

Analysis of the Demand and Influencing Factors of Minority Language Students in Chengdu and Chongqing

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Abstract: Based on the investigation of the current situation of the adaptation between the talent training objectives of minor language majors and the students' talent demand in Chengdu-Chongqing area, this paper analyzes the main factors affecting the talent demand of minor language majors, and puts forward some strategies to improve the adaptation between the talent training objectives and the students' talent demand. A questionnaire suitable for the needs of minority language students in Chengdu and Chongqing was compiled, and a random sampling survey was conducted in 11 minority language professional schools in Chengdu (Sichuan) and Chongqing, and 535 valid questionnaires were collected. Through investigation, it is found that there is still a problem of insufficient adaptability between the cultivation of minority language talents and the needs of students to become talents in Chengdu and Chongqing. It is suggested that by optimizing the talent training scheme, improving the quality of professional training and strengthening the integration of production and education, the satisfaction rate of students' needs for becoming talents can be improved, and the quality of minority language talents training can be comprehensively improved to meet the market demand.

Keywords: Chengdu-Chongqing Area; Minority Languages; Personnel Training; Students' Demand for Success; Influencing Factors

1. Introduction

In April 2024, China president pointed out during his inspection tour in Chongqing: "Chongqing and Sichuan should cooperate closely, constantly improve their development level, and jointly sing the Tale of Two Cities'

in the western region in the new era".

In the national strategic layout, the construction of Chengdu-Chongqing twin-city economic circle is extremely open and inclusive. At the same time, Chengdu and Chongqing are located at the intersection of China's Yangtze River Economic Belt, Chongqing-New Europe Passage and Land-Sea New Passage, and their economic development faces the vast non-English-speaking areas such as the Middle East and Southeast Asia, so the demand for minority language talents is also increasing year by year [1]. The training quality of minority language talents is influenced by the matching degree between the school's talent training scheme and the students' goal of becoming talents, and the suitability of the two directly affects the quality of talent training [2].

In view of the research on the adaptability between students' needs for talents and talent training programs, foreign research originated in the 1980s, and Welford W. Wilms first clearly put forward the concept of talent training objectives and conducted related research [3]. Since then, many scholars have discussed and studied the training scheme, the orientation of students' becoming talents, and the joint training between schools and enterprises. Domestic research on this issue started late, but the popularity has surged in the past 20 years. China Knowledge Network searched for related documents, and there were more than 8,000 search results, including scientific papers, doctoral papers and conference materials. The focus of the research was mainly on the construction of higher education training system, the optimization of students' training objectives, and the analysis of influencing factors affecting students' expectations [4,5].

Through the analysis of the existing research results, we can find that, there are few relevant

achievements in the specialized research on the cultivation of regional minority language talents, especially in the research on the cultivation of talents in Chengdu-Chongqing, a national super-urban agglomeration [6-10].

Taking 10 schools with small language majors in Chengdu-Chongqing area as the research object, this paper makes a random sampling survey on the students' demand for talents, makes a comparative analysis between the results of the sampling survey and the current personnel training plan of the school, and puts forward some countermeasures and suggestions to improve the adaptation between the personnel training objectives and the students' demand for talents, so as to promote the development of small language majors in Chengdu-Chongqing area, strengthen students' understanding of the personnel training objectives and their future development, and improve the quality of education and teaching.

The research results can provide scientific reference for the construction of small language specialty in Chengdu-Chongqing area, and provide data support for the demand for small language talents in the economic and social development of the target area, and timely adjust the talent training objectives and teaching strategies of our school to actively respond to the changes in students' growth and success factors. Through the in-depth analysis of the goal of minority language students' success and its influencing factors, it is necessary to provide the necessary support for the high-quality employment of minority language majors in Chengdu and Chongqing, and to meet the needs of individual success, the state and schools need to provide more specific and accurate educational development

goals.

2. Research Design and Group Characteristics Analysis

2.1 Research and Design Scheme

(1) Purpose of investigation

Students are the object of education and the core carrier of talent training. The self-interest demands of students majoring in minority languages are the core of education and training, and also one of the important bases for schools to formulate reasonable talent training programs.

In order to achieve the goal of cultivating high-quality talents for national construction and development, colleges and universities need to have a clear understanding of the internal and external environment faced by the development of small language majors, and systematically investigate and analyze the group characteristics, talent demand and influencing factors of educational objects.

The demand for becoming a talent is the source power for students majoring in small languages to take the initiative to receive education, and it is also the main starting point to stimulate the self-learning of the educated in talent training [11]. At the same time, it is also the basis for the school to optimize the training program and improve the allocation of educational resources, which can comprehensively improve the output quality of minority language talents training in Chengdu and Chongqing.

