

## **Problems and Countermeasures about Higher Vocational Business English Training Teaching**

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**Abstract.** Training teaching is one of the extremely important links in higher vocational business English major teaching. Compared with English talents training goal of higher vocational business, the conduct of business English professional training teaching in higher vocational colleges still exists a big gap. Based on the objective reality of production and social training application oriented technical talent training, this paper made preliminary analysis of the current business English practical teaching link problems, and put forward various targeted and corresponding countermeasures to solve the problems.

### **Introduction**

The basic task of higher vocational education is to train technology talents who not only have strong professional ability, but also master a certain degree of science and technology knowledge, service management, and application of production and operation. China's foreign trade makes continuous rapid development in an atmosphere of opening to the outside world to expand and deepen economic reform. The massive influx of foreign capital enterprises needs large number of qualified relevant personnel to engage in foreign trade and economic cooperation. This type of talent is to master relevant professional knowledge and business English, also proficient in foreign trade English, which is what called applied or business talents. The necessary way of students operation skills and application ability training is training teaching, which is also an important link in turning knowledge into ability. For training higher vocational business English teaching problems in China now, we must establish practical and applied principles, and actively serve community development and local economic construction.

### **Problems of Current Higher Vocational Business English Training Teaching**

First is training teaching goals are not clear. Although training teaching has received sufficient attention in higher vocational colleges, also recognized its importance and necessity in students' application ability and operation skills training, but the whole foreign trade industry don't know the requirements of relevant professional ability for business English talents. With no clear mission and goals, the training teaching is of blindness.

Second is because of regional segmentation, training teaching is difficult to form a complete, systematic and scientific training teaching system. In the first stage of setting up business English training teaching, training content is mainly drawn up by classroom teachers with individual skill training alone. For instance, Import and Export Business and Documents, this course trains students' ability of English documents making, and the course of English foreign Trade Correspondence trains students business writing skills. Although such training teachings obtain certain teaching effect, and let students improve individual skills, it has bigger limitation. Now foreign trade enterprises are badly in need of high-quality talent with higher comprehensive vocational ability. But the developed training project has strong randomness, and these projects have not established connection between each other, so the complete and systemic training teaching cannot be achieved, which makes students

contact mastery ability of learned skills difficult, and can't meet the needs of enterprises. Students employment is more difficult.

There is poor course training teaching operability. A considerable number of colleges and universities offer business English major, but various colleges and universities have special big difference in terms of teaching plan and content, and there is no unified business English teaching program. Teaching material is not authoritative, and it is hard to get auxiliary materials based on real business background materials, such as documentaries, meeting minutes, financial statements, etc.; by analyzing teachers strength, the vast majority of teachers' group engaging in the work of business English teaching has yet to be equipped with appropriate business English educational background, and they don't know real business work environment, so they still more use ordinary English traditional teaching mode, which leads to dual passive learning and teaching, which would not at all satisfy the demand for increasingly fierce competition in business; based on the application angle, book learning has not yet been effectively combined with social learning. In addition, the lagging of training teaching materials, especially the lag of practical teaching material has particularly prominent contradiction construction with rapid development of higher vocational education, which causes each higher vocational school carried training teaching education have no overall force. Part of higher vocational college require students write homework containing examination standard, operation process, and training purposes, but the system is not complete and optional. Each higher vocational college practical teaching is only in accordance with relevant experience, and comparing with practical requirements, random chance of information training has relatively large fragmented training gap.

Finally, training teaching is lack of rationality, and scientific evaluation. Due to teaching appraisal plays a role of guidance, inspection, promotion, and management to teaching, which leads to reasonable scientific teaching evaluation which directly effects graduate quality and teaching quality. Now general assessment of English training teaching in higher vocational business is by means of training report or practical operation. Training teaching emphasis is on cultivating students' vocational ability level, but training report or training homework will be difficult in fully reflecting real professional ability of students, which plays effects on promoting and guiding role of examination.

### **Higher Vocational Business English Training Teaching Countermeasures**

From target establishment, current higher vocational business English professional training teaching is by means of systematic training teaching. In international business climate, students' business communication competence and communicative competence would effectively promote understanding the main international trade business process, international business related professional capacity requirements and working environment, and be familiar with international trade documents business design and business steady, so such ability can meet the related jobs skills requirements. With diversified training, upgrade students' comprehensive skills. Based on the analysis of previous related training teaching problems in higher vocational colleges, specific strategies are put forward.

