

Research on the Training Mode of Business English Majors in Higher Vocational Colleges Against the Background of Free Trade Zone

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Abstract—In the context of the free trade zone, the demand for business English talents is increasing, and it also provides new development opportunities and challenges for the cultivation of higher vocational business English majors. Starting from the development needs of the Free Trade Zone, this paper expounds the urgent needs of business English majors for the economic development, analyzes the training objectives of Business English majors in higher vocational colleges and explores the training mode for higher vocational business English majors from the aspects of curriculum setting, teacher team and training base constructions.

Keywords—free trade zone; higher vocational Business English majors; training mode

I. INTRODUCTION

The free trade zone refers to a specific area designated by the sovereign state or region to allow free entry and exit of foreign goods exemption from customs duties. The essence is the customs separation zone under the Freeport Policy. The free trade zones that China has approved to establish include: China (Shanghai) Pilot Free Trade Zone, China (Guangdong) Pilot Free Trade Zone, China (Tianjin) Free Trade Zone, China (Fujian) Free Trade Zone, China (Shanxi)) Free trade pilot zone, etc. On April 13, 2018, Chinese President Xi Jinping announced that he decided to support the construction of a free trade pilot zone in Hainan Island, and support Hainan to gradually explore and steadily promote the construction of a free trade port with Chinese characteristics.

With the advent of the era of free trade zones, trade between countries is becoming more and more frequent, and the demand for business English majors is increasing, which has led to the continuous increase of business English majors in higher vocational colleges. However, there is no fixed talent training model due to the lack of professional development norms, which makes the educational effects not satisfactory. In order to better carry out the training of business English majors to meet the needs of social talents, we should conduct active research in the teaching according to the characteristics of business English majors of higher vocational colleges and the social requirements for business English talents.

II. THE BASIC REQUIREMENTS FOR THE TRAINING OF BUSINESS ENGLISH PROFESSIONALS

A. Cultivation Concept — Compound Training Program

From the international comparison, technical talents are mainly cultivated by higher vocational colleges, while skilled talents are mainly undertaken by secondary vocational colleges in countries and regions where vocational education is more developed. In the No. 16 document in 2006, the Ministry of Education of China has positioned the goal of training higher vocational education talents as “cultivating high-quality skilled professionals who are needed in the front line”. This requires business English majors to become compound business English talents. They should not only have solid business knowledge, but also be proficient in using English to solve various problems in the business circumstances. The talent training program is formulated on the basis of scientific planning of talent training objectives in various colleges and universities. The quality and level of talent training program are directly related to the achievements of training objectives and the reform and development of colleges and universities. The training program for higher vocational business English majors needs to extensively investigate the needs for business English talents in the economic society, and fully consider the factors such as theoretical training, practical innovation ability training, and subject curriculum blending, and to provide guidance for the cultivation of compound business English talents.

B. Cultivation Basis — Compound Teacher Team

The key to cultivate the qualified talents lies in teachers. For a long time, the foreign language departments have been accustomed to emphasize the teaching of language, which has led to the relatively simple knowledge structure for English teachers, hence it is difficult to meet the needs of cultivating compound talents. Business English Major has the characteristics of occupation, application and complexity. Therefore, it requires a compound teacher team with strong application ability, solid business theory knowledge, skilled business operation, practical guidance ability and teaching ability. The compound teacher team is the basis to cultivate the compound business English majors.

The compound teachers are mainly reflected in the combination of English Major and business knowledge, the combination of teaching ability and scientific research ability, the combination of theoretical teaching and practical guidance, and the combination of professional quality and comprehensive quality.

C. Cultivation Carrier — Compound Training Base

Practicality is the main sign to distinguish the higher vocational education from regular higher education, and it is also the embodiment of the intrinsic characteristics of higher vocational education. In a certain sense, the practical teaching in higher vocational education is even more important than the theoretical teaching. It is an important indicator to measure the quality of higher vocational education, and it is also an important measure to reflect the characteristics of higher vocational colleges. As an important place for practical teaching, the training base has provided an indispensable support for accomplishing the training goals of compound talents and played a vital role. The construction of the compound training base is the basis for realizing the combination of production, teaching, research and the innovative education teaching mode, and is an important carrier for cultivating compound business English talents.

III. THE EXPLORATION OF THE TRAINING MODE OF BUSINESS ENGLISH MAJORS

The objective of talents training in higher vocational education is to help students develop good professional ethics, secondly to enable students to have professional skills to meet the needs of employment, and thirdly to promote students' sustainable development and improve their ability for lifelong learning. Business English is a bridge for the communication among enterprises in foreign trade, and it plays an irreplaceable role in trade. More and more fields and trade occasions require business English majors. In this kind of situation, business English majors become the intellectual insurance for the development of big enterprises. Therefore, cultivating compound business English majors to meet the needs of regional economic development has become the direction of college English talents training.