(2) Investigation contents

The contents of the survey are purpose-oriented and mainly focus on five aspects, as shown in Table 1.

Table 1. Formulation Table of Questionnaire Indicators

Survey content	Evaluating indicator
Student source information	gender, place of origin, age, parents' occupation, family income
Learning motivation	Seek knowledge, find a job, inherit family business, get academic qualifications, conduct textual research
Self-recognition	test scores, social skills, expression skills, self-survival
Employment orientation	domestic enterprises, domestic foreign enterprises, foreign employment, examination preparation
Educational requirements	bachelor degree, double degree, postgraduate entrance examination, study abroad

(3) Respondents

In order to obtain the survey data, a random sampling survey was conducted in 10 colleges and universities with small languages in

Sichuan and Chongqing. The proposed sampling space is 436 students, and the sampling majors and number distribution are shown in Table 2.

Table 2. Survey Object Selection Information

Sampling school (Num)	Sampling specialty and sample space (Num)
Sichuan International Studies University (108)	German (20), Portuguese (20), Italian (10), Hungarian (5), Czech (5), Romanian (3), Arabic (5), Korean (10), Vietnamese (5), Thai (3), Hebrew (3)
Chongqing Foreign Languages and Foreign Affairs College (100)	German (30), Portuguese (10), Italian (20), Arabic (10), Korean (10), Japanese (20)
Southwest University (10)	German (10)
Chongqing normal university (3)	Sinhala (3)
Yangtze Normal University (10)	Japanese (10)
Chengdu International Studies University (150)	Portuguese (20), Italian (10), Spanish (10), German (10), Polish (10), Czech (10), Hungarian (10), Japanese (20), Korean (10), Vietnamese (10), Thai (10)
Sichuan University (15)	Spanish (10), Polish (5)
Southwest Jiaotong University (10)	German (10)
Southwestern University of Finance and Economics (10)	Spanish (10)
Sichuan normal university (20)	Japanese (20)

2.2 Analysis of the Characteristics of Academic Groups

(1) Analysis of survey results

The survey selected 10 representative small language training units in Sichuan Province and Chongqing, distributed 436 questionnaires, and recovered 435 valid questionnaires, with an effective rate of 99.8%. It was a successful survey.

According to the survey data, there are 125 boys and 310 girls, the ratio of male to female is 1: 2.48; There are 117 urban students and 318 rural students, and the urban-rural ratio is 1: 2.72. It can be seen that the composition of students majoring in small languages is similar to that of students majoring in languages, and the proportion of girls is obviously higher.

From the analysis of the survey results of family income indicators, the proportion of students who think their family income is in the state of "good" and "very good" is 15.33%; Students who think their family income is "average" and "low" account for 63.29%; Students who think their family income is "very poor" account for 21.38%. It can be seen that the economic situation of small language students in Chengdu and Chongqing is at a relatively low level.

Judging from the investigation results of whether they are local students in Chengdu and Chongqing, the proportion of students from this region is 73.22%, which shows that studying nearby also exists in the enrollment of such majors. Of course, this is also related to

the fact that the allocation of enrollment indicators in colleges and universities is more localized.

In the survey, data were also collected on the reasons why students chose to study in small language majors. According to the survey results, the proportion of candidates who actively applied for "hobbies" was 46.39%, and the other main reasons were: "You can only choose this because of poor grades", "I think it is easy to find a job in the future" and "following the recommendation of relevant institutions". In addition, a small number of students are passively studying this major because of "adjustment" and "third choice".

In addition, from the age distribution of the respondents, the proportion of 18 to 22 years old is 92.18%, which is also in line with the basic age distribution of undergraduates in colleges and universities in China. In terms of the distribution of parents' occupations, it mainly consists of the following types: 13.22% of public officials; Enterprise employees 22.68%; 9.36% of urban entrepreneurs; Agriculture 30.88%; Urban freelancers 19.33%; Other 4.53%. It can be seen that parents from rural areas engaged in agricultural labor account for the largest proportion, followed by urban workers and freelancers.

(2) Causes of group characteristics

Foreign language majors belong to language majors. According to their professional characteristics and enrollment requirements, there is a phenomenon that the proportion of girls is higher than that of boys all over the

country, and the proportion of students majoring in small languages also obeys this distribution.

