

# Construction of Foreign Language Curriculum System and Research on International Talent Training Mode under the Background of "Three Entries"

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**Abstract:** *With the acceleration of the globalization process and the emphasis on the internationalization of higher education by countries, the "Three Entries" policy plays an important role in the construction of foreign language curriculum systems and the training of international talents. This study aims to explore the current situation and existing problems of foreign language curriculum systems under the background of "Three Entries," and propose principles for construction, curriculum system design, and implementation paths. At the same time, it innovates the international talent training mode and formulates corresponding implementation strategies. The results show that optimizing the foreign language curriculum system and innovating the international talent training mode are of great significance for improving students' international competitiveness. Future research should further deepen the practical application of the "Three Entries" policy, and provide theoretical support and practical guidance for the internationalization development of higher education.*

**Keywords:** *"Three Entries" policy, foreign language curriculum system, international talent training, curriculum design, innovative mode*

## Introduction

Against the backdrop of rapid globalization and informatization, countries have put forward higher requirements for the internationalization of higher education. The "Three Entries" policy, namely, international perspectives into the curriculum, international resources into the classroom, and international experiences into the campus, has pointed out the direction for the development of higher education. The construction and innovation of the foreign language curriculum system, as an important part of cultivating international talents, are particularly critical. However, there are still some problems in the current design and implementation of the foreign language curriculum system, which makes it difficult to fully meet the needs of international talent training.

The scientific construction of the foreign language curriculum system and the innovation of the international talent training mode are not only related to the comprehensive improvement of students' quality in universities, but also directly affect the country's international competitiveness and soft power construction. This study aims to systematically analyze the current situation of foreign language curriculum systems and international talent training under the background of "Three Entries," propose targeted construction principles, curriculum design, and implementation strategies, and explore efficient international talent training modes. The research not only has theoretical exploration significance but also provides guidance and reference for practical teaching in universities.

## 1. Current Status of Foreign Language Curriculum System under the Background of "Three Entries"

### 1.1 Current Status of Foreign Language Curriculum System

Under the "Three Entries" policy, the construction of foreign language curriculum systems in universities has achieved certain results but still faces many problems and challenges. The current status of the foreign language curriculum system is mainly as follows:

Firstly, the curriculum is not comprehensive enough. Although universities have gradually increased the number of courses related to internationalization, overall, it is still inadequate. Some universities' foreign language curriculum systems still focus too much on the imparting of basic language knowledge, neglecting the cultivation of cross-cultural communication skills, international perspectives, and practical application abilities. The curriculum content is disconnected from international frontier developments, lacking in specificity and practicality. <sup>[1]</sup>

Secondly, teaching methods and means are relatively monotonous. Traditional teaching methods such as lecturing and rote learning still dominate in foreign language teaching, with modern teaching methods and interactive teaching methods being underutilized. Although some universities have introduced multimedia teaching and online courses, the overall effect is not significant, with low student initiative and participation, and unsatisfactory teaching results.

Thirdly, there is an imbalance in the allocation of teaching resources. Under the promotion of the "Three Entries" policy, although some universities have introduced international teaching resources and foreign teachers, these resources are mainly concentrated in a few key universities, and the resource allocation in ordinary universities is still inadequate. The lack of high-quality international teaching materials and abundant teaching resources has affected the teaching quality of foreign language courses and the learning outcomes of students.

Additionally, the internationalization level of the teaching staff needs to be improved. Although some teachers have high professional quality and teaching abilities, overall, the international perspectives and cross-cultural communication skills of teachers still need to be enhanced. Some teachers lack overseas study or work experience, making it difficult to effectively integrate international elements into teaching, thus affecting the cultivation of students' international awareness and abilities.

## ***1.2 Current Status of International Talent Training***

Firstly, students' international awareness and abilities are insufficient. Although universities constantly emphasize the importance of international education, students' international awareness and cross-cultural communication abilities are generally weak. Some students lack interest and understanding of international affairs and cross-cultural communication, have limited international perspectives, and find it difficult to adapt to the requirements of an international environment. <sup>[2]</sup>

Secondly, the participation rate in international exchange and cooperation projects is low. Although universities actively carry out various international exchange and cooperation projects, such as exchange programs, international internships, and overseas study tours, students' participation and enthusiasm are low. The main reasons include language barriers, economic pressure, academic pressure, etc., leading to many students missing valuable opportunities for international learning and practice.

