A Preliminary Study on the Docking of Corporate Culture in the Construction of Task-Based Teaching Mode of "Practical English"

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Abstract. Since the task-based teaching mode emphasizes learning knowledge, cultivating skills and developing quality through the completion of tasks, this article provides a good entry point for the "Practical English" course connected with corporate culture. The docking of corporate culture in the construction of the task-based teaching mode of "Practical English" is conducive to the selection of typical tasks, the establishment and implementation and the scientific design of tasks in the task-oriented teaching mode. In the construction of task-based teaching mode, the docking corporate culture is mainly reflected in the institutional culture, material culture and spiritual culture, of which the spiritual level is the core, which is mainly to shape students' sense of responsibility, self-discipline, competition, innovation, collaboration and service.

Keywords: task-based teaching mode · corporate culture · docking

1 Introduction

Corporate culture refers to the values, beliefs, and behaviors that determine how a company's employees and management interact, perform, and handle business transactions. Often, corporate culture is implied, not expressly defined, and develops organically over time from the cumulative traits of the people that the company hires. In recent years, under the guidance and drive of the construction of national exemplary vocational colleges, a comprehensive and profound change has taken place in higher vocational teaching, and "school-enterprise cooperation, engineering-learning integration" has become the consensus of everyone and the fundamental guideline for the reform in vocational colleges. With the deepening of reform, more and more vocational colleges have realized that it is of great and far-reaching significance to reasonably realize the docking of higher vocational education and corporate culture, to achieve the characteristics of higher vocational colleges, to achieve the training goal of "skill-based" talents, to achieve the "zero adaptation period" for the employment of higher vocational students, to improve the comprehensive quality of students, to build a harmonious campus, and to promote the reform and development of higher vocational education. It is generally believed that the

ways to dock corporate culture mainly include system internalization, opening special courses, strengthening school-enterprise cooperation and training base factorization, etc., but the author believes that because corporate culture is essentially spiritual, its goals are to shape organizational concepts, enhance organizational cohesion and competitiveness, and produce behavioral norms with personality and characteristics, and the cultivation of these concepts and behavioral norms can only be subtly formed in students' daily study and life. Therefore, course teaching should also become the main battlefield for internalizing corporate culture. The most class hours and the longest semester of "Practical English" course in the talent training program of higher vocational majors, so it should also become one of the important ways to connect with corporate culture, and it's of important theoretical and urgent practical significance for us to promote the higher vocational "Practical English" course in teaching applied English knowledge, cultivating English application ability at the same time, to achieve organic docking with corporate culture, shape the professional quality of students.

2   The Basic Concepts of the Task-Based Teaching Model of "Practical English"

Task-based teaching is a language teaching method that emphasizes "learning by doing" developed in the 1980s on the basis of the research and practice of language acquisition theory and communicative teaching ideas. The so-called "Practical English" task-based English teaching is to set certain tasks in the course teaching activities, so that students can acquire language knowledge in the process of completing the tasks, and then cultivate students' communication skills. It is a kind of teaching activity that takes specific tasks as the learning motivation, takes the process of completing the task as the learning process, and reflects the teaching achievements in the way of displaying the results of the tasks. a wide variety of English learning tasks are emphasized in practical English task-based teaching. Students must have a thought process during the completion of the task, that is, students should first think about how to complete the learning task, not how to learn the form of English language. It translates the basic ideas of English language application into practical classroom teaching. The task-based course teaching of "Practical English" focuses on the process of English learning, emphasizes the multilateral interaction between students, students and teachers, and strives to create a natural and real language environment, so that students can use English through meaning consultation and communication in the process of completing tasks, and use English through doing things, so as to develop students' English language ability, especially English communication ability.

