

Research and Practice on the Construction of Business English Major in Higher Vocational Colleges

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Abstract. This paper summarizes the necessity of the construction of business English major in higher vocational colleges, the demand for professional talents, typical jobs and the overall goal of the construction. Taking Chongqing Vocational Institute of Tourism as an example, this paper expounds the specific measures and steps of personnel training program, professional curriculum system construction, teachers construction, training base construction inside and outside the school, and teaching material construction, so as to effectively guarantee the quality of personnel training.

1 The necessity of business English major construction

Market demand orientation determines the main framework of specialty construction and the direction of specialty personnel training. China's foreign trade is growing steadily, and the economy of Sichuan and Chongqing is developing strongly.

Since China's reform and opening up, accession to the World Trade Organization and promotion of the construction of the Belt and Road, China has pursued a more proactive opening up strategy, strengthened the interaction and cooperation between the East, the West and the West, and comprehensively upgraded the level of an open economy. This series of measures to promote the rapid growth of China's economy, foreign trade continued to grow year by year.

Combining with market research, school financial and trade group planning and educational resources, scientific planning of specialty setting and development direction is the basis for the sound development of specialty construction. By investigating foreign-related enterprises in Guangdong, Zhejiang and Sichuan-Chongqing regions, combined with the data of mainstream talent recruitment websites, cross-border e-commerce industry has a strong momentum of development in the post-epidemic era, and employees with language advantages and e-commerce operation capabilities are favored in foreign trade, cross-border e-commerce and other industries.^[1]

According to the data of talent demand from a recruitment website on July 20, 2022, college graduates with one year experience and certain English skills who are competent for cross-border e-commerce operations and foreign trade business are the most popular among foreign affairs talents. The detailed position and demand data are as shown in Figure 1:

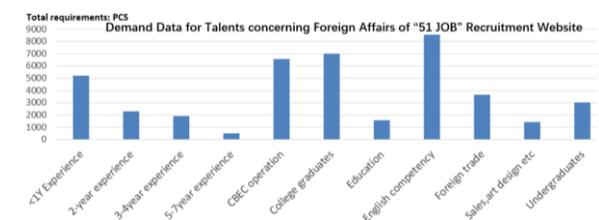


Fig. 1. Demand data for talents concerning foreign affairs of one recruitment website

Among them, the number of search terms with foreign trade and cross-border e-commerce as keywords reached 6651 and 3400, of which 69.85% were college graduates, 91.42% were English proficiency, 50.28% were business English and other related majors, 71.74% were less than one year's experience. 2 years of experience accounted for 23%, 3-4 years of experience accounted for 19.06%, the remaining 0.062%.

The demand for English language competence and cross-border e-commerce operation accounts for the largest proportion which occupies 91.42% and 75.69% separately, and the classic positions are cross-border e-commerce, foreign trade business, education, sales, art and so on.

In conclusion, the 3-year college students with one year work experience who has better language usage as well as CBEC operation ability are more than welcomed in the foreign affairs talent market.

2 Talents demand of business English major

2.1 Shortage of foreign trade business talents

With the advancement of reform and opening up policy and the construction of the Belt and Road, the strong development of regional economy and frequent foreign

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trade exchanges, a group of skilled talents who are proficient in English communication, cross-cultural communication, international commercial law and international trade practice are urgently needed. As the starting city of the “Chongqing-Sinkiang-Europe” International Freight Railway, after the completion of the comprehensive bonded area, not only the costs but also the customs clearance time of foreign trade enterprises will be shortened. Therefore, more foreign capital and foreign trade enterprises will settle in Chongqing, the gap of foreign trade business talents will be greater with the expansion of the bonded port area. [2] It is the main duty of higher vocational education to train the talents needed for the country in time and serve the social and economic development. Only 4 of the 42 higher vocational colleges in Chongqing have set up Business English major, and the annual number of trained students is less than 500. The number of trained talents is limited.

2.2 Lack of professional quality of foreign trade business practitioners

According to the Guidelines for Development Along the Yangtze River Economic Belt, Chongqing's economic and social development framework and the talent survey of the trade and logistics industry, the new economic activities put forward higher requirements for the language quality of foreign-related business practitioners. The essential requirement is a solid language skill which covers English listening, speaking, reading, writing, translating, as well as product knowledge, platform operation, customer management and cross-cultural communication skills in related industries. [3]

3 Typical jobs for Business English majors

Based on the industrial structure of Chongqing and the source of students, the investigation of business enterprises concerning foreign affairs, and the communication with other colleges and universities, according to the Occupational Classification Code of the People's Republic of China, the professional scope, positions and typical tasks of Business English major are defined, as shown in Figure 2. [4]