Thirdly, the combination of curriculum and practice is not high. In the process of cultivating international talents, there is a low degree of integration between theoretical teaching and practical application, and some course content lacks opportunities for practical application. The knowledge and skills learned by students in the classroom are difficult to apply effectively in practice, affecting the comprehensive improvement of their international abilities.

Additionally, the evaluation system and incentive mechanism are not perfect. The current evaluation system and incentive mechanism for cultivating international talents in universities are not comprehensive enough, lacking scientific evaluation standards and effective incentive measures. Students' international abilities and achievements are difficult to be fully recognized and incentivized, affecting the enthusiasm of students to participate in international learning and practice.

## **2. Principles and Pathways for Constructing Foreign Language Curriculum System under the Background of "Three Entries"**

### ***2.1 Principles of Construction***

Under the background of the "Three Entries" policy, the construction of a foreign language curriculum system needs to follow several basic principles to ensure its scientific, systematic, practical, and international nature:

Firstly, the principle of scientificity. The construction of the curriculum system should be based on scientific educational theories and methods, combined with modern pedagogy, linguistics, and cross-

cultural communication theories, to ensure the scientific and rational nature of the curriculum content and teaching methods. The principle of scientificity requires fully considering the laws of language learning and students' cognitive characteristics in curriculum design, using scientific teaching methods and evaluation methods to improve teaching effectiveness. Specifically, it should comprehensively apply theories of language acquisition, cognitive development, and sociocultural theories to design curriculum content and teaching strategies that are suitable for students' developmental stages and cognitive levels. Additionally, curriculum evaluation should use a combination of quantitative and qualitative methods to comprehensively assess students' language abilities and overall qualities, ensuring the objectivity and accuracy of the evaluation results. [3]

Secondly, the principle of systematicity. The foreign language curriculum system should be a systematic project covering various aspects such as language knowledge, cross-cultural abilities, and practical skills. The principle of systematicity emphasizes the organic connection and coordinated development between different courses, forming a complete educational system to ensure that students can systematically learn and master foreign language knowledge and skills. Specifically, attention should be paid to the interconnection and coordination of different course modules in curriculum design, including the organic integration of modules such as basic language knowledge, language skills training, cross-cultural communication, and professional applications, forming a curriculum system that is both relatively independent and mutually supportive. Through systematic curriculum design, ensure that students receive comprehensive and systematic foreign language education at different stages of learning.

Thirdly, the principle of practicality. Foreign language learning is not only the accumulation of language knowledge but also the cultivation of language application abilities. The principle of practicality requires curriculum design to focus on practical aspects, enhancing students' practical application abilities and overall qualities through various forms of practical activities such as simulation training, field research, and cross-cultural communication. Specifically, through the construction of language practice bases, cooperation projects between schools and enterprises, and international exchange projects, provide students with rich practical opportunities to cultivate their ability to use language in real situations. At the same time, encourage students to actively participate in various language competitions, cross-cultural exchange activities, etc., to enhance their language application abilities and cross-cultural adaptability. [4]

Lastly, the principle of internationalization. In the context of globalization, the cultivation of international talents is an important goal of the foreign language curriculum system. The principle of internationalization requires that the curriculum content and teaching methods fully embody international elements, introducing international advanced teaching resources and methods to cultivate students' international perspectives and cross-cultural communication abilities, enhancing their international competitiveness. Specifically, by introducing excellent foreign teaching materials, conducting international cooperation courses, and hiring foreign teachers, the level of internationalization of the curriculum can be enhanced. In addition, attention should be paid to cultivating students' international understanding and global awareness, through offering courses in cross-cultural communication, organizing international exchange activities, etc., to enhance students' understanding and respect for different cultures, improving their adaptability and competitiveness in a globalized context.

