

Practical Research on Business English Teaching Reform with the Integration of Post, Course, Competition and Certificate

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Abstract

Higher vocational and technical education connects academic education with post vocational qualification certificate, with professional ability and professional qualification standard as the core, and emphasizes the cultivation of students' practical ability, which runs through the whole process of academic education. According to the basic rules of Business English teaching and the characteristics of Business English, in order to enable students to skillfully apply the professional knowledge and business skills of Business English, it is necessary to establish a unique practical teaching system integrating "P3C" (post, course, competition and certificate). Combining with his own teaching practice for many years, the author analyzes the necessity and possibility of establishing a practical teaching system, and puts forward some suggestions on concrete operation, as well as his own views and opinions on related issues.

Keywords

P3C; Business English; Teaching reform; Practice Teaching.

1. Introduction

The talent training plan and curriculum system of Business English major should refer to relevant professional qualification standards, take professional ability and professional qualification standards as the core, integrate the content of professional qualification certificate into classroom teaching content and curriculum system, and establish a curriculum system that highlights the training of professional ability to achieve the talent training goal of higher vocational education [1]. P3C (post, course, competition and certificate) for Business English majors is to integrate the examination contents of the professional qualification certificates for Business English majors into the talent training program, and to establish a curriculum teaching system, so that students can obtain national and international business English, international business certifier, business English translation and other related qualification certificates through relevant courses at school, and have the basic professional abilities necessary for foreign trade occupations [2-3]. In order to enable students to skillfully use professional knowledge and business skills and adapt to foreign trade jobs more quickly after graduation, bold reforms and innovations must be carried out in teaching modes and teaching methods, so as to combine professional theoretical knowledge with practice and organically link teaching contents with teaching means, so as to cultivate high-quality foreign trade talents.

Practice is of positive significance to the employment-oriented guiding ideology and the ability-based teaching ideology, as well as to improving the teaching quality of higher vocational colleges and cultivating students' professional post ability [4]. Based on the four links of "P3C", students can increase their experience in post practice, obtain various certificates through their own efforts, take every class of Business English seriously, actively participate in various competitions organized by higher vocational colleges, strengthen the training of their English ability, constantly improve their learning experience, exercise their ability to communicate

with others, broaden their English learning horizons, and strive to become high-end and compound talents that meet the social needs.

2. The Disadvantages of Traditional Business English Teaching

With the deepening of the reform of higher vocational education, the concept of talent cultivation in higher vocational education is deeply rooted in the hearts of the people, and higher vocational colleges pay more attention to practical teaching, which has achieved certain development. However, there are still some problems in practical teaching.

2.1. Teaching Practice Lacks Systematic Construction.

Graduates can't find jobs suitable for them after graduation. Therefore, it is suggested that there are five regrets in higher vocational education: "factory regret, students regret, school regret, parents regret and government regret". At the same time, there is the saying of "non-job in higher vocational education", and graduates do not have the vocational skills to meet the social needs [5]. Tracing back to the source, it is because the curriculum system of higher vocational education is a compressed version of the "subject system", which emphasizes theoretical teaching and is seriously out of touch with the current production situation of the industry, and cannot meet the training requirements of technical application talents.

Due to the constraints of practical training conditions and the lack of teachers' practical experience, practical teaching has not really achieved organic integration with the front line of production. Most of the practical teaching is carried out in schools, and occasionally business personnel give lectures to students. The practical teaching is still carried out in an unplanned and aimless situation, and students' practical application ability has not been greatly improved.

2.2. Emphasis on Theory Over Practice

At present, although many higher vocational colleges have realized the disadvantages of "attaching importance to theory and neglecting practice", and have taken corresponding measures to strengthen the cultivation of students' foreign trade practical ability according to their own characteristics, most of them only stay on the surface and form, and the teaching methods are relatively simple.

