

# Exploration of the Reform of Business English Majors in Higher Vocational Education under Economic Integration

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**Abstract:** This article mainly elaborates on the business English of vocational colleges under economic integration, based on the actual situation of business English teaching in vocational colleges. Firstly, it analyzes the current situation of business English majors in vocational colleges under economic integration. Secondly, from optimizing the curriculum structure, preparing for talent cultivation, increasing the proportion of practical training courses, increasing students' learning horizons, guiding actual enterprise needs, and demonstrating teaching effectiveness, it deeply explains and explores effective measures for business English teaching in vocational colleges under economic integration, further strengthening the teaching effectiveness of business English in vocational colleges. The aim is to provide reference materials for relevant research.

**Keywords:** Economic integration; Business English; Effective measures

Against the backdrop of global economic integration, China's total import and export volume has remained at the forefront of the world for many consecutive years, with a clear trend of diversified market development. With the rapid development of the digital economy, cross-border e-commerce has gradually become a new engine for the growth of foreign trade economy under the new normal, and the proportion of cross-border e-commerce in China's foreign trade has also gradually increased. This poses new requirements for the training mode of business English talents in Chinese universities. Therefore, the Business English major in vocational colleges needs to put forward stricter standards and requirements in terms of curriculum design, teaching quality, and international perspective cultivation, in order to cultivate composite talents who are proficient in professional knowledge and have cross-cultural communication abilities. It is not only a platform to enhance students' language skills, but also a bridge to deepen their understanding of international business rules and cross-cultural communication. Through teaching activities such as simulating international business negotiations, international trade practices, and cross-cultural case analysis, students can master practical operational skills and enhance understanding and respect for the cultures of other countries, laying a solid foundation for effective communication and cooperation on the international stage in the future.

## 1. The Current Situation of Business English in Vocational Colleges under Economic Integration

### 1.1 There is a singularity in the structure system of professional courses

The current professional curriculum structure system generally shows a tendency towards singularity, especially in the field of business English in vocational colleges, this problem is particularly prominent. Most vocational colleges fail to fully showcase their professional characteristics when designing the curriculum system of Business English, and there is a significant overlap between the course content and ordinary English courses, resulting in a serious weakening of the uniqueness and professionalism of Business English teaching. This phenomenon indirectly leads to a lack of depth in learning business knowledge and mastering professional terminology, as well as insufficient cultivation of translation skills and English application skills in practical business scenarios, making it difficult for students to demonstrate excellent English communication and negotiation skills in an increasingly internationalized business environment. On the other hand, although a few colleges have begun to attach importance to the distinctive development of vocational business English, they have neglected to build a solid foundation of English knowledge system, which is like a building lacking a solid foundation for students. Under the new trend of economic integration, cross-cultural communication has become an essential ability. However, students have extremely limited knowledge of the cultures of countries and regions along the route, which not only limits their ability to interact and communicate effectively from a cultural perspective, but also makes it difficult to play a bridging role in international cooperation. In summary, the current curriculum of Business English majors in vocational colleges generally fails to accurately meet market demand, neglecting the deep cultivation of business practice and cross-cultural understanding, making it difficult for students to quickly adapt and demonstrate the necessary professional qualities when facing the complex and ever-changing international business environment. Therefore, how to adjust the curriculum system, strengthen the professionalism and practicality of Business English, as well as cultivate cross-cultural communication skills, has become a key issue that urgently needs to be solved to ensure that students can seamlessly connect with the workplace and successfully achieve professional competence after graduation.

### 1.2 Lack of theoretical and practical links

There is a clear disconnect between theory and practice in current vocational colleges, especially in language education. Many universities still focus on imparting basic language knowledge, neglecting the integration of crucial practical aspects, resulting in a lack of sufficient practical guidance and effectiveness in the curriculum system. This teaching model, which emphasizes theory over practice, is particularly prominent in the courses of Business English majors, neglecting the planning and shaping of long-term ability development for students. In this educational environment, although some students may have achieved good results in exams through short-term memory and exam taking skills, they find it difficult to translate the theoretical knowledge they have learned into the ability to solve practical business

problems, and lack mastery of English application skills in real business scenarios. Due to the lack of systematic practical training, students find it difficult to combine theory with practice, and are unable to handle practical tasks such as simulating business negotiations, writing business letters, and cross-cultural communication. This directly restricts the formation of their future competitiveness in the workplace, reduces the overall effectiveness and social adaptability of education and training, and hinders the cultivation of high-quality business English talents that truly meet market demand. Therefore, educational reform is imperative, and it is necessary to strengthen the proportion of practical teaching, enhance the cultivation of application abilities, establish a competency oriented teaching system, and build a bridge between theory and practice for students to adapt to the rapidly changing international business environment.

### 1.3 Lack of teaching staff

Many vocational colleges currently face the severe challenge of a shortage of teaching staff in the process of cultivating such talents. This issue is not only reflected in the scarcity of teachers with rich practical experience and international perspectives in the field of Business English, but also in the lack of innovation in teaching concepts and methods in terms of quality. Course design often follows tradition and lacks close integration with international business practice, failing to fully integrate the latest market trends, international trade rules, cross-cultural communication skills, and other content, resulting in incomplete and in-depth teaching and practical aspects of business knowledge. The shortage of teaching staff and the lack of curriculum innovation directly affect the quality of training business English professionals.

