

Research on the Training of English Professionals in Colleges and Universities under the Guidance of “Double Creativity”

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Abstract: The reform and training of English majors in Colleges and universities can not only effectively meet the needs of the current market development, but also adapt to the current trend of the development of the education industry. Based on the background of double-innovation education, this paper summarizes and studies innovation and entrepreneurship education, and analyses the problems in the current teaching process of English majors in Colleges and universities, as well as the defects in the process of training English majors. According to the requirements of the times and the characteristics of the educational development environment, the requirements of the market for English professionals are further clarified. By exploring the current dual-innovation orientation in universities, this paper puts forward the ways to cultivate English professionals, with a view to promoting the reform and development of English education in Colleges and universities.

1. Research Background

1.1 Literature review

Innovation and entrepreneurship education has gradually entered people's horizons, so there are more and more high requirements for the training of talents. Through the analysis of the concept and content of double-creation education, Li Zhengxin highlighted the value of double-creation education project and the way to realize it, so as to promote the development of double-creation education(Li,2016). Hao Juan studied the current situation of English majors in Colleges and universities. Guided by the problems and countermeasures, Hao Juan put forward the training objectives and plans for English majors in Colleges and universities(Hao,2017).At the same time, Zhu Lei analyzed the current problems of English majors in all colleges and universities, and put forward the training and educational reform of English majors in Colleges and universities(Zhu,2017)Cheng Dongyue and Wang Zhao studied on the premise of double-creation education, explained the problems that private colleges and universities should pay attention to in the process of training English professionals, and put forward new requirements for private English professionals(Cheng,2018).After Wang Jianhui combines the educational attributes of twin beds, he puts forward the training path for English majors in Colleges and universities(Wang,2016).Liang Yong, based on the educational model of innovation and entrepreneurship, has carefully planned and studied the training mode of English talents in Colleges and universities, so as to help English professionals have more choices on the way forward in the future(Liang,2016).Nie Yujing analyzed the English majors in local colleges and universities, and proposed that local colleges and universities should integrate English courses into them on the premise of innovation and entrepreneurship, so as to help local students better absorb the knowledge after the integration of the two and provide better reference for future entrepreneurship and innovation(Nie,2018).

1.2 Purpose of research

With the continuous development of China's education, the teaching reform in Colleges and universities is also proceeding simultaneously. As one of the most popular majors, English majors are offered in most colleges and universities, which results in more pressure on students after graduation. At the same time, due to the rapid development of internationalization and globalization, the communication between the world has gradually become closer, so the requirements for English

professionals have undergone tremendous changes. Therefore, the cultivation of English majors in Colleges and universities should keep pace with the trend of the times. It is not only necessary to cultivate students with a solid foundation in professional courses, but also to cultivate innovative, applied, compound and skilled talents. At the same time, professional English talents with innovation and entrepreneurship ability can also help to relieve the pressure on future social talents, and entrepreneurship can also provide jobs for future graduates and relieve employment pressure. Based on the background of double-innovation education, this paper, from the content and development status of double-innovation education, illustrates the problems of poor teachers, unreasonable curriculum and poor integration between double-innovation education and English major in Colleges and universities, and analyses the ways to cultivate compound talents for English major(Li,2018).

2. The status quo of double-creative education and the training of English majors in colleges and universities

2.1 The development status of double-creative education

Double-innovation education is short for innovation and entrepreneurship education. In possession of the basic quality of entrepreneurship and innovative talents, so that students have entrepreneurship awareness and innovative entrepreneurship ability. At present, the employment situation is very grim, the mass entrepreneurship and innovation have been put on the agenda. Innovation and entrepreneurship education as early as 2012, the Ministry of Education issued a relevant notice to carry out innovation and entrepreneurship education in ordinary colleges and universities. However, in the past few years, double-innovation education has been put forward, and its implementation is relatively low, even some colleges and universities have not offered relevant courses. Until recent years, innovation and entrepreneurship education has been re-emphasized. And most colleges and universities carry out innovation and entrepreneurship education only limited to theoretical knowledge, less practice. In the selection of textbooks, the old knowledge content has also been used, and part of the outdated content has not been updated. In terms of curriculum arrangement, most colleges and universities arrange more courses for the main course content, dividing the innovation and entrepreneurship course into minor courses, without paying more attention, and students are not interested in learning the relevant knowledge content. As for teachers, most of them belong to theoretical teachers, or teachers who are half-way educated. There are fewer teachers in real innovation and entrepreneurship, and fewer teachers in real practice.

