

The Training Path of Business English Vocational Ability under Vocational Education at Undergraduate Level

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Abstract: The country vigorously develops vocational education, and vocational education will also develop towards the characteristics of "undergraduate", "college entrance examination" and "specialization". Business English is a comprehensive major that is based on English and involves interdisciplinary subjects. It is also a special major in my country. To cultivate English business professionals with social and market demands, schools need to pay attention to the development paths of relevant majors, and start from a scientific perspective to cultivate business English professional abilities. Under the vocational education at the undergraduate level, teachers need to continuously innovate in teaching methods, effectively improve classroom teaching, and strengthen the training of professional talent teams. This article briefly discusses the training path of business English vocational ability under vocational education at the undergraduate level.

1. Introduction

Under the vocational education at the undergraduate level, the requirements for the transformation of my country's undergraduate education are put forward, and it also provides a platform for the development of vocational education. At the same time, schools need to actively arrange teaching tasks and promote teacher training. In schools, business English teaching activities put forward higher requirements for teachers' professional ability. In the process of business English teaching, teachers must have good professional ability to meet the needs of students' learning. In addition, teachers need to effectively change the traditional teaching ideas in the past, constantly explore new teaching methods, actively conduct teaching research, and ultimately improve the ability of business English teaching, so that students have relevant professional skills.

2. Strengthen teachers' strength and improve teachers' operational skills

In recent years, the vocational education system has followed the law of the development of professional talents, and vocational English teaching has been developed. At present, the level of school teachers is uneven. Many business English teachers have a good English foundation, have been guided by foreign business concepts, absorbed international educational concepts and methods, and have the ability to train business English professionals. But some school teachers are not satisfactory, just stick to traditional teaching methods. Therefore, schools need to communicate with other schools to share educational methods, educational technologies, and educational resources. At

the same time, schools need to strengthen their teachers, build a team of teachers, invite experts to provide professional training for English teachers, and arrange for teachers to learn business English knowledge, so that teachers can broaden their horizons and improve their teaching level. Then teachers organically integrate the business English teaching mode to improve the quality of students. At the same time, teachers also need to innovate, summarize their own teaching experience, deeply understand business knowledge, and combine English knowledge with business knowledge. Under vocational education at the undergraduate level, English teachers in schools should follow the principles of practicality and brevity in education so that school students can learn to understand and use the required business English.[1] In classroom teaching, let students dominate, and teachers themselves are participants. Teachers are an important guarantee for English teaching, and teachers must strengthen their own abilities. Business English teachers need to understand the working mode of enterprises, conduct inspections and studies in enterprises, understand the operation process of the position of business English major, experience the operation mode of the industry, update knowledge, bring the learned knowledge into the classroom, and form a new education model. In this way, it not only helps school teachers to enhance their own knowledge, but also helps students understand what kind of professionals the enterprise needs.

3. Change the traditional English teaching mode and set up personalized situational teaching

3.1. The role of teachers and students

In order to realize the integration of public English and business English, teachers must pay attention to the effective connection of teaching methods and realize the transformation of the roles of teachers and students. In order to cultivate students' English communication ability, teachers set up teaching situations in the classroom, and personalized situational teaching is helpful for the development of students' personality and thinking. Teachers let students complete the exchange of daily business work content with each other, make students participate in classroom English communication, and cultivate students' cooperation. In addition, teachers cultivate students' oral English in the classroom, and the communication between students with different personalities helps to improve emotional communication, which can strengthen the interaction and cooperation between teachers and students, and let students experience the mode of business work as soon as possible.[2] In the business English teaching course, teachers formulate a more complete teaching plan, take simulated business activities as the carrier, fully mobilize students to participate, and guide students into simulated situations. For example, in a simulated business environment, teachers play various roles in the company, such as translators, business assistants, sales, etc. that need to use business English. In this process, teachers need to let students output English and cultivate students' communication skills. Contextual teaching is meaningless if students are not communicating in context. Therefore, teachers should create opportunities for each student to integrate. In business English teaching, students can act as working staff, mobilize their creativity, and teachers and students can complete English classroom activities together. In addition, in order to enhance students' awareness of the impact of emotional factors in English learning and pay attention to students' expression of emotions, English teachers need to pay attention to students' ideas and opinions, communicate with students, and optimize the classroom. In addition, business English teaching needs the ability of teachers to design business situational teaching, and the ability to organize and implement teaching. The teacher's situation setting must reflect the students' future business requirements.

3.2. Provide materials for business English scenarios

Business situational teaching needs to simplify the teaching content, reduce the difficulty of English courses, emphasize the practicality of English knowledge, and let students pay attention to business situational simulation. From the perspective of guiding students, teachers should also learn about students' English level and learning situation in detail, find out students' professional needs, and summarize relevant industry terms and common English expressions. Therefore, situational English teaching simulates the overall employment situation of school students, and must closely follow the employment characteristics of school students.[3] Business scenarios include sales, negotiation, after-sales, service and other scenarios. Teachers provide materials for business scenarios, allowing students to use English in various business English scenarios. Through business scenario simulation, when students are selling, they can communicate in English and answer questions about purchasing products in English. When students negotiate, they can also briefly introduce the basic situation of the company in English when entertaining foreign guests. When students conduct after-sales or service, students can handle various situations encountered by users in English.

