

Practical Path of Cultivating Business English Majors' Innovation and Entrepreneurship in the Information Age

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Abstract: The university plays a crucial role in developing high-quality talent for society. Its training mechanism should align with social development and progress. In the Information Age, employers demand greater innovation and entrepreneurship skills from Business English majors. Consequently, universities are focusing on cultivating these abilities among their students. This paper examines the essential competencies that Business English majors must possess in this era of technology and explores specific measures to foster innovative and entrepreneurial thinking among them. By doing so, we aim to enhance the quality of Business English education, meet employer demands for skilled workers, optimize graduates' competitiveness in the job market, and contribute to societal progress.

Keywords: Business English major; Innovation and entrepreneurship; The Information Age

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1. Introduction

In the era of information technology, competition among enterprises gradually evolves into the competition of talents. Chinese government is taking into account the situation and actively encouraging college students to start their own businesses, so cultivating students' innovative and entrepreneurial abilities is increasingly becoming an important teaching content for universities. In order to meet society's demand for talents, Business English majors should not only focus on theoretical knowledge learning, but also on the practical application of business skills in the industry. However, the current curriculum content of Business English majors is less integrated with the goals of innovation and entrepreneurship education, the practice of innovation and entrepreneurship is formal, and the teachers' management and guidance of students are not in place, which greatly limits the cultivation of students' innovation and entrepreneurship ability.

2. Concepts of Innovation and Entrepreneurship in Education

In the Information Age, abilities that Business English major students should have mainly include the following two aspects: first, solid professional knowledge and superb vocational skills. Business English major students often can only shine in a specific field. Solid professional knowledge and superb professional skills, which is the basis of innovative and entrepreneurial ability, can help students in the future work maximize the use of existing resources. Second, innovative and entrepreneurial awareness and capabilities. Innovation refers to the knowledge production ability including selecting, classifying, coding and reorganizing information. Students' innovative ability mainly includes learning ability, problem-finding ability, problem-solving ability, and ability of practice. Entrepreneurship refers to the ability to maintain business and obtain profits through creative integration of resources on the basis of finding or creating opportunities. In educational

fields, entrepreneurial ability is not simply equal to direct entrepreneurial practice, but directs more to students' ability of developing their careers sustainably. The awareness and ability of innovation and entrepreneurship can effectively expand the vision of students, so that students can obtain a broader space for development, and promote their independent consciousness to occupy a dominant position^[1].

3. Specific Measures to Cultivate Business English Majors' Innovation and Entrepreneurship in the Information Age

3.1 Opening Innovation and Entrepreneurship Courses

In the current development of education, many universities have not set up special innovation and entrepreneurship courses, so the cultivation of innovation and entrepreneurship ability of Business English majors is mainly concentrated in professional courses, although it has achieved certain results, but there is still a big gap with the requirements of social development for talents. In view of this situation, universities should actively set up innovation and entrepreneurship courses to teach Business English majors innovation and entrepreneurship knowledge and skills, so as to help students have a more comprehensive understanding of them. In the process of cultivating the innovation and entrepreneurship ability of Business English majors, the university can offer special innovation and entrepreneurship courses for students, systematically teach them the knowledge and skills of innovation and entrepreneurship, and build a perfect innovation and entrepreneurship exchange platform through the rational use of information technology, where students can share their ideas and suggestions on innovation and entrepreneurship. In addition, the teacher should comprehensively optimize the assessment and evaluation system, putting project planning book, role simulation, innovation and entrepreneurship plan, and innovation and entrepreneurship competition into the assessment and evaluation scope, so as to effectively stimulate students' enthusiasm to participate in innovation and entrepreneurship activities. Effective evaluation system will provide continuous power for students' innovation and entrepreneurship, and further promote the continuous improvement of their innovation and entrepreneurship. It is worth noting that the cultivation of innovation and entrepreneurship of Business English majors cannot be completed overnight. Therefore, universities need to integrate innovation and entrepreneurship courses throughout the whole teaching process, other than the language skills training of listening, speaking, reading, writing and translating. Universities should guide students to learn policies, current situation and practical cases of innovation and entrepreneurship, and help students establish business thinking models in their minds^[2].