In the actual teaching process, because the existing teachers are basically graduates from colleges and universities majoring in education and go to work directly, the practical teaching experience is lacking, the teaching staff is relatively backward, and the supervision and assessment system for practical teaching is not perfect at the same time, whether teachers use practical teaching in the teaching process and how to assess students' achievements after practical teaching have not been effectively solved, and the improvement of practical teaching effect has not reached the expected level [6].

2.3. Lack of Comprehensive Integration of Training

Practice must be based on the training room and training base. With the deepening of higher vocational reform, all higher vocational colleges have increased their investment in practical teaching, and the teaching conditions have been greatly improved. However, in the construction process of the training room, there are always problems of repeated construction and poor management. In many cases, the equipment exists but the system can't operate normally, and the utilization rate is greatly reduced. Many off-campus training bases are established by college leaders through personal relationships, to a greater extent, to cope with inspections from all sides. After some bases are established, this cooperative relationship has not really been maintained, and students have not gone down to enterprises for practical practice.

3. The Necessity of Constructing "P3C" Integrated Practical Teaching System

3.1. Policy Requirements

The construction of practical teaching system is the core of improving the quality of education and teaching, and it is also the focus and difficulty of the reform of talent training mode. In recent years, from the Ministry of Education to various higher vocational colleges, great attention has been paid to the construction of school curriculum system, especially the construction of practical teaching system.

The Basic Requirements for English Teaching in Higher Vocational Colleges stipulates that higher vocational colleges should train students to master certain basic English knowledge and skills, have certain listening, speaking, reading, writing and translation abilities, and lay the foundation for further improving English communicative competence [7]. The teaching of Business English in higher vocational colleges must be based on good English basic skills, change the focus on reading comprehension to focus on listening and speaking, and comprehensively improve the comprehensive practical ability of English, emphasizing both the training of basic language skills and the practical application ability of foreign activities. The curriculum system should be designed closely around the realization of talent training objectives, reflecting the above-mentioned teaching reform direction of Business English, and focusing on cultivating the application ability of foreign-related business and economic activities.

The above characteristics of vocational education curriculum determine that vocational education curriculum should be different from traditional subject curriculum in curriculum mode, curriculum structure, classroom teaching organization, assessment and evaluation methods, etc. Therefore, the basic idea of the curriculum reform of Business English in higher vocational colleges is to determine the talent training objectives, design the training plan and curriculum, organize classroom teaching and practice teaching, reform the assessment and evaluation methods, and effectively train high-skilled applied professionals on the basis of fully analyzing the job distribution, work tasks, ability and quality requirements of Business English talents.

3.2. Job Requirements

These posts require students majoring in Business English in higher vocational colleges to possess the basic knowledge, skills and qualities as follows: solid English knowledge and business knowledge; Skilled English language skills (including listening, speaking, reading, writing and translation skills) and international business skills (including international trade, business secretary, business translation, etc.); High cultural quality (including literary and artistic accomplishment and humanities accomplishment), professional quality (including professional ethics, team spirit and professionalism, etc.) and foreign-related quality (such as business etiquette, etc.).

"P3C" integration refers to the docking of professional courses, that is, the curriculum setting is connected with the actual post capability requirements of foreign trade enterprises, and the professional courses are connected with the vocational qualification examination. The professional courses are designed according to the actual post requirements and the content requirements of vocational qualification certificates, and the skill level is expressed by skill competition [8]. Build a curriculum system with action (work) system as the framework and deep integration of "P3C", as shown in Figure 1.