2.2 Current situation of English professional training in colleges and universities

As one of the working languages of the United Nations, English is widely used in all walks of life. At the same time, English is also the language most closely related to computers. English is widely used in all kinds of programs. Therefore, English majors in Colleges and universities have gradually become the major students are keen to choose. At the same time, English majors also extend many branches, such as business English, English translation and so on. English majors have provided many professional talents for the country and society, and ensured contacts with all walks of life abroad.

There are more and more colleges and universities offering English majors, which leads to the emergence of different levels of English talents. Moreover, most universities offer English majors without professional English teachers, which leads to the gradual decline of the quality of English majors. Every year, the number of English majors graduating is about 100,000. It can be imagined that the future employment prospects of English majors are not very optimistic. In addition, the emergence and popularization of artificial intelligence make it difficult for some ordinary English majors to find jobs after graduation. So English majors, as a popular major at present, make the quality of students decline to a certain extent. It has also resulted in an oversupply of talent in the market.

3. Problems of English Professionals in Colleges and Universities

3.1 Weak teachers and poor quality of students

English, as a very popular major, has been favored by most students after the college entrance examination. For this reason, English majors in most colleges and universities generally have more students, but teachers are very scarce. Moreover, most colleges and universities continue to expand the number of students majoring in English, resulting in a shortage of teachers and different levels of teachers. As the number of English majors increases, the number of English teachers is inadequate and they are unable to complete their teaching tasks. On the one hand, it leads to the aggravation of teachers' tasks, physical and mental fatigue, and the decline of curriculum quality. On the other hand, the lack of teachers leads to the decline of students' learning quality.

3.2 The course does not match the professional content

At present, most colleges and universities are confined to English-related courses. That is to say, most of the courses are inclined to English majors. Similar to other related extended courses, there are few contents, which not only limits the scope of students' learning, but also fails to ensure students' in-depth learning and understanding of English major. Moreover, most college professors and students mainly focus on language content, followed by textbooks and word content, ignoring the origin and background of word meaning. Therefore, students can only grasp the basic knowledge of English, and have no comprehensive understanding of the culture behind English. Due to the unreasonable curriculum design and the neglect of other relevant contents of English majors, students' application ability is poor and they can not meet the social requirements.

3.3 Lack of scientific and rational education system

In the course of setting up curriculum structure, colleges and universities take less consideration of the collocation with other courses to a certain extent. As a result, English majors can only learn the relevant knowledge of their own specialty, and they know little about the content of innovation and entrepreneurship knowledge. Although some colleges and universities have set up innovative entrepreneurship education related courses, but the degree of integration with English major is low, students' understanding of the two can not be in-depth, let alone arouse their interest in dual-venture education. Similarly, most colleges and universities tend to give guidance on students' theoretical knowledge while neglecting practical training. This leads to the fact that English majors are unable to integrate their professional knowledge into the concept of double-creation, and it is not helpful to the later practice. Students can not absorb the knowledge of double-creative education, so there is no way to talk about future practice.

3.4 Double-creative education funding is less

Most colleges and universities invest very little in dual-venture education. As a result, there are few teachers in innovation and entrepreneurship education. On the one hand, students can not really learn the knowledge of innovation and entrepreneurship, and less capital investment, also makes students less opportunities to practice. Students are not only unable to integrate English majors and creative knowledge from practice, but also unable to find the charm of entrepreneurship. On the other hand, due to the lack of funds, it is impossible to invite entrepreneurship tutors with practical experience outside the school. Students can only learn boring theoretical knowledge. Teachers directly ignore the explanation of innovative entrepreneurship knowledge, students can only learn English professional knowledge, so the school can not cultivate students with entrepreneurial ability and innovative consciousness.