3.3. The specific implementation strategies of English teaching in business situations

Business English courses are not very different from the general English teaching process. It is similar to the general English teaching process, but the teaching content is different. General English teaching pays more attention to reading and writing, and pays too much attention to students' test scores. Business English teaching pays more attention to oral language and communication, because business English faces many people, and mutual communication and expression are very important. In business English teaching, teachers can use situational English teaching for specific implementation. First of all, business English teaching advocates and guides students to explore ways to solve problems. In business English teaching, teachers need to simulate business situations and let students engage in relevant business activities through different dialogues. Choose the best teaching method according to different teaching contents, such as mining information sources and data aggregation, using situational simulation, and communicating with teachers and students through group cooperation. Teachers should create a classroom atmosphere in the English classroom, make students positive information, improve students' oral English. Secondly, there is a discussion. The students in the group can discuss and point out to each other the oral English problems during the situational simulation, summarize the opinions of all parties, and understand their own shortcomings and advantages in selling. Finally, a summary. Teachers ask students to summarize through group representatives, and then add how to negotiate, explain the situation of business simulation, and improve students' learning efficiency [4].

4. Build a business English training room to strengthen students' practical ability

Vocational education focuses on promoting innovative education and development. Business English is English for special purposes, and there are many similarities between it and general English, and there are also big gaps. The study of business English requires the assistance of professional scenarios. If business English classes are conducted in ordinary classrooms, the educational effect will be greatly reduced. Because traditional English education is mainly based on textbooks and blackboards, it is too simple to meet the needs of business English. At this time, increase hardware investment, establish multimedia classrooms and foreign language scene training bases. Nowadays, online education is also developing continuously. In business English teaching, teachers can choose online teaching materials. Because of the huge number of online teaching materials, it can enrich students' learning. When students use online teaching materials, they can also quickly query words

and sentences, which is more convenient to use. The emergence of online education gradually broke the traditional model. Through the computer, students can communicate and study anytime and anywhere, explore the necessary business knowledge and information independently, and improve the efficiency of business English learning. Through the foreign language situational training base, students' language ability can be cultivated, independent learning ability can also be cultivated, and the learning of spoken English can be promoted. Use the platform of the business English training room to improve students' practical ability. The training room needs to have corresponding business process software, 3D simulation system, etc., to provide practical opportunities for business English students. In the training room, students use software to carry out virtual foreign trade activities.[5] The virtual foreign trade activities are implemented in accordance with the latest international trade rules and trade procedures. Students conduct simulated related transactions, from contract negotiation to signature and final transaction. Knowledge of business English Use it to communicate and negotiate. Teachers need to guide students to be innovative and convincing in the simulation content, express their opinions fluently and clearly in English, and master the key points that need to be paid attention to in foreign trade activities. At the same time, students can also use software to imitate foreign negotiation habits, understand foreign life and culture, exchange foreign cultural customs, and improve their cross-cultural communication language skills.

5. School-enterprise alliance to seek to train business English professionals

Business English course plays an important role in the school, and has attracted the attention of people from all aspects. It is also one of the most invested and concerned courses. However, in the business English class, the teachers emphasize the basic knowledge, the students passively absorb the knowledge of the business English theory, the students recite the words and recite the grammar, and the English teaching efficiency is low. In addition, the level of English students is uneven, does not meet the requirements of the society for professional talents. Many students have poor English expression ability, lack of learning ability, coupled with little contact or participate in business activities, lack of practice. Once they are involved in business communication, language expression and thinking ability cannot keep up, English knowledge cannot meet the needs of the enterprise. The proposal of vocational education at the undergraduate level includes a new understanding and new thinking on the subject orientation and professional talent cultivation mode, so it is very meaningful to think about the development direction and countermeasures of business English major. With the rapid development of China's economy, the higher the requirements for business English professionals. Therefore, it is the responsibility of the school to train business English professionals.[6] At the same time, the vocational education system follows the law of the development of professional talents and comprehensively promotes professional talents. The purpose of English education is to cultivate English professionals, so we should meet the requirements of students and transform English theory teaching into practical English education, which can not only help students to lay a language foundation, but also cultivate students' English language practice ability. Therefore, teachers must establish the positioning of English curriculum, reform the traditional English curriculum teaching process, and establish a suitable for business English teaching. For schools, the joint development of schools and enterprises can expand the teaching scale, and also solve the problems of insufficient funds for running schools and insufficient experimental bases. In the teaching process, the school teachers can directly communicate with the enterprise personnel, locate the market demand point, and teach according to the actual business work requirements, in order to improve the comprehensive quality of the students. Therefore, in the current process of promoting school-enterprise cooperation, it is necessary to make corresponding adjustments according to the market demand for commercial English professionals, so as to provide space for the growth of professional talents and maximize the

value of cooperation between schools and enterprises. In addition, school-enterprise cooperation can provide students with a more comprehensive environment for internship, and the development of school-related education can also be effectively combined with the current employment environment of enterprises. For enterprises, in order to meet the needs of enterprise professionals, the improvement of students' own ability reduces the time for students to adapt to the enterprise. At the same time, the school communicates with enterprises and carries out planned and targeted business English talent training according to the requirements of enterprises. For students, the combination of business English teaching and foreign trade enterprises can meet their own needs and improve their employment competitiveness. Through school-enterprise cooperation, students' work with enterprise employees is conducive to enhancing self-confidence and better adapting to the society.

6. Conclusion

Vocational education emphasizes the ability training of professional talents. Today, schools must not only ensure that professionals themselves have professional theoretical knowledge, but also have good professional ability. From the perspective of vocational education at the undergraduate level, in the actual development of business English teaching, teaching methods must be optimized to meet the requirements of the new era. Therefore, schools need to make bold innovations, change the original teaching mode, establish a scientific and reasonable teaching system for business English courses, explore and adjust the teaching mode, and cultivate business English professionals. In classroom activities, teachers should build a good teaching environment and use scenario simulation to attract students. In the actual professional ability development process, they also need to add practical content to carry out language training and business training for students. From teaching practice, students can analyze, judge, and decide various problems encountered in business activities to meet the needs of the market and enterprises.

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