

Practice of business English Teaching in Higher Vocational Colleges Based on the Guidance of Double Teacher Studio

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Abstract: The training conditions of business English major in higher vocational colleges are relatively insufficient, there is basically no productive training base in the school, and the teachers' practical ability is relatively insufficient, which will also lead to the fact that although the basic language skills of business English majors are solid, the professional core abilities such as business communication ability and business operation ability can not meet the needs of the society. Under the "dual system" teaching mode, higher vocational colleges adhere to introducing enterprises into the school, and schools and enterprises jointly build a "double teacher studio", which integrates the school and enterprise, and establishes an on-campus productive training base with the close combination of enterprise environment and professional teaching, so that the practical teaching of Business English specialty no longer depends only on off campus enterprises, In the school, we can realize the organic combination of theoretical teaching and practical teaching, and finally cultivate students' professional practical ability and professional core ability, so as to improve students' comprehensive quality and employment competitiveness.

1. Introduction

When the training goal of business English major in Higher Vocational Colleges requires professional teaching, effectively take career development as the core and employment as the guidance. Students should not only have strong business English application ability, be able to meet the needs of international business, but also have continuous learning ability. In order to achieve this training goal, it is necessary to connect the teaching content with the actual work scene in the professional teaching, make it meet the requirements of "work process oriented" vocational education, pay attention to practical teaching, and effectively improve its teaching effect. The studio talent training mode has attracted much attention because of its role in improving the effect of practical teaching and promoting the integration of production, teaching and research. Many majors in many vocational colleges in China have tried to use this model to carry out professional teaching, and achieved some results. Many experts and scholars have also conducted in-depth research on this model, constantly explored the essence of the model, and explored the specific implementation methods of the model in combination with professional characteristics. Combined with practical research, some scholars have proposed that the studio teaching model has the following four remarkable characteristics: first, the teaching organization unit is the studio; Second, the teaching environment needs to be arranged according to the enterprise work scene, and the equipment configuration is directly connected with the enterprise standard; Third, the teaching form is carried out in the form of project and modularization; Fourth, the teacher team breaks through the restriction of full-time teachers, hires enterprise experts to jointly teach or trains a group of teachers with double teacher quality to carry out teaching. Meet the training requirements of students.

During the construction of business English major, enterprises are introduced into the school, and the "double teacher studio" jointly built by schools and enterprises is produced under this background. By learning from the teaching mode of "dual system" in Germany and the vocational education concept of "ability standard" in Australia, and by means of "introducing factories to schools", the school and enterprises are integrated into one, so as to establish an on-campus productive training base with close combination of enterprise environment and professional teaching, so that the practical

teaching of business English specialty no longer depends only on off campus enterprises, In the school, we can realize the organic combination of theoretical teaching and practical teaching, and finally cultivate students' professional practical ability and professional core ability, so as to improve students' comprehensive quality and employment competitiveness. At the same time, the establishment of double teacher studio has also built a better platform for professional teachers to serve enterprises and professional integration enterprises.

