German as a Second Foreign Language to Improve the Employability of English Students

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Keywords: Second Foreign Language; Obtain Employment; Path Planning.

Abstract. Since the beginning of the 21st century, China has made remarkable achievements in economic, political, cultural and other fields. It has become increasingly close to other countries in the world and the demand for language talents is increasing as well. English majors will enhance their social competitiveness in the market economy and be favored by employers, which master and apply the second foreign language skillfully.

1. Introduction

The current trend and degree of economic development have a profound impact on the curriculum and practice planning of higher education in China. The economic basis determines the superstructure, and the development of China's economy provides the necessary material basis for the construction of higher education. Influenced by the trend of China's economic development, China's higher education is also gradually carrying out reforms. Its educational structure, development speed and scale are determined by the actual situation of China's economic development. It is precisely because of this social environment that it brings unprecedented opportunities to the whole society. At the same time, it also solves the employment problem of English majors to a certain extent.

2. Employment Situation and Difficulties of English Majors

English is the most widely circulated and widely used foreign language. It is a major in comprehensive universities, language universities and normal universities in China. In recent years, with the development of China's economy and the proposal of the strategy of strengthening the country with talents, colleges and universities have gradually expanded the enrollment scale. However, in contrast to the situation of expanding the enrollment scale and increasing the number of students, the society has a higher and higher threshold for the recruitment of English language talents, and the employment situation of English language graduates is increasingly grim, which is not optimistic. The main reason for this phenomenon is:

First of all, in the stage of higher education, China actively responds to the call of the state. The number of college students increases year by year, but the employment market corresponding to the number of students has not formed. Most students will face the problem of unemployment upon graduation when they are about to leave the school. From the perspective of the current employment market, although the number of English Majors in Colleges and universities is quite large, the number of jobs that meet the characteristics of the major has not increased due to the increase of the number of students. In order to avoid risks and better employment, many English majors have to give up their original major or relearn other professional knowledge, and obtain the second degree to cater to the demand of the industry market.

Secondly, some non first-class schools also offer English majors. Compared with the students in the first-class schools, the professional level and comprehensive quality of English Majors in such schools are basically lower than those in the first-class schools, and the professional knowledge reserve, practical application ability and market competitiveness are also weaker. Compared with the first-class schools, there are obvious gaps in teachers, students quality, teaching equipment and other aspects of such schools, and these gaps will eventually become the short board of students in employment.
Thirdly, some English majors are shy of speaking in English in front of others because of the problems of pronunciation and knowledge reserve, which will lead to the lack of self-confidence of students and lack of competitiveness in the job market competition.

In addition, education in our country has been integrated into English Teaching in early childhood, so no matter which stage of education students are familiar with English. However, it is precisely because of this reason that students entering the stage of higher education have inert thinking about English learning, lack of independent learning and enthusiasm for professional knowledge, which leads to inaccurate professional positioning, so that they can not treat this major correctly and reasonably, and give up when encountering employment bottleneck.

3. The Problems and Current Situation of German Teaching as the Second Foreign Language in Colleges and Universities

In Chinese colleges and universities, the systematic German teaching is mainly divided into two teaching directions, that is, German as a major in German language and literature, and German as a second foreign language in university German. More than 100 colleges and universities in China have set up courses of "College German" or "second foreign German". The students are mainly non German majors. In Colleges of science and engineering, students are mainly from technical, engineering, medical and economic majors. In foreign language colleges and universities, students who require English as the first foreign language major must choose one of the non universal languages such as Japanese, Russian, French and German as the second foreign language.

According to the general feedback of German teachers in Colleges and universities, the "learning market" of German is far inferior to other languages. The reasons are summarized as follows: 1. From the perspective of students' utility, German is not only difficult to learn compared with other languages, but also more difficult to take the postgraduate entrance examination. The undergraduate students who choose German as the second foreign language pay more than the students of other languages on weekdays, but their scores in the postgraduate entrance examination are not as good as the Japanese and French ideal, which will attack their enthusiasm for learning. And there are not many graduate schools for German second foreign students. 2. For the above reasons, German teachers are generally more rigorous and serious due to the influence of language and culture, and treat second foreign language as a professional intensive reading class, so they are more strict with students. 3. German culture is not deeply rooted in people's hearts. Students all know Japanese anime and adore French romance, but they know little about Germany.

