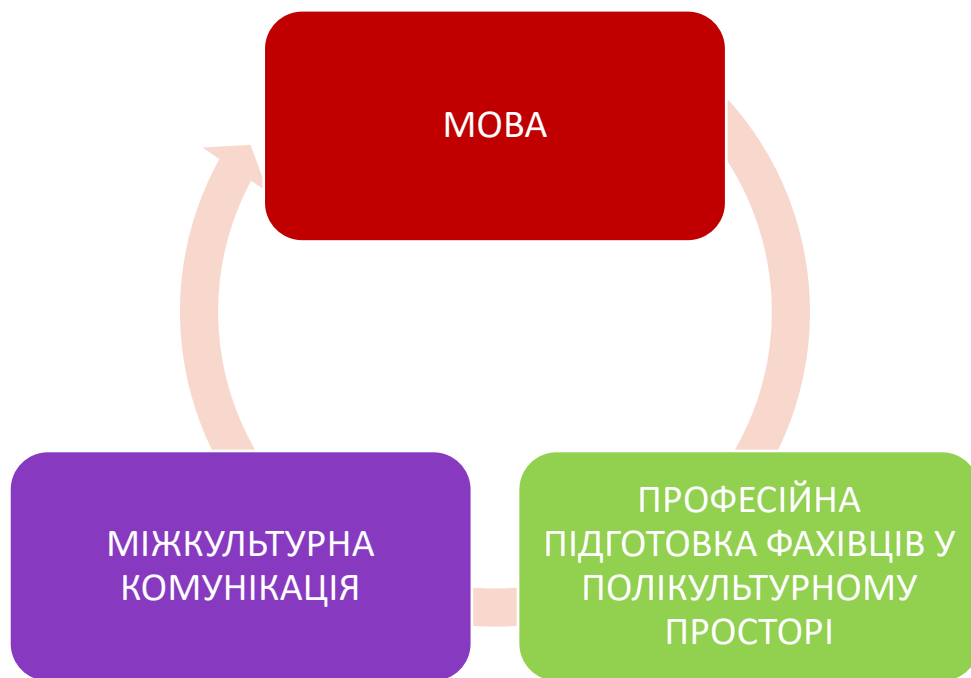


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

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RESEARCH ON THE CULTIVATION MODELS OF FOREIGN LANGUAGE TALENTS OF INTERNATIONAL AND REGIONAL STUDIES IN CHINESE HIGHER INSTITUTIONS

***Key words:** international and regional studies; cultivation of talents; significance and innovation*

The establishment of the International and Regional Studies major in China is a significant reform in the strategic efforts to strengthen education and the discipline. This paper first summarizes the two Chinese universities as cases to reflect on the current state of Cultivation Models of Foreign Language Talents of International and Regional Studies. Based on that, it presents several thoughts and suggestions for promoting International and Regional Studies within the foreign language discipline, as well as the significant importance of conducting research on the cultivation of foreign language talents for specific regions and countries. In terms of education, it is necessary to establish a theory and education system based on the discipline itself.

The interdisciplinary attributes of International and Regional Studies pose greater challenges and demands for talent cultivation in related fields. China's higher institutions are relatively late in engaging in regional and country-specific studies talent cultivation. Through literature review and on-site surveys, facing the urgent necessity for talents in International and Regional Studies, some foreign language colleges and foreign language departments within comprehensive universities have made immediate responses. On one hand, foreign language institutions inherently possess the disciplinary advantage of foreign language and literature, exhibiting expertise in foreign languages, foreign cultures, and international communication; on the other hand, foreign language institutions have played a crucial role in helping China transition from a relatively closed state to an open and successfully integrated presence in the world, and in this period, these institutions have accumulated the successful experiences. The author investigated the talent cultivation models for International and Regional Studies of foreign language talents at a specific foreign language university and a comprehensive university.

