

Construction of the Research Framework of Business English Teaching Knowledge

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Abstract: Business English, as its name implies, is a teaching mode that integrates business competence and language competence. Under the influence of the continuous development of society and economy, the demand for talents in the market is becoming more and more diverse, while many schools still have many drawbacks in the teaching process of business English, which hinders it. With its own development, this paper makes a detailed analysis and Research on how to construct the teaching knowledge and framework of Business English so as to fundamentally improve its overall teaching quality.

1. Introduction

Business English, to a certain extent, combines business and language comprehensiveness reasonably and effectively. In the actual teaching process, in order to fully reflect the professional knowledge of business and English, teachers need to have certain professional skills and theoretical knowledge. Business English should be distinguished from other common English to some extent. Business English emphasizes that teachers should have a certain understanding of their own goals, teaching contents and backgrounds. Teachers themselves need to have a certain theoretical basis of professional knowledge in order to fully display the essence of business English to students and fundamentally improve the overall teaching quality and level of business English. However, in the actual teaching process, there are still some problems hindering its own development, so it is particularly important to construct the knowledge and framework of business English teachers, which can directly affect and play a role in the future development of business English [1].

2. Overview of PCK

PCK refers to improving teachers' teaching quality according to their own teaching experience, combining the theory of textbook content and knowledge. In recent years, PCK has become a standard to measure teachers' teaching level, which is closely related to the characteristics of teaching knowledge theory. First, PCK is related to the course content. In the basic knowledge of teaching and education, teachers should add teaching experience of teaching content and purpose, and explain it in a way that students can easily understand. In the year of teaching, every teacher has unique insight and working experience. PCK is a guiding process for teachers to bring new educational experience and achieve practical results. In fact, it is often reflected by teachers, and can be summarized as new educational experience and repeated training experience which can acquire experience again [2]. PCK has personality. Different individuals have different educational experiences. PCK is the discipline and teacher of their work, and constantly accumulate their own experience and educational content, eventually forming an education system. Teachers have established the teaching system respectively. Because PCK is different, PCK is individual; fourth, integration. PCK is the integration of knowledge and education. It can improve teachers' guidance level and teach teachers. Fifth, PCK is situational. Teachers' PCK is closely related to teachers' teaching. Situation education is the whole education. Activities are very important. Combining business English knowledge with situation education can help us understand business activities and knowledge. The situation education model is very useful for students' memory. In different situations, they are learning experience and knowledge, students have a variety of learning experience.

Therefore, PCK has contextual characteristics [3].

3. Main Elements of PCK

3.1. Expressions of educational methods and subject knowledge contents

The main factor is that teachers need to develop education plans corresponding to different guidance contents. Teacher PCK is the core standard to measure teachers. The main method of testing this element is to observe teachers' teaching activities and teaching situation. Dialogue with students after class. The content of teaching knowledge is the main purpose of teaching. Teachers' different ways of expression will make students understand differently. Teachers who are good at expressing are active in their classrooms. The ambiguity of teaching content hinders students' learning, reduces the quality of teaching, and promotes the understanding and understanding of English knowledge [4].

3.2. Understanding of students' knowledge

Teachers' PCK is based not only on teachers themselves, but also on students' reaction judgment. Students' understanding of knowledge comes from teachers. This understanding also includes the knowledge of students and whether it belongs to knowledge, and the misunderstanding of students with learning difficulties. For correct understanding and misunderstanding, teachers will carefully modify students' knowledge according to the specific situation of students, thus reducing learning difficulties. The evaluation of teachers' teaching level depends on students' classroom reaction, which is the most direct manifestation. Therefore, in order to determine the PCK level of teachers, it is necessary to determine this factor. This can supervise teachers, improve the quality of education and improve their learning ability.

3.3. Educational purpose

The aims of business English education are diversified. Instructors have different purposes and understanding of Business English. The purpose of class is different. For example, teachers who focus on language and culture will concentrate on the teaching of English knowledge. Focus on business activities. Teachers focus on the transfer of business English knowledge. Teachers from different backgrounds have different teaching focus in business English. The purpose of education is to judge whether a teacher is suitable for business English knowledge. The composition of different teachers is different, as shown in Figure 1 and Figure 2 [5].