3.2 Increasing Financial Investment in Hardware and Software Construction

With the rapid development of information technology, Business English teaching mode and teaching ideas have changed significantly. In this case, conform to the trend of the times, earnestly increase the capital investment in software and hardware construction, build widely shared resource platforms and multimedia classrooms, realize the effective coverage of campus network, and carry out online and offline mixed teaching on this basis. Universities should also fully implement activities closely related to Business English, such as simulation business negotiation and international exhibition, and provide rich practical opportunities for the cultivation of students' innovation and entrepreneurship ability, so as to effectively expand students' horizons, and further promote the all-round development of students.

3.3 Creating a Good Cultural Atmosphere for Innovation and Entrepreneurship

The atmosphere will have a subtle influence on a person's behavior, so it is very necessary to create a good cultural atmosphere of innovation and entrepreneurship in the practice of cultivating the innovative and entrepreneurial ability of Business English majors. First of all, universities can regularly invite outstanding alumni entrepreneurs and entrepreneurial elites to give lectures on innovation and entrepreneurship, share their entrepreneurial experience with students, guide students to form a good awareness of innovation and entrepreneurship. Secondly, universities can regularly carry out debate competitions, writing competitions and speech competitions with the theme of innovation and entrepreneurship, so as to encourage students to collect materials related to innovation and entrepreneurship, and unknowingly cultivate students' innovation and entrepreneurship ability. Thirdly, universities should encourage freshmen to conduct cross-professional, cross-disciplinary and cross-regional academic exchanges, and set up teams to participate in various entrepreneurial competitions, so as to effectively stimulate students' interest in innovation and entrepreneurship, deeply tap students' potential in innovation and entrepreneurship, and provide good prerequisites for students' innovation and entrepreneurship. Finally, universities should fully mobilize social resources, establish long-term cooperative relationships with relevant companies, organize students to visit companies or practice internship, so that students can understand the employment prospects and working environment of Business English majors in practice.

3.4 Fully Implementing Innovation and Entrepreneurship Practice Training

In the process of cultivating the innovation and entrepreneurship ability of Business English majors, universities should be aware of the limitations of theoretical teaching, and guide students to actively participate in school-run business projects and social practice projects according to their learning status and learning needs. Universities should organize innovation and entrepreneurship competitions so that students can truly participate in the entire project, realize the combination of theory and practice, and effectively exercise their innovation and entrepreneurship capabilities. In the process of carrying out the project, teachers can provide students with necessary guidance and experience, encourage students to actively participate in project practice activities, and lay a solid foundation for their subsequent career development.

3.5 Optimizing Teachers' Professional Level and Comprehensive Quality

“The effect of cultivating students' innovative ability mainly depends on the qualities of instructors. Instructors cannot achieve success in cultivating students' innovative ability without outstanding innovative ability and a vast store of knowledge.”^[3] Universities need to enhance the professional expertise and overall quality of their teachers, while also cultivating high-quality innovation and entrepreneurship instructors. To achieve this goal, institutions should prioritize the training of Business English teachers in innovation and entrepreneurship. They can invite experts or experienced instructors from innovation and entrepreneurship competitions to conduct exchange activities that will enrich teachers' knowledge reserves and improve their operational skills. In addition, universities must strengthen communication with social enterprises by hiring elite talents from these organizations to teach alongside college faculty members. This approach will help address any shortcomings in practical experience among college professors. Alternatively, institutions can provide opportunities for college teachers to gain firsthand experience on the front lines of enterprises, learning about management models and practical experiences related to innovation and entrepreneurship. These efforts will lay a solid foundation for efficient teaching activities that benefit both students and society as a whole.

4. Conclusion

In the Information Age, it is crucial for universities to train Business English majors in innovation and entrepreneurship. To achieve this, institutions should analyze the subject characteristics of Business English major and establish effective courses that promote innovation and entrepreneurship. Additionally, they should increase investment in software and hardware, foster a culture of innovation and entrepreneurship, provide practical training opportunities, enhance teachers' professional skills and overall quality. By doing so, students can develop their abilities in these areas which will contribute to their personal growth as well as society's healthy development.

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