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AN ANALYSIS OF EMPLOYMENT AND ENTREPRENEURSHIP PATHS FOR FOREIGN LANGUAGE MAJOR STUDENTS IN WESTERN LOCAL UNIVERSITIES UNDER THE BACKGROUND OF THE “BELT AND ROAD INITIATIVE”

Abstract

This study examines the demand for linguistic personnel in China's western regions under the Belt and Road Initiative. Data analysis revealed structural employment problems for graduates, including limited sectors and low competitiveness amid growing interdisciplinary skill requirements. Identified gaps between university curricula and employer needs for digital competency and intercultural communication skills. Solutions are proposed at three levels: governmental (creation of industry alliances), university (implementation of dual education), and personal (development of professional strategy). It provides a theoretical foundation for optimizing specialist training models to strengthen regional roles and build the human resource capacity of regional universities in international projects.

Keywords: interdisciplinary competencies, digitalization, dual education, industry alliances, cross-cultural communication, globalization, human capital, academic mobility, internationalization of education, cross-border cooperation

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АНАЛИЗ ПУТЕЙ ТРУДОУСТРОЙСТВА И ПРЕДПРИНИМАТЕЛЬСТВА ДЛЯ СТУДЕНТОВ, СПЕЦИАЛИЗИРУЮЩИХСЯ В ОБЛАСТИ ИНОСТРАННЫХ ЯЗЫКОВ В ЗАПАДНЫХ МЕСТНЫХ УНИВЕРСИТЕТАХ НА ФОНЕ ИНИЦИАТИВЫ «ПОЯС И ПУТЬ»

Аннотация

Исследование раскрывает динамику спроса на лингвистические кадры в контексте инициативы «Пояс и путь», фокусируясь на западных регионах Китая. Анализ данных выявил структурные проблемы трудоустройства выпускников, включая ограниченность секторов занятости и низкую конкурентоспособность на фоне растущих требований к междисциплинарным навыкам. Интерес представляют выявленные диспропорции между учебными программами вузов и запросами работодателей, требующими интеграции

цифровых компетенций и межкультурной коммуникации. Предложены решения на трех уровнях: государственном (создание отраслевых альянсов), университетском (внедрение дуального обучения) и личностном (развитие профессиональных стратегий). Результаты работы создают теоретическую базу для оптимизации моделей подготовки специалистов в контексте усиления роли регионов и содействуют укреплению кадрового потенциала региональных вузов в международных проектах.

Ключевые слова: междисциплинарные компетенции, цифровизация, дуальное обучение, отраслевые альянсы, кросс-культурная коммуникация, глобализация, человеческий капитал, академическая мобильность, интернационализация образования, трансграничное сотрудничество

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“БИР АЛКАК, БИР ЖОЛ” АЛКАГЫНДА ЖЕРГИЛИКТҮҮ БАТЫШ УНИВЕРСИТЕТТЕРДЕГИ ЧЕТ ТИЛИНДЕ АДИСТЕШТИРИЛГЕН СТУДЕНТТЕРДИН ИШКЕ ОРНОШУУСУН ЖАНА ИШКЕРДИГИН АНАЛИЗДӨӨ

Кыскача мазмуну

Изилдөө "Бир алкак, бир жол" демилгесинин алкагында лингвистикалык кадрларга болгон суроо-талаптын динамикасын ачып берет, Кытайдын батыш аймактарына көңүл буруу менен. Маалыматтарды талдоо бүтүрүүчүлөрдүн жумушка орношуусунун түзүмдүк көйгөйлөрүн аныктады, анын ичинде жумуш секторлорунун чектелүүлүгү жана дисциплиналар аралык көндүмдөргө болгон өсүп жаткан талаптардын фонунда атаандаштыкка жөндөмдүүлүгүнүн төмөндүгү. Университеттик программалар менен санариптик компетенцияларды жана маданияттар аралык байланышты интеграциялоону талап кылган иш берүүчүлөрдүн талаптарынын ортосундагы дисбаланс өзгөчө кызыгууну жаратат. Үч деңгээлде чечимдер сунушталган: мамлекеттик (тармактык альянстарды түзүү), университеттик (эки тараптуу билим берүүнү киргизүү) жана жеке (кесиптик стратегияларды өнүктүрүү). Изилдөөнүн жыйынтыктары аймактардын ролун бекемдөө контекстинде адистерди даярдоо моделдерин оптималдаштыруу үчүн теориялык негиз түзөт жана эл аралык долбоорлордо аймактык университеттердин кадрдык потенциалын бекемдөөгө көмөктөшөт.

Түйүндүү сөздөр: дисциплиналар аралык компетенциялар, санариптештирүү, эки тараптуу билим берүү, тармактык альянстар, маданияттар аралык байланыш, глобалдашуу, адам капиталы, академиялык мобилдүүлүк, билим берүүнүн эл аралык деңгээлге чыгышы,

чек аралык кызматташтык

I. Introduction. Since General Secretary of the Chinese Communist Party Xi Jinping proposed the “Belt and Road Initiative” in 2013, China’s cooperation with countries along the route in the fields of economy, cul-

ture, education and other fields has become increasingly frequent. As the number of overseas projects of Chinese enterprises in the fields of new energy, construction, petroleum and other fields increases year by year, cooperation and exchanges with countries along

the route in education, tourism, culture and other fields have also expanded accordingly. The demand for foreign language professionals, especially the foreign language talents who are familiar with cross-cultural communication and minority language, is extremely urgent. However, the traditional employment channels for foreign language majors in local colleges and universities in the west have become saturated. Only by standing on the background of the development of the times and working together can we broaden the employment path.

