

Analysis on the Training Mode of Business English Majors' Demand Based on School Enterprise Cooperation

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Keywords: School enterprise cooperation, Business english major, Talent demand training

Abstract: Under the background of economic globalization, school-enterprise cooperation is the only way to train business English majors. Only by taking the road of school-enterprise cooperation can business English majors realize the seamless connection between talent training in colleges and employers' demand for talents. With the continuous development of the current society, there is a growing demand for applied talents in society, so it is very important to train professional talents in modern college education. Enterprise-cooperative talent training mode not only lays a solid theoretical foundation for business English professionals, but also cultivates certain practical skills. Facing the development of economic globalization, school-enterprise cooperation has become a new model, which is a necessary way to cultivate business English talents at this stage. This article will explore how to jointly develop business English professional courses through school-enterprise cooperation under the background of talent training model, gradually optimize the talent training model of colleges and universities and the business English major curriculum setting system, and cultivate more business that meets actual needs for employers. English professionals.

1. Introduction

Business English major is a very important professional course in modern higher education, which is highly professional. Under the current situation that the society pays more and more attention to the practical application ability of students' knowledge, it is very important to train talents through school-enterprise cooperation mode in business English major teaching [1]. Talent is the most needed elite in modern society. In the teaching of English majors, it is necessary to pay active attention to the cultivation of business English talents [2]. Business English talent training is an important goal in the development stage of enterprises. In order to truly analyze the actual situation at this stage thoroughly, it is necessary to explore the current talent training mode of school-enterprise cooperation for English majors in colleges and universities, so as to ensure the implementation of relevant work [3]. As the country's "One Belt, One Road" strategic layout continues to deepen, the international trade business will continue to grow substantially, and the demand for business English professionals will also increase [4]. Coupled with the expansion of existing enterprises and the renewal of personnel, the gap in demand for foreign trade professionals will increase. Most vocational colleges and independent colleges across the country set up business English as a major or set it as a direction under the English major [5]. Although there are many colleges and universities offering business English majors, the practice of implementing school-enterprise cooperation talent training is still immature. School-enterprise cooperation education is in the exploratory stage, and there are many shortcomings and problems [6]. This article will explore how to jointly develop business English professional courses through school-enterprise cooperation under the background of talent training model, gradually optimize the talent training model of colleges and universities and the business English major curriculum setting system, and cultivate more business that meets actual needs for employers. English professionals.

2. An Analysis of the Problems in School Enterprise Cooperation for Business English Majors

2.1 Information Communication between the School and Enterprise is Not Smooth

With the development of social economy, the traditional processing and manufacturing enterprises in the past are rapidly changing into diversified service-oriented enterprises, and the internal development of enterprises and the promotion of the whole industry have spawned the demand for business English professionals [7]. With the continuous development of enterprises in developed coastal cities, how to form a high-quality and efficient management team has become a top priority for operators [8]. Especially for students of different levels, the lack of systematic integration of the curriculum system and the lack of practical links in the curriculum system are not conducive to teaching students in accordance with their aptitude, leading to deviations between the training goals of business English talents and the society's demand for talents [9]. Judging from the current situation, for business English majors in school-enterprise cooperation, the objects involved mainly include schools and their related enterprises. However, judging from the current actual situation, colleges and universities have not been able to understand companies and the market in depth, and companies have rarely made active contact with colleges and universities, and smooth information communication between the two has not been possible. In the stage of training talents for English majors, effective cooperation with enterprises can ensure that talents are trained in place and provide convenient conditions for future employment and development of talents [10]. At present, colleges and universities provide talents for the development of enterprises, but most of these talents lack practical experience. Although enterprises can provide diversified opportunities for them, as far as the enterprises themselves are concerned, this work is not of great benefit to themselves. School-enterprise cooperation needs to combine schools, enterprises and industries organically, integrate effective resources and complement each other's advantages, then continuously optimize curriculum design, curriculum organization and curriculum implementation, and continuously improve curriculum training objectives, teaching content and practical teaching system, so as to achieve the goal of “zero distance” employment of business English talents.

2.2 The Mode of School Enterprise Cooperation is Relatively Single

As far as the current situation is concerned, the content of business English majors in colleges and universities is relatively simple in terms of school-enterprise cooperation. The current form of cooperation is mainly project cooperation. For this kind of cooperation, its characteristics are mainly simple and relatively short. This single cooperation project can't improve students' application skills systematically and effectively. School-enterprise cooperation is mostly superficial, and its depth and connotation are relatively lacking. Mutual benefit is the prerequisite for the long-term existence and development of cooperation, and the cooperative relationship cannot be maintained for a long time if all parties can't get benefits from cooperation.

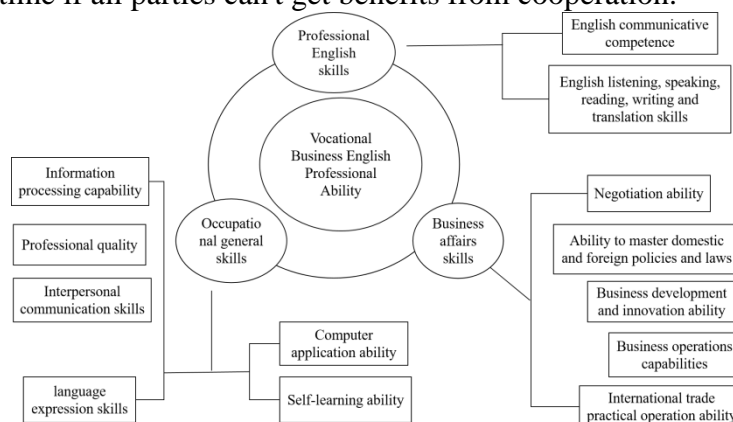


Fig.1 Vocational Business English Professional Ability Module

Colleges and universities offering business English majors hope that companies will provide strong support in personnel training and provide convenient conditions for internships and internships. However, whether it is “order-based” training or “work-learning alternation” school-enterprise cooperation, both parties lack a basis for mutual benefit. The survey found that colleges

