

Exploration of College English Curriculum Reform for Vocational Undergraduate Students in the Context of Free Trade Port¹

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Abstracts: The global economy is more and more closely linked, and the role of foreign trade in international exchanges is increasingly prominent. In order to adapt to the current international environment and recognize the important impact of the establishment of a free trade port on the foreign trade economy of our country and even our province, the teaching goal of the vocational undergraduate college English course should not only be limited to simply learning English well, but also to cultivate new comprehensive talents suitable for the current international trade environment in the context of a free trade port. Therefore, the vocational undergraduate college English curriculum should also be adjusted and reformed to integrate English with the knowledge system covering foreign trade, business, and laws and regulations of the free trade port, so as to comprehensively cultivate English professionals in the context of the construction of the free trade port. This paper will analyze and explore the reform of vocational undergraduate college English curriculum in the context of the free trade port.

Keywords: Background of Free Trade Port; Professional Undergraduate English; Reform Exploration

1. Introduction

In the context of the construction of a free trade port, it is extremely urgent to accelerate the reform of college English courses for vocational undergraduate students. Under the new global economic situation, as an important form of foreign trade economy for the Party and the country, a free trade port is a new product in line with the new economic situation. To fundamentally change the original single English curriculum is the main problem faced by the college English curriculum of vocational colleges and universities in China. Vocational colleges and universities and English teachers should combine the current international and domestic situations, strengthen students' learning of practical courses such as international trade laws and regulations, business negotiation and practice drills, adjust teaching objectives, and cultivate students in an all-round way to meet the current new requirements for English talents.

2. The current situation of vocational undergraduate college English courses in the context of free trade port

2.1 The current courses and textbooks cannot meet the needs of the free trade port

The position, level and talents of vocational colleges and universities are different, which also determines that English teaching in vocational colleges should be different from those in ordinary universities in terms of teaching objectives, teaching contents and teaching methods. Nowadays, college English courses in most vocational colleges are offered by reference to ordinary undergraduate schools. Although they focus on the professional characteristics of this course, they are not professional enough, and the application of professional English knowledge is far from enough. The teaching system

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structure formed is not scientific and reasonable enough; As far as the current teaching evaluation system of college English courses in vocational colleges is concerned, there are still some problems such as the separation of theory and practice, the achievement oriented theory and the score oriented theory. The evaluation system is unscientific. Moreover, the evaluation of vocational undergraduate students' learning is one-sided, with the evaluation content biased towards the assessment of theoretical knowledge, lacking practical evaluation, etc. In the context of the construction of the free trade port, the current vocational undergraduate college English curriculum is still solely focused on the study of English language majors, which obviously does not meet the requirements of the times for English talents. If the goal setting of vocational college English teaching only requires students to initially understand the basic skills of listening, speaking, reading and writing in English, but becomes a pure subject learning that is separated from the social ideological and political background, current affairs and social requirements, students will lack core competitiveness in the future job market, and many universities still regard CET-4 and CET-6 as the only important standard to measure students' English level. Although some vocational colleges and universities have listed foreign trade English as a major separately, there has been no qualitative change in the actual courses, and there is a lack of courses such as international trade, international business English, business negotiation, customs declaration documents, laws and regulations in international trade and relevant standards in vocational college English learning. However, the laws and regulations of the free trade port are not reflected in the talent training plan for vocational undergraduate students. Many English teachers and students of English majors believe that the study of laws and regulations of free trade ports seems to have little connection with their majors, so that they cannot actively form the awareness of learning the laws and regulations of free trade ports. Teachers still use traditional English teaching methods to carry out the curriculum, and the textbooks have not been updated in time.

2.2 Lagging of teachers' knowledge system

Most of the English teachers in vocational colleges graduated from English and American literature, English translation, English education and other related majors. The knowledge reserves related to laws and regulations are relatively lacking, and some teachers often lack in-depth understanding of the courses related to the construction of free trade ports. In combination with the construction of Hainan Free trade port and the actual needs of Hainan society, teachers should not only have a solid knowledge of English, but also urge themselves to study professional courses related to the construction of free trade port, which many teachers are not aware of. College English teachers of vocational undergraduate courses lack of professional knowledge of free trade ports and relevant laws and regulations outside the classroom. Only by mastering and understanding the relevant policies and professional knowledge can we better promote the construction of the free trade port and the training of relevant talents. If teachers do not know these things, they cannot combine the teaching objectives with the talent training needs of the free trade port construction in English teaching.

3. Setting up a new goal of vocational undergraduate college English curriculum in the context of the Free Trade Port

3.1 From the practical point of view, compile a new teaching material for vocational undergraduate college English integrating the characteristics of the free trade port

As an important language form in foreign trade exchanges, English should also be changed and improved when participating in foreign trade. Simple basic English teaching can no longer meet the needs of the times in the context of the construction of free trade ports. Vocational colleges and universities should keep pace with the times in the selection of teaching materials. However, there is a lack of professional teaching materials that combine vocational undergraduate English with the construction needs of the free trade port in the education market, so it is urgent to have independent teaching materials tailored. According to the business needs of the construction of Hainan free trade port, professional undergraduate full-time teachers can choose to compile textbooks jointly with foreign enterprise personnel. In terms of teaching content, English teaching is integrated with conventional and free trade port business content, so that the new textbooks have practical, operational, flexible, cutting-edge and other business needs. At the same time, the English teaching and research office can also consult the professional teachers of the free trade port law in the province to explain and summarize the professional knowledge, organically combine the professional undergraduate public English and the free trade port law knowledge, and compile the college English teaching materials with the characteristics of the free trade port that are suitable for the professional undergraduate students' English foundation, so as to lay a good text foundation for the smooth development of the course.

3.2 Combination of curriculum system and free trade port construction

In terms of college English curriculum reform, vocational colleges and universities can combine the guidelines of the Ministry of Education to "comprehensively promote the reform of application-oriented courses in colleges and universities", analyze the English ability needs of students learning English courses in typical tasks of target occupations, the English ability needs of graduates in target posts, and the professional development needs of college English teachers, and build a new system of college English curriculum for vocational colleges and universities with the main line of "general English - workplace English - professional English", in order to effectively cultivate compound applied talents with a solid language foundation, more proficient general English skills, a certain reserve of professional English knowledge, and including international vision and sustainable professional development capabilities. At the same time, we can consult and draw on the professional foreign enterprise personnel to give reference suggestions on the curriculum of students, combine basic English teaching with various courses related to international trade, including business negotiation, basic knowledge of international trade, international finance and other courses in foreign trade study, pay more attention to practice, and set up courses to improve students' comprehensive quality and ability, so as to provide high-quality teaching materials, better cultivate talents, and let students enter the workplace better and faster.

4. Conclusion

According to the needs of the construction and development of the free trade port and the actual situation of our students, vocational colleges and universities should customize the English talent training plan suitable for the future construction of the free trade port for vocational undergraduate students, look at the business reality of the free trade port construction, and accumulate rich business practice experience, which can truly combine language learning with social practice, and innovate and reform the original vocational undergraduate English curriculum system. Only through continuous reform and exploration can vocational colleges and universities provide all-round applied talents for the society, which is also the main task in the new era. Professional subject teachers need to improve teaching quality and constantly study specific measures for subject teaching reform in the context of free trade port.

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