

The Cultivation of Application-oriented Talents and the Reform of Teaching Methods of Business English

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Abstract: Business English application-oriented talents are an important part of national economic development. They are designed to train professional talents to participate in domestic or international economic and trade activities and deal with practical activities related to economy and trade. Business English course teaching is faced with the misunderstanding of no fixed teaching mode, abuse of multimedia technology and eager to achieve teaching content. In the reform of teaching methods, we should embody the new ideas of the basic orientation of national and market demand, the basic strategy of improving teaching quality as a whole, the basic idea of students' comprehensive development, and the fundamental motive force of teachers' professional innovation. In the reform of teaching methods, attention should be paid to case teaching to enhance students' interest, double lecture mode to promote teacher-student interaction, and special discussion to improve the comprehensive quality of teaching.

Key words: Business English; Teaching mode; Teaching method; Teaching quality

At present, with the rapid development of the country and the improvement of its comprehensive national strength, it is an important problem to establish an international high-quality development standard system and realize scientific high-quality development. Language is an invisible bridge between the country and the economy. In the process of higher education development, it is an important part of national talent training to pay attention to the teaching quality of business English major. Therefore, through the analysis of the basic requirements for the cultivation of Applied Talents in the direction of business English, this paper explores the misunderstandings existing in the teaching methods of business English, and puts forward some countermeasures for the requirements and measures for the change of teaching concepts.

1. Basic Requirements of Business English Applied Talents Training

1.1 Relative Research

The core of cultivating business English applied talents is to master basic knowledge of economic and trade theory, to deal with practical activities related to economy and trade in domestic or international economic and trade activities, and to apply solid English language foundation and systematic international business management ability in practical activities. Business English oriented talents are also one of the most important talents in the current market economy. In international trade activities, it is a basic talent.

The growth of business English professionals is essentially a kind of training of applied talents, and the training process is also a complex systematic project. In the process of training, students need professional training in English listening, expression, writing, translation and comprehensive adaptability. Students can achieve barrier-free communication in language communication. In terms of curriculum design, listening, expression, writing and translation are the core courses for business English students, as well as the focus of teachers' teaching and students' assessment.

1.2 Main Courses of Business English Talents Training

On the premise of defining the training objectives, the training of business English talents focuses on the core courses of spoken English, English listening, English writing, economic and trade translation and business English application. These courses are basically the same as those of English education major and follow the development thinking of English education major. However, in the development of business English, more attention should be paid to the knowledge of management, microeconomics, macroeconomics, international trade, e-commerce and international marketing. English language teaching is the main choice of textbooks. The purpose is to familiarize ourselves with the vocabulary and language expression of business English and lay a foundation for the social adaptation of applied talents.

2. Misunderstandings in Business English Applied Talents Teaching Method

The core of business English talents training should be to form a fixed teaching mode, because business English training objectives are more targeted, professional, knowledge accumulation and implementation. In business English teaching, we can make appropriate changes in teaching methods. The purpose is to give full play to the guiding role of teachers, mobilize students' subjective initiative, improve the quality of classroom teaching, and enable students to acquire more knowledge of English in a relatively relaxed environment. In the process of arousing students' enthusiasm, teachers should respect the teaching rules and classroom teaching structure, especially for the same content, they should adopt fixed teaching methods, and can not use multiple teaching methods in a class. On the surface, classroom teaching is rich in content. In the process of training business English students, we need to adopt scientific teaching methods according to the teaching content, embody the art of education in teaching, enable students to understand the culture of Europe and the United States in class, understand language knowledge in an all-round way, and cannot change students' thinking structure and teaching continuity through continuous transformation of teaching methods.