## **2.2 Curriculum System Design**

Under the background of the "Three Entries," the design of the foreign language curriculum system should focus on four aspects: core courses, elective courses, cross-cultural courses, and practical courses, including the following content:

Firstly, core course design. Core courses should cover language knowledge, language skills, language culture, etc., including training in the five basic skills of listening, speaking, reading, writing, and translation, as well as teaching of grammar, vocabulary, phonetics, and other language knowledge. At the same time, emphasis should be placed on the design of language and culture courses to help students understand and master the cultural background and social customs of the target language country, enhancing their cross-cultural communication abilities.

Secondly, elective course design. Elective courses should be diverse and flexible, meeting the different needs and interests of students. It is possible to offer elective courses in different directions such as professional foreign languages, business English, legal English, tourism English, etc., to expand students' knowledge and application areas. At the same time, international advanced teaching resources and courses, such as online courses from well-known foreign universities and internationally certified

language examination courses, should be introduced to enhance the internationalization of the curriculum.

Thirdly, cross-cultural course design. Cross-cultural courses should focus on cultivating students' cross-cultural communication abilities and international perspectives, including content such as cross-cultural communication theory, cross-cultural communication practice, and international etiquette. Through teaching methods such as case analysis, role-playing, and cross-cultural communication simulations, help students understand and master the basic principles and skills of cross-cultural communication, enhancing their cross-cultural communication abilities.

Additionally, practical course design. Practical courses should focus on cultivating students' practical application abilities and overall qualities, including language practice, cross-cultural practice, social practice, etc. Through forms such as field research, cross-cultural communication, and the construction of language practice bases, provide students with diverse practical opportunities to improve their language application abilities and cross-cultural communication skills.

### ***2.3 Implementation Pathways***

Firstly, teacher team building. Teachers are the key to curriculum implementation, and their internationalization level and professional quality directly affect the quality and effectiveness of the curriculum. Therefore, it is necessary to strengthen the training and professional development of teachers, enhancing their international perspectives and cross-cultural communication abilities. This can be achieved by introducing international advanced teaching resources and methods, conducting international academic exchanges and cooperation to provide teachers with rich training and development opportunities. Specific measures include organizing teachers to participate in international academic conferences, inviting foreign experts to give lectures and seminars, and implementing overseas training programs for teachers. Additionally, an incentive mechanism should be established to encourage teachers to continuously improve their professional abilities and teaching levels. <sup>[5]</sup>

Secondly, allocation of teaching resources. Teaching resources are an important guarantee for the implementation of the curriculum and should be optimized to improve the efficiency of resource utilization. It is possible to introduce international advanced teaching materials, teaching software, and online courses, establish multimedia language laboratories and cross-cultural communication platforms, providing students with abundant learning resources and practical opportunities. At the same time, attention should be paid to the development and utilization of digital teaching resources, promoting a blended teaching model that combines online and offline methods. By integrating high-quality resources, build a comprehensive and multi-level teaching resource system to enhance students' learning experience and effectiveness.

Furthermore, the evaluation and feedback mechanism. A scientific evaluation and feedback mechanism is an important means to ensure the quality and effectiveness of the curriculum. A systematic evaluation standard and method should be established to comprehensively evaluate the process and effects of curriculum implementation. Evaluation content may include students' learning achievements, teachers' teaching effectiveness, and the practical application effects of the curriculum. Through regular evaluation and feedback, continuous improvement and optimization of curriculum design and implementation can be achieved, ensuring the continuous improvement and development of the curriculum system. Specific measures include establishing a student feedback mechanism, conducting teacher teaching quality assessments, and regularly convening curriculum evaluation meetings.

Lastly, innovation and sustainable development. The implementation of the foreign language curriculum system requires continuous innovation to maintain its sustainable development. Efforts should be made to actively explore new teaching models and methods, combine modern educational technology, and promote the reform of curriculum content and teaching methods. At the same time, attention should be paid to the flexibility and adaptability of the curriculum system, adjusting and updating the curriculum content in a timely manner to respond to changes in the international environment and social needs. Through continuous innovation and improvement, the forward-looking and effectiveness of the foreign language curriculum system can be ensured.