On December 27th, 2024, the Index Report on the Integrated Development of the Twin Cities Economic Circle in Chengdu-Chongqing Region (2023-2024) released at the conference on the integrated development of the Twin Cities Economic Circle in Chengdu-Chongqing region pointed out that in 2023, the urbanization rate of the permanent population in the Twin Cities Economic Circle was 65.6%, and the number of newly employed people in Chongqing and Sichuan was 738,600 and 1,040,200 respectively. There are 7.907 million migrant workers and 26.59 million migrant workers respectively. Due to the rapid development of new urbanization in Chengdu-Chongqing area, a large number of people gather in cities and towns, which leads to an increase in the proportion of students majoring in small languages from rural areas, but the family income is relatively low.

It is an important strategic decision of China to build a twin-city economic circle in Chengdu-Chongqing area. In April, 2024, when China president visited Chongqing, he pointed out: further comprehensively deepen reform and opening up, take the initiative to serve and integrate into the new development pattern, and strive to promote high-quality development. With the deepening of opening-up in Chengdu and Chongqing, the vitality of export-oriented economy is increasing, and the demand for minority language professionals is increasing year by year, which attracts more students to take the initiative to apply for the exam, and their family background is gradually enriched, and the occupational distribution of parents is also diversified.

3. Analysis of Students' Demand for Success

On the basis of the investigation results and analysis of the causes of the characteristics of students' groups, according to the obtained investigation data, this paper analyzes the needs of students to become talents from four aspects: learning motivation, self-recognition, employment orientation and academic requirements.

3.1 Analysis of Learning Motivation

Through interviews with students majoring in minority languages, five indicators were

selected as the assessment indicators of their learning motivation. In 435 valid questionnaires, the assessment indicators were counted, as shown in Figure 1.

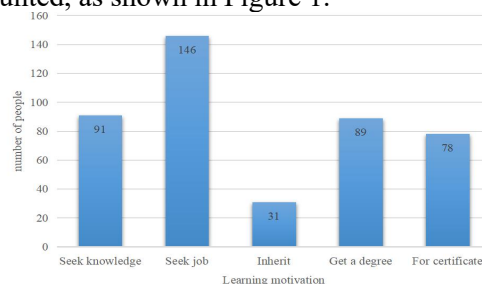


Figure 1. Statistics of Learning Dynamics Analysis Data

As can be seen from Figure 1, among the five indicators, 146 respondents chose to find a job as their motivation for learning, accounting for 34.4%, which is the most important motivation. This shows that in the current higher education in China, employment is still the first source of motivation for most students. The second choice is seeking knowledge, with 91 students choosing this indicator, accounting for 21.4%. These students are interested in language learning when they choose a small language, and they are more concerned about how much professional knowledge they can learn during their four-year college years.

In all five indicators, we have set the option of family business inheritance. Because in the survey, we found that some families are engaged in transnational business, and the main purpose of letting children choose these small languages is to prepare for their subsequent joining their own enterprises. These students account for a relatively small proportion, only 7.3%. However, these students have little employment pressure during their school years, and they have a clear employment direction, clearer learning goals, and their grades are generally in the middle and upper reaches.

3.2 Self-Approval Analysis

Self-recognition, in short, is how we look at ourselves, evaluate ourselves and accept ourselves. For small-language college students at school, we take the test scores, social skills, expression skills and self-survival ability as the indicators of their self-recognition, and make statistics on the survey results, as shown in Figure 2.

As can be seen from Figure 2, among the four indicators, social competence ranks first, and

132 people regard this indicator as the most important self-recognition indicator, accounting for 31%. The second place is the ability to express, with 110 people, accounting for 25.9%. Different from the fact that academic performance in primary and secondary schools is king, test scores rank only fourth in the eyes of college students, which is the lowest among all indicators, accounting for only 20.9%.

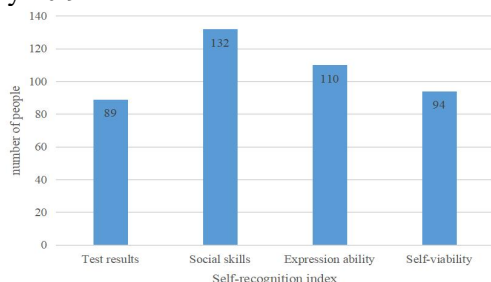


Figure 2. Statistics of Self-Approval Data

From the results, unlike parents' emphasis on grades before the college entrance examination, college students pay more attention to the improvement of their comprehensive ability, especially in social ability, expression ability and self-survival ability, which are closer to society, and students majoring in small languages are also more concerned. This shows that in the current stage of higher education in China, students' self-recognition is not limited to grades, but turns to more balanced comprehensive literacy.