and universities have not yet established a long-term mechanism to encourage companies to participate in the training of business English professionals to cooperate in running schools, and both parties generally seek cooperation from their short-term interests. In the process of cooperation, the two sides are “not active” in fulfilling their obligations. This kind of cooperation based on short-term interests often lasts for a short time. When the school arranges the students of this major to go out for internships, some students will choose the internship places with the help of interpersonal relationships, so the internship places are constantly changing. Therefore, how to train high-quality business English talents has increasingly become a hot topic in college education.

3. School Enterprise Cooperation is the Only Way to Cultivate Business English Talents

3.1 Strive to Realize the Basic Mode of Work Study Alternation

In the process of school-enterprise cooperative teaching for business English majors, by allowing students to enter the enterprise, their practical skills can be effectively improved, which has a good role in promoting students' future employment. Proactively adapting to the needs of enterprises to adjust professional settings in a timely manner is an important basis for school-enterprise cooperation. The cultivation of talents requires various tasks to be put in place, trying to introduce enterprises gradually into the campus, allowing enterprises to set up production lines and functional departments, etc., to provide students with more practical opportunities. By reasonably introducing enterprises into the campus, English majors and some units have created a high-quality cooperation platform. Through reasonable practice, students' real teaching quality has been effectively improved, and students' own application skills have also shown a trend of greatly improving. The orientation of business English professional training is to deliver high-quality talents with certain business knowledge, business operation ability and certain innovative spirit for local regional economic construction. According to the nature of enterprises, the survey objects of enterprises mainly include the following four categories, and their composition is shown in Table 1:

Table 1 Basic Information Of Survey Subjects

All business nature	Frequency	Percentage(%)	Cumulative percentage
State-owned enterprise	22	9.6	9.6
Foreign companies	21	11.5	22.2
Private enterprise	80	61.4	83.3
Joint venture	31	17.5	100
Total	154	100	

As can be seen from the above table, more than half of the survey subjects participating in the effective survey of school-enterprise cooperation are private enterprises. This is the reason for the large proportion of the number of private enterprises in China. On the other hand, it is also investigated by researchers. The impact of the limitations of the actual conditions.

Based on the understanding of the basic situation of talent introduction in enterprises, the talent demand plan of the investigated enterprise objects was also investigated, and the results are shown in Table 2:

Table 2 Cross-Analysis Contingency Table of the Nature of the Company and Whether the Company Has a Talent Demand Plan with a Period of More Than Two Years

X/Y	Have(%)	No(%)	Under development(%)	Subtotal
State-owned enterprise	26	12	12	50
Foreign companies	24	15	13	52
Private enterprise	68	26	22	116
Joint venture	31	13	14	58
Other	0	0	0	0

The data in Table 2 above shows that for the long-term planning of talent demand, in general, most domestic companies currently have short-term talent demand plans, but state-owned

enterprises, joint ventures, foreign-funded enterprises and private enterprises have a willingness to plan for talents. Decrease in turn with actions. These not only reflect the huge potential of China's talent demand market, but also reflect that China's higher vocational and technical education has a long way to go to serve the industry and promote the upgrading of industrial structure through school-enterprise cooperation.

3.2 Need to Gradually Realize the Effective Combination of School and Enterprise

When formulating talent training goals and specifications, colleges and universities need to fully research and listen to the opinions of enterprises, teachers and students, and combine with the university's business English majors' own educational conditions, and finally formulate diversified talent training goals and specifications. In the construction of the teaching knowledge goal, "useability and applicability are the degree", and in the construction ability goal, it focuses on the cultivation of talents' business application ability, that is, the cultivation of business practice ability and innovation ability. Colleges and universities need to further strengthen the planning of school-enterprise cooperation projects for English majors. As an important promoter of cooperation projects, colleges and universities must carry out their own work, and actively create cooperation projects for students to meet their future employment needs, so that they can improve their skills in the practical training stage. School-enterprise cooperation talent training mode of business English also puts forward higher requirements for the construction of teaching staff, which requires teachers to put into practical study, understand the nature of work in non-educational units and the demand for business English talents, and improve on-site experience and practical application ability. Summarize the experience in the school-enterprise cooperative training practice, apply the cutting-edge technology and experience of subject development to classroom teaching, and enhance the pertinence and adaptability of teaching. Therefore, companies should also strengthen their ties with universities, use their own advantages to provide students with more training opportunities, and make full use of the human resources and business English advantages of universities in the process of project cooperation to make the cooperation more effective.

4. Conclusions

School-enterprise cooperation education is an important way to deepen teaching reform and promote the training of applied technical talents in colleges and universities, and it is the basic guarantee to realize the training goal of business English majors. In the current teaching process of business English major, talent training is an inevitable development trend, and school-enterprise cooperation education mode is an important way to train talents. School-enterprise cooperative education is an important direction for many colleges and universities to deepen reforms at this stage, and it is also an effective way to cultivate more applied talents. The school-enterprise cooperation business English major curriculum construction model proposed by this question analysis can provide a reference basis for the training model of business English majors in applied universities and the curriculum setting of business English majors, in order to cultivate more applied business English majors that meet the needs of employers Talent.

5. Acknowledgment

Projects of the 14th five-year plan on Education Science in Hunan Province in 2021: Research and practice on the reform of practical teaching of business English major in local universities under the background of new Liberal Arts (ND214011)

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