II. Demand characteristics of foreign language professionals under the background of the “Belt and Road Initiative”

After the “Belt and Road Initiative” was proposed, China’s cooperation with countries along the route in various fields has continued to deepen, and the demand for foreign language talents has shown the following characteristics. First, the scale of demand has continued to increase, and the cooperation in various fields that has been carried out or is about to be carried out cannot be separated from the support of foreign language professionals. Domestic and foreign companies want to take the road of international development, and they need more specialized talents to provide language services. Second, the demand field is expanding. According to China’s “Belt and Road” website, the non-financial direct investment of Chinese companies in the countries co-building the “Belt and Road” has increased year by year [1]. With the development of cooperation, the demand for foreign language professionals has expanded to various fields such as cross-border e-commerce, new energy, transportation, communications, education, culture, and tourism. Third, compound talents are more favored, and single language skills can no longer meet the market demand for talents. Compound skills such as “foreign language + economics”, “foreign language + law”, and “foreign language + engineering management” have become the necessary conditions

for most companies to recruit talents.

III. Employment status and difficulties of foreign language majors in local universities in the west

1. Employment structure

The employment of foreign language majors in local universities in the west is generally concentrated in the education industry and state-owned enterprises. Taking the author’s university as an example, the proportion of graduates engaged in the education industry in the past three years has exceeded 60%, and few choose to work in foreign companies. The employment structure is relatively simple.

2. Employment environment

There are fewer foreign-funded enterprises in the western region of China, and the vacancies corresponding to foreign language majors are even more scarce. The demand for foreign language talents by local enterprises is relatively weak. In addition, the birth rate has slowed down in recent years and the entry threshold of the education industry has increased. Consequently, the difficulty of employment for university students in the western region has increased year by year [2, 91-95p].

3. Employment Competitiveness

There is a certain gap between the faculty, educational resources, and teaching concepts of western local universities and those of eastern regions and “Double First-Class” universities. The curriculum of some western universities is monotonous, and students’ internship positions are mostly about simple translation or administrative work, which cannot effectively improve the core competitiveness that matches market demand.

4. Employment Concept

Students in western local universities generally have a weak sense of career planning, and tend to blindly follow the trend when seeking employment. Meanwhile, they pursue short-term employment benefits and economic income, lack the awareness of self-employment and innovative spirit. They are also

accustomed to relying on traditional employment channels, and lack courage and determination when facing risks and challenges.

5. Employment Policy

Some employment policies were not fully considered for western local universities when formulating foreign language professional positions. International internship projects and school-enterprise cooperation policy resources related to the “Belt and Road Initiative” are still concentrated in a few eastern universities.

6. Employment Guidance and Services

Western local universities have fewer opportunities to cooperate with relevant enterprises to carry out vocational training and simulated interviews. The employment guidance for students is mostly focused on policy interpretation, resume preparation, and interview skills. There is a lack of in-depth guidance on students’ career planning and industry development trend analysis, which cannot effectively help students establish correct employment concepts and career goals.

IV. Strategies for optimizing the employment path of foreign language majors in western local universities under the background of the Belt and Road Initiative

1. Government level

1) Optimize the top-level design and strengthen policy support

In view of the employment status of foreign language majors in western local universities, the government can rely on the “Belt and Road Initiative” platform to establish language service job plans such as the “Western Plan” and the “Rural Teacher Special Post Plan” to guide foreign-related enterprises and international organizations to give priority to hiring foreign language talents from western local universities, and at the same time simplify the process of western local university graduates to work in “Belt and Road” related fields and positions.

2) Increase capital investment and improve training quality

To optimize job market for foreign lan-

guage majors of western universities, special funds to improve teaching facilities need to be set up. Outstanding teachers can be employed to introduce outstanding teachers, develop relevant courses; teachers can be assigned for further study to improve the quality of student training in western universities. In addition, policy preference can be adopted to the enrollment of minority languages majors in western local universities, such as Russian, Arabic and other languages to attract more students to apply and contribute their youthful strength to the joint construction of the “Belt and Road Initiative”.

3) Deepen the integration of industry and education and strengthen school-enterprise cooperation

To widen job market for foreign language majors of the western China, the government takes the lead in establishing the “Belt and Road” language service industry alliance, promotes the connection between local universities and domestic and foreign enterprises, cross-border e-commerce, and establishes internship and training bases. Relevant policies are introduced to encourage enterprises and local universities to jointly carry out order-based talent training, shorten the adaptation period for graduates to enter enterprises, and save training costs.

