

An Exploration of Employment-oriented Training Model for Business English Majors

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Abstract: Employment-oriented and competency-based personnel training mode is one of the main tasks of education reform and development. Through investigation and research, this paper analyses the problems existing in the training of business English professionals, and provides a basis for the construction of a training program for business English professionals adapted to the development of regional economy and society.

With the deepening of China's economic openness, foreign trade plays an increasingly important role in China's national economy. It has become a major driving force for economic development. Especially after China's accession to the World Trade Organization, the development of China's socialist market economy has been further accelerated. The trend of China's economic integration with the world economy has become increasingly obvious and Chinese enterprises have occupied the international market belt. An unprecedented opportunity has come. The transformation of economic system and the further reform of foreign economic and trade system will greatly improve the internationalization of domestic business. There will be a multilevel and diversified demand for international business talents. A large number of foreign-related jobs with strong operational and service will also attract more skilled English graduates. For a long time to come, the demand for first-line business English talents will continue to flourish. Therefore, we must consider how to cultivate the practical application ability of business English majors and improve their employment ability to meet the needs of economic construction and development.

1. Problems in the cultivation of college English professionals

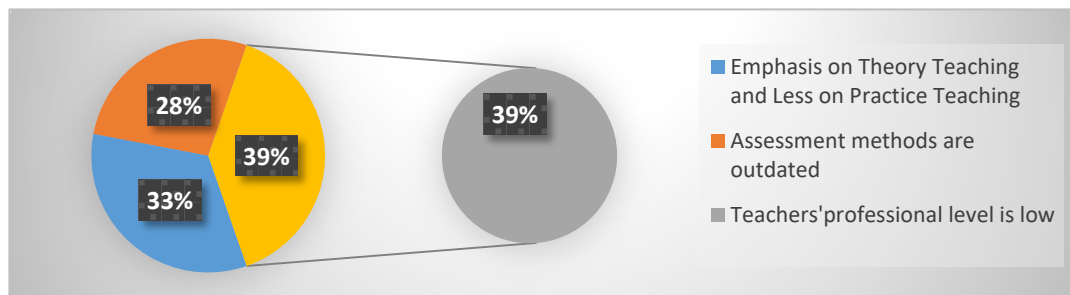


Fig.1 Problems in the Cultivation of College English Professionals

As shown in fig.1, a detailed analysis is presented below.

1.1 Teachers' low professional level

Teachers' professional level is low. Many teachers lack high-level professional knowledge and skills, resulting in the lack of effective measures for curriculum reform.^[1]

1.2 Excessive emphasis on theory teaching and less on practice teaching

In many schools, English majors are not distinctive, which is inconsistent with the needs of modern enterprises for talents. They focus on theoretical teaching and neglect practical teaching. This situation will restrict the cultivation of compound talents, which goes against the original intention of quality education.^[2]

1.3 Outdated assessment methods

The assessment methods for English majors are rather outdated. Closed-book examination is the main assessment method for English majors at present. It lacks comprehensiveness and can not truly reflect students' comprehensive abilities, such as students' communicative competence, business operation ability and so on.^[3]