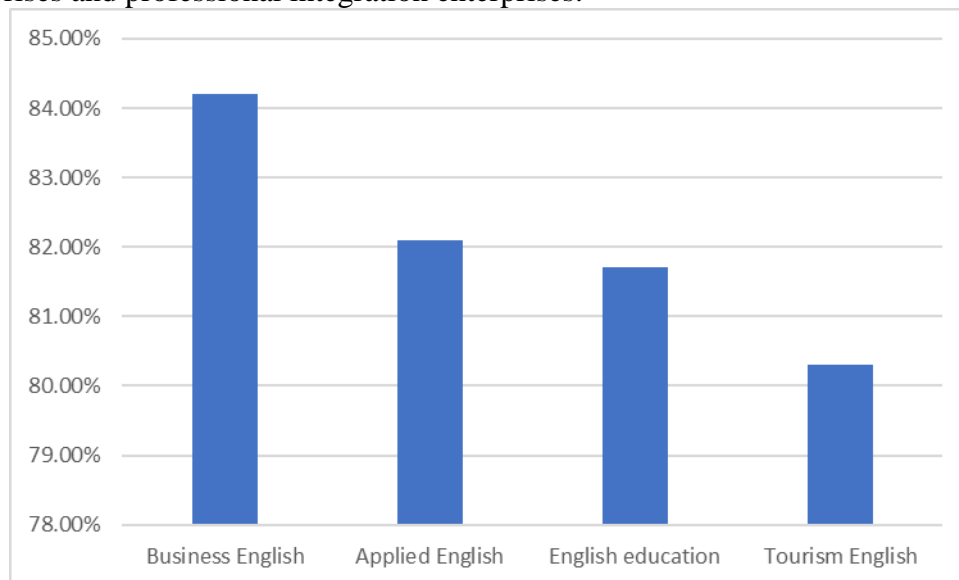


Figure 1 Employment proportion of English Majors

"Double teacher studio" is a practice community composed of professional backbone teachers, cooperative enterprise craftsmen and entrepreneurial students. With the network platform as the main support, project teaching and students' entrepreneurship as the important way, and import and export foreign trade business as the main content, the double division studio for business English majors independently carries out studio project teaching, students' independent entrepreneurship, productive practice teaching, teaching research and teaching reform, and skill competition cultivation under the leadership of the double division studio team of the college. The combination of work and study is the development direction of higher vocational education and the common experience and only way of talent training in Higher Vocational Education at home and abroad. It is obvious that the combination of business courses and engineering courses involves the two professional categories of English at the same time, which makes it difficult for them to face the special language system of business and engineering majors at the same time. Teachers with dual quality will directly participate in the teaching and choose the teaching materials of the same type as the competition questions. Teachers with dual quality will work together to formulate a complete teaching plan, deeply explore and interpret the teaching content, ensure the synchronization of the teaching content with the competition and directly attack the workplace. In terms of teaching organization, through oral selection at all levels, organize some students with good oral expression ability to practice and discuss, strive to create or simulate the actual working environment, and combine classroom teaching with social practice. The teaching content of workplace communication focuses on the reading and understanding of English advertising texts. In practice, there are the following problems: students still have difficulties in fully understanding the reading content in a short time; There is still room for improvement in the questioning skills of double qualified teachers, and there are still differences in the angle and way of questioning between teachers and foreign teachers; Some students' understanding of the problem is not in place, that is, listening comprehension still needs to be improved. Through practical operation, students have a clearer understanding of their own shortcomings and deficiencies, and find the direction of improvement. After a period of training, students have a clearer grasp of the characteristics of advertising discourse, become more familiar with the common language of telemarketing and reception in workplace communication, and their reading and listening comprehension abilities have been significantly improved. Therefore, the

business English teaching team of our college innovates and opens up a way of combining work and study suitable for business English Majors in the school, that is, to establish a productive "teaching company" type double teacher studio to provide students with a platform for foreign trade work and entrepreneurship, so as to cultivate students' foreign trade practical operation ability and entrepreneurship ability. Referring to the business structure of the foreign trade company, the studio divides the students of the project team into foreign trade assistant group, foreign trade salesman group, foreign trade merchandiser group and customs broker group. The establishment of the project team is actually the detailed division of labor of foreign trade and export business process. In the implementation, it forms a complete foreign trade work system, so that students can always focus on the cultivation and development of their own individual foreign trade "performance" on the premise of running around the large system. In the actual subject teaching, clear requirements are put forward for the scope of students' responsibilities in different stages, so as to form a complete and scientific teaching system.

2. Business English teaching practice model in Higher Vocational Colleges Based on the guidance of double teacher studio

2.1 Adjust the original teaching plan and teaching content

Based on the basic courses of pronunciation and oral English, the original Oral Business English course pays more attention to oral business reception and business negotiation, and rarely involves the description and analysis of business charts. The adjusted teaching content adds the part of business chart description. The newly added teaching content poses a great challenge to students. Some students do not understand the picture information, and some students do not know how to organize language to express the information. Some students can describe chart information, but the language lacks diversity. When analyzing the causes, most students lack a business perspective and the cause analysis lacks logic. Therefore, the input to students mainly focuses on the interpretation of chart information and the common sentence patterns of chart description. At the same time, guide students to use business knowledge to analyze the reasons for the information presented in the chart, so as to improve students' thinking ability. By adjusting the teaching content, the students' overall English input is richer, the students' overall English level has been improved to a certain extent, and the pressure is reduced for the selection and training of the competition.

2.2 Introduction of double teacher studio mechanism

Teachers with dual quality will directly participate in the teaching and choose the teaching materials of the same type as the competition questions. Teachers with dual quality will work together to formulate a complete teaching plan, deeply explore and interpret the teaching content, ensure the synchronization of the teaching content with the competition and directly attack the workplace. In terms of teaching organization, through oral selection at all levels, organize some students with good oral expression ability to practice and discuss, strive to create or simulate the actual working environment, and combine classroom teaching with social practice. The teaching content of workplace communication focuses on the reading and understanding of English advertising texts. In practice, there are the following problems: students still have difficulties in fully understanding the reading content in a short time; There is still room for improvement in the questioning skills of double qualified teachers, and there are still differences in the angle and way of questioning between teachers and foreign teachers; Some students' understanding of the problem is not in place, that is, listening comprehension still needs to be improved. Through practical operation, students have a clearer understanding of their own shortcomings and deficiencies, and find the direction of improvement. After a period of training, students have a clearer grasp of the characteristics of advertising discourse, become more familiar with the common language of telemarketing and reception in workplace communication, and their reading and listening comprehension abilities have been significantly improved.