3.3 Analysis of Employment Orientation

Combined with the analysis of the previous survey results, employment is still the most important factor that students are generally concerned about, but from the perspective of employment segmentation, there are still many different directions. We put forward four directions for data statistics: domestic enterprises, domestic foreign enterprises, foreign employment and examination compilation. The survey results are plotted in Figure 3.

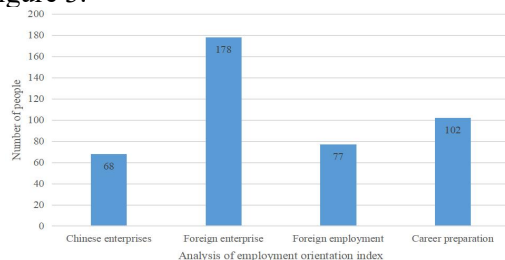


Figure 3. Statistics of Employment Positioning Data

As can be seen from Figure 3, in view of the professional characteristics of foreign languages, the foreign-funded enterprises in China have the most intention to choose employment, with 178 students, accounting for 41.9%. The second place is the exam preparation, with 102 people choosing this option, accounting for 24%.

Based on the analysis of the characteristics of minority language majors, since most of the students come from rural areas, both the students themselves and their parents confirm their willingness and initiative to go abroad for employment. Therefore, finding a foreign-funded enterprise in China is the first choice for students majoring in small languages after graduation. Due to the gradual warming of examination preparation in recent years, college students are more and more enthusiastic to choose this path after graduation, and the proportion of students majoring in small languages in this direction has also increased greatly, ranking second among all options.

3.4 Analysis of Academic Requirements

Students in higher education are divided into three stages: junior college, undergraduate course and postgraduate education. Although students in undergraduate course take employment as their main direction after graduation, they also have other directions to improve their academic qualifications, such as double degree, postgraduate entrance examination and studying abroad. The survey data is drawn as Figure 4.

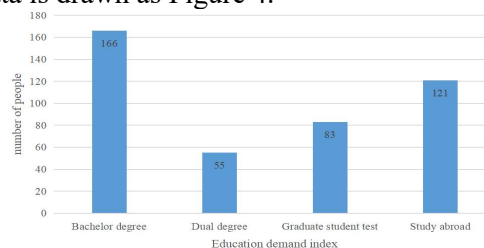


Figure 4. Statistics of Academic Requirements Data

As can be seen from Figure 4, 166 students majoring in minority languages think that they will not pursue further studies after graduation, accounting for 39%. There are 121 people who choose to study abroad, accounting for 28.5%. The reason for the above findings is that the employment market for minority languages majors is relatively good in recent years, so many children from rural areas choose direct

employment in order to alleviate the pressure on their parents to support their studies under the relatively poor family economic conditions. However, there are also some students with good family conditions who want to further their studies in this field, and they choose to study abroad, which is also a relatively large number of students. The main reason for the lack of postgraduate entrance examination and double degree selection is that the number of graduate students in domestic minority languages is small, and minority students can take a second foreign language by themselves during their school days, so few students go to take a second degree.

4. Conclusion

Through the investigation and analysis of 425 students majoring in small languages in 10 universities in Chengdu and Chongqing, we can draw the following conclusions:

(1) The demand for talents with small languages and the adaptability of training programs are low. Judging from the employment direction that the respondents are concerned about, both domestic and foreign enterprises need graduates to have a variety of comprehensive qualities such as business, information and management besides language ability, which is different from the current training programs for minority language professionals in various schools.

(2) There is a problem of insufficient adaptability between academic requirements and undergraduate level training. From the survey results, it can be seen that 48% of students have the need to improve their academic qualifications for postgraduate entrance examination and study abroad, which conflicts with the fact that this demand has not been fully considered in the training of small language majors in Chengdu and Chongqing. Especially in the process of postgraduate entrance examination for minor language majors, because the number of students who can apply for entrance examinations is relatively small, the landing rate of postgraduate entrance examination for minor language majors is low and they have to choose to study abroad.

(3) There is a gap between students' self-recognition index and the comprehensive training ability of the school. From the distribution of students' self-cognition

indicators, it can be seen that the evaluation of students majoring in small languages at present is not limited to getting good grades, but more concerned with the improvement of their comprehensive quality. However, according to the survey, schools offering small languages are still lacking in focusing on cultivating students' social skills and expression skills.

To this end, we believe that small language talent training units in Chengdu and Chongqing should start from the following aspects to improve the supply capacity of students' talents: (1)we should formulate diversified talent training objectives in different grades to meet the needs of different students; (2)The second is to improve students' understanding of talent training objectives and adjust the talent training plan of our school in time; (3)The third is to deepen the social participation in school training, so that students can participate in the practice of social needs more comprehensively.

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