2.2 Abuse of Multimedia Technology in Business English Teaching

The development of multimedia teaching benefits from the rapid development of scientific basis, especially the simple operation and intuitive expression, which are favored by teachers and students. This improves the efficiency of teacher preparation, has enough time to supplement the teaching content, and gradually increases the amount of information students receive in the classroom. Its unique advantage is that traditional teaching technology is difficult to achieve, and is favored by students and students. Teachers' acceptance, the state is also actively advocating the popularization of multimedia teaching, to achieve diversified development of classroom teaching methods. However, the training of business English talents focuses on language education. In language teaching, the content of textbooks is basically the dialogue or events in the life and economic trade of European and American countries. There is no strict timeliness and urgency.

2.3 Urgent Achievement in Business English Teaching

Business English knowledge accumulation is growth-oriented. Knowledge accumulation needs little accumulation. In professional teaching, teachers often neglect the review and reflection of knowledge, and only introduce knowledge continuously. This will destroy the knowledge system. The accomplishment of teaching objectives can not only be a split accomplishment, but also an effective design based on the content before and after. The difficulty of grasping different knowledge will not be too heavy for students. In the process of teaching, teachers have a strong macro-control ability of the curriculum, and often move forward unscientifically in different teaching links. If students cannot ask questions in time, it may directly cause students to have wrong understanding of some curriculum systems. The eagerness to achieve success in teaching stems from teachers' inadequate micro-grasp of the arrangement of class hours and the details of class hours, and the convergence of oral English, English listening, English writing, economic and trade translation and business English application, which requires a reasonable transition of knowledge points to achieve a gradual and targeted approach.

3. Requirements for the Change of Business English Teaching Concepts of Applied Talents

As mentioned above, Business English students are highly time-consuming talents. In the process of talent training, they should take the various policies and policies of the country as the basic starting point. Students must take the existing macro-guiding ideology of the country as the basic foothold, and have the guidance of educational culture, which has an important guiding role for students to understand the National economy, politics and culture. On this basis, schools should take market research as the premise, understand students' employment guidance and social market demand, combine students' curriculum learning with market demand, and improve their comprehensive ability through educational practice.

3.2 The Basic Strategy of Teaching Process

The reform and comprehensive improvement of teaching methods in the cultivation of Applied Business English talents requires the organic integration of different teaching units, modules and subjects. Only a scientific syllabus can promote the overall teaching function to achieve Pareto optimum, and ultimately achieve the improvement of students' comprehensive literacy. The improvement of teaching quality needs a continuous and stable environment. However, in the process of continuous education, students will be affected by various environmental factors, which requires attention to the tracking and feedback of each student in teaching. Especially, according to the overall teaching effect, appropriate coordination can be made between the existing teaching plan and class schedule, and the pursuit of systematic integration. At the same time, students' interest in different modules should be respected and special talents should be trained. For example, students have different interests in listening, reading, writing and translation. In addition to completing the existing class hours, they can add elective courses, or set up interest groups to build learning communities. Extracurricular learning content can be organically linked with the current teaching tasks. In the form of extra-curricular learning participation, we should try our best to achieve students' self-development, respect students' self-creativity and ideas, and walk out of the diversified road of teaching reform.

3.3 The Basic Idea of Teaching Process

All kinds of activities in the teaching process should be carried out on the premise of students' comprehensive development, and it is also the basic guarantee for the implementation of various education policies of the Party and the state. The premise of teaching activities is the development of students, which respects the subjective initiative of students. The primary factor of subjective initiative is the self-management of students' learning. To achieve students' self-management, we must have a set of management mode which is beneficial to students' development, and the mode choice is all centered around classroom learning. In classroom teaching, we should pay attention to group teaching and modularize all the students. Students can help each other and improve the group comprehensively by accumulating and feedback knowledge. Not only in the classroom, but also after class through extra-curricular activities to further solidify, especially through the English community, different groups can use student organizations to further promote the knowledge learned. In addition, a variety of professional skills competitions should be held around professional learning in order to realize the participation of different students and cultivate their competitive and cooperative abilities. In the entertainment environment of cultural activities, professional knowledge should be further strengthened to make up for the deficiencies in classroom teaching activities.

