

Exploring the Teaching Mode of International Crew English under the Background of Integration of Production and Education

Yuan Gao

Department of Basic Education, Weihai Campus, Shandong Jiaotong University, Weihai, Shandong 264200

gaoyuan_gf@126.com

Keywords: Integration of production and education; International crew English; Teaching mode

Abstract: The changes in the demand for talents by international cruise companies have promoted the innovation of the English teaching model for international crew members, from a single level of English and professional skills to a communication skill, service awareness and adaptability in the English environment. The international crew English teaching mode gradually turns to the actual teaching in the English environment, experiencing teaching and case teaching, and cultivating high-quality bilingual skills.

1. Research Background

The so-called integration of production and education mainly refers to the organic integration of education and regional industries, so that educational achievements can be fully utilized in the industry to promote local economic development. At the same time, the industry also provides institutions with the necessary conditions for transforming educational achievements into productivity and places for student practice, internships, and work. The details include: The professional setting of colleges and universities should be combined with local industries, institutions and the enterprise cooperates to formulate the professional talent training program and participate in the whole process of teaching and practice. The curriculum setting and course content of the institution must be closely related to the job standards that students will be engaged in after graduation. For the integration of deep production and education, the goal of higher education is to cultivate a composite application talent with good professionalism, high comprehensive quality and strong employability.

School-enterprise cooperation has great significance for the training of English applied talents. We combine the needs of enterprises to provide direction for talent training, and use the joint strength of enterprises to improve the quality of talent output of schools. In the process of school-enterprise cooperation, we need to introduce the enterprise needs into the course construction and professional adjustment process, and establish a cooperative relationship with the enterprise. It is recommended that the enterprise establish the production line or related business department on the campus to form a campus practice base and let the students go to the campus base. Trainee or participate in training to improve the practical ability of English majors. The school needs to sign a school-enterprise cooperation agreement with the company. The cooperative company is responsible for product supply. The school is responsible for providing the venue and can be established in the school.

The physical store or the sales department will be instructed by professional teachers and business instructors to guide students in the internship, so that students will be familiar with the industry chain and lay the foundation for their entry into the workplace. In combination with the employment needs of students and the needs of talents of enterprises, we need to provide as many internships as possible for students in combination with the actual situation of the enterprise, increase the opportunities for students to participate in practical exercises, jointly realize business development, truly realize the integration of production and education, and embody the concept of applied talent training. It provides practical opportunities for students' professional knowledge learning and professional ability development, and guides students to fully understand themselves

and provide reference for their job selection and self-positioning. Our school has achieved good results in the establishment of the school-enterprise cooperation practice base, and initially realized the seamless connection between professional talent training and corporate job requirements.

The cruise industry has been developing in China for more than a decade. From the initial use of the cargo terminal as a temporary port of call for cruise ships, in 2006, Costa has opened its first home port in China, and now China has built ten major cruise ports. China's cruise tourism market is growing at an average annual rate of about 40%. According to the CCYIA data of China Communications Association Cruises Yacht Branch, in 2015, China received a total of 539 cruise ships, with an entrance and exit of 2,805,500, and the national reception in the first half of 2016. The number of cruise ships has reached 415, accounting for 76.99% of the total number of ships in the previous year. The number of people entering and leaving the country was 1,837,200, accounting for 74.07% of the total number of people in the previous year. According to estimates by relevant agencies, the number of tourists will reach 5 million in 2020 and 10 million in 2030. The Chinese cruise market will become the world's most important cruise market.

In order to seize the prospective Chinese cruise market early, the international cruise company will take its attention and capacity back from the development of the already saturated European and American markets and quickly invest in the Chinese cruise port. At the same time, in order to adapt to the habits and language habits of Chinese consumers, the cruise company has recruited a large number of Chinese service personnel from China to meet the needs of consumers. The cruise industry has absorbed a large number of Chinese gold in the decade. Chinese service personnel are on board, and this group of Chinese cruise service personnel has become the forerunner of China's cruise service industry.

2. The Change of Market Needs

In the past few years, China's domestic port routes have been in short supply for Chinese service personnel. Major cruise companies have selected a large number of Chinese service personnel through international cruise crews and social intermediary agencies in various universities. In the process, the cruise company has further understanding of the characteristics and training mode of Chinese service personnel. At present, the requirements of international cruise companies for Chinese service personnel are gradually improving. A single high-skilled person is fluent in English and has good character. The talents are no longer able to fully meet their needs. Through a summary of interview questions with Royal Caribbean Cruises and other international cruise companies and interviews with cruise ship staff, the author summarizes the following new requirements.

(1) Service awareness and resilience

Examples of interview questions:

① You are the room service attendant. One guest tells you she doesn't know how to order food, what should you do? (You are a room clerk, there is a guest who said she would not order, how do you do it?)

② You are the waiter in the restaurant. How to handle new guests coming? (If you are a restaurant service staff, your restaurant is full, and new guests come, you How to deal with it?)

In the interview process, question 1, the interviewer usually tells the guests how to order food, but if you add a sentence "I can help you if you need it" is it more considerate? Especially for some older guests who have difficulty operating, then as a service person can help them complete the operation, I believe that the satisfaction of the service staff will also increase. Most of the interviewers in question 2 will ask the guests to wait a moment. Some service-conscious interviewers will provide free water and snacks and some other free services during the waiting period to avoid boring or complaining that the waiting time is too long. Retaining the guests also makes the guests very satisfied with the service of the restaurant.

(2) Multi-topic conversion

The working environment of the service staff on the cruise is sometimes very busy and noisy. For example, a restaurant waiter may interrupt the request of other guests while ordering a table.

