

## Business English Writing Teaching Based on Network Case Teaching

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**Abstract:** since the new curriculum standard was put forward by the state, the traditional teaching interaction based on model text and imitation teaching has not been able to meet the development requirements of the times, which not only hinders the improvement of students' comprehensive ability and learning initiative, but also is not conducive to the cultivation of students' innovative thinking and logical thinking ability. In Business English writing teaching activities, the traditional teaching mode can not cultivate more professional and high-level students, and the teaching work is not only inefficient but also low-quality. Therefore, network case teaching emerges as the times require, and is widely used in Business English writing teaching process. Under the application of network case teaching, business English writing teaching not only conforms to the development of the times, but also enables students to take business English writing seriously, thus providing necessary conditions for schools to cultivate talents in line with the requirements of the times. In this paper, through the analysis of the problems faced by business English writing teaching, the necessity and basic measures of network-based case teaching are discussed.

### 1. Introduction

Foreword: at present, China's economic development level is constantly improving and the development speed is accelerating. At the same time, with the development of the global economy, the demand for talents who know business knowledge and high English level is expanding day by day. Based on this situation, colleges and universities in the process of business English teaching specific teaching process has been paid attention to. Taking business English writing teaching as an example, its teaching activities are indispensable in the whole business English major. The essential purpose of writing teaching is to cultivate professional compound talents with certain writing ability and communication ability. In this way, we can cooperate with foreign and foreign investors. It can be seen that the teaching of business English writing is very important. In addition to imparting daily knowledge and writing skills, the teaching work also involves the business field. However, the traditional model teaching and imitation teaching are quite different from this goal. Therefore, the application of network case teaching has become an indispensable path in the process of business English writing teaching.

#### 1, Problems in Business English Writing Teaching

As far as the current business English writing teaching mode is concerned, the teacher led classroom still exists, and face-to-face teaching is still one of the main ways of writing teaching. In this situation, teachers occupy the dominant position in the classroom, and students' learning situation is directly related to teachers' actual level and the application of skills. This undoubtedly leads to many problems, which hinder the development of business English writing teaching. Its problems mainly focus on the following aspects:

First, students' autonomous learning ability is low. In the traditional teaching process of business English writing, its main form is almost the same as that of writing class, focusing on the research of articles, words and sentence patterns, as well as the format. This teaching mode can not only highlight the characteristics of business English, but also can not meet the training needs of business English talents. As a result, the classroom atmosphere is relatively rigid and the teaching mode phenomenon is serious. Students' learning is in and long-term passive state. As time goes by, students' interest in Business English writing will fade away, and their enthusiasm for learning will

be seriously insufficient. There is no basic research spirit and discussion concept for the subject. Writing is just changing words under the template, and the phenomenon of using a writing template to the end is widespread. This kind of imitation learning can not improve students' learning ability. The same scope also makes students lose the ability of independent thinking, which is not worth the loss.

Second, the content of the textbook limits students' thinking. Under the mode and model culture writing teaching mode, students' writing is limited in the template, so they can't do divergent thinking and study in thinking. In the first mock exam, the teaching task is locked on the textbooks and textbooks, and the teaching place is confined to the classroom. As a result, business English writing teaching is easy to be influenced by textbooks and textbook knowledge, which further limits students' thinking. For example, business English writing subject matter, the general knowledge is relatively narrow, including the knowledge is also very limited, usually concentrated in some business letters, e-mail writing. At the same time, the content of writing also has some limitations. Its knowledge system is not perfect, the content framework is not comprehensive enough, too much attention is paid to the teaching of business problem structure, and the introduction of business knowledge and writing skills is ignored. To be clear, in real life, business writing is directly related to business knowledge and some marketing knowledge. This kind of writing content which ignores knowledge and skills can effectively improve students' professional ability, and it is very easy to have problems. In addition, business English writing textbooks have the characteristics of slow replacement and long innovation time. At present, the social and economic forms are changing rapidly, and the rapid development of economy also makes some teaching materials need to be innovated and innovated. However, due to the slow follow-up speed of teaching materials, there may be a big difference between the contents of teaching materials and real life, which not only hinders the development of writing teaching activities, but also restricts the divergence of students' thinking, which has a very negative impact.