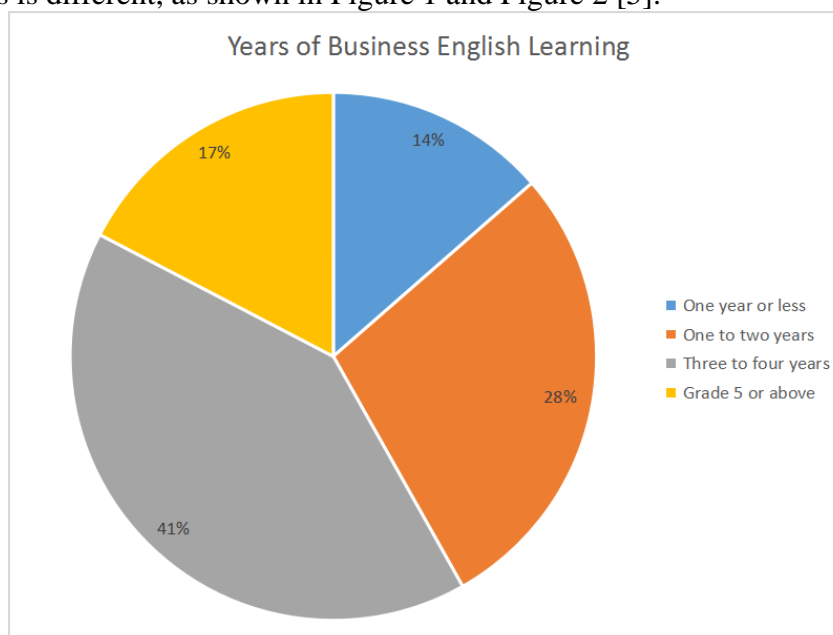


Fig.1. Business English learning years

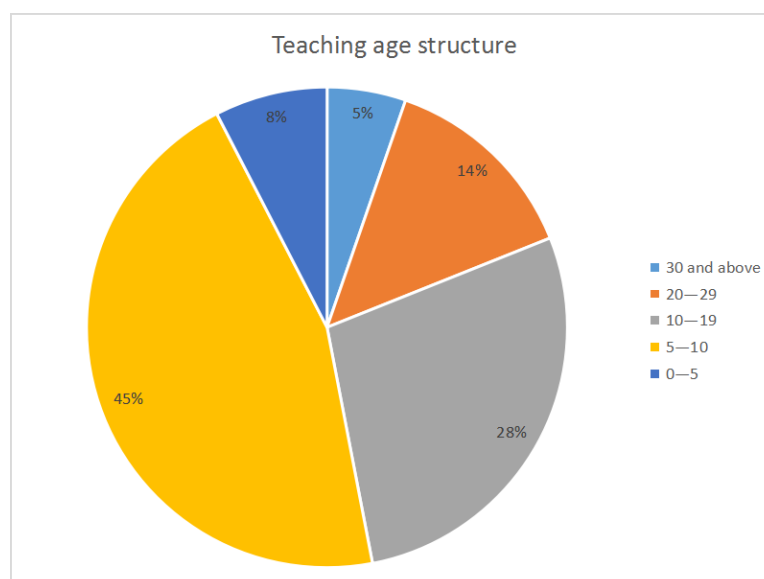


Fig.2. Teaching age structure

3.4. Students' Knowledge requirements

The knowledge requirement of students depends on the knowledge of students with business English knowledge. Business English PCK reflects students' need for knowledge. The greater the need for business English knowledge, the greater the motivation to learn business English. We should understand the needs of business English students in time and compile textbooks that meet their expectations for business English. Therefore, business English teachers need to fully consider students' business English knowledge base and adopt different guidance methods according to different situations [6].