You cannot ask the guests to ask one by one. The service staff can What I did was to record a number of different requirements in the shortest time. For example, one guest A asked for a meal, and another guest B told you that he needed a glass of lemonade. Guest C told you that his wallet could not be found. Guest D said that he wanted to check out, and guest E said that his dish seemed to be a problem. As an excellent service person, you must always have a multi-purpose state, even if the environment is mixed, it can still be accurate and orderly.

3. The Construction of Maritime Crew English Teaching Mode

The maritime crew English courses currently continue to use traditional teaching concepts. The basic English course and the professional English course cannot be effectively linked. From the perspective of teaching methods, teachers often use the traditional "full house irrigation" approach, focusing on teachers' explanations. Students are in a state of passive acceptance for a long time, unable to mobilize the enthusiasm and initiative of the students. From the perspective of assessment methods, most teachers adopt a summative evaluation method, which seriously ignores the specific performance of students in their daily learning process, neglects the improvement of students' overall literacy and the basic laws in language learning, and the unchanging written assessment cannot. Multi-angle, multi-faceted examination of students' learning effects, and ultimately lead to dumb English. It is not difficult to see that there are still many shortcomings and problems in current maritime crew English teaching. For example, how to combine maritime crew English teaching with professional talent training objectives, how to combine the maritime crew English curriculum with the relevant post English needs, in order to truly achieve deep integration of education in maritime crew English teaching, etc., these are English teaching Issues that should be focused on and addressed.

There is no standard answer to the interview question of the cruise company, but the interviewer can see some questions from the interviewer's answer. If the sense of service should always run through our services, always keep a clear head, and respond quickly and reasonably to some unexpected situations. Cruise companies need service personnel rather than skilled workers. As an international cruise crew, we can find out the needs of the company from the interviewer's problems, and constantly improve our teaching model to meet the professional requirements of the company. The interviewer can't answer from the customer's point of view when answering the question. It can't be flexible. The reason why the work can't be organized is because of the limited English level. On the other hand, because of the lack of practical experience, the student's part-time time. Shorter, less social experience, can not cope with high-simulation scenario simulation.

3.1 Improve English Communication Skills

At any time, international cruise crews must have good English language skills. This is a stepping stone to the cruise. The working language on the cruise is English. Even if there are not many posts with the guests, there will be foreign ones. Colleagues need to communicate. At present, the English level of many students is already good, but the requirements of the cruise company are also constantly improving, such as the interpretation of the situation in different situations, and the English communication skills with the guests. We should pay more attention to oral practice, free English topic discussion and a large number of simulation case simulation exercises in the teaching process.

3.2 Using Experiential Teaching to Develop Adaptability and Service Awareness

Since the international cruise crewing profession adopts the 2+1 mode, the two-year school will participate in the interview of the cruise company after the study. There is no formal internship in the past two years. More is the company tour and short-term experience organized by the school and the students' own arrangements. Part-time vacation, lack of practical experience, the professional knowledge will be completely difficult in the short term. At present, cruise companies will give priority to relevant work experience in the demand for talents. Therefore, when formulating talent training programs, we can reduce the time of some theoretical courses, increase

the time of practical training courses, and at the same time teach theoretical knowledge. From the service point of view, let students have a long-term personal experience process for front-line work, cultivate service thinking and service awareness, so that it is flexible enough to cope with problems that may be encountered in some work and provide customers with the best service.

Based on the background of deep integration of production and education, this paper focuses on the current situation of International crew English teaching, and elaborates the objectives and main courses according to the actual situation and development needs of higher education at this stage. In order to solve the problems of limited teaching resources, backward teaching content and traditional teaching methods in English teaching, the paper puts forward an effective strategy for the reform of English teaching from the perspective of the deep integration of production and education in order to further improve the English curriculum system, innovate the traditional teaching model, deepen the integration of production and education and school-enterprise cooperation, and comprehensively promote the sustainable development of international crew English teaching.

In recent years, the demand for talents from cruise companies has gradually changed from the demand for quantity to the demand for quality. In the face of this demand change, the international English cruise mode of cruise liners in higher vocational colleges should also keep pace with the times and continue to cater to enterprises. The needs of our students are consistent with what they have learned in the classroom and in the future. Students' professional ability, English proficiency, communication skills, service awareness and resilience will affect employment opportunities. We should consider all aspects while formulating teaching mode, increase practical teaching in English environment, experience teaching and case studies. Teaching and cultivating high-quality bilingual skills service talents.

Acknowledgements

This thesis is part of the research results of Shandong Jiaotong University Research Fund: The evaluation of English learning outcomes of international cruise crews (Project No: R201814).

References

- [1] Xie Dan Hu Shunli, Exploring the Teaching Mode of "Integration of Production and Education" for International Cruise Service in Higher Vocational Colleges under the New Situation——Taking Cruise English Teaching as an Example, *Modern Education Management*, 2017(8): 229-230
- [2] Wang Min, Yan Shiming. An English major based on the model of "integration of production and education, collaborative education" Comprehensive Reform Research——Taking the English major of Zhangzhou College as an example. *Journal of Chuzhou University*, 2017(6): 109-112
- [3] Xu yinxue, Quan dong. An Analysis of the Path of Transformation and Development of English Teaching from the Perspective of the Combination of Production and Education——Taking a new undergraduate college as an example, *Journal of Chongqing University of Science and Technology (Social Sciences Edition)*, 2019(2): 108-115
- [4] Xie shuiying, Higher vocational English teaching and school-enterprise cooperation mode for deep integration of production and education Research, *Education Modernization*, 2017(4): 29-30
- [5] Yang ping, English Talents Training Model of Industry-University Cooperation and Integration of Production and Education in the Age of Big Data, *Technology outlook*, 2016(11): 194