Study on Reform of Application-oriented Business English Teaching System in the Context of "Internet+"

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Abstract: There are some problems in the teaching of Business English major in undergraduate colleges, such as lags behind in running school idea, unclear target of talent training and imperfect setting and so on. According to the characteristics of talent training and the requirements of the society for business talents, schools should set up courses, teaching materials, teaching staff, teaching methods, and so on. Carry out innovative reforms in training bases, use English to communicate and communicate with business personnel in the business environment, so as to enable students to achieve the English language skills, business knowledge structure and business operation skills required by the society during their study. The teaching mode of "student-centered, based on language training and theoretical learning, emphasizing practical operation" is constructed. This paper introduces Internet information technology into English teaching, taking cultivating students' hands-on ability as the core, strengthening the cultivation of students' English communicative competence in the process of cultivating talents, and paying attention to the study and training of students' business knowledge and business skills. To construct the application-oriented business English teaching system under the background of Internet. The results of empirical analysis show that the optimized three-dimensional business English teaching system can improve the quality of business English teaching.

1. Introduction

There are some problems in the teaching of Business English major in undergraduate colleges and universities, such as lagging behind in running school idea, unclear target of talent training, imperfect curriculum design, and unreasonable choice of teaching material, single teaching method, backward teaching means and insufficient teaching staff. Inside and outside the school training base construction is not in place and other issues [1]. In view of these problems, schools should, according to the characteristics of talent training and the requirements of the society for business talent specifications, establish ideas, objectives, courses, teaching materials, teaching staff, teaching methods, and teaching methods in school-running ideas, talent training objectives, curriculum provision, teaching materials construction, Practice training base and other aspects of innovative reform. The "Internet+" is the deep integration of the innovative achievements of the Internet with all fields of the economy and society, promoting technological progress, enhancing efficiency and organizational change, and enhancing the innovation and productivity of the real economy. To form a broader new form of economic and social development based on the Internet as infrastructure and innovation elements. The integration of Internet and education is to strengthen the cultivation of application ability, speed up the training of compound talents, encourage joint training and make full use of global intellectual resources. As an application-oriented undergraduate college, our teaching goal is to train applied-type compound talents. How to further promote the cultivation of such talents in college English curriculum is the first question that we should consider at present. Business English majors in applied colleges and universities cultivate applied talents with "English ability, business knowledge, and business operation ability". However, due to the influence of traditional English teaching, Business English teaching cannot meet the requirements of the above-mentioned

talent training objectives, and needs to carry out all-round and innovative reform from many aspects [2].

2. Present situation of Business English teaching in applied colleges and universities

In terms of curriculum provision, the curriculum of foreign trade major is used, business especially trade theory courses are more and business practice courses are less, or the curriculum of English education is applied. There are many courses in English language knowledge and skills, but few courses in business knowledge and skills. The curriculum cannot fully reflect the aims and teaching characteristics of business English talents training. Although the students have a certain knowledge of business theory, they lack the ability of practical operation, which is far from the requirement of the society. In the selection of teaching materials, although there are many kinds of business English textbooks in the market and the quantity increases rapidly, the practical teaching materials that are really suitable for the training orientation of applied undergraduate colleges and universities are quite scarce. Even if there are teaching materials suitable for business English majors, the teaching content is old, the arrangement order is confused, or the starting point is very high, the content is boring and difficult, the students are difficult to understand [3].

In terms of teaching methods, many teachers use traditional "arbitrary" and "canard" teaching, and there is a lack of necessary interaction between teachers and students. As a result, students rely too much on teachers-listen to teachers and take notes in class. Finish homework and hand in homework on time, students passively accept everything the teacher teaches, learning enthusiasm is not high. In the teaching staff, there are few "double teachers" with rich practical experience. Many teachers are proficient in English, but have little knowledge of business; Some teachers, such as economic management, economic and trade professional teachers, although their professional knowledge and business English professional knowledge is very relevant, professional level is very high, but their English language skills, Especially oral English is not up to the standard of English majors; Some of the teachers are young teachers who have just graduated with a master's degree in business English. They have high professional qualities but lack of teaching and practical experience in business English [4].

In the practical training base, although the application-oriented colleges and universities have fully realized the importance of the practical training base in and out of school to the training of business English professionals, but due to the lack of funds, the small practical teaching space and the insufficient teaching instruments and equipment, the training base is of great importance to the training of business English professionals. The school is not good at communicating and communicating with enterprises, and the enterprises are unwilling to accept the restriction of students' practical training and so on, so that the practical training inside and outside the school cannot achieve the ideal effect.

3. Internet College English

Based on the above-mentioned situation, it is imperative to introduce the Internet into college English curriculum. At the same time, it is also an opportunity to improve the classroom teaching of college English and promote the teachers' strength in an all-round way.