4. Analysis of the Importance of Constructing Business English Teaching Knowledge and Framework

4.1. Promote the construction of teaching practice system for business English interdisciplinary talents.

To a certain extent, the construction of teaching knowledge and framework of business English is of great significance to the social training of talents. In the actual operation process, it is necessary to accurately recognize that PCK framework not only has a certain role for business English teachers, but also can play a role in their own teaching practice training process. Correspondingly, it plays a powerful role. In the actual research of PCK framework system, it is not difficult to find that only by connecting each other into a dynamic element, can we fully play its own role. In the actual training process, Business English teachers should have a detailed understanding and understanding of the relationship between various elements so far, so that they can constantly improve their own teaching system, from the preparation, practice, summary and re-practice of the practical system, in the whole process, let Business English teachers gradually form their own independence. Special teaching features not only integrate into certain social experiences or personal emotions, but also can be combined with teaching concepts to avoid the tedious phenomenon of business English teaching [7].

4.2. Improve the overall quality of business English classroom teaching.

To a certain extent, the scientific and rational construction of the PCK framework of Business English can not only help teachers understand their own complexity, but also help them gradually realize the multi-level nature of their own profession. In the whole framework system, not only the close relationship between the various elements, but also the comprehensive nature of each element are emphasized. Existently, if a teacher only has professional knowledge of business English and

pedagogical knowledge, then in the actual teaching process, it can not use this degree to measure the overall quality and level of classroom teaching. In the actual business English teaching process, according to the teaching objectives or teaching contents, teachers should effectively judge the teaching quality. Teachers should scientifically and reasonably sort out the knowledge framework to ensure that students can understand and understand it in detail to the maximum extent, and students can accept it. Only in this way can we fundamentally guarantee the overall quality and level of business English teaching [8].

5. Business English Teaching Knowledge and Framework

5.1. Knowledge content of the nature of business English.

Business English subject knowledge is to ensure that the requirements of teaching and training can be met at the same time, teachers should have a certain ability to plan teaching content. In the process of knowledge planning, business English teachers should not only have a wealth of business application knowledge, but also have a certain comprehensive language expression ability. In addition, in the actual teaching process, teachers should plan and design the whole classroom teaching to a certain extent according to the actual teaching content and objectives of business application, and fully display the classroom teaching content to students, while ensuring that students can accept it scientifically and effectively. Firstly, teachers need to have a full understanding of the concept system, theoretical background and practical operation experience of business English. In addition, according to the teaching objectives and teaching contents, the actual curriculum planning and design of business English should be as scientific and reasonable as possible to ensure that the teaching objectives are fulfilled and at the same time, it can ensure that the teaching objectives are fulfilled. Finally, the teaching system formulated by teachers should fully meet the students' learning characteristics, including some different teaching modes such as multimedia teaching, so that students can more intuitively understand the importance and necessity of business English learning, so that students can more easily accept and accept it. Understanding the practical teaching content of business English can not only enable students to combine business and language use effectively, but also enable students to use both to start some practical operations [9].

5.2. The teaching content and objectives of business English.

Business English is different from other disciplines in terms of teaching content and teaching objectives. Business English involves two parts of business and English, so it has the nature and characteristics of dual disciplines. Business English not only emphasizes some skills in the process of business communication, but also reflects how to deal with problems. Ability and so on, and requires students to have good oral expression ability, for some technical words to express accurately, otherwise words do not meet the meaning will lead to communication barriers. Therefore, in the face of the particularity of business English, teachers need to have a certain ability of balance and coordination in the actual teaching process, to balance the content and objectives of business English to a certain extent, to ensure that they exist, restrict and influence each other. Because teachers have different skills and qualities, different teaching methods have different emphasis on the objectives or contents in business English teaching according to their own experience. This situation can easily lead to students' understanding of business English in the process of learning. Degree is biased and can not be used in a comprehensive way. Therefore, in the process of teaching, we should integrate the teaching content and objectives of business English effectively to ensure that students can learn and apply scientifically and reasonably [10].

6. Conclusion

To sum up, compared with other subjects, Business English has its own unique characteristics. Business English not only contains some technical knowledge of business, but also needs English to neutralize it to a certain extent. In the actual teaching process, teachers' professional level needs to

be constantly improved to improve business. The establishment of the knowledge framework of English subject education can not only improve the teachers'educational level, but also fundamentally improve the overall teaching quality and level of business English.

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