

Research on the Teaching Reform of Business English Elective Courses under the Background of the Integration of Specialty and Innovation and Entrepreneurship

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Abstract: The background of this integration of specialty and innovation and entrepreneurship educational reform is that the universities have launched basic education in innovation and entrepreneurship to different degrees, especially the series of double events represented by the Internet plus university students' innovation and entrepreneurship competition. This has created an atmosphere for innovation and entrepreneurship education in colleges and universities. Under this background, we should promote teaching, learning, creation, construction and reform through competition. Therefore, under the background of promoting n through competition, new requirements are put forward for the characteristics of “innovation” in innovation and entrepreneurship education and the integration of expertise and innovation. Under the background of “mass entrepreneurship and innovation”, business English courses not only need to acquire language and business knowledge and skills, but also need to strengthen the cultivation of students' innovation and entrepreneurship awareness, knowledge and skills. Innovative education focuses on cultivating students' innovative senses, innovative thinking, innovative spirit, creative ability and innovative personality; entrepreneurship education aims at cultivating students' basic entrepreneurial quality and entrepreneurial ability. The object of innovation and entrepreneurship education should not only be some students. In the teaching process, teachers should root the consciousness of innovation and entrepreneurship in the bottom of each student's heart, run through the concept of innovation and entrepreneurship education in talent training, and strive to enable more students to join the innovation and entrepreneurship team through the integration of professional education and innovation and entrepreneurship education.

1. Introduction

The integration of specialty and innovation and entrepreneurship reform is to re-engineer and upgrade the curriculum through innovative and entrepreneurial educational resources and thinking, so as to realize the empowerment of innovative and entrepreneurial education to the curriculum, make the curriculum more contemporary and instructive, and improve the talent training quality in

line with the needs of social innovation and development.

Business English is a public elective course in our college, whose teaching target centers on college talent training scheme, in order to improve the students' ability of English practical application as the core, the course will cover the curriculum chapters with innovation, entrepreneurship and creative knowledge, following the rules of English teaching, with the help of information technology to form business English curriculum resources sharing system. High-quality teaching resources can better serve students' independent learning and assist teachers' teaching, and continue to explore the online and offline mixed teaching mode led by situational teaching.

Based on one belt, one road, and the rapid development of cross-border E-commerce, the demand for business English in foreign trade is universal, and it is the basic language skills of employees. Hence, students should have the ability of listening, speaking, reading and writing in the seven business contexts, master certain fashion and network vocabulary, meet the communication needs of the new era, build cultural confidence, and dare to express and tell Chinese stories with the help of scientific and technological tools and network software.

2. Problems Solved by Teaching Reform

2.1 Reforming the Teaching Objectives of the Curriculum

The new teaching objectives are as follows: students can use English, combine business backgrounds and use new technology to complete seven business English tasks under seven backgrounds.

Knowledge objective: to build a business English knowledge system through progressive learning of English words, sentences and chapters.

Ability objective: be able to make business conversations according to the background of enterprise situation; design complete business activities; complete the business activities according to the requirements of the background company.

Quality objective: in the aspect of personality shaping, cultivate students with integrity, self-confidence, courage, diligence, perseverance, kindness, hard-working and other qualities. In the aspect of thinking training, cultivate students' sense of the English language. Teachers try their best to create an English environment and opportunities for students to hear and speak English, so that students gradually get rid of the influence of their mother tongue and form an English thinking mode. In terms of innovation stimulation, students can creatively choose suitable business dialogues and writing forms according to the specific situation of background enterprises; be able to creatively complete business activities according to the target requirements of the background enterprise. In the aspect of resource accumulation, accumulate the resources of the skills of business activity and business writing.

2.2 Reforming the Teaching Content

New ideas should be introduced into the classroom teaching design of the existing business English courses, and ideological and political elements such as career planning, a community with a shared future for mankind, innovative spirit advancing with the times, craftsman spirit and the essence of traditional Chinese culture should be organically integrated[1]. The knowledge of innovation and entrepreneurship, labor education and aesthetic education should be integrated. Hence, we should help students to set up correct entrepreneurial values and orientation, let students actively acquire the knowledge of starting a business, cultivate the innovative entrepreneurial spirit, encourage entrepreneurial practice, and develop innovative entrepreneurial ability. In this course, each teaching module has its own creative and integrated theme, and draws up project tasks, paying

attention to the integration of teaching content. The proportion of Chinese and Western culture in teaching content should be adjusted in a respectful and inclusive manner so that students can have a deep understanding of the strengths and weaknesses of different cultures and civilizations through comparative study. Therefore, we can try to write a new business English textbook under the concept of “curriculum ideology and politics” with the goal of “moral cultivation”.

2.3 Reforming the Teaching Process

Classroom teaching can be combined with current politics, such as China Daily, XUE XI QIANG GUO learning platform as supplementary materials. In the process of teaching combined with a variety of teaching methods, targeted combined with the characteristics of students to carry out teaching, strengthen the latent education, so that students can distinguish right from wrong [1]. Task-based teaching approach and communicative approach are used to introduce competition and a cooperative mechanism, show and report, and educate students in all aspects in communicative interaction between teachers and students. It can realize ideological and political education, labor education and aesthetic education in the course of business English. When learning Topic 1 Job and Interview, the teacher assigned the following question and asked the students to discuss and report it: what kind of employees does the employer need? By looking for information, cooperating and discussing, the group members summarized the following qualities of employees and master English: professionalism, loyalty, interpersonal relationship, team spirit, spontaneous work, pursuit of perfection, strong execution and so on. In this process, students' innovative thinking is cultivated, and ideological and political courses are integrated into it.