The Internet goes into class. First of all, the Internet information technology is introduced into English teaching. In the information age, students are no longer satisfied with the traditional text-based English teaching in the classroom. We should make rational use of the students' strong interest in the Internet to integrate English learning with the network or mobile terminals. Use some app that can enhance students' interest in teaching, such as students who do not want to read a book to memorize words with a hundred words to memorize (a word-reciting software), spoken poor and fluent in the use of fun dubbing (an English dubbing software) to practice. In addition, there are a lot of English breakthrough games and autonomous learning software and so on. These advanced

Internet technologies can be used to improve the effectiveness of classroom teaching and assist college English teaching [5].

At the beginning of MOOC's rise in 2012, we talked about another revolution in online education, which gives learners around the world access to first-class educational resources. At present, the teaching materials used in English teaching in domestic applied undergraduate universities are all lack of application, which leads to the students' strong ability to do problems, but their ability to practice spoken English is weak. In addition, the number of foreign teachers in such colleges and universities is relatively small, and there are no foreign students. MOOC provides us with such a high-quality resource that students can choose English courses from well-known universities both at home and abroad to supplement their studies. At present, most of the English MOOC schools in China are first-class universities, the production of MOOC is an English professor lecturer, foreign teachers and international students cooperate with the performance, the language idiosyncratic, detailed explanation. This kind of situational performance and explanation has greatly improved the students' ability to apply. All students can learn on free MOOC platforms, such as School online (504 courses), Chinese University MOOC (752 courses), good University online (184 courses) and so on.

The key technology behind MOOC to realize process innovation is data mining, which is a very important direction in computer science. This technology can be used for data statistics and on-line analysis. It enables MOOC to carry out intelligent multi-dimensional evaluation based on learners' performance and feedback, and to continuously improve teaching programs and content, thus promoting teaching. This is also the deep integration of the Internet and teaching [6].

4. Set up the teaching idea of taking students as the center

The constructivism learning theory emphasizes the student as the center, thinks that the student is the main body of the study and the cognition, is the active builder of the knowledge meaning, the teacher only has the help and the promotion function to the student's meaning construction. Teachers are not required to impart and inculcate knowledge directly to students. Under the traditional English teaching mode, the teacher is always the main body of the classroom teaching activity. The whole classroom basically adopts the teacher simply depends on the textbook to impart the knowledge to the student simply, the student is the passive listening instruction. This single teaching mode seriously affects students' interest in learning, hinders the cultivation of their ability of innovation, application and technology, and seriously deviates from the goal of cultivating talents in application-oriented colleges and universities. Therefore, college English teachers in application-oriented colleges and universities should renew their ideas, change the old teaching mode, and set up a student-centered teaching concept [7].

4.1 Create a teaching situation to guide students to participate in the classroom

College English is a course with strong application and practice. Only by practicing and practicing in person can the students develop their ability to use the language. Constructivism not only emphasizes the importance of students' autonomous learning, but also does not neglect the guiding role of teachers. The teacher is the helper, the guide and the facilitator of the students' autonomous learning, and should not only become the instillation and dissemination of knowledge. College English classroom teaching should cultivate students' ability to understand and express their language, rather than simply inculcating vocabulary and grammar. Constructivism holds that learning environment is a place in which learners can explore freely and learn autonomously. Therefore, according to the physical and mental characteristics of the students, English teachers should reasonably create a variety of teaching situations, guide students to participate actively in it, and communicate and interact with each other in English through the classroom. Develop their language skills and communicative skills.

4.2 Pay attention to the cultivation of professional English ability

Traditional English teaching is mainly based on English teaching materials, mainly learning words and grammar, which is not closely related to the needs of students in the future, so many students do not attach importance to college English learning. English teaching in application-oriented colleges and universities should be closely connected with students' careers and should be guided by market needs, and should teach students English knowledge and ability to adapt to the needs of professional posts. Constructivism holds that teaching design usually starts not from the analysis of teaching objectives, but from how to create situations conducive to the construction of students' meaning. The whole teaching design process is carried out around the center of "meaning construction". Therefore, English teachers in application-oriented colleges and universities should create a "meaning construction" learning environment for students according to their professional needs. Constructivism advocates that students are the center of teaching activities, which not only emphasizes the importance of students' autonomous learning, but also does not neglect the guiding role of teachers. Teachers are the facilitators, mentors and facilitators of students' autonomous learning. It should not only be the instigator and communicator of knowledge. Therefore, English teachers in application-oriented colleges and universities should set up a student-centered teaching concept, create various teaching situations, guide students to participate in classroom activities, and cultivate students' awareness and ability of autonomous learning [8].

5. Empirical analysis

SPSS statistical analysis software is used to test the effect of the reform of the three-dimensional business English teaching system under the background of "Internet+", and the panel data is tested and analyzed. The test results of the panel data can be found in Table 1.

Table 1. Panel data validation results

Sample code	Teaching level (100%)	Efficiency level (100%)	Teaching level increment
1	[0.48 1.00]	[0.45 1.64]	56
2	[0.43 1.00]	[0.78 1.65]	89
3	[0.32 1.00]	[0.89 1.86]	78
4	[0.675 1.00]	[0.86 1.85]	86
5	[0.65 1.00]	[0.65 1.45]	65]

According to the test results of panel data in Table 1, this paper analyzes the teaching effect of the application-oriented business English under the background of "Internet+" by using statistical analysis method. The results of the test and analysis can be found in Table 2.

