

Exploration of Effective Strategies in Bilingual Classroom for International Trade Majors

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Abstract: Economic globalization has become an inevitable trend of economic development, and the demand for talents in international trade is also increasing. As the main position for training international trade majors, the teaching system and teaching quality of colleges and universities are directly related to students' professional growth and the output of professional talents. In the traditional teaching mode, the teaching work of international trade majors is mainly in Chinese, some students are unable to master two or more languages, which will have certain restrictions on students' future career development and is not conducive to the improvement of professional teaching quality. Therefore, international trade majors need to build bilingual teaching courses. This paper focuses on analyzing the existing problems of bilingual teaching in international trade majors and puts forward effective classroom teaching strategies, hoping to provide some references for teaching work.

Keywords: International trade; Bilingual class; Teaching strategy

At this stage, China's economic status occupies an important position in the world. my country has become the world's third largest economy. For this reason, colleges and universities need to pay attention to the teaching of international trade majors, and improve and innovate professional courses. The main goal of the teaching work is to cultivate high-quality talents in the international trade profession. In the future career development, the international trade profession needs to carry out commercial trading activities internationally, this means that students can communicate in other languages while being specialized in knowledge and ability, which is more helpful to carry out professional work. Therefore, students need to have a certain bilingual foundation during school study, and teachers need to actively carry out bilingual teaching. Lay the foundation for students' future career development.

1. Target Orientation of Bilingual Classroom Teaching for International Trade Majors

The goal of bilingual course teaching for international trade majors needs to be consistent with the professional teaching goals and the school's educational goals. It needs to be comprehensively considered in combination with the employment needs of the international trade industry at this stage. For students majoring in international trade, most students will enter foreign trade companies after graduation, for example, engaged in cross-border e-commerce, logistics and other positions, combined with the background of the major, the school needs to accurately position the goal of bilingual teaching for international trade majors. It should focus on training students to become professional talents with solid international trade professional knowledge and technical capabilities. At the same time, it also needs to guide students to establish an international vision. Use other languages to communicate with others at work. The bilingual classroom teaching of international trade needs to take professional knowledge content as the core, so that students can learn more professional related knowledge content while mastering the systematic theoretical knowledge of international trade, and do a good job in the knowledge reserve of the international trade industry ^[1].

2. Limitations of Bilingual Classroom Teaching for International Trade Majors

Bilingual classroom teaching is of great significance to the training of international trade professionals, but at present, most schools have certain problems when carrying out bilingual teaching, which are mainly reflected in the following aspects: First, bilingual teaching does not match students' knowledge acceptance ability, students' listening and expression ability in English is not good enough, and they cannot complete the absorption of knowledge in a short time, this requires students to pay a lot of time and energy to preview and consolidate after class, but some students are afraid of difficulties and cannot achieve the expected goals in professional

learning and English learning, resulting in bilingual classroom teaching. The effect is not ideal; secondly, the classroom teaching mode adopted by teachers is relatively single, which cannot fully attract students' interest in learning, since bilingual classroom teaching is more difficult than Chinese courses, it takes more time, and the amount of teacher preparation is relatively large, the current bilingual classroom teaching mode mainly relies on the teacher's explanation and will use some modern teaching equipment, but the overall teaching atmosphere is relatively boring, unable to stimulate students' enthusiasm for learning, resulting in the teaching effect is affected; finally, the bilingual teaching level of teachers also needs to be improved. As the international trade majors in most schools are non-English courses, and there are relatively few teachers with higher professional quality and English proficiency among international trade teachers, which leads to the actual teaching process. Some teachers cannot carry out bilingual teaching according to the needs of international trade majors [2].

3. Effective Strategies for Bilingual Classroom for International Trade Majors

3.1 Strengthen the cultivation of teachers' quality and form a team of teachers.

In order to ensure that the bilingual classroom teaching of international trade majors can be effectively implemented, schools need to focus on strengthening the professional training of teachers' quality and strengthening the construction of bilingual teacher teams, so as to improve the overall level of the teacher team. Schools need to adopt a combination of teaching practice and training. First of all, schools need to provide teachers with more training and further training opportunities, and focus on strengthening the bilingual level of teachers, due to the different conditions and scale of the school, some schools lack sufficient resources in terms of teacher introduction. For this reason, the school needs to combine its own strength, appropriately recruit some teachers with overseas study experience, and focus the main resources and energy on the training of full-time bilingual teachers. For example, the school can regularly select outstanding backbone teachers and organize outstanding teachers to go abroad for training; secondly, the school can set up a bilingual teaching project team in the school, hire teachers with international trade professional knowledge background and strong bilingual ability as the leader of the project team, or hire foreign teachers to conduct bilingual training for teachers majoring in international trade; finally, for the training of professional teachers, the school needs to establish an incentive mechanism to encourage teachers to actively participate in training and training activities, so as to improve the bilingual level of teachers [3].

3.2 Establishing Bilingual Curriculum System and Applying Information Technology

In order to improve the bilingual teaching level of international trade majors, it is necessary to reform and innovate the current teaching curriculum system. At this stage, some teachers are mainly based on some teaching materials when carrying out bilingual teaching, lacking rich teaching resources, in order to ensure the teaching effect, You can use the advantages of information technology to build a networked curriculum system. At present, a large number of teaching platforms continue to appear. Teachers and students can use the Internet to obtain teaching digital teaching resources, teachers can make videos based on the content of bilingual teaching for international trade majors and upload them to the school's internal learning platform. Students can choose learning content according to their actual needs. In addition, teachers can also use education platforms such as MOOC and Superstar to provide students with more bilingual learning resources, so as to build a bilingual curriculum system that combines online and offline.

3.3 Perfecting Bilingual Teaching Mode and Innovating Teaching Methods

In the process of carrying out bilingual course teaching, teachers should innovate the teaching mode and teaching methods. At this stage, the common bilingual teaching modes include immersion teaching, transitional teaching, reserved teaching, etc. Among them, reserved teaching is mainly based on noon teaching, while transitional teaching will increase to a certain extent in the use of English, while immersive teaching mode is to use English teaching completely, the choice of teaching mode requires teachers to make timely adjustments according to students' English ability, and with the improvement of students' bilingual ability. In addition, in classroom teaching, teachers also need to consider the difficulty of teaching content and do a good job in the proportional distribution of Chinese and English. Teachers need to pay attention to the fact that bilingual classes in international trade are not English classes. Teachers need to put students in the first place to master the content of international trade knowledge to avoid the problem of putting the cart before the horse [4].

In view of the innovation of teaching methods, teachers need to pay more attention to pre-class preview and post-class consolidation of teaching. As some students have weak English proficiency and less knowledge of English about international trade majors, teachers need to provide students with more time for independent thinking and learning. For example, they can arrange pre-class preview tasks in advance, and when arranging post-class consolidation content, they can appropriately improve the difficulty of knowledge, the students are divided into multiple study groups, and the group members are required to communicate and discuss to complete the learning task together. The expression and communication between the group members can also strengthen the students' bilingual

application ability ^[5].

Concluding remarks:

In a word, international trade is an industry oriented to international business transactions. Therefore, the personnel of this work not only need to master the professional knowledge of international trade, but also need to have certain bilingual skills. For this reason, colleges and universities need to add bilingual teaching content in the process of international trade professional courses to strengthen students' professional application ability and listening, speaking, reading and writing skills, so as to build a bilingual course teaching system for international trade, reform the teaching mode and teaching content, so as to improve the teaching level, strengthen the professional ability of students, and export outstanding professional talents to the society.

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