

# ***Problems and Countermeasures of Project-Based Teaching in Higher Vocational Colleges -- Taking International Business Negotiation as an Example***

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**Abstract:** Project-based curriculum teaching reform is a hot spot in Higher Vocational Education Reform in recent years. Under the pressure of teaching reform, many teachers simply replace the original knowledge chapters with project modules, and do not pay attention to the real significance of project-based reform. Taking the project-based reform of business negotiation course as an example, this paper adopts task driven teaching on the basis of situational teaching, and explores how to truly project the teaching reform of higher vocational courses and achieve the real purpose of vocational education.

## **1. Introduction**

International Business Negotiation is the course of international business negotiation widely offered international trade Majors in Colleges and universities. Any business negotiation is based on the effective negotiation between the negotiating parties. In business activities, negotiation are everywhere. The two complement each other and are indispensable. Therefore, the author believes that the renaming of international business negotiation to International Business Negotiation has greater practical significance and is more conducive to the cultivation and strengthening of students' negotiation skills. For the convenience of writing, international business negotiation and International Business Negotiation mentioned below are the same concept and the same course<sup>[1]</sup>. Although China's higher vocational education has developed vigorously in recent years, the development of teaching materials and the exploration of teaching theory that are really suitable for the training objectives and students' characteristics of higher vocational education are still lagging behind; This is a common problem. After China's entry into WTO, China has become more and more closely integrated into the process of economic globalization. With the rapid development of economy and the popularization of higher education, the "bottleneck" problem is becoming increasingly prominent, which is the contradiction between the talent training quality of higher vocational education and the social demand. The main reason for this contradiction is the curriculum problem. From a deeper level, it is caused by the disharmony between the training goal of high-quality applied talents and the curriculum model with obvious disciplinary tendency. Higher vocational education, as a type of higher education, its talent training law is different from that of academic talent training. At present, the core task faced by higher vocational education is curriculum reform. Curriculum project is an effective way to highlight the school running

characteristics of higher vocational education and promote the curriculum reform to high quality. Here, the author combines his teaching experience, draws lessons from the more advanced “curriculum project” theory, and tries to use the mode of combination of work and study to explore new ideas and methods suitable for the teaching of International Business Negotiation for business English Majors in higher vocational colleges.

## 2. Current Situation of International Business Negotiation Course

At present, the textbooks of international business negotiation in China are mainly divided into three types. The first category is International Business Negotiation English teaching materials for business negotiation. According to various business negotiation contents, this kind of textbook decomposes it into specific business negotiation English dialogue, which can easily lead to the course becoming a typical International Business Negotiation business English course<sup>[2]</sup>. The second category is theoretical English business negotiation textbooks. This kind of textbook aims to introduce the subject knowledge of business negotiation, with many professional vocabulary, which surpasses the understanding and application ability of business English Majors in higher vocational colleges, and is easy to turn this course into a typical business English reading course. The third category is the combination of Negotiation English dialogue and theoretical knowledge. This kind of teaching material breaks down the content of business negotiation into various themes. Each theme is accompanied by Business Negotiation English dialogue related to this content after a simple and necessary introduction to business negotiation knowledge. This kind of textbook skillfully combines business negotiation knowledge with Negotiation English. However, at present, the introduction of business negotiation knowledge in this kind of teaching materials still focuses on the introduction of disciplinary knowledge, rather than the explanation of business negotiation language knowledge and skills. The above three kinds of teaching materials have not got rid of the obvious disciplinary tendency. They still follow the track of academic talent training and can not meet the requirements of international trade major in Higher Vocational Colleges for the training of highly skilled international business negotiation talents at this stage. They need to be improved and improved.

As an interdisciplinary subject, cross language and culture, cross economic system and cross legal system, the practicality and application of international business negotiation are difficult to be realized in the theoretical teaching with teachers as the main body. Therefore, in the course of teaching, it is very important to increase students' practical experience. At present, colleges and universities gradually adopt the simulation teaching method of combining simulation negotiation examination, case simulation, scenario simulation and other methods in international business negotiation, so as to approach the actual situation of business negotiation as much as possible. This is because the traditional business negotiation teaching overemphasizes the theoretical and systematic nature and ignores the practicality. Its disadvantage is the serious contradiction between theory and practice, which violates the basic teaching principle of “learning for application”.

### 2.1 Introduction to Project Teaching Method

Project teaching method means that in the whole teaching process, teachers design the teaching content into multiple projects, and each project can be divided into one or more specific tasks, so that students can actively use learning resources to complete specific tasks and projects. While completing tasks and projects, students should master the teaching contents and develop the teaching methods of autonomous learning habits<sup>[4-5]</sup>. Under this teaching mode, the combination of theory and practice truly achieves the integration of “teaching, learning and doing”.

