

Research on the Application of Teaching Integration Mode in Business English Teaching in Higher Vocational Colleges

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Abstract: With the continuous development of society, China's exchanges with other countries in the world have become more and more frequent. The demand for high-quality specialized skills with relatively high business English application skills is also growing. However, as far as the actual situation is concerned, the business English training model in higher vocational colleges in China is still relatively traditional, and it is necessary to improve teaching measures. This paper takes the teaching as the integrated teaching mode as the theoretical basis, analyzes the problems existing in the current business English teaching in China, and puts forward the reform measures and suggestions.

1. Introduction

At present, with the development of social economy and the deepening of the degree of global economic integration, international business contacts are becoming more frequent, economic globalization is deepening, economic and trade exchanges between countries are becoming more frequent, and society has strong business English. The demand for capable talent has also increased. Although there are more than 300 colleges and universities offering business English and related majors in China, there is still a certain gap between the business English professionals and the standards required by enterprises. Business English talents cultivated under the traditional teaching mode often do not have strong practical ability and can not adapt to social needs. For business English teaching, the reform of teaching mode has also become one of the urgent problems to be solved. Teaching as an integrated teaching method is a new type of teaching mode, which can significantly improve the teaching quality of teachers and is conducive to the improvement of the teaching quality of business English teaching in higher vocational colleges. Based on this, this paper combines the teaching integration mode with the teaching of higher vocational colleges and puts forward the recommended measures.

2. Overview of teaching integration mode

2.1 Concept

Business English refers to a specialized English that is applied to a specific business situation. The biggest difference between business English and ordinary college English is its high integration and application with business expertise and skills. The training objective of business English major emphasizes the cultivation of students' comprehensive ability in English in actual business activities. The integrated teaching system is to organize and integrate the teaching links, and to combine the theory and practice of cultivating students' professional ability as a whole, to formulate teaching plans and outlines separately, to construct a comprehensive training target system for professional ability, through various teaching links. Implement to ensure the achievement of the overall goal. The teaching integrated teaching mode includes theoretical teaching and practical teaching, and the two teaching methods are organically integrated into one, no longer pay attention to the systematic nature of the original teaching materials, and the teaching order is also different from the teaching material content.

The essence of teaching as an integrated teaching mode is to integrate the classroom with the actual work site, to create a real work scene for the students, and to exercise the students' ability to use knowledge in a situation. Integrated teaching is often composed of a teacher or a group of teachers to jointly develop teaching content, teaching methods and progress content, and adopt a combination of theoretical teaching and practice, so that the educated can absorb the theoretical knowledge learned in time, aiming at Improve the overall quality of the educated. In the specific teaching process, the teacher splits the course content and the training course to form a plurality of teaching tasks or teaching projects, and then uses the task-driven teaching method to achieve the teaching objectives. In the process of learning, students can not only acquire knowledge, but also acquire learning skills, the ability to use knowledge and the ability to communicate, and other personal abilities will be improved, forming a full-face training for students.

2.2 The Significance of Using Teaching as an Integrated Mode to Promote Business Teaching

Learning to be an integrated model to promote business teaching is both necessary and meaningful. Specifically, there are mainly the following aspects.

First, integrated teaching has changed the traditional teaching philosophy. The traditional teaching concept pays more attention to the teaching of theoretical knowledge. Most of its teaching plans are influenced by the special teaching plan, and the special teaching system is followed. Students who are trained under the traditional teaching mode have a solid theoretical knowledge and basic knowledge. However, due to the low relevance of teaching and life, students cannot be applied in real life. The teaching as an integrated teaching mode pays more attention to the cultivation of practical ability. Through the creation of scenarios, students can apply what they have learned directly to their lives, laying a good foundation for students' life and work.

Second, integrated teaching has changed the traditional teaching model. In the current business English teaching, most teachers still use the traditional teaching methods, that is, the textbook is the main basis for the course professor, and the teacher is the center of the classroom. In the classroom teaching process, teachers occupy a dominant position and impart knowledge to students unilaterally. Students can only passively accept knowledge or participate in classroom learning in the form of discussion. Normally, the teacher's teaching order is taught according to the content of the textbook. Once the course is over, the student's study is over. However, the society's requirements for students' ability have gradually increased, and the traditional teaching model has been unable to adapt to social needs. Traditional teaching methods can't help students form good study habits, which is not conducive to the development of students' quality. The integrated teaching mode of teaching integrates practice with theoretical teaching, which enables students to improve their own qualities while learning knowledge, so that students can get a full range of exercises and be more proficient in the application of knowledge.