## 2, Reasons for developing network case teaching

Before studying the reasons of network case teaching, we should make clear the basic theory and teaching basis of network case teaching. Namely: constructivism and situational learning. Under the effect of the two, network case teaching has become a reality, and has become one of the effective measures of business writing teaching. The reasons can be discussed from the following two aspects

### 1.1 Advantages of Networking

The so-called network case teaching is to combine the writing mode of business English through network and case, and provide a platform for students to explore and study freely by means of network technology, so as to provide conditions for the enrichment of teaching system. In terms of the advantages of network, the advantage of network is that it is not limited by time and space. It can make the writing teaching of business English not be limited by time and space, which provides the development premise for personalized learning, comprehensive development and independent exploration. At the same time, network can transform the teaching mode of business English, get rid of the limitations of classroom and face-to-face teaching, and turn to the network platform and multimedia platform, which is a new and worthy of praise. In addition, with the blessing of network technology, students can essentially return to the dominant position in the classroom, from passive learning to active acceptance, from "listening" to "doing". Therefore, network technology plays an important role in the teaching of business English writing. It can not only enable students to learn anytime and anywhere, but also improve the quality of communication between students and teachers, and develop together in the case of mutual cooperation, which lays the foundation for the improvement of business English writing teaching system and the optimization of teaching system, and also promotes English The reform of diversified teaching has very positive practical benefits.

### 1.2 Advantages of Case Study

Different from the advantages of network, the advantages of case teaching are embodied in the exertion of students' subjective initiative. It should be clear that students are the main body in the whole teaching activities, and the role of teachers is more inclined to guide. In case teaching,

students can break through the shackles of the traditional mode, return to the classroom, integrate into the classroom, and become the main body of the classroom. In this situation, the classroom atmosphere began to be active, and students' learning enthusiasm was mobilized, which helped the smooth development of teaching activities. Specifically, the advantages of case-based teaching are reflected in the following aspects: first, students can learn in discovery and progress in learning. In the application of case teaching, teachers put forward cases and determine the main problems, so that students around this problem, find other problems and solve them. This way of self-study and self-study can give full play to students' subjective initiative, stimulate their enthusiasm, and improve their logical thinking ability and innovative thinking ability. Secondly, it can make teachers better conduct classroom introduction. Cases improve students' learning enthusiasm, and students who are interested in learning will actively participate in the classroom and integrate into the teaching. Generally speaking, this kind of students will use their own business knowledge and English ability to analyze and discuss the case under the guidance of the teacher, so as to train the students' ability to solve practical problems. The outstanding feature of case teaching is to let students have the feeling of being in the scene, so that students can really integrate theory with practice.

### 3.Application of network case teaching in Business English Writing Teaching

#### 1.3 Case Introduction Stage

This stage, also known as the preparatory stage, is the first and most critical step of network case teaching. At this stage, teachers should make clear the teaching objectives of business English writing in advance, and through the analysis of integration objectives, involve and outline the course cases. In the process of case design, it must be based on practicability, representativeness, pertinence and inspiration. Specifically speaking, for the design of cases, each case must be related to business activities, combined with the basic situation of business activities, so that students can write in the simulated activity environment, and further help students understand and understand the business activities in reality, so as to achieve the basis of practicality. In the process of case selection, whether the case is applied should be decided by the representativeness of business activities. The case must be able to truly reflect the problems, reflect the basic characteristics of business activities, and lay a foundation for students' writing work, so as to achieve the basis of representativeness. Similarly, the problems reflected in the case must be related to the content of business English writing course. Cases can not be randomly selected or blindly selected. Decisions must be made according to the actual teaching process and objectives, so as to select cases pertinently and achieve teaching objectives better. In addition, the case should select some questions that can bring inspiration to students. These problems should not be too simple and easy to understand, nor too obscure and difficult to understand. It is necessary to follow the obvious but not prominent principle, so that students can study problems spontaneously and independently. And in this process, students are required to discuss in groups in order to brainstorm ideas and learn better.

#### 1.4 Case Study Stage

This stage is carried out after the completion of the preparatory stage, and the main mode is research discussion. At this stage, students are the main body of the classroom. Generally speaking, the steps in this stage are divided into three steps: the first step is to show the case. In this step, the teacher should show the case through multimedia and network platform, and explain it briefly after the exhibition, mainly talking about some basic business knowledge. The second step is independent research. After the completion of the study, the teacher can set aside several case studies for students to show. Through the research results analysis of cases, and produce a preliminary understanding of the case, in order to improve students' thinking ability. The third step is the discussion stage. After the research, the students have a basic understanding of the case. At this time, teachers can group, let students in the form of group real-time discussion, and exchange their views, for some students can not discuss the results of the problem, the teacher should timely supplement.

### **1.5 Case Analysis Stage**

Generally speaking, there are two requirements for writing a report: one is the content requirement. The content of the case analysis report should include the description of the main problems, the analysis of the case background and materials, especially the analysis of the key problems, the analysis of the alternatives, the implementation plan and conclusion, etc.; the second is the time requirement. Students' writing exercises should be carried out in class and after class. Due to the limited time in class, most of the writing tasks should be completed by students themselves in extra-curricular time using the network platform.

### **2. , Conclusion**

To sum up, for business English writing teaching, the application of network case teaching is very important. Therefore, in the actual teaching work, teachers should reasonably analyze the necessity of network-based case teaching and study its basic application on the basis of clear teaching status, so as to lay a foundation for the improvement of business English writing teaching system in China and the realization of modern business English writing teaching system.

### **References**

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