3.4 Teachers' Professional Innovation

The development of teaching activities is student-centered, but teachers, as masters of classroom teaching, should pay more attention to the innovation of teaching methods. As mentioned above, the innovation of teaching methods should be based on knowledge points, which are fixed. Students often neglect the coherence of knowledge points and even lose interest in learning. This requires teachers to cultivate problem awareness in the process of classroom teaching, that is, to explore the intrinsic value of knowledge points, to make good use of contradictions existing in social phenomena in the teaching process, to analyze knowledge points or the cultural significance behind

them, to explain the specific methods of solving problems, to achieve as vivid as possible, and to increase the attraction of knowledge points. Teachers' professionalization promotion must pay attention to innovation, and innovation should be within the scope and boundaries of science. Teachers' innovation must improve each other through the form of collective research. Teachers of different subjects can communicate and communicate together, pointing out the common characteristics of students' problems in the learning process, and seeking solutions. In the course of extracurricular study, teachers' professionalism can be enhanced through extracurricular training, and the opportunities of extracurricular expert guidance can be used to guide the problems existing in the process of teachers' study. Teachers in the process of professional upgrading must be established within clear training objectives and strict curriculum system. Only professional management can promote the formation of teacher innovation mechanism.

4. Improvement of Business English Teaching Method for Applied Talents

The practicality of business English teaching promotes the importance of case teaching in business English teaching, which can effectively guarantee the comprehensive improvement of professional knowledge and skills. During the growth of business English majors, it is difficult to use typical cases to educate them about language and business activities. Because students' understanding of economic knowledge is very limited, most professional teachers graduate from English majors, and the acceptance of professional knowledge is based on language. Therefore, both students and teachers should lack in-depth understanding of the cases in the economic field, which requires case analysis. It is very important to popularize and improve the vocabulary, language expression and coping strategies in the cases, and put forward more targeted solutions. In case selection, attention should be paid to the connection between domestic and foreign countries. Business English teaching case database should be made to collect a large number of typical cases, so that students can have enough resources to improve their business English application ability both in and outside the classroom.

4.2 Focus on Two-Lecture Model to Promote Teacher-Student Interaction

Dual lecture mode is that teachers and students participate in classroom teaching activities together. Teachers and students can let students as teachers, occupy classroom time to complete relevant knowledge explanation, increase interaction and entertainment, and enhance students' attention to learning knowledge. Compared with the single-lecture mode of teachers, it is not conducive to stimulate students' subjective initiative, students cannot ask questions in time, and teachers cannot grasp the knowledge points in time. The two-lecture mode increases the communication between teachers and students. Students can feedback the teaching effect to teachers in time. Teachers can make appropriate adjustments to the teaching progress, lead students to review the past knowledge in time, check the deficiencies and make up the omissions, and ensure the rigor of systematic teaching. This requires teachers to pay attention to the excavation of elite students in their daily learning and teaching process, especially the knowledge involving strong professionalism, through the understanding of elite students to understand the overall understanding of students. In addition, we can use the model of elite students to take the lead and help students improve each other in addition to classroom teaching. It can be used as a bridge between teachers and students to realize the benign interaction between teachers and students.

4.3 Thematic Seminar for Improving Comprehensive Quality of Teaching

Thematic seminars are students' free discussion in class, aiming at the problems in business English. Teachers summarize a variety of solutions through students' answers, and use different theoretical basis to comment on different solutions. This model has been recognized by business English teachers at home and abroad. It can promote students' creative thinking and is of great significance to the comprehensive application of English. Thematic seminars should establish a clear center, not only involving language or culture, but also involving regional or industrial development models in Europe and the United States, grasping the depth and applicability of the content of the seminar, so as to avoid the theoretical impact of business English knowledge on students' one-sided understanding of teaching content.

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This article is the result of the Educational Research on "Modern Information Technology Construction of Middle School English Class Teaching".