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The Teaching Mode of Business English in Universities under the Background of Digital Economy

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Abstract: In the 21st century, the rapid improvement of information technology has provided more convenient and effective teaching conditions for the teaching reform of business English in universities, and cultivating and improving students' core literacy and key abilities has become a focus of attention in today's society and educational reform priorities. In recent years, universities have been strengthening the training of professional and technical personnel, the purpose is to cultivate high-standard professional and technical personnel. The research purpose of this paper is to explore the business English teaching mode in universities under the background of the digital economy, and analyze the research content of the business English teaching mode in universities through the questionnaire survey method. The experimental results show that the learning resources shared through the smart classroom platform can improve the learners' knowledge comprehension ability and facilitate the learners' independent learning.

1. Introduction

With the rapid improvement of economic globalization and international business activities, China is in urgent need of innovative talents who are both familiar with business operations and good at communicating in English. Under this circumstance, many universities have set up the majors or opened related courses. The classroom is the main position of talent education in secondary vocational universities. The teaching method of teachers directly affects the training of talents and the quality of students' learning. The fixed and monotonous mode of teachers in traditional classrooms is an important reason for the low comprehensive professional ability of students [1] .

As we all know, the improvement of the global economy has caused people to pay great attention to the teaching of reading. Especially in universities, teachers use traditional teaching methods and students lack motivation to learn, which makes reading teaching unable to achieve satisfactory results.Natalia believes that science and education play an important role in the improvement of a new economic system known as the "knowledge economy". The improvement of educational technology is the basis for understanding the strategic space for institutional reform and transformation of the Russian Federation. Each link is a "triangle" of national policymaking, requiring specific analysis, tools, and specific supporting actions to achieve appropriate interaction among the components of the "first triangle". The purpose of universities and research institutes is

to provide cutting-edge talent and innovation to real-world economic companies. The Russian Federal University introduced the preliminary research results of innovation and improvement of innovative science and technology. Addressed issues related to key metrics of the federal target program [2]. Akhmetshin EM In the context of the Fourth Industrial Revolution and the new digital age, the improvement of modern businesses is focused on increasing the use and use of digital technologies in all their fields of work. In this regard, it becomes important for universities to use digital technologies to start preparing future high school students in time so that they can demand and compete in the marketplace for future jobs. It provides an overview of the current state and direction of digital transformation and the way universities are transitioning to the 4.0 model. Changes in university academic, research and business practices in digital programming are fundamental [3]. As a brand-new business model, the emergence of the digital economy and the expanding market have gradually shifted its improvement direction from high-speed improvement to high-quality improvement. How to make the digital economy improve with high quality will become a new problem.

This paper studies the research background of business English, analyzes the problems of teachers and students, the connotation of the digital economy, etc. Through the method of questionnaire survey, the research content and analysis of the smart classroom mode in universities. The experimental results show that learners have high recognition of the smart classroom teaching model and high satisfaction with the smart classroom teaching design.

2. Research on Business English Teaching Mode in Universities under the Background of Digital Economy

2.1 Research Background

With the rapid improvement of economic globalization and international business activities, Chinese society needs compound talents with good English skills and professional business knowledge. In order to meet the needs, BE majors or BE-related courses have been offered in many domestic universities, including vocational universities [4]. In BE-related courses, BE reading is an important part of the BE curriculum system. Reading, as a comprehensive skill, is by far the most important of the four foreign language skills. BE reading is also recognized as a method of fundamental and critical BE and business knowledge acquisition. However, both teachers and students face many problems in universities. The main summary is as follows:

(1) Teachers do not have the teaching of scientific reading teaching theory:

Due to the influence of the general trend in general reading teaching, more emphasis is placed on grammar and syntactic analysis rather than the connotative paragraphs of reading and the training of reading skills and abilities. At present, BE reading teaching in universities usually has teacher-centered, grammar-based, Movement oriented. Teachers spend a lot of time explaining words, analyzing complex sentence structures or doing translation exercises. Much emphasis is given to knowledge, theory or explanation, with little focus on reading skills or practice. Because of this, on various exams, students do better on questions that come directly from the literal meaning of the material than the inferential meaning [5]. This reflects their poor reading ability and comprehensive ability.

(2) Students improve deep-rooted bad reading habits.

Students have formed deep-rooted bad reading habits. These bad habits lead to slow reading speed and poor comprehension, which can negatively impact their reading ability in the long run. Poor language skills: Most readings are textbooks of business weekly, financial journals, trade reports, business theory and other related materials. These business and financial term materials often create barriers for students to read. In addition, the meanings of some core words have

changed in the business environment. Most articles are long sentences with complex structures. Lack of business-related background knowledge, the most difficult thing to read in English lies in the line between knowledge and ideas [6]. Likewise, the hardest thing in BE reading is not vocabulary, structure or logic, but business knowledge. Lack of business-related knowledge leads students to perform poorly in BE reading.