Table 2. Test and analysis of the effect of application-oriented three-dimensional Business English Teaching under the background of "Internet+"

Sample group	Teaching quality optimization level	Teaching evaluation index
X_{11}	0.435	0.432
X_{12}	0.765	0.466
X_{13}	0.564	1.643
X_{21}	0.545	0.565
X_{22}	0.635	1.534
X_{23}	0.564	0.579
X_{31}	0.643	0.655
X_{32}	1.464	0.543
X_{33}	0.324	1.678
X_{34}	0.564	1.665
X_{35}	0.355	1.543
X_{41}	0.678	0.434
X_{42}	0.643	1.575
X_{43}	0.698	0.576

The statistical analysis of the effect of the reform of the teaching system is carried out and the results are shown in Fig. 1. It is found that the application of the optimized three-dimensional business English teaching system can improve the quality of business English teaching.
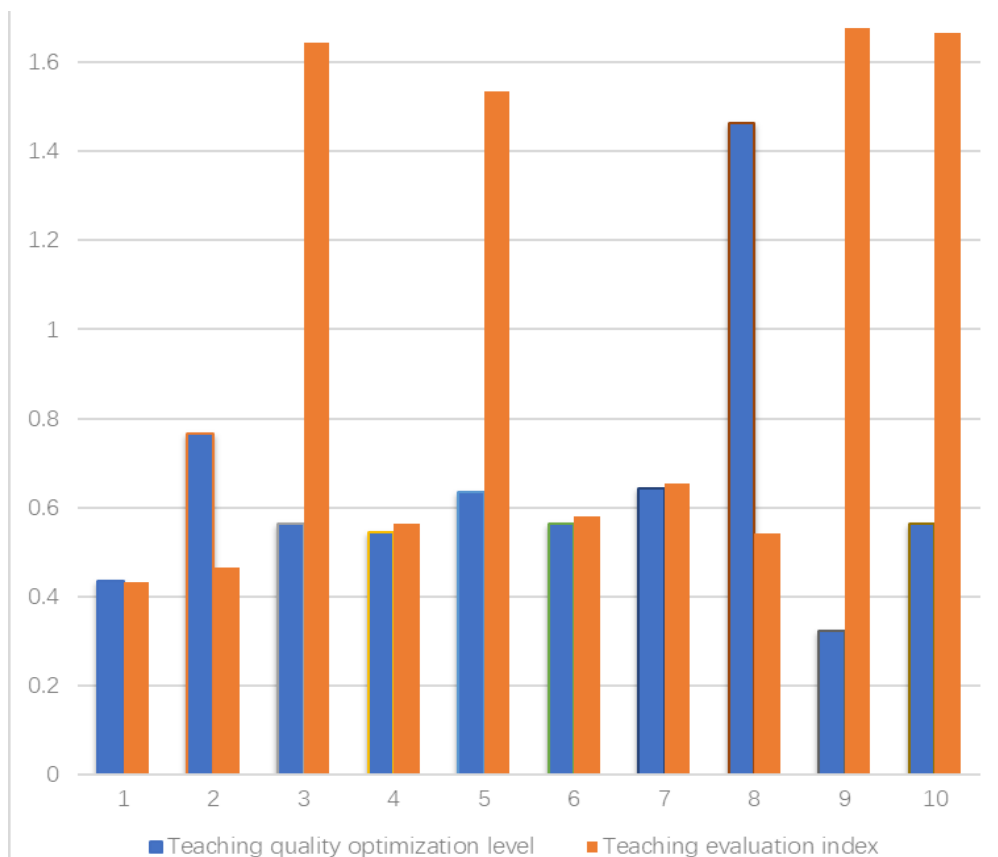

Figure 1. Statistical analysis of the effect of teaching system reform

6. Conclusion

Today, with the rapid development of the Internet, traditional English teaching can no longer meet the needs of students and teachers. We should keep pace with the times, make full use of global intellectual resources, make full use of the advantages of the Internet and advanced technology to

assist in teaching. The domestic and foreign frontier research results will be introduced into the relevant major teaching as soon as possible. Internet education will be the trend of the development of education and teaching in the future. The integration of Internet and teaching can meet the needs of the training of applied talents. Use English to communicate and communicate with business personnel in the business environment, so that students can achieve the English language ability, business knowledge structure and business operation skills required by the society during their study, and construct the "student-centered". The teaching model is based on language training and theoretical learning and emphasizes practical operation. This paper introduces Internet information technology into English teaching, taking cultivating students' hands-on ability as the core, strengthening the cultivation of students' English communicative competence in the process of cultivating talents, and paying attention to the study and training of students' business knowledge and business skills. To construct the application-oriented business English teaching system under the background of Internet. The results of empirical analysis show that the optimized three-dimensional business English teaching system can improve the quality of business English teaching.

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