

Research on the Reform of “Business English” Based on Project Curriculum

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Abstract: The primary problem facing the development of “Business English” in higher vocational colleges is the unsatisfactory teaching effect. Due to the influence of educational concepts and teacher quality, most vocational colleges artificially separate business and English. In teaching, only It is to teach business or English knowledge, and the result is that the professional ability of students in actual work is not strong. Therefore, the reform of “Business English” in higher vocational colleges based on project courses is to use English as the medium and business activities as the carrier to integrate business and English knowledge, and to work tasks as the main line to improve students' business in the process of completing the project. Activity capacity. This article aims to study how to construct a higher vocational “Business English” course based on project courses, and to provide solutions to the current problems in higher vocational “Business English” teaching.

1. Introduction

Higher vocational “Business English” is a new course emerging with the process of global economic integration, and its teaching research and practice are far from keeping up with the requirements of the development of the times. At present, the primary problem facing higher vocational “Business English” in the development process is that most higher vocational colleges artificially separate business and English, and only impart business or English knowledge in teaching, which makes the teaching effect unsatisfactory. Therefore, the reform of “Business English” in higher vocational colleges based on project courses is to use English as the medium and business activities as the carrier to integrate business and English knowledge, and to work tasks as the main line to improve students' business in the process of completing the project. Activity capacity.

2. The Teaching Status of “Business English” in Higher Vocational Colleges

The structure of “Business English” teachers is unreasonable, which is mainly reflected in the following three aspects. First, the structure of teacher types is unreasonable. There are fewer “dual-qualified” teachers and more theoretical teachers; there are fewer part-time teachers and more full-time teachers. Among the five higher vocational colleges, only one college hired a retired teacher who had worked part-time in a foreign trade company, and the rest were full-time teachers in its own college. Second, the structure of teachers' academic qualifications and professional titles is unreasonable. Among the 8 “Business English” teachers interviewed, only one teacher has a master's degree and two teachers have intermediate professional titles. Third, the age structure of teachers is unreasonable. The proportion of young teachers is relatively high, and the proportion of middle-aged teachers with rich teaching experience is relatively low. The average age of the eight teachers interviewed is less than 32 years old.

The faculty of “Business English” in higher vocational colleges is mainly composed of two parts, one is the original basic English teacher transferred, and the other is the graduates who are directly introduced from the undergraduate business English major. Although their English proficiency is very high, the former are relatively unfamiliar with business English and its teaching; the latter, although they have a certain basic knowledge of international business and higher English proficiency, they still lack practical work experience in business. Therefore, whether it is the former or the latter, they believe that the background knowledge of business activities cannot be introduced

interestingly in teaching, and it is also difficult to find relevant cases or use personal experience to illustrate how to effectively carry out business activities in order to activate the classroom atmosphere. And to help students understand what they have learned. At the same time, this is also reflected in the questionnaires of the students. 6.3% of the students report that “Business English” teachers lack the practical experience of enterprises. Although this problem has always been concerned by various colleges, it has not been effectively solved and improved until now. Because, in recent years, the rapid development of higher vocational education in our country has made the teaching tasks of teachers in higher vocational colleges arduous. Many teachers run between classrooms all day, and naturally they have no time to take care of their own learning, scientific research and practical exercises.

“Business English” teachers in vocational colleges have grown up under the education of the subject system, and have no practical experience from school to school. From the perspective of teachers, whether it is business English courses offered by vocational colleges or undergraduates. The business English courses offered by colleges and universities should first emphasize the integrity and systematicness of the English language, and cultivate students' solid basic English language skills; secondly, they should use a strict logical relationship as a framework to comprehensively and systematically explain business knowledge. They think Only rigorous and orderly subject courses are convenient for collective teaching and for students to master systematic subject knowledge. However, they neglected that “Since vocational education is based on the development of professional ability, it is necessary to organize practical teaching and theoretical teaching in actual or simulated professional situations, and in accordance with the procedures of professional activities, in order to cultivate the ability to do and want to do. Talents come.” Again, they worry that in the course reform, after choosing and organizing course content to replace the subject system with a work system, vocational education will become vocational training, and the knowledge acquired by students will be too scattered. In fact, the work system model not only cultivates students' job ability, but also expands students' personal adaptability. It can be seen that the teacher's teaching concept will undoubtedly inhibit the realization of the curriculum teaching goals. As Professor Shi Weiping pointed out, “the greatest motivation for vocational education curriculum reform comes from teachers, but the greatest resistance still comes from teachers.”