2.2 Digital Economy

(1) Connotation of digital economy

In recent years, the digital economy has improved rapidly in my country. According to statistics from the Ministry of Industry and Information Technology, my country's digital economy has become an important support for high-quality economic improvement. The digital economy takes the modern information network as the carrier, and realizes the high-speed optimal allocation of resources and the high-quality economic improvement through information and communication technology. The digital economy has entered the 2.0 improvement stage [7]. The core of the digital economy 1.0 stage is IT, and the Internet is just in its infancy. At this stage, information technology is popularized and used in traditional fields. Through the promotion of IT technology, the efficiency of the original system has been greatly improved. At the same time, industries related to IT technology have emerged. Although the Internet has been initially applied, a comprehensive and mature Internet business model has not been formed. In recent years, the improvement of the digital economy has begun to rise, and the digital economy has entered the 2.0 era. Its core is DT, and the improvement and innovation of data-driven business models. On the basis of cloud computing and big data technology as the core technology, digital economy 2.0 has produced a new organization of the Internet platform and brought about a technological revolution.

(2) Definition of the connotation of digital economy

In fact, the definition of the connotation of the digital economy is related to the improvement stage. In the early improvement stage of the digital economy, the cognition of the digital economy is limited to the field of information and communication technology industry; The scope of the definition is also gradually expanding. However, the basic orientation of the above-mentioned definition of the digital economy is the same, that is, the changes brought about by digital technology. As mentioned above, the digital economy is a new driving force for China's economic improvement and a key force for high-quality economic improvement. The improvement of the digital economy is bound to inject a strong impetus into economic improvement [8]. The reason why the digital economy can bring about a huge economic acceleration is ultimately due to the economic laws of the digital economy era. Compared with the huge cost of machines and raw materials required for production in the industrial economy era, the digital economy era uses data as a production factor to invest in social production. The more you use and improve, the more value you create. Therefore, in the context of the information age, the digital economy has the advantages of low cost and incremental marginal benefits, which enables digital economic activities to propose new solutions for production, and even enables a region to leapfrog the post-industrial economy era and directly enter the digital economy era. The digital economy expands the space for economic improvement, promotes social and economic transformation, and provides unprecedented "overtaking" opportunities for urban improvement, especially in late-improving cities. In the traditional economic era, the supply side and the demand side are separated from each other.

2.3 Weaknesses of Research

(1) The practice subject of the business English teaching mode is single.

This paper only conducts a practical research on the course of a school in a university. The

number of research samples is small, and only the teaching tool of the smart platform is used. There are many tools to assist this model. This research does not provide relevant explanations. There are also some limitations in the scope of application, and it is necessary to add other disciplines and schools to improve the structure of the model [9].

(2) Lack of sufficient teaching experience.

This practice only selects the practice of courses, with less practice content and shorter practice time, resulting in limited experience accumulated in this practice, and insufficient design of teaching content, which is not effective in the face of learning problems raised by some students resolve. Therefore, in future research, we need to further improve the design of teaching activities in order to lay a foundation for the implementation of teaching in the future.

(3) The teaching equipment and teaching resources are relatively outdated.

In the course of this smart classroom teaching practice, it was found during the experiment that teaching equipment and other resources were relatively outdated, and there were many problems in use, such as the projector light being off and the USB interface not being able to be used. In addition, teachers are not familiar with the use of these devices, and often make mistakes in operation, so that some devices often fail, which affects the course progress and teaching effect to a certain extent, and also affects the students' actual experience of this mode [10].

3. Investigation and Research on Business English Teaching Mode in Universities under the Background of Digital Economy

Evaluation of business English classroom effects in the smarter classroom mode in order to better analyze and test the actual effects of the mode for business students in universities, after the practice of the smarter classroom teaching, the classroom learning situation of the experimental classes was investigated. .

3.1 Research Objects

This paper selects three grades of business English majors in X University from 2020 to 2022 as the research objects to conduct a research on the application of the smart classroom teaching of business English. In the basic information survey of students, 41% of them are boys and 59% are girls.