## 2. Effective Measures for Business English Teaching in Vocational Colleges under Economic Integration

### 2.1 Optimize course structure and prepare for talent cultivation

In order to actively respond to the far-reaching layout of the national development strategy, optimizing the curriculum structure of Business English majors in higher vocational colleges is particularly crucial. This is not only related to the quality of talent cultivation, but also an important measure to lay a solid foundation for future international exchanges and cooperation. In this context, business English education should focus on building a diversified and practical curriculum system, aiming to cultivate professional talents with international perspectives and cross-cultural communication skills. The curriculum design should focus on deeply integrating the improvement of English language skills with modules such as business knowledge, international trade rules, international law, and cross-cultural understanding, to build a comprehensive learning framework for students, so that they can not only proficiently use English as the international common language for effective communication, but also become a bridge connecting domestic and foreign partners, deepening international cooperation and exchange. In specific implementation, vocational college business English teaching should attach importance to designing interactive activities scientifically based on cultural differences in different regions. For example, through teaching methods such as scenario simulation, case analysis, and role-playing, courses on cultural customs and business etiquette from around the world should be increased, and practical cultural scenario cases should be set up, such as simulating business negotiations and international exhibition exchanges from countries along the route. Gradually, students should be guided to master cross-cultural communication strategies and skills in practice. Through the implementation of these courses, students can not only deepen their understanding of different cultures, but also exercise their communication skills to quickly adapt to different cultural environments in simulated situations, enhance their flexibility and adaptability in resolving cultural conflicts, and thus demonstrate outstanding international competitiveness in the future workplace. Through these comprehensive measures, vocational business English majors can cultivate composite talents who are proficient in both language and international business and culture, with high adaptability and innovative thinking.

### 2.2 Increase the proportion of practical training courses and broaden students' learning horizons

Firstly, in response to the differences in the level of mastery of basic knowledge in Business English among different students, Business English majors need to moderately increase the proportion of practical training courses. For students with relatively weak basic knowledge, group tutoring, personalized learning plans, and other methods should be used to strengthen the absorption of basic knowledge, ensuring that each student can lay a solid theoretical foundation. For students who have a good grasp of basic knowledge, emphasis should be placed on improving their practical abilities. Through practical exercises such as simulating business negotiations, writing business letters, and simulating international trade, theoretical knowledge should be transformed into practical application skills. On this basis, vocational colleges should actively establish close cooperation with enterprises, formulate practical and feasible talent training plans, and create more practical training opportunities for students. Through forms such as corporate internships, engineering and academic exchanges, and project collaborations, students can directly enter the corporate environment and experience the practical application of Business English. They can connect their learned knowledge with job requirements, improve their knowledge structure in a targeted manner, and adapt to the workplace in advance. Teachers should closely monitor the dynamics of students in practical training, adjust teaching strategies in a timely manner, introduce innovative teaching methods such as task driven and situational teaching, closely combine theory with practice, stimulate students' learning interest, enhance learning motivation, promote the transformation of knowledge into ability, form a good learning atmosphere, and jointly promote the deep development of vocational business English courses.

### 2.3 Guided by actual business needs, highlighting teaching effectiveness

Firstly, it is necessary to strengthen school enterprise cooperation and ensure that the practical training process closely meets the needs of enterprises in response to the specific requirements for vocational business English talents in the process of enterprise internationalization. This means that the teaching team not only needs to have solid English teaching abilities, but also needs to have a deep understanding of

the development trends of enterprises and the language application needs in actual operations. Through regular training, enterprise visits, seminars and other forms, they need to keep pace with the industry to ensure the timeliness and practicality of teaching content. On this basis, the curriculum needs to be further optimized, not only to comply with national education standards, but also to incorporate the latest case studies and skill requirements applied by enterprises. For example, adding courses in cross-border e-commerce not only teaches language skills, but also provides in-depth explanations of business customs, laws and regulations in different cultural backgrounds, breaks down regional cultural barriers, and enhances students' cross-cultural communication and problem-solving abilities. To overcome the common problem of information asymmetry between vocational colleges and enterprises, vocational colleges should actively establish an information sharing mechanism, jointly develop targeted professional courses with enterprises, and provide students with diverse choices. This should not only include professional courses such as business communication and international marketing, but also consider emerging fields such as digital trade and green economy to ensure the foresight and competitiveness of educational content. In addition, inviting professionals from the business community to participate in teaching design and practical guidance, such as guest lectures, workshops, etc., not only allows students to intuitively experience the real situation in the workplace, but also directly obtains valuable industry insights and career guidance. Business English professionals who can quickly adapt and contribute to the international expansion of enterprises under economic integration.

## Conclusion

In the broad context of economic integration, the reform and research of vocational business English education is particularly important. It is not only a bridge to enhance China's foreign exchange capabilities, but also a key to promoting international trade cooperation. Therefore, for managers of vocational colleges, it is urgent to continuously explore and innovate business English teaching models, improve teaching methods, and adapt to the ever-changing market and the urgent demand for professional talents from enterprises.

In summary, facing the new opportunities and challenges brought about by economic integration, managers of vocational colleges need to actively innovate the teaching mode of Business English, optimize the course structure, increase the proportion of practical training courses, combine enterprise needs with educational practice, and comprehensively serve the cultivation of vocational business English professionals. This not only requires us to cultivate students with solid language skills, but also requires them to have an international perspective, cross-cultural communication skills, practical experience, and innovative thinking, providing strong talent support for international cooperation in economic integration and domestic enterprises going global strategy, and promoting win-win development between China and the world.

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