

Research on English Chinese bilingual teaching of principles of management

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Abstract: with the continuous improvement and development of China's economic strength, the demand of society and related enterprises for professional higher vocational students has also undergone earth shaking changes. Traditional higher vocational talents have been unable to hide the needs of society and related enterprises' development. It is necessary for higher vocational colleges to optimize and upgrade them, follow the law of the development of the times, and actively create and cultivate "compound" higher vocational talents to meet the needs of society and related enterprises for talents. In view of this, this paper makes a detailed study on the English Chinese bilingual teaching of the course of principles of management, hoping to provide a valuable reference for teachers and friends.

Key words: principles of management; English Chinese bilingual; teaching

Introduction

Nowadays, China has developed comprehensively in many fields such as economy, culture and aerospace, and has carried out various and in-depth cooperation with many countries. Therefore, it also puts forward better requirements and standards for relevant talents. As an important position of professional talent training in China, higher vocational colleges shoulder important responsibilities and missions. Therefore, it is necessary to optimize and innovate the talent training plan to improve the practical ability of Higher Vocational Students' foreign language use and English thinking, which has become one of the teaching problems to be solved in higher vocational colleges. The implementation of English Chinese bilingual teaching in the course of principles of management in higher vocational colleges can help students understand and master professional knowledge, cultivate their English application ability, develop their English thinking, and better lay a solid foundation for the cultivation of "compound" talents in China.

1. Introduction to the background of bilingual teaching reform

China started the pilot work of bilingual teaching in the early morning. In Beijing University of science and technology, through the attempt of bilingual teaching, bilingual teaching has replaced professional English teaching, and has made some achievements. Nowadays, the requirements of society and related enterprises for professional talents are increasing. Under this background, it is very necessary to carry out bilingual teaching for higher vocational students, cultivate their professional knowledge, and cultivate their English ability and English thinking. In the process of higher vocational education, the course of "principles of management" is a basic course that management majors must learn. Generally, it is arranged in the fifth semester, and it is one of the first non-public basic courses that higher vocational students have been exposed to since they entered the University. The reasons why this course was selected to carry out bilingual teaching are as follows: first, a compulsory course for all students in the college was selected as the first bilingual teaching course, which is convenient for the management of students and teaching, especially the control and mastery of the proportion of using foreign languages in teaching, so as to lay a solid foundation for the bilingual teaching of other courses in the future. At the same time, as the first time to carry out bilingual teaching, many teachers need to participate in it, which is conducive to teaching research, so as to find the law of bilingual teaching and improve the quality of teaching. In addition, the content and characteristics of the course itself are also one of the important reasons for choosing bilingual teaching. As a basic subject with guidance, the main teaching purpose of this course is to enable students to initially master and understand management behavior and management phenomenon, familiar with relevant concepts, principles and terms of management, and promote them to understand the development trend of management practice through teaching. Therefore, compared with other professional courses, the theoretical type and professional type of the course of principles of management are not strong, and there are relatively more descriptive contents. In addition, teachers can help students deepen their professional knowledge through relevant teaching cases in the teaching process, so that they can integrate theory and practice, It is more conducive to their smooth transition from the stage of basic foreign language learning to the stage of using foreign language to learn professional knowledge.

2. Basic requirements and teaching objectives

The teaching objective of this course is not only to impart professional knowledge to students, but also to improve their foreign language ability. At this point, we should emphasize the application ability of Yunyan, not the language knowledge itself. Although college students in China have been exposed to and learning foreign languages for a long time before they enter the University, most of them have limited ability to use foreign languages. According to the teaching practice, the main reason for this situation is not their mastery of language knowledge, but their habits and attitudes in learning foreign languages. For example, for the original teaching materials, many students still use them as language materials, simply focusing on words, grammar and sentence patterns, which can only basically meet the requirements of Chinese translation, and take the ability of translation as the standard of understanding, rather than controlling the internal logic and chapter content of the article. Therefore, in the process of language practice, the emphasis is on the change of habits and learning attitudes. It is necessary for teachers to emphasize to students that the main purpose of reading foreign languages is not to improve or test

their foreign language ability, but to acquire relevant knowledge. The second is to accumulate a large number of professional vocabulary and understand the expression and style characteristics of the literature, Improve their ability to read professional books and documents independently and to communicate with others in their professional fields. In order to better ensure that the bilingual teaching mode can really play a role, it is necessary for teachers to put forward bilingual teaching requirements for the course of principles of management according to their own understanding and the teaching experience of other teachers: that is, in the teaching process, the use of all foreign language teaching courseware, foreign language teaching materials and examinations, and the written communication in the whole teaching process are all conducted in foreign languages; In the process of classroom teaching, 60% of them use foreign languages for teaching, and actively encourage and guide students to use foreign languages to answer questions and communicate. Teachers should ensure that these requirements are met in the actual teaching. Some classes try to teach in a whole foreign language, and the communication between teachers and students, students and students also use a foreign language. In the classroom, the proportion of using foreign languages is limited by both teachers' teaching ability and students' foreign language level, but teachers must use foreign languages as the basic requirement in the process of reading materials and students' writing assignments.