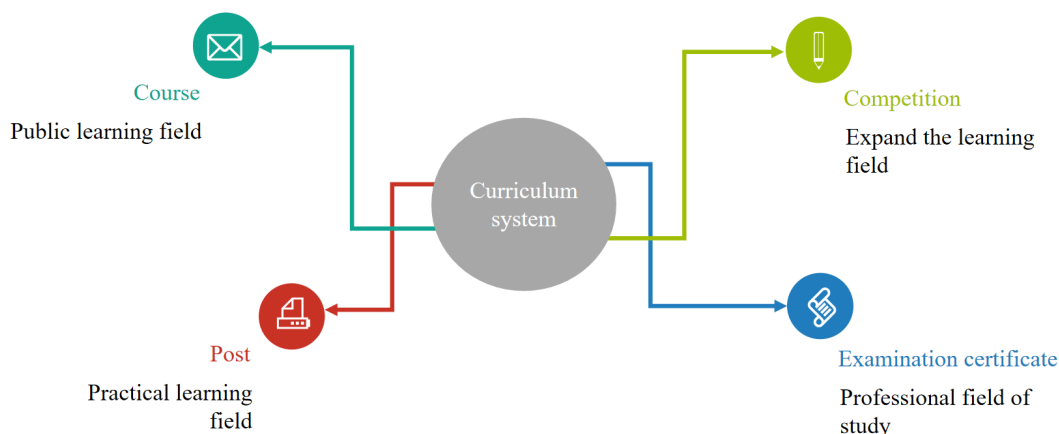


Figure 1. Business English integration curriculum system

Adjust and optimize the curriculum structure according to the job requirements of the deeply cooperative "teaching enterprise", improve the talent training scheme and the professional curriculum of "integration of lessons and certificates" through the practical training mode of "P3C", "promoting teaching through competition and promoting learning through competition". Business English major in higher vocational colleges must cultivate compound talents with "double knowledge" and "double skills". This combination of different professional knowledge and skills will inevitably lead to the combination of teaching process implementation: that is, the combination of "teaching" and "training". The integration of dual knowledge and skills determines that the teaching mode of Business English major in higher vocational colleges should integrate teaching, learning and doing.

3.3. Higher Vocational Education Is the Inevitable Trend of the Reform of Talent Training Mode

Higher vocational education is to train advanced technical applied talents facing the front line of production, construction, service and management. It is employment-oriented, based on professional post ability, to build teaching system and teaching content, and to strengthen post skill training. "P3C" emphasizes the organic integration of professional core competence and professional post competence, which makes the quality of personnel training meet the post requirements, has strong standardization, typicality and good co-adaptability, and is conducive to the teaching design and curriculum development of higher vocational colleges aiming at the common goals and problems of higher vocational education, and will gradually become the leading mode of personnel training in higher vocational colleges.

4. The Concrete Implementation of "P3C" Integration in the Reform

4.1. Integration of Courses and Posts

The orientation of practical courses is guided by the requirements of post knowledge, skills and quality, and the teaching content of practical courses is connected with the typical tasks of professional posts. According to the orientation, objectives and contents of practical courses, the practical teaching mode, teaching methods, teaching means and assessment methods are determined to realize the organic combination of classroom, practice training places and enterprise environment.

At the same time, it integrates various competitions, enterprise projects, innovation and entrepreneurship training programs for college students, etc., enriches the forms of practical teaching, and stimulates students' practical interest and initiative (see Figure 2).

