The Training Path of Cross Border e-Commerce Business English Talents under the "Internet +" Environment

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Abstract: with the development of China's economy, cross-border e-commerce accounts for more and more foreign trade, and cross-border e-commerce enterprises need more and more talents with business ability and English ability. At the same time, the number of students majoring in traditional business English in China's higher vocational colleges is in a historical position. Based on the difficulties faced by the business English Majors in Higher Vocational Colleges and the opportunities brought by the development of cross border e-commerce, this paper probes into the training path of business English talents for cross-border e-commerce in the "Internet +" environment.

1. Introduction

Business English is a professional course offered under the background of strengthening China's foreign economic and trade relations, which has two major attributes of business and language. In particular, its business attributes make business English major popularized rapidly in vocational colleges, and become one of the major of many vocational colleges. According to the statistics of China Foreign Language Education Commission, more than 60% of Vocational Colleges in China have set up business English major, and the number of students in school used to be as high as 110000. However, with the influence of complex factors at home and abroad, the number of business English students in school has dropped to about 50000, and the development of business English major in vocational colleges is facing difficulties, as shown below.

1.1 The Orientation is Not Clear and the Idea of Running a School is Wavering

Because of its language and business attributes, business English major seems to have strong practicability in employment. Almost all large and medium-sized enterprises need business English talents more or less. But in fact, the business concept of business English major is very broad, and it is difficult to directly connect with specific positions of enterprises. If business English major graduates directly serve as sales positions of enterprises, their English ability will be ignored; if they serve as professional translators, their professionalism in English translation is not enough, which leads to a large number of talents in this major, but they can not be completely trained It is a perfect match with the needs of the enterprise. In addition, there has been a long-standing dispute over whether business English should be paid more attention to, which further hinders the consistency of business English talent training and separates business skill teaching from English skill teaching.

1.2 Low Level of Teaching

The higher vocational education system is mainly three years, and students need to find relevant units to practice in the third academic year, which leads to the limited actual learning time of business English Majors in higher vocational colleges, and the short hours that students can spend on both English training and business practice training, which is also an important reason for the difficulty of talent training in this major. In addition, the English level of vocational college students is generally not high when they enter the job, which further increases the difficulty of training English language talents, which makes it difficult for vocational colleges to cultivate business English professionals in line with higher market needs.

1.3 Poor Practical Ability

The weak practical ability is also an important problem for business English major in higher vocational colleges. On the one hand, the business practice and language practice conditions provided by higher vocational colleges are limited, and the main practice place of students is still the classroom; on the other hand, the students in higher vocational colleges do not have strong requirements for their practical ability, and many students are only satisfied with the limited learning resources in the school and will not accumulate The initiative to go to the society or the Internet to find business English learning resources is not strong.

1.4 Strong Regional Restrictions

There are also large regional differences in Business English. According to the survey of foreign language teaching steering committee, most of the vocational colleges with better development of business English major in China are in the eastern and southern coastal cities, mainly in Jiangsu, Zhejiang, Fujian and Guangdong provinces, while in the central and western regions, business English major enrolls relatively few students and develops The level is also far lower than that of Vocational Colleges in coastal cities. This also reflects that in China's coastal areas, business English teachers are in great demand, and the quality of employment is high, while in the central and western regions, it is poor. Therefore, the development of business English major also has certain regional limitations.

2. Barriers to Cross-Border e-Commerce Transformation of Business English Major

With the development of cross-border e-commerce, China's demand for business English talents has increased, but the transformation of business English major to cross-border e-commerce still needs to overcome the following obstacles.

2.1 Obstacles to Mental Thinking Patterns

First of all, the needs of business English major and cross-border e-commerce are highly matched, but whether teachers can break through the traditional psychological thinking pattern of business English teaching is still a problem. Compared with traditional business English, cross-border e-commerce has relatively low requirements for oral English. In terms of business, it is closer to e-commerce rather than offline business contacts, which is the first thing teachers need to pay attention to. Secondly, how business English teachers show their professionalism in business has been a long-standing problem of thinking transformation in the past. In the context of cross-border e-commerce, this problem still exists. Then, the school's worry about the possible failure of professional curriculum transformation is also an obstacle, which will make it difficult to promote the reform of professional curriculum in higher vocational colleges.