The necessary condition for bilingual teaching to be effective is to rely on the original foreign language textbooks. In this way, teachers and students can fully immerse themselves in the authentic foreign language situation, which cannot be replaced by specifying other foreign language literature or foreign language textbooks as supplementary reading or teaching reference in the course. Nowadays, China's publishing industry has introduced management textbooks with different levels and characteristics, which has created extremely favorable conditions for bilingual teaching in schools. Teachers and higher vocational colleges can choose the Book Fundamentals of Management Co authored by Stephen p.robbins and David a.decenzo as the basic textbook. The author of this book is an internationally renowned scholar. The teaching materials they have compiled are widely used all over the world and are favored and welcomed by teachers and students. As an introductory textbook of management, this book is extremely rich in content. It not only introduces the latest concepts and practical conclusions, but also has the characteristics that other management textbooks do not have. The content is simple, clear and highlighted. In the teaching of the course of principles of management, bilingual teaching is carried out. Teachers adopt the method of comprehensive promotion among all students. The main purpose of this is to create a situation to promote students' recognition of bilingual teaching. The learning ability and foreign language level of students in higher vocational colleges are uneven. In order to better help students with poor foreign language ability better master and understand relevant concepts and theories, teachers can compile relevant study manuals, so that they can have a clearer understanding of basic concepts and theories in this way.

3. The main practice path of Bilingual Teaching

After a long time of teaching practice, higher vocational teachers have mastered Li's rich experience in bilingual teaching practice, and their teaching activities are more flexible. Students are more and more interested in this teaching method, and have achieved some results in the bilingual teaching of the course of principles of management, mainly in the following aspects:

(1) Optimizing professional foreign language teaching and improving foreign language application ability

In order to better improve higher vocational students' ability to use foreign languages and develop their English thinking, higher vocational colleges have replaced the traditional professional English teaching with bilingual teaching in the plan of talent training. Among them, the bilingual teaching of principles of management is the result of this reform and an important part. In recent years, practice has proved that this approach is undoubtedly correct. The bilingual teaching of principles of management has carried out teaching reform for various majors, and has accumulated a lot of practical experience by adopting the bilingual teaching mode.

(2) Explore the law of bilingual teaching and put forward the basic requirements of Bilingual Teaching

As one of the earliest courses to carry out bilingual education, the majority of teachers have made bold attempts and explorations in bilingual teaching in the principles of management, and proposed that in the teaching process, all written communications are in foreign languages, and teachers should control the proportion of foreign languages in classroom teaching, at least reaching more than 60%, Actively encourage and guide higher vocational students to answer questions or discuss in foreign languages.

(3) Improve the teaching level, and the teaching effect is remarkable

The bilingual teaching mode is applied in the teaching of principles of management. From the beginning, the basic standards are not reduced, guiding and inspiring students to actively change their concepts and habits of learning English, and constantly optimizing the teaching level, and taking certain measures to ensure the learning of professional knowledge. The passing rate of higher vocational students who have completed the teaching is more than 95%, and the excellent rate is nearly 20%. In the process of teaching inspection every year, students' praise can be obtained,

4. Experience, problems and future

In the process of bilingual teaching, the biggest problem is the ability of teachers. Bilingual teaching not only requires teachers to have a profound understanding of their professional knowledge, but also have strong foreign language expression ability, oral use ability and the ability to analyze professional vocabulary, which is a great challenge for many teachers. In addition, the system structure, expression and logical thinking of foreign textbooks are very different from Chinese, which is also a huge challenge for teachers. The quality of teachers is an important condition for bilingual teaching. Therefore, teachers must have strong foreign language expression ability and solid professional knowledge, so that in the process of bilingual teaching, they can not only impart professional knowledge to students, but also

cultivate their oral ability and develop their foreign language thinking.

Bilingual teaching requires not only teachers but also students. Teaching practice shows that although students with strong foreign language ability are not easy to accept bilingual teaching. In the process of reading textbooks, many students do not understand the original content of the Wang Wang team well, especially the links between the chapters and the key content. They are often not used to thinking in a foreign language, but are used to word-to-word, sentence to sentence translation at most. When answering questions orally, they often recite or copy the original words in the textbooks. The root cause of this phenomenon is that in addition to the relatively poor foreign language ability of students, it is still due to their habits. And changing their learning habits can not be achieved overnight. It must take a long time and continuous efforts to achieve. How to guide them to realize this change as soon as possible and whether to give them special guidance and teaching is a question worthy of consideration. We believe that the teaching effect of a single bilingual course is not necessarily significant, but the carefully arranged and designed course will play an irreplaceable role in improving students' foreign language ability and thinking, and will not affect their professional knowledge learning. Therefore, it is necessary to take bilingual teaching as a long-term systematic project, fully mobilize the enthusiasm of higher vocational students and professional teachers, and explore various effective auxiliary methods after building a certain number of bilingual courses, so as to better cultivate students' ability to use foreign languages.

Epilogue

In short, in the new era, although teachers have carried out some exploration and practice in the bilingual teaching of the principles of management, there are still many places worth thinking about and improving, such as the creation of situations, students are prone to give up halfway, and so on. The promotion of bilingual teaching is a long-term project. In this project, teachers should not only do things according to the basic laws of education, but also have a strong sense of innovation and ability to actively innovate and optimize it, so as to accumulate experience in the process of educational practice and strive to explore their own characteristic teaching mode in bilingual teaching.

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