3.2 Research Methods

This survey adopts the questionnaire survey method, and distributes the questionnaire after the complete course practice. In order to deeply understand the students' feelings about the use of the smart classroom teaching, determine the effectiveness of its teaching effect, and further optimize the model. The sample of the questionnaire selected the students of the third grade of the major in X University in M city as the survey object. The total number of students was 200. A total of 200 questionnaires were distributed, of which 160 were recovered, 150 were valid questionnaires, and the questionnaire recovery rate was 93%. 100% efficient. Before the questionnaire is distributed, give a detailed explanation to the students. This questionnaire is anonymous, and the collected data is only used for this dissertation research. The t-test formula used in this paper is as follows:

$$t = \frac{\overline{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \tag{1}$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}(\frac{1}{n_1} + \frac{1}{n_2})}} \quad (2)$$

Among them, formula (1) is the single population test, which is the sample mean, s is the sample standard deviation, and n is the number of samples. Equation (2) is a double population test.

4. Analysis and Research on Business English Teaching Mode in Universities under the Background of Digital Economy

4.2 The Research Content and Analysis of the Smart Classroom Teaching Mode of Business English

The main purpose of this survey is to test the practical effect of the majors in X University in smart classroom teaching, and at the same time explain the disadvantage of it, and give an evidence for the improvement of the school's smart classroom teaching. There are amounts of 22 issues in this questionnaire. The Likert five-point scale method is used to design: agree, general, disagree, mainly single-choice and multiple-choice questions, and the last question The question is an open question. The content of the survey mainly includes learners' recognition of the smarter classroom teaching and satisfaction with the teaching design. The following will analyze the research content from these two aspects.

(1) Students' recognition of the teaching model

In order to understand the students' recognition of the mode, after investigation and analysis, the students' recognition of teaching.It is shown in Table 1 and Figure 1:

Table 1: Students' recognition of smart classroom teaching mode

Content	Approve	Commonly	Disapprove
I hope to apply the business English teaching mode to other subjects	78.6%	7.9%	13.5%
The intelligent classroom teaching mode makes up for the deficiency of the traditional classroom teaching	81.6%	8.3%	10.1%
Like the teaching mode of smart classroom	85.4%	8.0%	6.6%

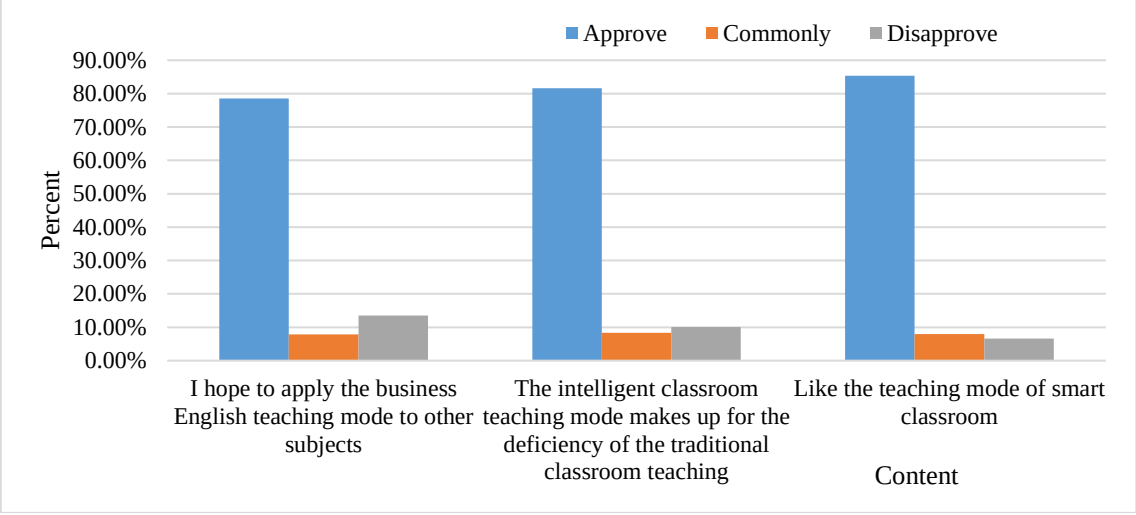

Figure 1: Comparison chart of students' recognition of smart classroom teaching mode

For it, about 78.6% of college students like the model, only a small number of 13.5% disagree, 81.6% of students believe that it solves the shortcomings of traditional classroom teaching, and most 85.4% of students also hope use this pattern. The most students demonstrates it, and they will improve their interest.