Third, integrated teaching has changed the teaching methods of theory and practice. Under the traditional teaching mode, it is difficult to form a unity between the theoretical curriculum and the practical curriculum. Often the theoretical curriculum is more frequent, but the number of practical courses is small, which directly leads to the inability of the theoretical knowledge and practical ability to be synchronized. Some higher vocational colleges began to cultivate practical ability even after all theoretical courses were completed. However, this way of teaching separates theory from practice. Moreover, some students learn theoretical knowledge, because their own learning ability is insufficient, resulting in incomplete understanding of knowledge. In practice and application, students cannot combine theoretical knowledge with practice, which makes the teacher's teaching quality seriously affected.

3. Higher vocational business English teaching and existing problems

3.1 Higher Vocational Business English Teaching Model

Whether business English is a business course or a language course, there are different positions in different schools. This reflects the differences in the positioning of the business English major.

Business English majors are offered in many colleges and universities. Because of the different positioning and cognition, some colleges have set up business English majors under the business management colleges. As a business management class, business English is considered as business management. profession. In some institutions, the business English major is set up under the foreign language college. As a language course, there is no essential difference between the business English major and the general English major. In the specific teaching methods, some ordinary English majors can also be copied. teaching method. Therefore, the business English major is essentially a hodgepodge of business management courses and English courses. These two ideas actually imply that there is no organic integration between business management knowledge skills and English knowledge skills in the business English major.

Under the guidance of this kind of thinking, the teaching of business English emphasizes the inculcation of language knowledge such as words, sentences, grammar, etc., but ignores the cultivation of the comprehensive ability of language in business situations. This kind of teaching mode severely restricts the students' subjective initiative. Students' ability to communicate in language, express their ability and solve problems in language in a specific business situation cannot be effectively improved. The survey shows that business English majors have good reading and writing skills in actual work, but the skills of listening and speaking, especially business interpreting skills, are difficult to meet the job requirements. The reason why such a situation occurs is directly related to the positioning and teaching methods of business English. Specifically, in the process of teaching, the school often departs from the business career situation to carry out English teaching. This separation seems to students learn a lot of English knowledge, but in fact it is difficult to adapt in a specific professional situation, it is difficult to realize knowledge and business scenarios. Effective convergence, the end result is that theory is not suitable for practice.

3.2 Problems in Business English Teaching in Higher Vocational Colleges

The problems in the business English teaching of higher vocational education can be classified from the teaching itself or the teaching conditions and the teaching subject.

First, teaching does not fully mobilize the initiative of students to learn. Business English involves a wide range of professional vocabulary and knowledge including economics, finance, accounting, insurance, taxation, transportation, law and management. It is not enough to rely on the teacher's "teaching" in the classroom, if the learner lacks in learning. Independence and initiative, over-reliance on the teacher, will inevitably lead the learner to passively and restrictively follow the teacher, and will make the students develop a psychological set, thus unwittingly giving up their own attempts to solve the problem.

Second, there is a problem of low efficiency in classroom teaching. At present, colleges and universities are expanding enrollment year by year. Even the number of English teaching classes is mostly more than 50. This brings great difficulties and challenges to business English teaching. At the same time, some higher vocational colleges have invested a lot in the practice of student enterprises, but the degree of attention in the basic teaching is far from enough, which leads to the lack of basic knowledge learning awareness of high vocational students, the uneven level of students, and the great difference of interest. Students' enthusiasm for participating in various classroom activities is also large and lacks long-term development potential. On the other hand, the expectations of society and students for the effectiveness of business English teaching are getting higher and higher, and it is expected to obtain the most effective training in the shortest time, and it is difficult to reach the realm of using English in business situations.

Third, the level of teachers is uneven. Engaging in business English teaching is a challenge for teachers because it requires teachers not only to have a solid foundation in English, but also to have knowledge and practice in the fields of international trade, international finance, and international engineering. However, the reality in our country is that the business English teachers in higher vocational colleges are mostly from the English majors, and there are fewer teachers with interdisciplinary characteristics. The teaching often seems to be powerless. In addition, the basic teaching and practical teaching are not differentiated, resulting in confusion of the teaching staff,

lack of basic teaching teachers, insufficient training of teaching practice, and failure to form a comprehensive training of knowledge systems and practical systems. At the same time, the teaching materials are too single and old, the teaching environment is too simple and traditional, and teachers are difficult to face all the time when they face students with different talents, cognitive styles and learning styles.