From the regional country-specific foreign language talent cultivation approaches of the above higher institutions, it's clear that the discipline of International and Regional Studies requires a systematic construction rather than a collage-style assembly. Innovative approaches must be employed to integrate existing educational and research resources, allowing for comprehensive planning and strategic layout, so as to establish schemes for disciplinary development. Practically, the primary methodology for theoretical structuring and talent development under International and Regional Studies involves the interconnection and interdisciplinary synthesis of

knowledge areas that are traditionally segregated across separate academic fields, which leads to the emergence of novel theoretical and applied systems. Operationally, this necessitates a holistic framework that spans the national framework, institutional echelon, and the realm of disciplinary knowledge, thereby forging a comprehensive, cross-disciplinary talent cultivation infrastructure. International and Regional Studies exhibit a comprehensive intersectoral and interdisciplinary nature. In relation to the extant academic disciplines, the development of International and Regional Studies entails an additive rather than subtractive process; it is oriented towards innovation rather than replacement. This involves the expansion of current disciplines' engagement through diverse methodologies and frameworks, thus leveraging and energizing the intellectual capital inherent in those disciplines. By doing that, the field of International and Regional Studies not only establishes its own academic position but also expands opportunities for the existing faculty. It enables teachers and researchers from various disciplines to engage in interdisciplinary scientific research and teaching on a cross-disciplinary platform, following the logical framework of International and Regional Studies.

In light of the experiences shared by the two universities mentioned in the first part, the following are the author's reflections and suggestions on promoting International and Regional Studies of Talent Cultivation Models within the field of foreign language disciplines.

Firstly, foreign language departments in various universities should allocate resources reasonably in the areas of scientific research, curriculum development, and talent cultivation, based on their actual conditions within the scope of country and regional studies. Furthermore, Schools of Foreign Languages must undergo a strategic shift in cultivating talent for "multilingualism and area studies." A pursuit to create an integrated training model for "multilingualism and area studies" is imperative. These institutions should streamline and make accessible the curriculum resources to allow students from relevant disciplines to engage in extensive multilingual education and acquire foundational professional knowledge necessary for international and regional studies. Third, departments of foreign languages in higher education institutions must actively develop knowledge products in the area of country and regional studies to service the demands of the market.

The research on cultivating foreign language talent of International and Regional studies bears significant implications. It manifests primarily through alignment with national strategic imperatives, support for the development of cross-disciplinary fields, and the resolution of developmental impasses within foreign language disciplines.

Firstly, from a national strategic perspective, research into the International and Regional Studies of Talent Cultivation Models aligns with China's "global governance" concept, the "Belt and Road" initiative, and the talent powerhouse strategy. Secondly, from the academic development perspective, research into the International and Regional Studies of Talent Cultivation Models can provide crucial insights for the Ministry of Education to deepen educational reforms and assist in strategic educational planning. Thirdly, from the perspective of foreign language academic disciplines, research into the International and Regional Studies of Talent Cultivation Models is congruent with the prevailing international development trends.

The Cultivation Models of Foreign Language Talents of International and Regional Studies is a service imperative to meet the strategic diplomatic needs of a state engaged in international relations. In this new era, China is set to promote a more expansive, comprehensive, and profound level of global engagement, fostering a new pattern of high-quality development propelled by both domestic and international circulations. The initiative requires higher education institutions to cultivate distinguished scholars in International and Regional studies so as to provide a workforce and intellectual support for international affairs. The cultivation of expertise in International and Regional studies is not only a matter of pressing urgency but also a long-term commitment of considerable magnitude. Institutions of higher institutions must take a talent-centric, problem-driven approach to explore and establish an internationalized, interdisciplinary talent development system based on linguistic competence.

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THE COMPARISON AND PRACTICE OF TWO FOREIGN ENGLISH TEACHERS' TEACHING BELIEFS IN TEACHING SPOKEN ENGLISH IN CHINA—THE STORIES OF “GARDENER AND TIGER”

Keywords: *spoken English, foreign teacher, belief.*

Since the demand of students, native English-speaking teachers play an indispensable role in teaching spoken English. The teaching beliefs of two specific foreign teachers are the key points in this research. The method of ethnography is applied. By comparison, observation and interviews, their characteristics and constraints in teaching spoken English are revealed. The innovation of the research is that the objects of the research. The writer picked two distinctive and popular teachers after sitting in several foreign teachers' classes. The feasibility is that Chinese teachers can benefit a lot from foreign teachers' teaching belief, and apply their bilingual