems encountered in learning, and improve their learning effectiveness and confidence. Fourthly, in the process of innovating teaching methods, foreign language teachers in universities should continuously learn and explore new educational concepts and teaching methods, pay attention to industry development and changes in professional needs, and adjust and optimize their teaching strategies and methods in a timely manner [3]. At the same time, universities should also strengthen teacher training and academic exchange activities, provide a platform for teachers to learn and communicate, and promote the in-depth development of innovative teaching methods [6].

### ***5.3 Innovation in Teaching Staff: Strengthening the Construction of Teaching Staff, Enhancing Teachers' Professional Literacy and Innovation Ability***

In the context of new quality productivity, the innovation of teaching staff for foreign language talent cultivation is particularly important. As the cradle of foreign language talent cultivation, universities must pay attention to the construction of their teaching staff, enhance their professional competence and innovation ability, in order to meet the new requirements of foreign language talent cultivation in the new era. Through innovative teaching staff, universities can cultivate a group of foreign language talents with high quality, innovative spirit and practical ability. Innovation: Strengthen the construction of the teaching staff, enhance the professional competence and innovation ability of teachers.

Firstly, strengthening the construction of the teaching staff is the foundation for enhancing the professional competence of teachers. Universities should build a high-level and professional team of foreign language teachers by introducing outstanding talents, optimizing teacher structure, and improving incentive mechanisms [23]. At the same time, attention should also be paid to the continuing education and training of teachers, providing them with a platform for learning and communication, helping them continuously update their knowledge and improve their skills, in order to adapt to the new demands of high-quality productivity for the cultivation of foreign language talents [12]. Secondly, enhancing teachers' innovation ability is the key to innovation in teaching staff [12]. New quality productivity emphasizes innovation and creativity, requiring foreign language teachers not only to have a solid language foundation and teaching ability, but also to possess innovative consciousness and ability. Therefore, universities should encourage teachers to conduct teaching research and academic innovation, provide research projects and funding support for teachers, and help them accumulate research experience and enhance their innovation capabilities [22]. At the same time, universities should strengthen industry university research cooperation, guide teachers to participate in enterprise practice and industry research, promote deep integration between teachers and industries, and enhance teachers' practical and innovative abilities [25]. Thirdly, establishing a sound teacher evaluation and incentive mechanism is also an important guarantee for the innovation of teaching staff [23]. Universities should establish a comprehensive teacher evaluation system that includes teachers' professional competence, teaching ability, innovation ability, etc. in the evaluation scope [22]. Through feedback and guidance from the evaluation results, teachers can identify their own shortcomings and develop improvement plans [21]. At the same time, universities should establish incentive mechanisms to reward and honor teachers who have achieved outstanding results in teaching and research, and stimulate their enthusiasm and creativity [16]. Fourthly, in the process of strengthening the construction of the teaching staff, universities should also pay attention to creating a good academic atmosphere and cultural environment [7]. By organizing academic lectures, seminars, and other activities, teachers are provided with opportunities for communication and learning, promoting knowledge sharing and experience

inheritance among teachers [10]. At the same time, universities should strengthen cooperation and exchanges with international advanced educational institutions, introduce international advanced educational concepts and teaching methods, and promote the internationalization level of faculty construction [13].

#### ***5.4 Innovation Through Industry University Research Cooperation: Deepening Industry University Research Cooperation, Promoting the Close Connection Between Foreign Language Talent Cultivation in Universities and Social Needs***

In the context of the era of new quality productivity, the close connection between the cultivation of foreign language talents in universities and social needs is particularly crucial. Deepening industry university research cooperation not only helps to improve the quality and effectiveness of foreign language talent cultivation, but also promotes a positive interaction between universities and society, achieving optimized allocation of educational resources [12]. By strengthening cooperation and communication with enterprises and industries, universities can better understand market demand, optimize talent training models, improve the quality of talent training, and provide strong talent support for the development and progress of society [17]. Research cooperation and innovation: deepen industry university research cooperation, promote the close connection between foreign language talent training in universities and social needs [14].

Firstly, deepening industry university research cooperation can help universities more accurately grasp the demand for foreign language talents in society [9]. Through close communication and exchange with partners such as enterprises and industries, universities can timely understand industry development trends, changes in career demands, and the application of new technologies and applications in the field of foreign languages. These pieces of information provide important reference for universities to formulate and adjust their foreign language talent training goals and plans, making foreign language education in universities more practical and in line with market demand [18]. Secondly, industry university research cooperation helps universities optimize their foreign language talent training models and curriculum offerings [23]. Through cooperation