3. Theoretical Basis for the Reform of “Business English” in Higher Vocational Colleges Based on Project Courses

First of all, it must be consistent with the needs of society. At present, the employment rate of graduates in higher vocational education is generally not high. The main reason is that teaching is still based on subjects and lack of practical ability. The teaching and abilities of many vocational colleges are still far from the needs of society. In fact, society needs high-level, sophisticated, and cutting-edge talents, as well as a large number of talents who have a certain theoretical foundation and strong practical skills. Therefore, as a core course for business English majors and economics and trade majors in higher vocational colleges, “Business English” is the most closely related to the society and the market in content. More emphasis should be placed on the training of business skills and the cultivation of comprehensive vocational abilities, so that graduates can be internationally Play its due role in economic and trade activities. Secondly, it must be consistent with the reality of higher vocational students. Xia Mianzun once said that if school education changes only from the appearance of the system and methods, it is like digging a pond. Some people say that a square is good, some people say that a round shape is good. The water, which is the element of the pool, is not noticed. The “water” here should be understood as students, and my teaching reform should always revolve around the center of students, then what is the current situation of students in higher vocational colleges? What are their needs? For traditional professions Educational courses are completely determined by education and teaching experts. Modern vocational education courses emphasize “consumer demand orientation”. While paying attention to the needs of enterprises, they should also pay attention to the needs of the educated and their parents. At this stage, for the students of higher vocational education, employment is their first need, it is also the responsibility

of the government, and it is the first priority of higher vocational colleges.

Higher vocational education emphasizes the cultivation of learner's ability. The reform of higher vocational business English courses is consistent with the concept of competence-based. From the perspective of teaching goals, the traditional subject-based teaching goal is to teach students systematic scientific and cultural basic knowledge, emphasizing the scientific, coherent and systematic of knowledge. The goal of competency-based teaching emphasizes the determination, learning and application of the abilities required by the profession or position, and focuses on cultivating the ability to deal with and solve problems, with strong pertinence and operability. From the perspective of the status of the students, in the traditional teaching model, the teacher is an authority and is in a dominant position in teaching, while the students are in a subordinate and passive position. And the ability-based is based on students' learning, focusing on learning rather than teaching. Teachers are only the guides and instructors of students. From the perspective of teaching organization, the traditional subject-based teaching system is based on the class teaching system, with the class as the center. The learning content, outline, teaching materials and teaching progress are all unified. The ability-based learning method is individualized, and learning content, learning progress, and learning methods can be determined in accordance with the requirements that are conducive to ability training. From the perspective of teaching methods, the traditional "Business English" teaching mainly adopts "structured teaching method" or even "grammar translation method", centering on grammatical structure and instilling language knowledge into students, often appearing "high scores but low competence". The ability-based teaching uses role-playing, task-driven, problem-solving and other methods to enable students to use English as a medium to cultivate business ability in the process of completing tasks and solving problems. From the perspective of evaluation and feedback, normative reference is used in knowledge-based teaching, and feedback is lagging. Evaluating a person's learning quality is usually based on the individual's volume score as the standard, while the ability-based evaluation is based on the ability standard, and the feedback is timely. It can be seen that in the reform of "Business English" in higher vocational colleges based on project courses, the concept of ability-based is reflected in all aspects of teaching goals, student status, teaching organization forms, teaching methods and teaching evaluation.