(2) Students' satisfaction with instructional design

The analysis and data shows that most college students can accept this model and a small number of students disapprove of it, which may be due to some obstacles such as hardware and software problems in the learning process. For students' satisfaction with instructional design, as shown in Table 2 and Figure 2:

Table 2: Student satisfaction with instructional design

Content	Approve	Commonly	Disapprove
The learning activities in the wisdom classroom have stimulated my interest in learning this course	85.4%	9.3%	5.3%
The problems arising in the process of learning can be answered in time by the teachers through the smart platform	86.1%	9.8%	4.1%
The teaching resources released by teachers through the intelligent platform can make me deepen my understanding of knowledge	87.3%	9.3%	3.4%

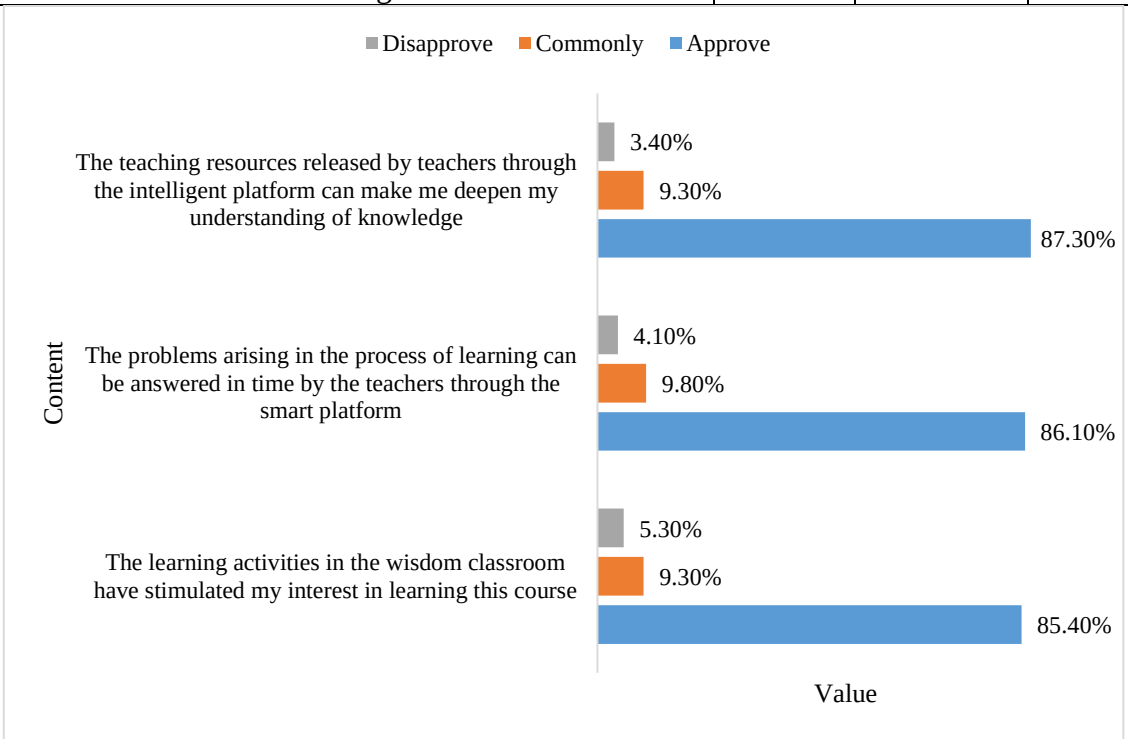

Figure 2: Comparison map of student satisfaction with the teaching design

Because the model has not been applied for a long time in secondary vocational international business majors and lacks rich teaching practice experience, most secondary vocational students hold a supportive attitude, and only a few have different opinions. At the same time, because the teaching cycle is short and the teaching effect is not obvious, the practical application of the teaching mode requires a longer practice cycle, and the design of teaching activities should also be more detailed.

The results show that: first, learners highly recognize the smart classroom teaching model. The author found that learners fully affirmed the use of this model, not only the classroom atmosphere is strong, but also the classroom activities are active; most learners also hope to apply this model to other courses. Second, learners are more satisfied with the smart classroom teaching design. This practice survey found that this model can provide timely solutions to difficult problems encountered in the teaching process and create a relaxed and pleasant learning atmosphere. In addition, the learning resources shared through the smart classroom platform can improve learners' knowledge comprehension ability and facilitate learners' independent learning.

5. Conclusions

Talent training is a series of projects, which requires the joint cooperation and support of all aspects. Through the practice and research of the teaching mode, the job group, basic knowledge, skills, quality and professional quality of the majors are more clearly defined, and the relationship between practical teaching and personnel training is further clarified. Some practical training teaching instructions and guidance materials are compiled "The supporting improvement, construction and renovation of teaching facilities inside and outside the school has strengthened the research on teaching methods, teaching methods, teaching organization forms and examination methods. Based on the limitations of this study, more research on task-based effectiveness makes demands on pedagogical approaches. First, it is necessary to confirm the effectiveness of task-based teaching in studies with large sample sizes and long durations in different grades. Secondly, we will pay more attention to related research to explore how to make task-based teaching method more suitable for teaching in universities and make college students get the most benefit from this method. Third, the purpose of continuing to learn more about teaching models and business English is to better combine them for English teaching.

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