Table 1 required abilities of double qualified teachers

Ability required	Questioning skills
	Practical operation
	Understanding ability

3. Practical effect of business English Teaching in Higher Vocational Colleges Based on the guidance of double teacher studio

3.1 Improvement of students' comprehensive quality

Under the first mock exam, graduates of vocational colleges have high occupation quality, good social reputation and high degree of satisfaction of employers. Taking the "double teacher studio" as the platform, the students trained through project-based productive practice teaching have high comprehensive professional quality and strong business practice ability. The rate of obtaining vocational qualification certificates of previous graduates is very high, which is deeply welcomed by the society and the satisfaction of employers is high. The survey data show that the overall satisfaction of employers with the use evaluation of graduates of this major is as high as 98%, and their satisfaction with their work performance, honesty and trustworthiness, obedience to management and other aspects is relatively high. The overall evaluation of the graduates of this major by the employment unit is that they have high professional quality, correct working attitude, wide range of knowledge, quick start, and strong professionalism and psychological quality. This also strongly shows that graduates of this major can meet the job requirements of employers, the training quality has been fully affirmed by employers, and better adapt to the development requirements of industry enterprises. At the same time, relying on the "double teacher studio" of the productive training base in the school, business English teachers actively carry out foreign trade business development, customer service, English training, data translation and other services for cooperative enterprises, and strengthen the close contact with enterprises. Students are more aware of their own shortcomings and deficiencies, and their learning objectives are more clear. Around the setting of the competition, teachers will try their best to create a real working scene, so that students can play a real role in the virtual learning environment, devote themselves to the learning environment, and enhance students' learning enthusiasm

3.2 Provide opportunities for the shaping of "double qualified" teachers for business English majors

In order to meet the requirements of higher vocational education and the construction of backbone schools in the new era, our college supports and encourages professional teachers to practice in the front line of enterprises, and has issued relevant enterprise training policies. Our major actively practices the school's "2 + 1" school enterprise alternating work system, and encourages teachers to actively go to the front line of industries and enterprises and actively participate in the practice of taking up posts in enterprises, Accumulate practical experience in the workplace and improve practical teaching ability. However, the professional post of business English teachers involves the particularity of trade secrets, which makes the professional teachers' positions of practice and training in enterprises not particularly fit, and they have no access to the knowledge and ability of the core aspects of the major, and the teachers' practical ability has not been significantly improved; In addition, the professional curriculum task is heavy. Only one teacher can be sent to practice in the enterprise every semester. It is unlikely to improve the practical ability of all professional teachers in a short time. Therefore, we must explore a more effective way to improve teachers' professional practice ability. Practice has proved that introducing enterprises into the school to jointly build a "double teacher studio", taking this as a platform, taking the project as the starting point, carrying out productive training with cooperative enterprise experts, guiding students to carry out entrepreneurial project practice in the "double teacher studio", which has well improved the professional practice ability and the double teacher quality and level of professional teachers. Conclusion the double teacher studio is not only a teaching platform, but also a scientific research platform, a technical

service platform, a skill competition training platform, but also a student entrepreneurship platform. Business English majors cultivate students' foreign trade practice ability and entrepreneurship ability and improve the training quality of business English talents through the multi-functional and productive double teacher studio jointly built by schools and enterprises; Improving teachers' professional ability and scientific research ability plays a "charger" role in improving teachers' quality; Further deepen the reform of business English teaching, explore a new way of combining work and learning for business English majors, and drive teaching and learning to a higher level and more practical direction. Teachers' team members grind classes together for a long time, which can enhance the communication and exchange between teachers, create an atmosphere of common learning and progress, and enable teachers to grow as soon as possible and improve their personal ability and quality. Under the traditional training mode, the communication and exchange with course teachers are mostly carried out around the teaching schedule, and the main teaching contents are consistent. The establishment of double qualified teachers' Studio aims at preparing for the competition, so that teachers must design teaching contents around the content of the competition, select teaching materials and explore the best teaching methods, which creates a more conducive atmosphere for communication and communication for teachers. Through joint discussion, teachers exchange needs in the new teaching ideas and teaching methods, which is of great significance to the improvement of teachers' personal quality.

4. Conclusion

Double teacher studio is not only a teaching platform, but also a scientific research platform. As a technical service platform, it is also a skill competition cultivation platform. At the same time, it belongs to the student entrepreneurship platform. Business English majors cultivate students' foreign trade practice ability and entrepreneurship through the multi-functional and productive double teacher studio jointly built by schools and enterprises, Improve the training quality of business English talents; Improving teachers' professional ability and scientific research ability plays an important role in improving teachers' quality. We should further deepen the reform of business English teaching and explore a new way of combining work and learning for business English majors, so as to drive teaching and learning to a higher level and more practical direction.

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