At present, the construction of high-quality courses based on teaching reform mainly focuses on

the courses of science and engineering. In the practice of teaching reform, we find that there are great differences in teaching between science and engineering and liberal arts. It should be noted that the cultivation of interpersonal skills needs to be completed through liberal arts courses. Even in science and engineering teaching, it is necessary to set up corresponding liberal arts courses in order to improve students' comprehensive quality and broaden students' employment channels. Therefore, exploring liberal arts curriculum reform is one of the important work of teaching reform in Higher Vocational Colleges. The practice of project teaching method provides a reference for the liberal arts curriculum reform in higher vocational colleges. For example, international business negotiation involves psychology, behavior, management, game theory, morality, communication, etiquette and cross-cultural research. In the process of explaining many interdisciplinary subjects, teachers should consciously guide students to organize personal speeches and role plays according to topics, and make appropriate comments and feedback. In the preparation stage of personal speech or role play, other members of the speaker's negotiation team must be required to brainstorm and participate in the speaker's topic analysis. While strengthening each student's analysis and solution of relevant negotiation problems, it will also effectively enhance the tacit understanding of team members, promote the team to finally successfully complete the negotiation task, and meet the high standard requirements of teaching purposes.

### **3. Thoughts on Project-Based Reform of Business Negotiation Course in Higher Vocational Colleges**

The teaching purpose of business negotiation is to cultivate students' practical business negotiation skills. The curriculum teaching after the reform should integrate practicality, , art and operability; Combine theory with practice in teaching and promote practical training operation driven by task; Cultivate students' insight and judgment ability, thinking and adaptability, listening and expression ability, social ability, self-control and cooperation ability. The project-based teaching reform of business negotiation adopts the task driven teaching mode of ?teaching. Through the integration of the course knowledge content and according to the general process of business negotiation, the course system is divided into six projects: Project 1, business negotiation recognition project 2, business negotiation preparation; Project 3: the beginning of business negotiation; Itemsame Item 6: business negotiation and signing. The six projects are divided into several tasks for teaching. The students are divided into groups, and the situational teaching method is adopted to assign each student group to corresponding company roles. One student group is the negotiation purchaser, and the other student group is the negotiation seller. Each student participates in classroom teaching with the role of negotiation team. After the teaching of each project is completed, the comprehensive training of the project will be carried out, the dynamic evaluation of each team will be carried out, the usual results will be obtained according to the evaluation of each link, and the practical examination will be carried out in the form of simulated business negotiation at the end of the semester. The specific ideas of curriculum reform are as follows.

#### **3.1 Students Form a Negotiation Team**

In the business negotiation preparation teaching of project 2, the classroom teaching of business negotiation is constructed in combination with task 2, and students are guided to be divided into 6-8 negotiation groups. The specific steps are as follows. (1) 6-8 students with strong work and learning ability and high comprehensive quality are elected by the whole class as the chief negotiator. (2) Then the 6-8 chief negotiators elected by the public will choose their right-hand assistants among the students to become an elite negotiation team. (3) The remaining students are arranged by the teachers on a voluntary basis<sup>[6]</sup>.

### 3.2 Introduction of Teaching Situation

Several home appliance manufacturers want to enter a regional market and start business negotiations with various household appliance retail terminals in a certain place. Draw lots to determine the situational roles of each negotiation team (purchaser / seller). Each negotiation team shall determine the negotiation role (main negotiation, deputy main negotiation, secretary, technical consultant, legal consultant, etc.) according to the personality and psychological status of the team members. After the teaching of each major project, the comprehensive training of the project will be carried out<sup>[7]</sup>. The subtasks of the project will take this teaching situation as the background, and the students will carry out skill training with negotiation tasks and negotiation roles.

### 3.3 Task Driven

Before the beginning of each task, the task is released first to drive students to complete skill learning. Teachers teach relevant theoretical knowledge points, and then require students to carry out skill training to complete the task<sup>[8]</sup>. Role play, case analysis, teaching interaction and other forms are interspersed in teaching. Students record the actual scene of each negotiation by themselves, sort it out in the form of negotiation script, find problems and give feedback in time.

## 4. Conclusion

The key point is to analyze the projects that meet the actual needs of international business activities, and then arrange the teaching links according to the relevant principles. At present, the theory of “curriculum project” is mostly adopted by higher vocational colleges of science and engineering, and has received good teaching results. Now, it is being widely promoted and popularized. The author believes that such a theory can also be adopted by liberal arts majors, so as to draw lessons from it and explore a certain degree of teaching practice, hoping to open up a new field of business English teaching.

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