Therefore, it is more purposeful to insist on choosing German second foreign students. In addition to having a special interest in a certain field in Germany, such as football and philosophy, many students regard Germany as the destination of studying abroad and vocational education in the future. As far as its purpose is concerned, it is more important to cultivate students' language communication ability and cross-cultural ability.

4. Cross Cultural Ability Training

From the traditional teaching method of "learning" as the center, rather than "students" as the center, there are several disadvantages as follows: 1. Teachers are easy to be affected by teaching materials, and regard teaching tasks as teaching a textbook, only imparting knowledge in the book, but ignoring the application of knowledge. 2. Teachers are absolutely authoritative, and students are in a passive position in teaching activities, which inevitably leads to "cramming" teaching and affects students' initiative. 3. From the perspective of the characteristics of German language, grammar is too complex, and the popularity of language is low. College students do not have a language foundation, which leads to rote learning, unable to communicate with others, disaster retreat and other phenomena.

Therefore, to cultivate students' cross-cultural ability, first of all, we should return the main position of the classroom to the students, enrich the content of the classroom by using multimedia teaching methods, guide students to play the initiative and mobilize their interest in learning by
using task driven and situational teaching methods. For example, organize students to discuss problems in groups; reproduce the content of the text in the way of virtual scene dialogue; hold German Short Film Dubbing Competition, German drama performance, German singing competition; watch German films to let students fully understand German culture and enhance the interest of the classroom.

As the primary purpose of foreign language teaching, it has gradually replaced the position of "communicative competence". Therefore, in German teaching, we should take the cultivation of language ability as the foundation and the cultivation of communication ability as the springboard, so as to achieve the goal of cross-cultural ability cultivation.

At the same time, we should pay attention to the following points: 1. A foreign language course with cross-cultural awareness is not only to impart the cultural knowledge of the target language, but also to provide students with the opportunity to explore the cultural significance of the target language. 2. Cross cultural understanding is not to simply look for differences between native culture and foreign culture, but to train students to distinguish and analyze "thinking patterns" in foreign culture.

Teachers should learn to adopt real-world practice, in which students not only master language knowledge, but also indirectly experience the German life scene. On the basis of acquiring relevant knowledge of German national conditions, teachers should feel the cultural differences between China and Germany and deepen the "German impression". Compared with the knowledge instilled through traditional teaching method, the cultural knowledge that students comprehend through improving their cognitive ability is more profound and lasting, so as to gradually improve their cross-cultural ability.

In the process of foreign language teaching, teachers play an important role as the leader and organizer of teaching activities. Therefore, foreign language teachers should also have cross-cultural awareness, improve their cross-cultural ability, apply the similarities and differences between foreign language and Chinese to teaching practice, help students master the essentials of foreign language; select appropriate materials and themes, and consciously carry out foreign language with cross-cultural characteristics Teaching. In addition, teachers should pay attention to the expansion and renewal of their own knowledge and improve their professional level and teaching ability.

5. German as a Second Foreign Language for English Majors

With the rapid development of China's economy, more and more countries are carrying out frequent trade and other forms of exchanges with our country, especially the "one belt and one road" economic development strategy, which provides a brilliant opportunity for our language professionals.

The purpose of teaching German as a second foreign language is to cultivate the students' reading ability and the ability of listening, speaking, reading, writing and translating so that they can communicate simply in German. German teaching should help students master good learning methods, lay a solid foundation of language, improve cultural literacy, so as to meet the needs of social development and economic construction. Different institutions have different weekly hours, generally four hours, and six hours, which are divided into four semesters or three semesters. There are about 180 to 240 hours in total. It is undoubtedly an arduous task for teachers and students to complete the teaching plan and objectives required by the syllabus and improve various skills in such a limited time. How to let students learn more in a limited time has become the top priority of teachers. Teachers must seriously explore the teaching methods.

In our foreign language college, the students who study German as a second language are all English majors. German is an important language learning experience for them in the university stage. Compared with the German major, the second foreign language German focuses not on how solid the professional knowledge is, how accurate the grammar is, but on how to make students apply their knowledge, accurately express their ideas and opinions in daily oral communication, and have certain ability of listening, speaking, reading, writing and translation.