First is to have fully clear business English training teaching goal in higher vocational colleges, and effectively regulate training teaching process. The basis of training teaching goals establishment is to analyze industry and talent demand. The whole foreign trade industry involves services such as commodity exchange, distribution and after-sales. This requires the industry professionals with good application ability of business English, skilled business skills and broad business knowledge. Through field visit of relevant foreign trade enterprises, the author realizes that the most significance of enterprise selecting talent is not education, but comprehensive professional ability such as business English application ability, and the ability to operate import and export business. It will have to make higher vocational students immediately enter work state after getting into jobs, and create value for the enterprise. For such a situation, the goal of higher vocational business English training teaching must be established for the cultivation of students' comprehensive vocational ability, stick to the main

line of improving and developing students' ability of using business English, and throughout all training teaching links, positively insist on main line; To establish the focus to cultivate and improve business operation ability, put training students business skills in prominent position in order to effectively improve students' comprehensive vocational ability and level.

Second is to equip with reasonable and sufficient faculty. One is to hire part-time training teachers. Higher vocational colleges choose to hire excellent business management personnel and technical personnel with rich experience in enterprises, and implement teachers' job training, and develop them into part-time teachers who teach precious practical experience to all students, timely collect unit information, and effectively improve teaching quality; second is to make teachers troop construction overall goal. Upgrade comprehensively teachers troop overall quality and scientific planning. By increasing strength, make the optimum combination of teachers' record of formal schooling and title decoupling training and introduction, optimize the whole source structure, let the established teachers adapt to social and economic development needs, reasonable structure, good business and political quality; third is higher vocational teachers must comprehensively improve the quality of teaching training, theory attainment, teaching, discipline knowledge and so on. Not only theoretically clear, but also with training guidance. Teachers at ordinary times should study, and it is necessary to go to in-depth enterprise to make their own practical ability promoted; four is to update teaching ideas. There is particularly prominent phenomenon in traditional teaching of education getting off social training. Currently, we must reform traditional teaching mode, especially positive update teachers' education, establish the outstanding application ability and quality education main line, with strengthening training, attaching importance to foundation, improving quality, widening diameter principles, establish its core as improving teaching quality, and cultivating talents with certain business training ability and communication ability as target education.

Again is to positively construct systemic and scientific training teaching system to make students' comprehensive vocational ability effectively improve. According to business English training teaching regional segmentation of higher vocational colleges has no contact with various training programs, according to the requirements of relevant enterprises, the author tried to establish a comprehensive, systemic, and scientific training teaching system, so that cultivated talents have stronger comprehensive professional ability. The system can be divided into three parts: the first part is classroom training. This part is that in classroom teaching, in accordance with the requirements for enterprise post ability request, train students with curriculum synchronization corresponding training implementation. Teacher orderly sequence and decompose course, which mainly set students' vocational skills training and training module in classroom teaching link. From the point of time, after the completion of teaching theory, implement corresponding theoretical teaching training. Arrange business skills training in class can not only deepen students' understanding and memory theory knowledge, but can also enhance students' ability to operate business; The second part is comprehensive training. This training form is simulated companies, and its content is related cases, which are mainly students themselves operation, and teachers play supporting role. Based on virtual trade environment, teachers make each business departments cooperate with each other to complete the task. In order to make students master the skill, rotational training can be used, so that the students' team spirit and comprehensive vocational ability would be cultivated and improved; the third part is field training. Before the completion of two parts, students can be arranged to foreign trade enterprises to create positions training. According to the nature and content of work, arrange targeted specialty teachers to students for proper guidance, so as to realize the seamless joint between school and society, and theory with training.

The last is the implementation of diversified assessment, highlighting vocational assessment ability. Teaching quality and effect can be directly reflected through teaching evaluation, and teaching appraisal can often play a promoting and guiding role to improve training teaching quality. Higher vocational business English training teaching should pay attention to the points in training students' professional ability. There are quite a number of links in training teaching system; all the links are in different ways and content. For such a situation, higher vocational business English training teaching must highlight the diversity and professional skills appraisal. From higher

vocational business English training teaching content, not only assess students' theoretical knowledge, but also make review analysis about students problem solving ability, practical ability, team cooperation ability, and application ability of business English, etc. From the selected evaluation ways, in addition to previous traditional training report and training work, we should choose simulation software test, presentation skills, written examination, operation training, and oral exam, etc. The training teaching links should be highly or process evaluation. Part of the assessment implementation is 100% formative assessment, which entirely grade by students usual performance; Part of the inspection implements effective combination of formative assessment and summation assessment. Diversified evaluation and emphasizing professional ability are beneficial to students for timely finding deficiencies and even problems, and let the students' practical innovation ability get inspired. At the same time, it also is helpful for students to find problems in time in teaching process, which will appropriately adjust actual teaching of higher vocational business English, and make higher vocational business English training teaching be more close to social and enterprise's needs.

## **Conclusion**

To sum up, the whole process of current higher vocational colleges implemented training teaching reform can reflect higher vocational education law, and can satisfy and adapt to teaching and social needs. To completely change the fact that current training teaching cannot meet the requirement of society and teaching, we should actively explore the road conforming to the characteristics and regularity of the profession. Through the establishment of reasonable scientific teaching system, gradually form professional teaching characteristics, comprehensively develop students' skill, and fully meet social demands for business talent..

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