3   The Basic Concept of Corporate Culture

The theory of corporate culture was refined by American entrepreneurs in the early 1980s after studying the reasons why economic growth lagged behind Japan and reflecting on the problems existing in the management process. Corporate culture is the sum of the ideological concepts, value orientations and behavior patterns formed by all employees

in the long-term production and operation process based on its own industry and regional background, which belongs to the category of professional culture. Modern corporate culture is structurally manifested into four basic levels, namely, spiritual culture, institutional culture, behavioral culture and material culture. Among them spiritual culture is the core content of corporate culture, and the goal of corporate culture is to cultivate high-efficiency enterprise operation. As the soul of modern enterprise management, corporate culture has a huge cohesion, guidance, standardization and motivation effect on the psychology and behavior of employees, which affects the development direction of enterprises and makes it the first competitiveness of enterprises.

4   The Significance of Docking Corporate Culture in the Construction of Task-Based Teaching Mode of "Practical English"

The core issue of foreign-funded enterprise culture is people, while the core issue is enterprise spirit. It emphasizes the establishment of good corporate interpersonal relationships and the consistent interests of all employees. Task-based teaching method is a learning method of participation, experience, interaction, communication and cooperation, giving full play to learners' own cognitive ability, mobilizing their existing target language resources, perceiving, recognizing and applying target language in practice, and "using" middle school in "doing" middle school. The purpose of the task-based is for students to master the language by using it in task-based activities, rather than simply training language skills and learning language knowledge. By emphasizing the healthy and positive enterprise spirit, the thoughts and behaviors of employees with different personalities, pursuits and values are guided to the goals set by the enterprise, so as to eliminate the contradictions and frictions between the upper and lower levels and departments as much as possible, and promote the revitalization and prosperity of the enterprise. The aim of higher vocational education is to cultivate high-quality skilled talents who master the basic theories and professional knowledge necessary for the specialty, have the comprehensive quality and comprehensive vocational ability to engage in the practical work of the specialty, and work in the frontline of production, construction, management and service. To this end, it is necessary to think about not only the cultivation of students' applied English skills, but also the development of related professional qualities. The cultivation of professional quality is included in the corporate culture, and the cultivation of corporate culture is the basic way to cultivate good professional quality, so it is necessary to connect the "Practical English" course and the docking with corporate culture. Since the task-based teaching mode emphasizes task-driven learning, acquiring skills and cultivating quality, compared with other English teaching models, it can better realize the unity of cultivating skills and professional quality, and provide a good platform for the docking of "Practical English" courses and corporate culture.

4.1   Conducive to the Selection of Typical Tasks in the Task-Based Teaching Mode of "Practical English"

The docking of "Practical English" and corporate culture is conducive to the scientific positioning of the curriculum and the further understanding of the training objectives of

the course, so as to lay the foundation for the selection of typical tasks in the task-based teaching mode of "Practical English". By docking "Practical English" with corporate culture, the practicality of learning tasks, the typicality, the technicality, and the feasibility of learning tasks can be further realized.

4.2 Conducive to the Scientific Design of Tasks in the Task-Based Teaching Mode of "Practical English"

In "Practical English" task-based teaching mode, situation design and task unit design are very important issue, because most of the current English teachers graduated from ordinary colleges and universities with no corporate background, they are very easy to be affected by the subject education system, and can not deeply understand the corporate environment and employees' work tasks, and "Practical English" and corporate culture docking is conducive to overcome the problems of the task-based teaching mode in the context design and task unit design with the real English environment of the enterprise, the mismatch between the English training process of students and the process of employees' use of English, and the unconscious departure of teaching design from the actual situation of the enterprise,. This can lay the foundation for the scientific design of typical work tasks in the task-based teaching mode of "Practical English".