First of all, as a small language, German should be given enough attention in the curriculum of
English major, such as teachers, teaching facilities and other conditions. English major students take German as the second foreign language to participate in the employment competition of the society, which requires students to not only master and apply English skillfully, but also memorize the pronunciation method and use rules of German. In terms of schools, we should create a good learning atmosphere and cultural atmosphere for students as much as possible, and focus on the quality of students' learning rather than the number of students.

Secondly, the language majors in Colleges and universities should not take the training of speaking tools as the ultimate goal of teaching, but focus on the future development direction of the students in our school, and try to provide the students with professional advantages different from other colleges and universities, so as to provide the students with the employment competitiveness in the subtle way. The teaching of German, a small language, should be combined with English teaching. The two complement each other so that students can master and use both languages at the same time, so as to improve their own performance and self-confidence, and finally become the advantage and foundation for students to go out of school and into society.

Moreover, before students go out of school and go to society, schools and colleges should organize employment education to let students realize the demand of small languages in the current market economy, so as to enhance their confidence in employment. Employment education can be carried out by employing professionals to carry out relevant lectures, doing things by themselves in social practice, and offering courses, so as to provide more opportunities for students to contact the society as much as possible, so that students can clearly understand the issue of employment and be able to treat it correctly.

In addition, schools and colleges should establish a contact mechanism with students' parents to track students' and their families' views on employment at any time, so as to correct errors in time. Because students have the ability to learn and use two languages, they are encouraged to go abroad and to the world and give full play to the advantages of German as a second foreign language for English majors.

Finally, colleges and universities should contact resources for students as much as possible, improve students' awareness and interest in places of work outside the province and overseas, and guarantee the employment of students in the overseas market. Due to the needs of China's economic development, the demand for compound language talents is increasing day by day. Students should always pay attention to the recruitment information and grasp the employment opportunity.

6. Concrete Measure

6.1 Teaching Mode Reform

To create an employment oriented college education model, the significance of College English is to cultivate a group of application-oriented talents for the society and the future to adapt to the development of economic and cultural construction. It is an urgent task to change the English teaching mode, realize the transformation from the professional subject standard to the employment standard, from paying attention to the teaching of knowledge in the past to the cultivation of personal ability, and realize the leap of College Students' ability quality. To be employment oriented, College English teaching should pay attention to the needs of the society for college students' English, create application-oriented English teaching, and promote college students to realize their own value. When setting up English Teaching in schools, we should fully consider the employment standards of enterprises, not just the knowledge of textbooks. For students of different levels, we should adopt different teaching methods, divide English teaching resources into several levels, and accept the corresponding English teaching according to their own strength. To truly teach students according to their aptitude is different from person to person. As for the evaluation of the quality of students' education, we should also adopt a comprehensive evaluation method. We can't only look at the written test results, which is harmful to the employment of students. We should be proficient in listening, speaking, reading and writing in both written and oral examinations.
6.2 Reconstruction of Teaching Methods

Higher education is based on employment as the basic guidance, employment as the guidance, training the application-oriented talents of social needs. Taking employment as the guide and training professional talents as the starting point and end point of the course. No matter what course it is, it is for students to occupy a certain advantage in the social competition. This requires the reconstruction of teaching methods and methods, the guarantee of students' main position, the implementation of small class teaching, the change of boring teaching content into lively content, the interest of students, and the realization of the purpose of English teaching.

For some people, foreign language is just a course, but for some people, it is a cornerstone, a chip, which can enhance their competitive strength. Therefore, he will continue to improve his foreign language level and seek greater chips for his own development. It is necessary for schools to carry out educational reform. But the key is whether the students want to learn this skill. Only if the students themselves care about it, the reform of the school will really make sense. Only by improving the level of foreign language can we really achieve the goal of improving the level of employment.

7. Conclusion

With the development of economy, the demand for compound language talents is becoming more and more urgent, which requires the students to strengthen their professional quality and comprehensive ability, on the basis of rich and solid themselves, in order to win a place in today's fierce market competition. In addition, the school should also make adjustments to solve the employment problem of students. According to the current employment situation, reasonably arrange courses and arrange after-school practice; actively introduce excellent talents to inject fresh blood into the teaching team; timely replace old teaching equipment; English and German, as language subjects, develop and update very fast. Teachers should also keep pace with the times in the teaching process, learn to innovate, and avoid being rigid and old-fashioned. German, as a second foreign language, is more competitive than English majors. Therefore, we should attach importance to the influence and function of German on the employment of English majors.

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