2.2 Teacher Obstacle

Due to the short rise time of cross-border e-commerce, the talents with strong professional ability are all engaged in cross-border e-commerce work at the front line of the enterprise, while the original business English teachers in the school have less work experience in cross-border e-commerce related courses, therefore, the faculty strength also limits the process of transformation from business English to cross-border e-commerce. In addition, it is also difficult to cultivate the professional ability of business English major in cross-border e-commerce. How to cultivate excellent professional teachers suitable for the transition from business English teachers to cross-border e-commerce teachers is an important challenge.

2.3 Institutional Bottlenecks

As a new field, cross-border e-commerce has different requirements for business talents from traditional business English. Cross border e-commerce has higher requirements for the practical ability of talents and the ability to combine with enterprises. Therefore, there will also be adaptive requirements for the school's teaching formulation. However, the traditional school enterprise

cooperation system, teaching evaluation system, practical training system and teacher appointment system in higher vocational colleges are difficult to adjust quickly, which also leads to some difficulties in the transformation of business English major to cross-border e-commerce.

3. Systematic Thinking on the Transformation of Cross-Border e-Commerce of Business English Major

The transformation of business English major to cross-border e-commerce is a difficult systematic project, which not only needs to be combined with the actual cross-border e-commerce enterprises, but also requires students to participate in the long-term practical training of cross-border e-commerce and establish a professional cross-border e-commerce transformation system.

3.1 Awareness of Cross Border e-Commerce Transformation of Business English Major

First of all, the transformation of business English specialty should ensure that relevant personnel agree with the transformation from business English specialty to cross-border e-commerce talents training specialty in mind, so as to reduce the resistance of transformation. Professional transformation often involves professional leaders, teachers, students and related enterprises. As a professional leader, we need to go deep into e-commerce enterprises and relevant industry associations, grasp the development trend of e-commerce and the demand for talents, so as to combine the development opportunities of business English with the development of cross-border e-commerce, and clarify the relationship and related risks between business English and cross-border e-commerce. At the same time, professional leaders also need to have the courage and determination to bear the pressure brought by the professional transformation. In the face of doubt, they should strive for the approval of other people reasonably and help professional teachers and students to resist the pressure from other majors. As a manager, he must analyze the current situation of business English teaching and explore the practical methods that make the stakeholders willing to participate in the transformation of cross-border e-commerce. In the process of training the awareness of professional transformation, in addition to taking the actual material rewards as the necessary driving force, we should also tap the inner spiritual needs and sense of responsibility of teachers and students for cross-border e-commerce education and learning, so that they can actively participate in the work of professional transformation.

At the same time, teachers need to adjust themselves according to the current situation of cross-border e-commerce and the actual situation of students. The main purpose of teaching is to cultivate students' practical ability, so as to design and construct teaching programs. Students also need to fully grasp the prospect of cross-border e-commerce industry. On the basis of understanding the relevant positions of cross-border e-commerce enterprises, they should actively think about the matching degree between different courses and cross-border e-commerce enterprises, so as to learn practical cross-border e-commerce professional skills as much as possible in a limited class hour. In addition, teachers also need to meet the needs of cross-border e-commerce enterprises for talents, so as to design teaching programs.