### **3. Innovation and Practice of International Talent Cultivation Models under the "Three Entries" Policy Background**

#### ***3.1 Innovative Models***

Under the background of the "Three Entries" policy, innovative models for the cultivation of international talents are crucial for improving the quality of foreign language education and enhancing international competitiveness. Several innovative models can effectively promote the cultivation of international talents:

Firstly, project-based learning. Project-based learning involves grouping students to complete practical project tasks to cultivate their cross-cultural communication skills and teamwork spirit. Projects can include case studies of cooperation with multinational companies, international market research, cross-cultural business negotiations, etc. Through project-based learning, students can not only apply what they have learned but also enhance their problem-solving abilities and cross-cultural adaptability.

Secondly, cross-cultural exchange programs. Cross-cultural exchange programs are essential for cultivating students' cross-cultural communication skills and international perspectives. Universities can collaborate with foreign universities to conduct short-term student exchange programs, summer schools, international academic exchanges, etc., to help students learn and practice in authentic cross-cultural environments. Through cross-cultural exchange programs, students can directly experience life and learning methods in different cultural backgrounds, enhancing their cross-cultural communication abilities and global awareness.

Thirdly, bilingual or multilingual curriculum models. Offering bilingual or multilingual courses is an effective way to improve students' language proficiency and international competitiveness. Bilingual or multilingual courses can not only improve students' foreign language proficiency but also enhance their cross-cultural understanding and adaptability by studying the cultural backgrounds of different languages. It is possible to introduce courses and materials from internationally renowned universities, use fully foreign language or multilingual teaching methods, and improve the internationalization of courses and the effectiveness of student learning.

#### ***3.2 Implementation Strategies***

Firstly, establish clear training objectives and standards. Clearly defining the specific objectives and standards of international talent training is the basis for implementing training models. Training objectives should include language proficiency, cross-cultural communication skills, international perspectives, etc., and corresponding training standards and evaluation indicators should be formulated in combination with the characteristics of different disciplines and majors. Through clear training objectives and standards, the systematic and scientific training of international talents can be ensured.

Secondly, strengthen the cultivation of language proficiency and cross-cultural communication skills. Language proficiency and cross-cultural communication skills are the core content of international talent training. It is necessary to improve students' language proficiency and cross-cultural communication skills through a variety of courses and activities. For example, offering high-level foreign language courses and cross-cultural communication courses, organizing language corners, cross-cultural communication salons, etc., to enhance students' language application abilities and cross-cultural communication skills.

Thirdly, carry out diversified international cooperation and exchange activities. International cooperation and exchange activities are important means to enhance students' international quality. Efforts should be made to actively cooperate with foreign universities, multinational corporations, and international organizations, organize students to participate in various international exchange projects and practical activities. For example, cooperating with foreign universities to carry out short-term student exchange programs, joint training programs, organizing students to participate in international conferences, international internships, overseas study tours, etc. Through diversified international cooperation and exchange activities, students' international quality and practical application ability can be enhanced.<sup>[6]</sup>

Lastly, strengthen resource guarantee and support system construction. Resource guarantee and support system are important foundations for implementing the international talent training model. Efforts should be made to increase investment in international education, improve the guarantee level of funds, equipment, and faculty. For example, introducing internationally advanced textbooks and teaching

resources, constructing high-level language laboratories and cross-cultural communication platforms, improving teachers' international level and cross-cultural teaching ability. Through the improvement of resource guarantee and support system, the smooth implementation and sustainable development of the international talent training model can be ensured.

## Conclusion

Through an in-depth analysis of the current status of foreign language curriculum systems and the cultivation of international talents under the "Three Entries" policy background, this study proposes scientific principles for construction, systematic curriculum design, and specific implementation pathways. The research finds that optimizing foreign language curriculum systems and innovating international talent cultivation models can significantly enhance students' international competitiveness and cross-cultural communication abilities. Future research should further deepen the application of the "Three Entries" policy in higher education, explore more diversified international education models, and continuously improve the effectiveness of foreign language curriculum systems and the quality of international talent cultivation.

Future research directions could include the following aspects: first, strengthening theoretical research on the "Three Entries" policy to further clarify its practical path in higher education; second, exploring optimization strategies for foreign language curriculum systems in different disciplines and majors to enhance their applicability and specificity; third, enhancing international cooperation and exchanges, drawing on international advanced experiences, continuously improving and innovating international talent cultivation models, and cultivating more high-quality talents with international perspectives and competitiveness for the country.

## Project Source

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