Fig. 2. Typical posts for Business English majors

4 Talent training objective and Curriculum System Construction

4.1 Talent training objective

According to the spirit of relevant policy documents of national vocational education, based on the principle of

servicing regional development and students' development, guided by the needs of service industry and enterprises, and under the concept of school-enterprise cooperation, work-study combination and ‘whole process, all rounded education’, combining with the reform of 1 + X + 1 talent training mode of Chongqing Vocational Institute of Tourism, adhering to the department training of establishing morality and good skills, striding towards the international, the talent training idea of employment-oriented, competency-based, certificate-driven, competition promotion has been formed. [5] The goal of business English talents training is to enable the students to adapt to the new era of socialist modernization, to meet the needs of foreign affairs enterprises and institutions. In terms of ideology, the graduates should be politically firm, law-abiding, healthy, innovative, honest, dedicated and responsible. In terms of knowledge, they should be familiar with English language and culture, business communication etiquette, international trade procedures, international business negotiation, international freight forwarding and other basic business knowledge. With the basic skills of business English communication, foreign trade business and document processing, cross-border e-commerce platform operation, e-commerce livestream, the high-quality compound technical and skilled graduates are qualified to work in import and export enterprises, joint ventures, international business travel agency, as well as working as international flight attendants of foreign airlines, overseas brand sales and other fields.

4.2 Curriculum System Construction

In order to achieve the teaching goals, the construction of curriculum system should focus on the goal of personnel training, clarify typical jobs, analyze professional abilities, and combine the characteristics of personnel training and professional qualification examination. In the arrangement of professional courses, the reasonable ratio of theory and practice courses is set as 1:1 mostly, while the practical courses can be adjusted to 1:2. [6]

According to the cognitive law of higher vocational students, the employment situation of post practice, the feedback situation of enterprise evaluation and the development and change of industry, scientific reconstruction is carried out, and finally the employment-oriented curriculum system is formed and revised regularly according to the industry dynamics. The curriculum system of Business English major consists of general education platform, professional education platform and extended education platform, as shown in Figure 3.

4.3 Construction of teaching staff

Teachers are the organizers of education and teaching, and the soul of their profession, whose professional quality and professional ability directly affect the teaching effect.

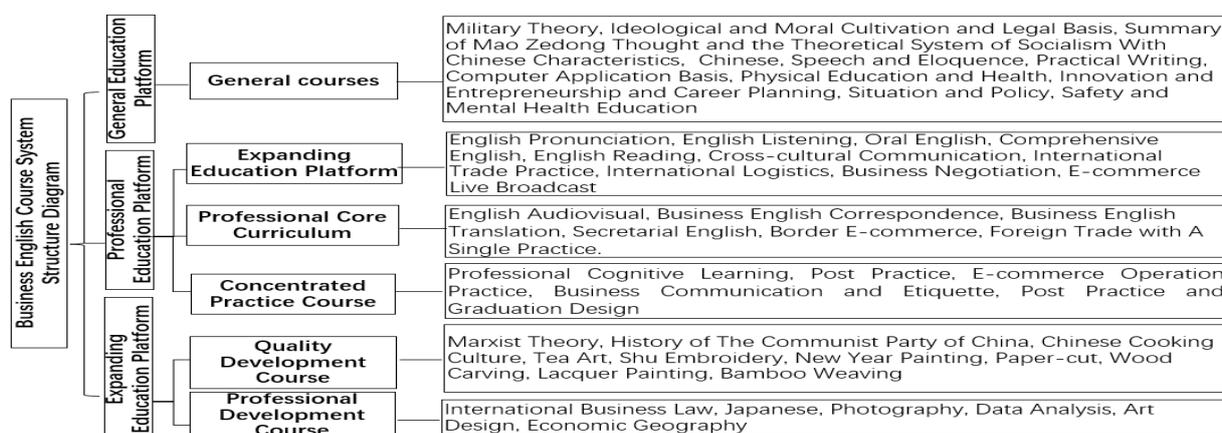


Fig. 3. Business English course system structure diagram

It is the guarantee of improving teaching quality and the key of specialty construction in higher vocational colleges to build a team of teachers with high quality, which combines full-time and part-time. Business English is a language and economics, management, finance, law and other interdisciplinary penetration of strong professional, which put forward higher requirements for teachers' knowledge structure and professional ability.^[7]

At present, there are 11 full-time teachers and 6 part-time teachers in the business English professional team, including 2 associate professors and 6 lecturers, and 60% of the teachers have professional qualifications such as translators, economists and cross-border e-commerce teachers. The construction of teaching staff should be carried out from the following aspects.

4.3.1 Cultivating compound and double-qualified teachers

Business English is an interdisciplinary specialty, and its teaching staff structure can not be single, on the one hand, it comes from foreign language and literature of education and sports, on the other hand, it comes from international trade of finance and commerce. Business English majors in higher vocational colleges require students' practical ability, and professional teachers should have both solid theoretical knowledge and rich experience. Emphasis is laid on improving teachers' practical ability, through encouraging teachers to work in enterprises, so that they can fully understand the development of the industry, master enterprise management, accumulate practical experience, adjust personnel training programs according to the market, improve the practical teaching system, and train high-quality technical and skilled talents for enterprises.^[8]

4.3.2 Combination of full-time and part-time teachers

Firstly, full-time teachers are sent to participate in teacher training at home and abroad. Meanwhile they are encouraged to take part in commercial activities such as cross-border e-commerce enterprises and school-enterprise cooperation units in winter and summer

vacations, and to participate in production and business activities, and to encourage professional teachers to obtain certificates or upgrade their academic qualifications.