3.2 The Institutional System of Cross-Border e-Commerce Transformation of Business English Major

School enterprise cooperation is a common way to strengthen students' practical ability and professional ability in higher vocational colleges. In the traditional business English teaching mode, the proportion of enterprises' participation is relatively low, while cross-border e-commerce has higher requirements for enterprises, so there will be significant differences in the teaching mode. Only by establishing a system that meets the needs of cross-border e-commerce talent training can we provide system guarantee for the transformation of business English. The system of cross-border e-commerce talent training is shown in Figure 1.
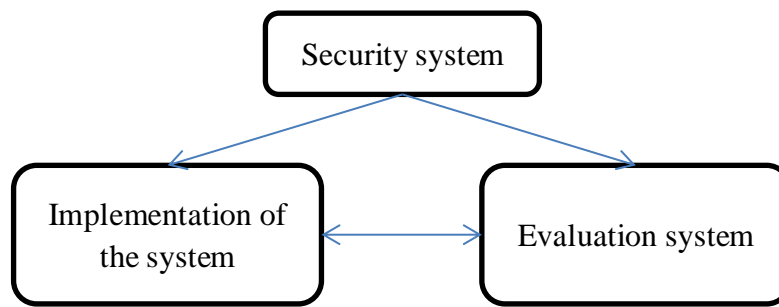
Fig.1 Cross Border e-Commerce Talent Training System

The transformation of business English major can only be truly standardized through the system, and can be guided and guaranteed. The system of business English professional transformation includes implementation system, evaluation system and guarantee system. The implementation system has the function of defining the implementation steps of the reform, which helps to clarify the responsibilities of leaders, teachers and students, so that there is a clear path for teachers' teaching and students' learning. The evaluation system is the key to ensure the quality of teaching reform and professional transformation. The guarantee system is a step to protect the professional transformation from external interference. It has the function of protecting the interests of teachers and students, mainly in two aspects: ensuring teachers' salaries and protecting students' employment.

The implementation system standardizes the implementation system from the aspects of teaching implementation, teaching management, student management, student internship, practical teaching management, etc., and requires teachers, students and relevant enterprises to cultivate talents in strict accordance with the steps of the implementation system. The effect of the implementation system is tested by the evaluation system and implemented by the security system.

The evaluation system evaluates the implementation results of the transformation and development of business English major, including personnel training quality evaluation, enterprise teacher evaluation, full-time teacher evaluation, professional social influence evaluation system, etc. The evaluation system evaluates the operation of the implementation system from many aspects and angles, summarizes the successful test of teaching reform and corrects the mistakes in time.

The guarantee system includes the safety management guarantee of student practice, the salary guarantee of school enterprise cooperative teachers, the management system of enterprise teachers, the construction guarantee of school enterprise cooperative curriculum and the construction guarantee of school enterprise cooperative specialty.

3.3 Optimization of Talent Training Scheme for Cross-Border e-Commerce

The transformation of business English major to cross-border e-commerce talent training requires the transformation and optimization of talent training mode. Cross border e-commerce includes marketing, operation, logistics procurement, technology and other major positions, among which, the positions with larger talent demand are operation and marketing positions, while the talents trained by business English specialty are highly matched with the demands of cross-border e-commerce enterprises for operation talents. This kind of talents need to have a certain foreign language foundation to facilitate direct communication with customers in the international market. They need to have strong English communication ability and knowledge of negotiation, marketing and other aspects, and be able to finally reach a transaction in a cross regional and cross-cultural environment.

The core courses of business English major are business English and other language courses. Under the cross-border e-commerce mode, it is more necessary to strengthen the guidance and teaching of language courses, increase professional English vocabulary and terms related to cross-border e-commerce business in teaching, and cultivate students' writing and oral communication ability, so that students can master cross-border English language skills proficiently. The transformation of business English requires the school's own resources, network resources and

social resources to strengthen the teaching of international trade culture, geography, history, humanities and other basic knowledge, so that students have a more comprehensive understanding of world trade, so that students can accurately communicate with people of different nationalities.

3.4 Establishing the System of Classroom Teaching and Practice of Work Study Alternation

The traditional practical teaching of business English is mainly based on practical training in school, which can't really combine learning with business work. However, under the cross-border e-commerce mode, the practical teaching of language courses not only emphasizes the training of English writing and oral communication skills, but also emphasizes the practicability of language service business needs. Schools should cooperate with cross-border e-commerce enterprises to improve students' practice level by allowing students to participate in the actual business practice of cross-border e-commerce enterprises. In practice teaching, language practice and business practice should start from three aspects: classroom practice, school practice and enterprise practice, and take cross-border e-commerce Industrial Park as the main training platform to build a multi practice teaching platform of business English for cross-border e-commerce talent training.

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