

Research on Business English Talents Training Mode in Higher Vocational Colleges under the Background of Hainan Free Trade Area

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Abstract: This paper analyses the demand of business English professionals in Hainan Free Trade Area, and combines the characteristics of higher vocational education with the particularity of business English professionals. Business English majors should focus on promoting the integration of education and industry, schools and enterprises, teaching and work practice, learning and employment. On this basis, theoretical and practical teaching, teaching content and job requirements, in-school and off-campus practical activities, graduation practice and on-the-job practice should be combined. Research has shown that students can expand their knowledge and ability in a real work environment. Only in this way can the professional English professional talents trained can adapt to the needs of the society and form a strong ability in the business English profession.

1. Introduction

With the establishment of Hainan Free Trade Area, the scale and field of Hainan's Sino-foreign exchanges and cooperation have been expanding [1]. For business English, there is a lot of controversy from the theory of professional development to the practice of curriculum design and classroom teaching [2]. Accurate positioning is the basis for the construction and development of business English major in Higher Vocational colleges [3]. Business English majors in higher vocational colleges are generally positioned mainly in English. Business and English are combined, and job opportunities are relatively broad. Therefore, the business English major should also be expanded into a professional category system involving a variety of teaching processes or training models in the business field, that is, a business-oriented English-language carrier, which involves a special communicative profession in economics and trade [4]. Constructing a training model for higher vocational business English talents in the context of Hainan Free Trade Zone, focusing on major issues such as professional curriculum teaching, practical teaching and assessment, both for local economic construction and for the development of higher vocational colleges. Important theoretical and practical significance [5]. Only an innovative reform of the talent training model can completely solve these problems. Therefore, the reform of the talent training model has become the core task facing the current training of business English professionals [6].

2. Materials and Methods

English language competence is still the core competitiveness of business English majors in trade competition [7]. Therefore, in the new talent training program, students' English application ability is the core. Develop "English communicative competence + business knowledge skills + comprehensive quality". Applied talents mainly engaged in international trade, foreign trade documentation, customs declaration of import and export goods, marketing and other work should be employment-oriented, quality-based, while increasing the training of students' trading platform operation ability and international business ability. Modern business trade needs a comprehensive or organic combination of knowledge, ability and quality. Therefore, optimizing or adjusting the professional direction of business English major and further clarifying the training goal is the premise and foundation for the combination of engineering and learning.

The training goal of higher vocational education is facing the all-round development of

production, management and service, having certain basic cultural knowledge and professional theoretical knowledge, and strong practical skills. In terms of business practice, the practical teaching of business English major is mainly confined to classroom training and in-school software training [8]. The off-campus internship is basically in a blank or superficial state, and it cannot really improve the students' practical ability. In response to the requirements of professional positions, the reform of business English teaching content and teaching mode is carried out, the curriculum system is optimized, the talent training objectives and training mode of business English majors in higher vocational colleges are deeply explored, and the needs of Hainan Free Trade Zone development are actively adapted to Hainan economic construction. Deliver first-line business talents.

Practical teaching and theoretical teaching of Business English major complement each other. It is an important means to integrate and connect relevant language knowledge, promote the coordinated development of various business skills, and cultivate students' comprehensive vocational ability. It is the key to realize the training goal of Higher Vocational education. In the process of teaching, students should obey the training objectives, aim at practicality, focus on integration and break up the division of disciplines according to the position or professional tasks they will be engaged in and the knowledge, ability and quality requirements they should possess. Establish a faculty team that is a school-enterprise interoperability and dynamic combination, and promote the combination of engineering and learning in classroom teaching, intramural training, off-campus engineering exchange, on-site (scenario) teaching, and internship. And make it full, systematic, and integrated. Clarify the status of each course in the training program, improve the links between the courses, and form a horizontal division of labor cooperation.

3. Result Analysis and Discussion

In the process of personnel training objectives and specialty construction, business English majors actively adapt to the needs of social development and local economic development in Hainan, and according to the needs of industrial structure and industrial development in Hainan. Let students use language to complete or solve various tasks and problems in the process of teaching and learning, and ultimately train students' language ability, communicative ability and working ability. Therefore, it is suggested that the case teaching method, task teaching method, role playing method, simulation teaching method, etc. can be used in the classroom based on the theory of communication method. From the original focus on the cultivation of students' basic skills in English listening, speaking, reading, writing, and translating, the focus has been on improving overall quality and comprehensive vocational ability training, that is, the goal of talent training is changed from foreign language talents with business skills to business skills with foreign language skills.

Professional competence development course reflects the multi-direction and flexibility of the major, that is, besides the core module of the profession, according to the characteristics of Hainan local economy, industry changes and the needs of the talent market, flexibly set up a number of cross-professional elective modules. In a sense, it improves the employment competitiveness of business English majors, especially business English majors at higher vocational level. As an emerging industry, trade commerce is a new field for graduates of all majors. In such a blue ocean, business English can grow with other professions. Combine practice with theory, electives and compulsory courses, combine skills training with in-class and in-class learning, and professional qualifications to ensure that the professional has a multi-functional knowledge and ability structure.

Teaching environment is a special environment. It has a relatively closed, stable and independent education system. It is the sum of the material and social conditions on which all kinds of school personnel depend for teaching-oriented activities. A good school environment is the necessary condition for students to carry out learning activities. Strengthen individual training and increase comprehensive projects. For example, in the course of international business English level training, highlighting the basic skills of individual training. We also regularly organize business skills training. Integrate and optimize the teaching content and teaching form of the course. Based on the

knowledge, ability and quality of the professional post group, the business English professional curriculum system can be divided into four major modules: public basic courses, professional courses, professional elective courses and practical courses. Therefore, the training of business English majors can focus more on the communication of communication-related foreign language skills, thus reducing the requirements of international trade-related knowledge and skills.

4. Conclusion

This paper studies the business English talents training mode in Higher Vocational Colleges under the background of Hainan Free Trade Area. Developing and integrating curriculum modules, reforming classroom teaching mode and assessment methods, strengthening the construction of teachers and training practice bases, and after the necessary training of educational theory and teaching methods, making them part-time teachers or training instructors, have increased the proportion of teachers with practical experience in the teaching staff. To adapt the talent cultivation to the needs of business English talents under the development of Hainan's economy, and actively adapt to the needs of the development of Hainan Free Trade Zone. Adopt an effective incentive mechanism to encourage teachers to develop independently for professional teachers such as business teachers and economists. Develop integrated curriculum modules, reform classroom teaching models and assessment methods, strengthen the construction of teachers and training internship bases, and adapt talent training with Hainan's economic development and Hainan's talent market to meet the needs of business English talents. Actively adapt to the needs of Hainan's free trade development.

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