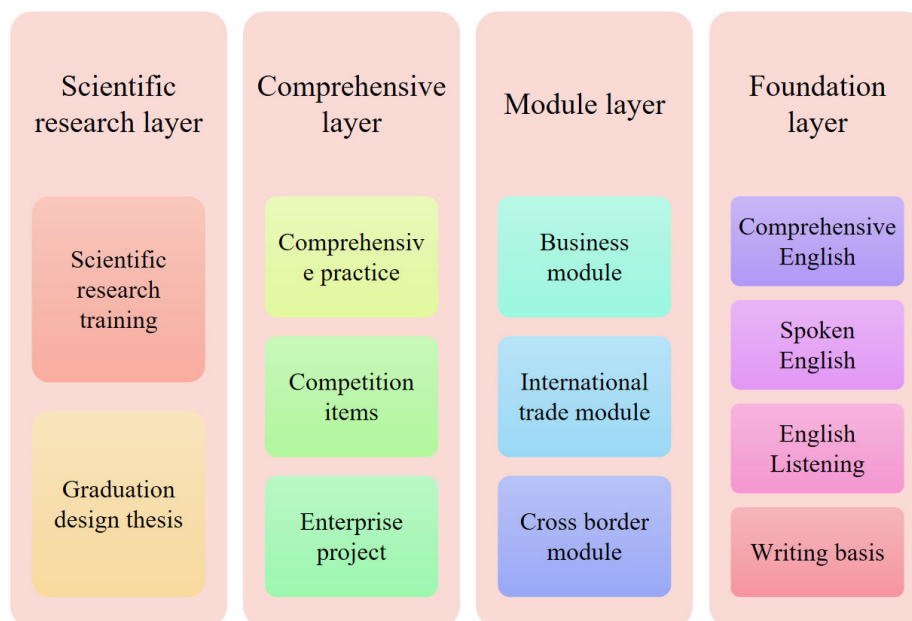


Figure 2. Practical teaching curriculum system

Take the designated teaching materials of the certificate examination as the main teaching materials of the course, and encourage students to improve the certificate rate by substituting credits, etc. Follow-up practice and post practice, such as international exhibition training, overseas project training, hotel training and post practice. This kind of courses take off-campus practical activities as the carrier, so that students can understand the spirit of industry enterprise and management philosophy, improve their professional comprehensive practical ability and accomplishment, and lay a solid foundation for zero-distance employment after graduation.

4.2. Accommodation with Course Certificate

The major of Business English belongs to the category of language in nature, so the students of this major will mainly engage in communication with others in the future, which means that the major of Business English should pay attention to cultivating students' communication ability and training their language expression ability. As a direct embodiment of students' English language ability and comprehensive strength, certificate plays a significant role in helping students gain a favorable position in job competition and improving employment rate.

According to the analysis of the training objectives and tasks of Business English major in higher vocational colleges, it is determined that the curriculum system should be reconstructed with the mode of "hierarchical promotion and business alternation", with business practice as the platform, professional competence as the main line, and task completion as the goal, so as to integrate English foundation, business knowledge, professional quality and business comprehensive skills into all levels of teaching platforms, as shown in Figure 3.

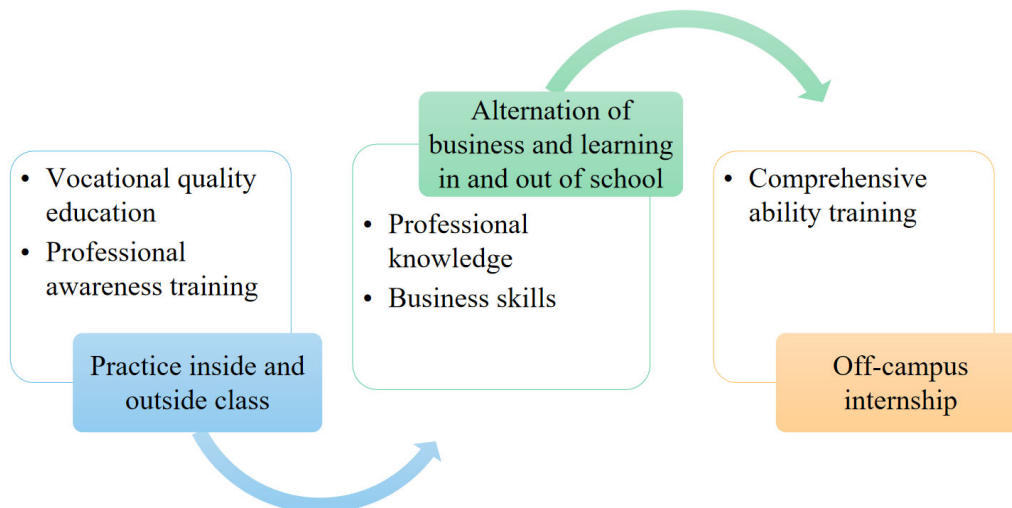


Figure 3. Stratification and business alternation

The "Professional Certification" course can provide students with job skills and professional qualifications, encourage students to actively obtain all kinds of certificates through the study of relevant theoretical knowledge and practical ability, so that students can obtain all kinds of professional certifications to the maximum extent during their study in higher vocational colleges, increase their comprehensive strength and improve their competitive advantage in job recruitment. For example, teacher qualification certificate, tour guide certificate, Putonghua certificate, etc., create more choice channels for their future employment, truly take their hobbies as the specific content of future work, and show more comprehensive strength in their jobs.