2. Reform of business English talents training model

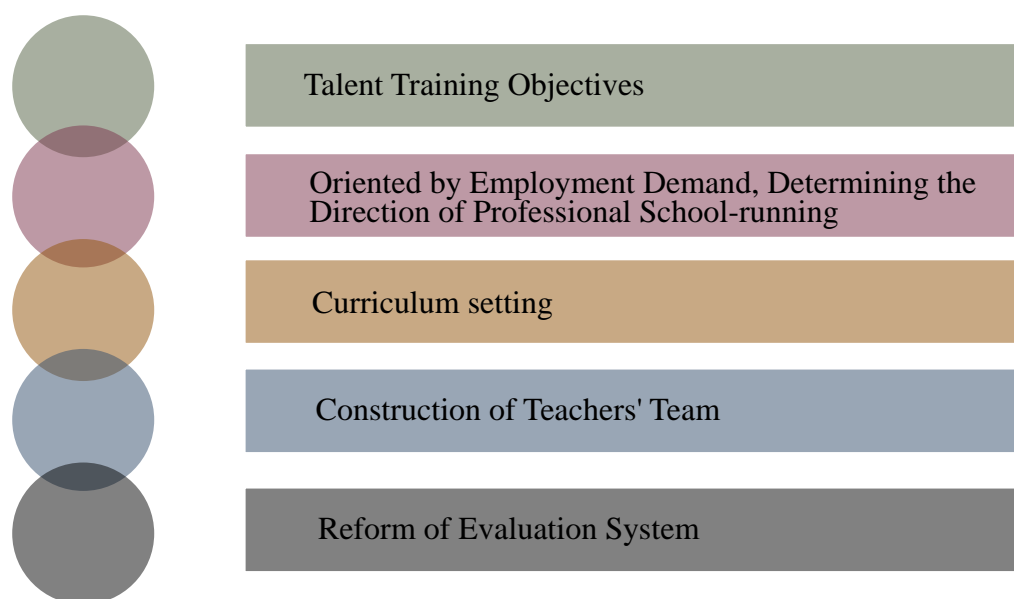


Fig.2. Reform of Business English Talents Training Model

As shown in fig 2, a detailed analysis is presented below.

2.1 Talent training objectives

This major trains high-quality skilled professionals who support the Party's basic line, meet the needs of socialist market economy, have basic skills of listening, speaking, reading, writing and translating in English, skilled computer operation, solid foundation of English language, extensive business expertise, and strong comprehensive professional ability.^[4]

2.2 Oriented by employment demand, determining the direction of professional school-running

Guided by employment demand, education should take serving the actual needs of the society for professional talents and students' employment as the main direction of running schools, keep pace with the times, make great efforts to seize opportunities from the interrelationship between regional and national economic and social development, persist in facing the main battlefield of regional economic construction, and set up majors in the front line of production, service and management. The changing trend of local industrial structure and social talent demand is the basis for determining the framework of professional subject.^[5]

2.3 Curriculum setting

Business English talents should have a solid theoretical foundation, especially the ability to combine theory with practice. Many employing units have proposed that in addition to learning solid basic knowledge and professional knowledge of Business English, they should also learn professional basic knowledge such as accounting, information management, customer management, proficiency in foreign language listening, speaking, reading and writing, familiarity with modern management models such as computers and networks, proficiency in relevant laws and regulations of Business English, and knowledge of foreign trade. The practical application background and main application fields can play a better role.

2.4 Construction of teachers' team

At present, the proportion of basic theory courses in business English major is not small, but because students do not understand its role, many teachers do not teach students the methods and means of combining theory with practice, resulting in a considerable number of students in school do not attach importance to the study of basic theory courses. In the reform of curriculum system and teaching content, the teaching methods and time of corresponding professional courses should be adjusted. At present, some teachers' teaching level is not high enough. Many teachers follow the texts and propagate their knowledge, divorcing themselves from the application background and technical frontier. These graduates hope that teachers should improve their teaching methods and integrate them with reality so that students can understand the practical application of the course content. We should strengthen the construction of teaching staff in an all-round way, strengthen the training of theoretical and practical operation ability of teaching teachers, urge teachers to continue learning and improve their own quality.

2.5 Reform of evaluation system

In terms of evaluation methods, we should break the original evaluation methods which mainly focus on written examination results, and replace them with diversified evaluation methods, focusing on practical assessment. According to different courses, new assessment methods, such as group project completion and public report, are adopted, such as demonstration report, marketing scheme design, business simulation scenario performance, course essay writing, etc. It adopts diversified evaluation methods, including students' self-evaluation, students' mutual evaluation, teachers' evaluation and so on.

3. Conclusion

English majors are playing an increasingly important role in international business activities. College English majors should be employment-oriented, promote the continuous innovation of talent training mode, and provide excellent compound talents for China's economic development. Therefore, it is necessary to optimize the curriculum for English majors, constantly improve the professional level of teachers, explore assessment methods in line with the characteristics of students' development, and enhance students' employment. School leaders should make a thorough analysis of the problems in the old training mode, strengthen the reform and innovation of the talent training mode, and promote the all-round development of students.

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