Secondly, influential industry experts or experienced front-line backbone of enterprises serve as part-time teachers, focusing on practical teaching guidance, regular professional and industry lectures or lectures for teachers and students. This will not only help professional teachers to master industry dynamics and update professional knowledge, but also gradually promote the school to form a normal mechanism for practical skills courses taught by experienced part-time teachers in enterprises.^[9]

4.4 Construction of practical training base inside and outside School

4.4.1 Campus practice and training base

The construction of training bases is the guarantee of training practical talents and the hardware condition of specialty construction. Therefore, combined with the characteristics of the school and professional development, five training bases were built and upgraded in the eight years of professional development, as shown in Table.1 in the following page.

4.4.2 Off-Campus practice and training base

In order to meet the employment needs of society and enterprises, on the one hand, vocational colleges should strengthen exchanges with existing cooperative enterprises, regularly arrange students to go out of the campus and enter the front line of enterprises, and carry out post awareness learning and post practice in the real workplace environment. On the other hand, the school should strengthen the construction of off-campus training bases, make full use of enterprise platform resources, expand professional counterparts for students, and provide sustainable environment for the training of double qualified teachers.

After regular investigation and research, the College has signed cooperation agreements with representative

enterprises concerning foreign affairs at home and abroad, and jointly built practice training bases, which cover cross-border e-commerce operations, business travel services, foreign affairs secretarial, e-commerce livestream, etc. effectively guaranteeing the quality of

practice. The concept of integration of talent specifications and enterprise needs, integration of quality education and skills training, integration of campus culture and enterprise culture can be realized.

Table 1. List of campus training bases

Name of the Lab.	Practical training/vocational skill appraisal project	Training equipment and quantity
1. Speech Laboratory	Speech, Listening and Interpretation	1 set of operation management host, 50 sets of language learning terminals, 1 set of system management software and 1 set of voice communication switch
2. Computer Network Lab	1 + X Vocational English Test System	1 set of operation management host computer, 60 sets of cameras and computers, 1 set of projector, and 60 sets of partitions
3. E-commerce skills lab	Practical Training of Foreign Trade Correspondence and Art Design	1 set of operation management host computer, 1 set of business correspondence simulation software, 50 sets of student operation computers and 1 projector
4. Business Office Software lab	Business office software operation, computer grade examination, cross-border e-commerce teacher examination	1 set of operation management host, server and system management software, 282 seats
5. Intangible National Skills Center	Tea art, pottery, Xilankapu and other teaching training and team master qualification examination	40 tea training tables, 60 sets of utensils, 10 Xilankapu looms and 20 clay pottery training machine

4.5 Textbook construction

The level of textbook construction has a profound impact on the quality of curriculum teaching. At present, most higher vocational colleges use undergraduate professional textbooks, which do not conform to the concept of vocational education, do not fit the cognitive law of higher vocational students, do not pay attention to the proportion of theory and practice, and do not reflect the professional characteristics and the goal of professional and post docking. The selection criteria of teaching materials need to be improved.

Therefore, the textbook construction of business English major in higher vocational colleges should not only strictly implement the relevant requirements of the state and provinces (regions, cities) on the selection of textbooks, but also meet the needs of students' professional learning, teachers' professional research, teaching implementation and social services.^[10]

4.5.1 Construction of textbook selection system

Teachers are encouraged to compile school-based textbooks and loose-leaf textbooks combining work and study according to the needs of industry, local economy and enterprise cases by means of quality construction projects.

4.5.2 Requirements of moral education

On the one hand, we should actively select symbolic images reflecting the spirit of the times and the great achievements of national development and construction. On the other hand, the integration of excellent traditional culture and advanced culture not only embodies the correct world outlook, outlook on life and values, but also has the function of inheriting classics.

5 Conclusions

Business English belongs to the top ten emerging modern service industries, with the professional characteristics of multi-industry and multi-disciplinary integration. Only by paying close attention to industrial development, continuously enriching teaching content and renewing teaching mode, can we keep pace with the times and train high-quality talents to meet the needs of society.

In terms of professional planning, personnel training objectives, teaching staff and curriculum system, we should also combine local characteristics, base ourselves on the reality of the college, focus on serving the local economy, build distinctive specialties and train applied talents.

With the rapid development of the industry, the research on the construction of business English major in higher vocational colleges is short and the information is not comprehensive enough. There are still some problems to be solved urgently, such as the quality of practical teaching, the evaluation and feedback mechanism of professional construction, which are worthy of further research and practice.

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