4.3. Improve the Practical Teaching Condition System

The teaching condition system is the guarantee level of practical teaching, which is subordinate to the teaching content system and involves many aspects such as teachers, experimental training facilities, venues and environment.

Expand, integrate and transform the campus training facilities, establish a multi-functional comprehensive training base, and install software such as business oral English conversation, business on-site translation, foreign trade practice teaching, foreign trade document teaching, foreign trade practice platform, etc., so that students can complete real work tasks, understand the work flow of professional posts and prepare for employment in the simulated business environment. In addition, we should actively build the training room into a multi-functional comprehensive training base to provide services for students and employees' vocational qualification examination, English and vocational skills training.

Improve the teaching management system of practice base. Including the appointment of training instructors, the setting of training programs, the arrangement of training courses, training operation procedures, etc. (see Figure 4).

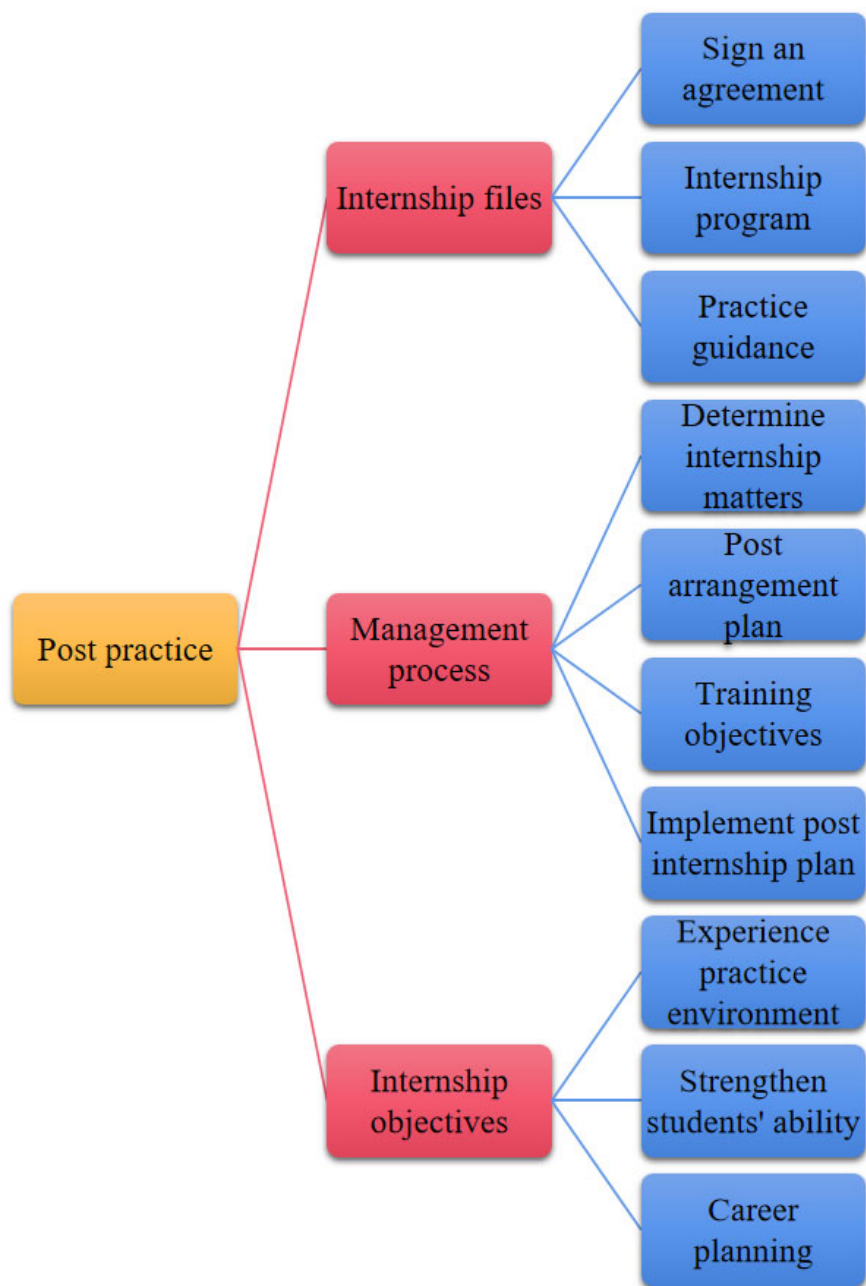


Figure 4. Post practice management flow chart

It is a development direction of this major to establish productive on-campus training bases through cooperation between schools and enterprises. Let students get in touch with each other on the spot and master the real job skills. At the same time, seek cooperation with translation companies, introduce productive projects such as foreign-related enterprise data translation, and provide task-driven campus training platform for students; On this basis, continue to expand cooperation with other related enterprises to provide students with more productive training opportunities.

By signing an internship agreement, the teaching responsibilities of the internship base and internship instructors are agreed; Standardize the teaching behavior of part-time teachers and practice instructors by formulating and issuing relevant practical training documents; By granting the allowance of internship instructors, we can consolidate the long-term cooperative relationship with the internship base, and provide more stable and abundant business internship and training resources for students' internship.

4.4. Establish A Multi-curriculum Evaluation Mechanism

Higher vocational education trains high-level and high-quality skilled talents for the front line of production, and its fundamental goal is to examine students' abilities, promote their all-round development and increase their employment rate. In order to highlight the orientation of vocational qualification standards and reflect the close combination of academic education and vocational qualification certificate education, the course of Business English major in higher vocational colleges should adopt a comprehensive assessment mechanism combining various evaluations.