4. Reform of Higher Vocational "Business English" Based on Project Curriculum

Curriculum goal is a kind of plan and expectation of course implementation result. It determines the design of syllabus, the selection and organization of course content, the selection of teaching materials, the teaching and evaluation methods of courses, and it is also a criterion for judging the success of teaching. Curriculum objectives generally have four characteristics: first, integrity. Various goals are related to each other, not isolated from each other; second, continuity. The goals of higher grades are always the continued development and deepening of goals of lower grades; third, hierarchical. The goals of skills and emotions need to be cultivated and formed on the basis of knowledge. The memory of knowledge is one level lower than its comprehension, and the application of knowledge is one level higher than its comprehension. Fourth, accumulation. Without the accumulation of low grade goals, it will be difficult to reach the goals of high grades. Therefore, when formulating curriculum goals, we should pay attention to the difference and connection of the overall goal of single subject, unit goal and class time goal. , "Business English" in higher vocational colleges is a core course in business English majors or economics and trade majors in higher vocational colleges, and the course objectives will directly restrict the realization of related professional training goals. How do higher vocational colleges accurately position the course, clarify its course objectives, and make the "business English" of higher vocational colleges conform to the trend of the development of the times. This is directly related to the ability of vocational business English graduates to use English as the working language in future business situations to effectively communicate information and deal with practical business problems, "it also relates to whether they can achieve the specific purpose of vocational education. The realization of". Therefore, the positioning of the target of the higher vocational "Business English" course based on

project courses is very important.

“Higher vocational education must be closely linked to specific job practices, and must emphasize the training of job ability. There is no reason for higher vocational education that does not know what position you will work in after graduation.”² Therefore, higher vocational “Business English” The selection of the course content of the project should be based on the professional ability obtained after job task analysis. First of all, start with the task analysis of the business secretarial, business assistant, salesman and other job positions (groups) in foreign-related enterprises and institutions, and determine the comprehensive ability and related skills required to engage in business secretarial, business assistant, and salesman positions (groups). Special ability. Such as: English language knowledge, English language application skills, practical experience, public relations skills, etc. are comprehensive capabilities; business negotiation, bill preparation, etc. are special skills. Secondly, determine the comprehensive ability and related special ability standards that should be cultivated in the “Business English” project curriculum. Finally, refer to the comprehensive ability that should be cultivated and related special ability standards, select the course content. The course content should select cases in the business field of the region, and change the original course content “difficult, complicated, partial, old, scattered”, and the current situation of overly focusing on language knowledge, and strengthen the connection between the course content and student life and economic and social development. Pay attention to students' learning interests and experience, and integrate the knowledge of foreign trade correspondence and foreign trade documents into each project in a targeted manner. Generally speaking, there are currently two vocational education curriculum content organization models that have received more support. One is organized according to the logic of knowledge itself, which is a subject curriculum model; the other is organized around work tasks, which is a project Course mode. Based on the research conclusion of the psychological representation of work knowledge, it is believed that work logic should be a reasonable choice for the organization of vocational education curriculum content. Therefore, it is determined that the course content of the “Business English” project in higher vocational education should be organized in a logical sequence of the work system, that is, to organize the course content with English as the medium, business activities as the carrier, and work process as the main line. The organization and arrangement of the course content of the “Business English” project mainly includes three methods: ordering, simplification and integration.

5. Conclusion

From a theoretical point of view: the higher vocational project curriculum has changed the traditional view of taking knowledge as the entry point of the curriculum, and replaced it with specific products (or services) and work tasks as the entry point of the curriculum. The task-based, aggregated higher vocational project course, its content is the established task in the working world; the goal of its thinking and action is to complete the task through comprehensive knowledge and skills; the result is to obtain the produced product or provide Service. In other words, compared with traditional courses, higher vocational project courses have their own distinctive features, that is, the comprehensive characteristics of the curriculum structure, the practical characteristics of the curriculum content, the autonomous characteristics of curriculum activities, and the productization characteristics of curriculum results. In addition, the successful development and implementation of other professional project courses pointed out the direction for the reform of higher vocational business English courses, and provided important theoretical basis and practical references.

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