A. Curriculum Construction

The advent of the era of free trade zone has brought more opportunities. Students of Business English in higher vocational colleges should have good professional ethics, master the basic knowledge and theory of international trade, and have solid import and export operation skills and business processing capabilities to serve the local economy. In addition to having the strong ability for English listening, speaking, reading, writing and translation, students should also be familiar with international practices and regulations, and have the basic knowledge in international trade, international management, and international law. At the same time, they should understand the rules of intercultural communication and have the ability to conduct cross-cultural communication on different occasions.

At present, the curriculum of Business English Major can be divided into the following modules: professional quality courses, specialized basic courses and specialized core courses. Professional quality courses aim to cultivate students' professional ideological and professional abilities, and help students explore their interests, personality, abilities, values, and the professional world, and enhance their important professional qualities so that they can have good professionalism. Professional quality courses include Workplace Communication, Job-seeking English and other related courses. Specialized basic courses include English Listening, Comprehensive English, and English Writing and so on. Such courses are the traditional training courses for English majors and the students are expected to master the five basic skills of English: listening, speaking, reading, writing and translation. The core courses include Business English Negotiation, Business English Correspondence, and International Trade, etc. After studying the core courses, students should have the basic theoretical knowledge of engaging in international trade activities, and mastering the business processes, skills and methods of doing business in the international trade. They should be familiar with the policies in foreign trade, and be able to apply English to conduct business negotiations, write business correspondence, check letters of credit and foreign trade documents as well as do other foreign trade activities.

In order to meet the needs of the development of the Free Trade Zone, students of Business English should also have the basic knowledge in international trade, international management, and international law to meet future work needs. Therefore, it is necessary to carry out cross-disciplinary cooperation and open interdisciplinary comprehensive courses, such as International Economic Law, International Trade Law, Enterprise Management, etc., and gradually form an open curriculum system. In addition, students should understand the general situations of western countries and be familiar with their political history and cultures, so the related courses such as An Outline of the UK and the USA can be opened, which is beneficial to their future intercultural communication. In recent years, there has been a substantial increase in cross-border e-commerce and it is expected to become a new economic growth point in China's service trade in the future. The goods involved in the cross-border e-commerce process, such as commodity information, transaction completion, payment settlement, online customs clearance, inspection and quarantine, tax refund, cross-border logistics, etc., all rely on certain foreign language communication capabilities. Therefore, it is possible to add training courses related to cross-border e-commerce in the curriculum setting, and to make students be familiar with the operations in AliExpress, Amazon etc. Through the module-driven training, the students' ability of external electronic marketing and customer service can be improved and they can have a better understanding of logistics, procurement psychology, employment regulations, elimination of bad comments, etc.

B. Construction of Teacher Team

An excellent teacher team is the key to building a characteristic major and is the guarantee for cultivating outstanding talents. According to the needs of business English talents under the new situation of free trade zone, teachers should be encouraged to go to enterprises to accumulate first-line work experience. At the same time, a large number of outstanding technicians of enterprises should be hired to take some training courses for students. Then the complement between the teachers and the technicians can be realized. By fully exploiting the advantages of the full-time teachers of the colleges and the part-time teachers of the enterprises, division of labor cooperation and perform their duties respectively can be gradually realized. The public basic courses, professional basic courses and teaching designs are mainly completed by full-time teachers, and the practical skills courses are mainly conducted by part-time teachers with corresponding high-level skills. In this way, the "double division" structure of teachers can be formed.

C. Construction of Training Base

Higher vocational education advocates the high-quality and high-skilled talents in the first line of production, service and management. The students can not be cultivated by "paper talks", but only to gain and improve ability in the practice of production and work. In the process of talents cultivation, the cooperation between colleges and enterprises should be strengthened, and the on-campus productive training base should be combined with the off-campus practical training base. The enterprises must participate in the construction of productive training base, and it is necessary to introduce equipment resources or human resources for joint construction, then the win-win situation for both colleges and enterprises can be achieved. Colleges and enterprises can construct the training base together, and both parties jointly provide equipment or teachers to build and share training base to complement each other's advantages. As a training base, it is also possible to conduct short-term training for the society.

In the actual teaching process, teachers can also actively collect and obtain business information of the enterprise. For example, the students can be asked to do the sales promotion about a product, they should conduct field drills according to the requirements of the enterprise, and then the evaluation is conducted by the enterprise professionals. At the same time, it is possible to sign an agreement with an enterprise and make it become an off-campus training base for the drills. After completing the relevant professional courses, students can go directly to the relevant enterprises for internships and prepare for their future careers.

situation, and further deepen the curriculum reform. Through the cooperation with the enterprises, the constructions of the "double division" structure of teachers and the training base can be strengthened, and the business English talents can better serve the construction of the free trade zone.

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IV. CONCLUSION

In the context of the free trade zone, a large number of compound English talents who are proficient in both foreign languages and relevant professional knowledge are needed. Higher vocational colleges should upgrade the business English professional training model according to the new