4) Expand employment channels and add service positions

To expand employment channels and service positions, the Ministry of Foreign Affairs, the Ministry of Commerce, the Ministry of Culture and Tourism and other relevant departments jointly recruit foreign language majors from local universities in the western region to participate in the “Belt and Road” overseas projects, undertaking positions of translation, cultural exchange or project management. Furthermore, what needs to be done is to continuously develop grassroots employment positions, add customs, border inspection, tourism consulting and other external public service positions in the western border areas, and give priority to recruiting

local foreign language majors.

2. University level

1) Optimize training programs and highlight the characteristics of the “Belt and Road”

As the main battlefield for training talents, local universities should adjust their professional directions in a timely manner, strengthen interdisciplinary integration, promote the reform of the “foreign language + talent” training model, and cultivate talents needed in the cooperation fields along the “Belt and Road”. Local universities need implement practical courses such as culture, politics and economy of countries along the route, cross-border e-commerce practices, cross-cultural communication and negotiation, introduce industry certification, and improve students’ employment competitiveness.

2) Strengthen practical teaching and improve practical skills

Taking advantage of relevant government policies, western universities can actively connect with overseas companies and cross-border e-commerce companies, establish a “language service training center”, develop a “virtual simulation project”, and improve students’ practical skills through simulation training. Western universities can also connect with companies, establish internship training bases, and carry out long-term cooperation to ensure that students have sufficient internship time. Besides, western universities can hire relevant personnel from companies as off-campus instructors, organize students to actively undertake foreign affairs services and language service tasks for large-scale international events, and effectively improve students' ability to combine theory with practice.

3) Strengthen internal and external cooperation and share educational resources

In China, universities can strengthen joint training with eastern universities and “Double First-Class” universities, share high-quality courses, teachers and employment resources through “counterpart support” projects and participate in the “Belt and Road” university

alliance. Abroad, we will cooperate with universities in countries along the route through national government dispatch, inter-school mutual dispatch, independent selection, international network courses, etc., to increase students’ overseas study and internship opportunities [3, 33-36p].

4) Optimize employment services and strengthen employment guidance

Timely integrate recruitment information from foreign-related enterprises, international organizations, and overseas projects, and accurately push relevant employment information to students. Regularly hold employment experience sharing sessions, invite practitioners in the “Belt and Road” related industries to share their application experience and work experience, and help students clarify their career paths. Regularly conduct mock interviews and resume optimization lectures and training. Set up entrepreneurial funds to encourage students to provide product translation for local agricultural products and small and medium-sized enterprises, and provide language services for overseas marketing and cross-border cultural communication.

3. Students level

1) Clarify career goals and make good career plans

Foreign language majors, especially minor language majors, should take the initiative to understand the job characteristics and needs of industries related to the “Belt and Road” field through various channels from the freshman year, clarify their career goals and formulate reasonable career plans. Foreign language majors, with the plan formulated, on the basis of mastering the first and second foreign language skills, using their own knowledge and based on their personal interests, through MOOC and other online platforms, can take elective courses in law, finance, international trade, cross-border e-commerce, international culture and communication, etc., to lay a solid foundation for becoming a “compound” talents.

2) Participate in internship practice to

improve compound ability

To be competitive in job market, foreign language majors actively participate in professional practice, professional competitions, innovative entrepreneurial projects and volunteer service activities; they take the initiative to strive for internship opportunities in related companies and industries, accumulate cross-cultural practical experience, truly experience the culture of the destination country while learning the language, and apply what they have learned into practice. Moreover, they need obtain certificates of foreign language tests, band four and band eight, IELTS, TOEFL, translation qualification certificates and other valuable certificates to prepare for applying for your favorite positions.

3) Pay attention to relevant policies and seize employment opportunities

To be well-informed about employment information, foreign language majors need pay attention to the information from the authoritative websites such as the National Office for Teaching Chinese as a Foreign Language, China's Belt and Road Network, China Scholarship Council, and other government websites to grasp policy information as soon as possible, strive for exchange study projects funded by the government or school, and strive for policy dividends. Meanwhile, they need pay attention to government and related corporate recruitment information, and seize employment opportunities for "Belt and Road" special positions such as Chinese teachers in Confucius Institutes,

embassy staff, and business foreign aid.

4) Change employment concepts and try to start your own business

To promote job opportunities, foreign language majors need change the concept of holding a "iron rice bowl" and try flexible employment, taking orders on online platforms, providing freelance jobs such as translation and copywriting services as the main alternative for employment. They also can apply for entrepreneurship subsidies, form a team to provide multilingual translation for small and medium-sized enterprises, run e-commerce online stores for cross-border operations, and start micro-enterprises [4, 107-109p].

In short, the "Belt and Road Initiative" has opened up a new path for employment for foreign language majors in western local universities. In order to better serve the national strategy, the government should play a leading role, coordinate the resources of universities and enterprises, and build a new employment ecology; western local universities should take the initiative to meet regional needs, innovate talent training models, and improve the quality of talent training; students should actively adapt to the new situation and strive to become international talents with cross-cultural communication skills and professional compound skills. Through the linkage of the government, universities, and students, the parties involved can jointly seize the development opportunities brought by the construction of the "Belt

and Road Initiative".

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