2.4 Reforming the Assessment System

Teachers incorporate the process assessment and the outcome assessment into the assessment system and adopt the multi-assessment system. To be specific, teachers set teaching objectives of innovation and entrepreneurship in teaching steps. With students as the main body, learners' learning effects are evaluated through classroom observation, investigation and interview, and the effect of second-class practice after class. The process assessment includes personal attendance, personal classroom interaction, personal homework, personal learning, group classroom activities, group homework, etc. The outcome assessment includes a personal summary of English fashion words and a group video of hospitable Shandong. Inter-group mutual assessment is highlighted to enable group members to actively study independently, search for information and discuss online and offline, cultivate the spirit of teamwork and inquiry, achieve teacher-guided differentiation and learners' personalized adaptive learning, display learners' online and offline achievements, so as to make learners become active[2].

3. Results and Discussion

3.1 The Principle of Innovation and Integration of Education Reform

Focus on one orientation: Oriented by the needs of the industry market and the development trend of industry innovation. Integrate the thinking, ideas and methods of mass entrepreneurship and innovation into the talent training under the professional background; highlight one center: Student-centered. That is, all education and teaching behaviors focus on students' growth and students' career development. Promote the growth of students in school and cultivate the transferable ability to support career development after entering society, especially the ability of autonomous learning, teamwork and innovation and exploration. Strengthen one subject: take

curriculum teaching as the main body, optimize the first classroom, connect the first, second and third classrooms, strengthen the combination of theory and practice, and apply what you have learned; and guide the study and practice of interdisciplinary and interdisciplinary docking with social reality and resources.

This course has designed seven common business scenarios: job and interview, business meetings, business calls, business presentations, building business relationships, business travel and marketing and sales. This course integrates language learning with vocational skills training, ensures that the teaching content and the teaching process truly reflecting professionalism and practicability, and improves students' English communication ability and comprehensive quality, so as to make them adapt to the needs of the industry market and the innovative development of the industry.

3.2 Enriching the teaching content

Enriching the teaching content of business English, and integrating the knowledge of innovation and entrepreneurship, curriculum ideology and politics, labor education and aesthetic education into the curriculum content. Innovation and entrepreneurship knowledge, curriculum ideology and politics, labor education and aesthetic education should be integrated into the classroom teaching design of existing business English courses. In this course, we help students to set up correct entrepreneurial values and orientation, let students actively acquire entrepreneurial knowledge, cultivate the innovative entrepreneurial spirit, encourage entrepreneurial practice, and develop innovative entrepreneurial ability.

The combination of innovation and entrepreneurship in the course: Create business scenes for application, and explain some matters needing attention to guide students on how to solve problems in business English with innovative thinking, so as to make communication smooth.

The combination of ideology and politics in the course: The following statements should be emphasized in knowledge imparting and practice teaching, such as Chinese excellent traditional culture education and the constitution of the rule of law education, professional ideal and professional ethics education, the world outlook, the outlook on life, professional view, four new era self-confidence, the Chinese characteristic socialism, the core values. By emphasizing, the students are able to use English in dialogue using the above statement. At the business level of Jinan, local culture, food, scenic spots and historic sites can be passed on in business communication, such as Confucius Temple, the core of Confucius thought and so on.

The combination point of labor education in this course: in the teaching process and teaching results are mainly reflected as: the application of new knowledge, new technology, new process and new method; ability to solve problems, such as making live broadcasts in English and presenting teaching results.

Combining the point of aesthetic education: teaching process and teaching results are mainly reflected in: the special products of Shandong are advertised in English in a beautiful way, such as through live broadcasting, integrated into each English business scene, and put on foreign platforms to activate interest in English learning.

3.3 Adopting Online and Offline Mixed Teaching Mode

Based on an in-depth understanding of the employment requirements and teaching needs, the course content is elaborately designed to fully consider the consistency between students' learning practice and vocational job demands. With high-quality teaching resources as the core, the online and offline mixed teaching mode is constructed. Before class, teachers push learning resources to students through the teaching platform and create learning tasks. Students complete the learning

tasks and submit them. Teachers adjust face-to-face classroom teaching activities according to the completion of the tasks so that the classroom content is more suitable for students' learning needs. In class, given full play to students' enthusiasm, through division of labor and cooperation, the students complete the report, scene performances and other activities, further consolidate what they have learned, improve learning efficiency, and exercise students' oral communication ability. Teachers give guidance and make evaluations and summaries according to students' performance. Additionally, the performance of students on the course platform is counted into their daily scores, which promotes students' learning enthusiasm. After class, students post English videos and other homework on We Media for the public to watch and praise, which not only consolidates what they have learned, but also enhances their confidence, so that they can tell Chinese stories well in English and carry forward traditional Chinese culture.

This course will reproduce real business activities, and effectively cultivate students' business literacy. It not only emphasizes the cultivation of traditional “English + Business” ability, but also attaches importance to improving students' innovation and entrepreneurship ability.

4. Conclusion

The construction resources of this course shall not be less than 1000 to meet the needs of online and offline mixed teaching, as well as teachers' flexible course construction and students' autonomous learning. Up to now, the business English MOOC platform has opened 9 courses and 2945 people have selected courses.

In conclusion, not only does the concept of close integration of this course and innovation and entrepreneurship education run through the teaching process, but also the basic modules of the curriculum focus on cultivating students' professional quality, entrepreneurial awareness, innovative spirit and basic knowledge and skills required for engaging in relevant jobs or entrepreneurial activities. Therefore, the professional innovation integration module leads students to firmly master professional knowledge and skills, and teaches students how to apply them to innovation and entrepreneurship practice. Moreover, the practical module focuses on stimulating students' interest in innovation and entrepreneurship and improving their practical ability of innovation and entrepreneurship.

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