Fourth, there is a lack of edification of students' practical communication skills. English teaching is not only to cultivate students' language ability, but also to cultivate students' ability to conduct intercultural communication so that students can successfully cross-cultural communication after graduation. This requires teachers to introduce cross-cultural communication awareness in teaching, cultivate students' sensitivity to cultural differences and cultural adaptability, and guide students to make conscious contact with Western culture outside the classroom. However, in actual teaching, students mainly understand the purpose of Western culture through media such as newspapers, magazines, movies, television, and the Internet. In the classroom teaching, there are few channels for obtaining accessibility, and it is difficult to form a consciousness characteristic that takes into account both cultures. In addition, cross-cultural communication is carried out accurately and freely.

4. The Application of Teaching Integration Mode in Business English Teaching in Higher Vocational Colleges

Teaching integration is a new type of teaching mode, which has a wide range of applications in business English teaching. The new high-level business English teaching mode has the characteristics of employment-oriented, professional ability-based, student-centered, and diversified as a means to promote students' all-round development and stimulate students' enthusiasm for learning. The teaching integrated teaching mode can be applied to the teaching of higher vocational business English, and the quality of business English teaching in higher vocational colleges in China can be further improved.

The reform direction of business English teaching in higher vocational colleges should be reformed from the aspects of students, teachers and teaching conditions, focusing on practical teaching and communication training, simulating the actual working environment of enterprises, and improving students' learning through the transformation of teaching materials and teaching environment.

4.1 Pay more attention to the application of practical teaching.

The focus of teaching as an integrated teaching model is to develop students' practical ability and to enable students to acquire relevant knowledge and abilities through practice. Business English belongs to the application-oriented discipline. The talents it trains must have the ability to use various types of business skills to deal with business problems, and have high requirements for students' practical ability and practical work ability. In the process of teaching, teachers should make certain improvements to the original curriculum system. In the process of teaching, teachers need to change the original teaching mode, improve students' participation in classrooms, improve the proportion of practical teaching in the overall teaching plan, and enhance students' practical ability.

4.2 Strengthen the school-enterprise alliance and jointly expand the teaching model.

The ultimate goal of the business English major in higher vocational education is to deliver professional talents to the enterprise. The development of enterprises is changing with each passing day, and the demand for talents will inevitably change with the progress of enterprises. Business English education must be closely linked to the development of the company at all times. Through the joint simulation of school and enterprise, students can discover new problems while improving knowledge. Higher vocational colleges can also cooperate with foreign companies, hire full-time talents for regular teaching, establish off-campus corporate training bases, and start real-time teaching and training of enterprises. This will enable students to conduct training in the enterprise as an intern, to train students to use business software, collect network materials and other related

skills, so that students can directly contact the real work environment and business activities, and translate theoretical knowledge into practical operations. It makes teaching, learning and real integration into one, greatly improving the professional quality of students.

4.3 Strengthen the cooperation and communication between students and improve the quality of teachers.

The main body of business teaching is still teachers, so the overall quality of the teaching team is crucial. Business English curriculum must also include both knowledge systems and application practices. Therefore, the construction of the teaching team should start from improving the knowledge level and professional skills of teachers, and comprehensively improve the overall quality of the teaching staff. Both student learning and teacher teaching should have a full interactive process and should not be a simple and mechanical process. Teachers can organize students to study in small groups and master skills and knowledge through collaborative communication. Teachers can also create multiple business scenarios for students as simulation scenarios, allowing students to play different roles in groups, simulating the scenarios created by teachers, thus cultivating students' English expression skills and business skills.

5. Conclusion

Nowadays, although teachers use traditional teaching mode to cultivate more talents, it is difficult to meet the actual social practice needs, and the demand for business English talents in the society has increased significantly. The skills that senior business talents need are three-dimensional and comprehensive, especially for practical requirements, which need to be improved in business English skills. Teachers should use teaching as a one-piece teaching mode in the process of teaching, so as to improve students' practical ability while cultivating students' theoretical knowledge. However, to be realistic, the traditional business English teaching model has great limitations. The new teaching model needs to be developed. In the future teaching research, it is urgent to carry out in-depth research and effective reform.

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