4.3 Conducive to the Establishment and Implementation of the Task-Based Teaching Mode of "Practical English"

The task-based teaching mode of "Practical English" is to provide students with a real or simulated real enterprise environment, so that students can not only learn the basic knowledge of English and master the basic skills of practical English in the process of repeated practice and practice, but also cultivate students' ability to adapt to corporate life and business management. The docking of "Practical English" with corporate culture is also conducive to guide students to understand corporate culture and attach importance to corporate culture driven by tasks; It is conducive to strict requirements for students in terms of system and behavior management with the standards of employees; It is conducive to organizing and implementing teaching according to the actual operation process of the enterprise, so as to truly realize the task-driven teaching mode and improve the teaching level of the combination of engineering and learning. The reasonable connection between "Practical English" and corporate culture enables students to learn the English knowledge and skills that enterprises really need; it enables students to accept the influence of corporate culture earlier and feel the cultural atmosphere of the enterprise; Students can quickly learn how to complete tasks and adapt to the workplace, which in turn can further promote the establishment and implementation of the task-based teaching model of Practical English.

4.4 The Main Content of the Task-Based Teaching Mode of "Practical English" Connected with the Corporate Culture

As a course, "Practical English" is mainly reflected in the institutional culture, material culture, behavioral culture and spiritual culture in the construction of task-based teaching

mode. At the level of institutional culture, the construction of the task-based teaching mode of "Practical English" course is docked with excellent corporate culture, which is mainly reflected in the reasonable selection, introduction and transformation of the management system of the enterprise, such as the formulation of on-time attendance system, group discussion system, inter-group communication system, chief speech system, role rotation system, etc., focusing on creating a real corporate work scenario. At the level of material culture, the construction of the task-based teaching mode of "Practical English" course docking excellent corporate culture is mainly reflected in the packaging of classrooms into "studios" of enterprises, consistent with the front line of management and service as much as possible, and posting safety slogans, work operation procedures, safety and health procedures, etc. in accordance with the production requirements of enterprises, creating a real corporate working environment, so that students can feel like working in the corporate atmosphere. At the level of spiritual culture and behavioral culture, the construction of the task-based teaching mode of "Practical English" course should pay attention to the common elements of excellent corporate culture, mainly including: firstly, the sense of responsibility: the sense of responsibility is the mainstream consciousness of enterprise development, the premise of social and enterprise development, and also the most essential and profound level of human moral awareness. In the construction of the task-based teaching mode of "Practical English", through the reasonable arrangement of teachers, every student is in a certain position and has a certain task, which can effectively cultivate students' sense of responsibility, and strive to make every student consciously aware of their responsibilities and develop a serious and responsible attitude towards their posts and work. Secondly, service awareness: with the overall improvement of enterprise production technology and management level and the change of consumer demand, service factors have gradually become the key factors determining the market competitiveness of enterprises. In the construction of the task-based teaching mode of "Practical English", many tasks themselves are to provide a service, in the implementation of the task, each student must directly or indirectly meet the needs of the group or intergroup members through their own English language activities, so as to complete the entire task, such a teaching process design is conducive to the formation of service consciousness of students' "All for one, one for all". Thirdly, the sense of competition: in order to make vocational students participate in social and economic activities in the future to adapt to the law of "survival of the fittest", some competition mechanisms can be introduced in the construction of the task-based teaching mode of "Practical English" to guide students to conduct orderly competition, In this way, students can initially understand that social development requires reasonable competition, so that students can establish a good sense of competition during school.

5 Conclusion

Presently, most vocational colleges still adopt the three-stage course mode of "Practical English" in course teaching, and the academic tendency is more obvious, which does not reflect the characteristics of higher vocational education and is difficult to achieve

docking with corporate culture. The application of task-based teaching mode, by transforming the teaching process into a task-driven work process, not only realizes the combination of engineering and learning, but also lays the foundation for the docking with corporate culture. However, it should be pointed out that in order to truly realize the docking of the "Practical English" course and corporate culture, it is also necessary to provide various conditions and environments for this combination from a wider scope, such as revising professional talent training programs and curriculum standardization documents, reforming the management mode of teachers and students, reconstructing the evaluation mechanism of teachers and students, etc.

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