4. Strategies for Training Talents under the Guidance of Double Creativity

4.1 Improving the strength of teachers and the quality of students

English majors have become popular majors, so it is necessary to cultivate more applied professionals to fill teachers' loopholes. Therefore, in the process of training, we should also increase

our efforts to recruit more English-major graduated teachers. In addition, in the selection of teachers, we should also pay attention to teachers' various qualities. It's not just about English itself. Therefore, in the process of teaching students, teachers will let students learn knowledge content other than textbooks. The scope of students' learning is broadened, and more and more knowledge is absorbed. It is also a good reference for students to learn other contents. Not only that, but also students can better combine their own professional knowledge with innovative entrepreneurship knowledge to stimulate students' interest in learning and entrepreneurship. On the one hand, students learn more knowledge and broaden their horizons. On the other hand, the overall quality of students has also been greatly improved, and the useful compound talents for the society can also be better employed and make due contributions.

4.2 Reasonable arrangement of courses and professional contents

Colleges and universities should concentrate on a rational arrangement and innovation of curriculum. Firstly, on the premise of ensuring the reasonable setting of English major courses, we should increase and arrange other courses which are helpful for English major students to learn. Secondly, more students should arrange and set up courses related to English extension, such as the content of specialized elective courses, business English skills, the comparison of English culture between China and the West, and so on. At the same time, it is necessary to increase the arrangement of double creative knowledge education courses so that English majors can feel the charm of innovation and entrepreneurship education more. And we should try our best to integrate the content of the two courses rationally, so as to ensure that students can better integrate their English professional content into entrepreneurship or innovative ideas in the future. Through the scientific and reasonable setting of the above courses and professional contents, we can achieve the organic combination and achieve the multi-dimensional application-oriented talents training goal of colleges and universities.

4.3 Perfecting education system and systematic teaching

Although the theoretical level of knowledge content is important, but the practical level of training is equally important. Colleges and universities should actively introduce talents with basic knowledge and experience of innovation and entrepreneurship to rationalize the teaching of English majors. Let students feel the charm of double-creative knowledge and enhance their interest. We can also take students to some innovation and entrepreneurship parks for a visit after the completion of the theoretical course, and experience the strength of innovation and entrepreneurship education from a close distance. In addition, the school can organize related speech contests and debate contests to improve students' ability to create knowledge and lay a solid foundation for innovation and entrepreneurship.

4.4 Increase investment in innovation and entrepreneurship education funds

At present, many colleges and universities focus on the construction of English majors and the preparation of related basic materials. Therefore, it is necessary to increase the expenditure on innovation and entrepreneurship education so that students dare to start small businesses in schools. On the one hand, it helps students earn tuition fees, on the other hand, it also enables students to truly experience the charm of entrepreneurship. Schools should also hold innovative entrepreneurship competitions regularly. Students can integrate their understanding of innovative entrepreneurship into their English majors and put forward more innovative ideas, which will be of great help to the construction of later schools and the construction of the future society. At the same time, for successful entrepreneurship, we should give some financial incentives to encourage students to constantly broaden their way of thinking. Similarly, a large amount of funds should be invested in the basic content of double-venture, so that successful cases can be displayed, which can stimulate the innovative consciousness of new students and the heart of daring to start a business.

5. Conclusion

Although colleges and universities have made great efforts to cultivate English majors and carry out substantial practice and reform, the effect is still not good. The curriculum design is still traditional and still centers on the mode of English major curriculum. Students are still learning the knowledge of language skills, while the cultivation of their initiative and innovation and entrepreneurship ability is neglected. Ultimately, it causes the disconnection between teaching and double-creative education, and students can not learn the relevant knowledge content, thus forced to passive learning. After graduation, due to the lack of innovative entrepreneurship and self-development awareness, will face many employment difficulties. Therefore, colleges and universities should speed up the construction of teachers' teams, improve curriculum settings, rationally arrange the educational objectives of specialty and double-creation knowledge, and increase investment in innovation and entrepreneurship education. So as to help students better adapt to the requirements of the society and cultivate English professionals with innovative and entrepreneurial abilities in line with the new era.

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