with enterprises and industries, universities can introduce more practical cases and projects, enriching the content and forms of foreign language teaching. At the same time, universities can also improve and optimize their curriculum and teaching methods based on feedback from enterprises and industries, in order to enhance the pertinence and effectiveness of foreign language talent cultivation [9]. Thirdly, industry university research cooperation also provides a broader practical platform and employment opportunities for foreign language talents in universities. By participating in internships, practical training, and project collaborations with enterprises, students can gain a deeper understanding of industry operations and career development paths, and enhance their practical abilities and comprehensive qualities [13]. Meanwhile, enterprises can also discover and select outstanding foreign language talents through industry university research cooperation, providing strong talent support for their own development. Fourthly, in the process of deepening industry university research cooperation, universities should actively establish long-term and stable cooperative relationships with enterprises and industries, and jointly carry out activities such as talent cultivation, scientific research, and social services [17]. At the same time, universities should strengthen internal management and resource integration to improve the efficiency and level of industry university research cooperation [19]. For example, industry university research cooperation centers or platforms can be established to strengthen communication and collaboration with enterprises and industries; Strengthen the construction of the teaching staff and enhance their ability and level of industry university research cooperation; Improve the student practice system and provide more practical opportunities and resources for students [21].

## **6. CONCLUSIONS AND DISCUSSION**

### **6.1 Conclusions**

By analyzing the importance and urgency of cultivating foreign language talents in universities under the background of new quality productivity, conducting in-depth research on the relationship and mechanism between new quality productivity and the cultivation of foreign language talents in universities, exploring innovative paths for the cultivation mode of foreign language talents in universities from the perspective of new quality productivity, it helps to better understand the inherent relationship and laws between new quality

productivity and the cultivation of foreign language talents in universities, and provides strong theoretical support and practical guidance for promoting high-quality cultivation of foreign language talents in universities.

### **6.2 Theoretical Implications**

Firstly, it is enriching foreign language education theory. This study injects new content into foreign language education theory by exploring innovative paths for foreign language talent cultivation under the background of new quality productivity. It not only expands the research perspective of foreign language education, but also promotes the improvement and development of the theoretical system of foreign language education.

Secondly, it is deepening the understanding of interdisciplinary education. This study emphasizes the importance of interdisciplinary integration in the cultivation of foreign language talents, which helps to deepen the understanding and recognition of interdisciplinary education. Through interdisciplinary analysis, this study provides theoretical basis and guidance for the integration of foreign language education with other disciplines.

Thirdly, it is promoting the innovation of teaching methodology. The diversified teaching methods and means proposed in this study provide new ideas for the innovation of foreign language teaching methodology. It breaks the constraints of traditional teaching methods, advocates student-centered teaching philosophy, and provides theoretical support for the innovation of foreign language teaching methods.

Fourthly, it is enhancing teacher development theory. This study focuses on the innovation of teaching staff, emphasizing the improvement of teachers' professional competence and innovation ability. This helps to enrich and develop the theory of teacher development, providing theoretical guidance and support for the professional growth and development of foreign language teachers in universities.

### **6.3 Practical Implications**

The first is guiding foreign language education practice. The innovative strategies proposed in this study in terms of curriculum system, teaching methods, faculty strength, and industry university research cooperation provide specific guidance and reference for foreign language education practice in

universities. These strategies help universities optimize their foreign language talent training programs and improve the quality of foreign language talent training.

The second is meeting social needs. This study closely focuses on the changing demand for foreign language talents in society, and promotes the close connection between the cultivation of foreign language talents in universities and social needs through deepening industry university research cooperation and other means. This will help cultivate more high-quality foreign language talents that meet market demand and provide strong talent support for the development of the social economy.

The third is improving students' comprehensive quality: This study focuses on cultivating students' self-learning and practical abilities, and stimulates their learning interest and creativity through diversified teaching methods and practical activities. This helps to enhance students' overall quality and competitiveness, laying a solid foundation for their future career development and life planning.

The fourth is promoting internationalization of education. This study emphasizes cooperation and exchange with advanced international educational institutions to promote the internationalization level of foreign language talent cultivation. This will help enhance the international influence and competitiveness of China's foreign language education, and provide strong support for cultivating talents with international perspectives and cross-cultural communication skills.

## ACKNOWLEDGMENTS

Funding declaration: (1) School-level project of Guangzhou Civil Aviation College, Project number: JG202521. (2) Big Data Research Center of Foreign Languages Reading, NPPA Key Laboratory of Publishing Integration Development, FLTRP, Project number: NKF2023BC03. (3) Guangzhou Philosophy and Social Sciences Planning Project, Project number:2025GZYB76. (4) Guangzhou Education and Science Planning Project, Project number:2026115090.

## AUTHORS' CONTRIBUTIONS

Linhua Cao: Conceptualization, Supervision, Resources, Funding acquisition, Writing – original draft preparation.

Kaijun Wu: Writing- Reviewing and Editing.

Linhua Cao and Kaijun Wu wrote the paper. All of authors contributed to read and approved the final manuscript.

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