Through investigation, analysis and drawing up solutions to problems, students draw up solutions to problems given by teachers in the form of oral written questions and answers, on-the-spot operation and submission of special reports. This assessment method highlights the application ability of knowledge, cultivates students' professional and technical application ability, innovation ability and group coordination and cooperation ability, and embodies the characteristics of higher vocational education.

The summative assessment, which focuses on the examination of theoretical knowledge, supplemented by the examination of practical ability, is a process assessment, supplemented by theoretical knowledge and practical ability. This assessment method highlights the assessment of students' practical operation ability and independent problem solving ability. Establish a teaching evaluation mechanism combining course examination and industry certification. Increase the direct participation of enterprises and industries in the evaluation, and introduce the professional standards of enterprises and industries into the teaching evaluation process of teachers and students. At the same time, relying on the national international Business English exam, international business certifier, business English translation and other professional qualification certificate exams, we will carry out professional certification on the training quality of students majoring in Business English in our school.

Introducing the certificate examination closely related to professional courses into the examination of Business English professional courses can test whether students can meet the requirements of foreign trade industry and enterprises for a specific job under the condition of national required ability, and the acquisition of qualification certificates is also beneficial to the employment of higher vocational students.

5. Summary

Promoting the construction of specialized courses and creating high-quality and characteristic courses is not only the objective requirement of deepening the teaching reform of Business English major, but also an effective way to improve the effectiveness of talent cultivation and enhance students' comprehensive professional ability. In the process of "P3C" integration reform, it is necessary to continuously strengthen training around improving students' ability to adapt to posts, adjust teaching contents and flexibly use teaching methods according to the actual situation of teaching and the actual needs of students. Clarify the job skills requirements of enterprises, strengthen the cooperation between schools and enterprises, take the road of combining work with study, and strive to cultivate students' professional ability, so as to achieve the goal of cultivating applied compound talents who can understand English and business, and contribute to the development of society and economy.

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