

Exploring the Application of Situation Simulation in Business English Teaching in Colleges and Universities

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Abstract: Business English is a special form of English, which is based on language development and brings together comprehensive courses of knowledge of other subjects. It is to cultivate students' ability to learn what they will learn in a business environment. This paper will focus on the application of situation simulation in business English teaching in colleges and universities, hoping to provide reference for educators.

1. Introduction

With the development of China's economy, Chinese and foreign exchanges have become more frequent and Chinese-foreign cooperation has been expanding. Business English has attracted the attention of the educational circles, many students have developed enthusiasm for learning English, and the demand for learning is increasing. However, there are many difficulties in the actual teaching: for example, the teaching content cannot meet the students' learning needs, the teaching link is arbitrary, the teaching method is relatively single, and the students cannot apply the knowledge learned to the problems encountered. Situation simulation is a good learning method, teachers should pay attention to the use of situation simulation in business English to meet the needs of students, improve the English class effectiveness, and promote the all-round development of students.

2. The Concept and Development of Business English

Business English is a unique form of English, which is based on language development and absorbs the knowledge of other English subjects. In order to cultivate the business English talents needed by the students in the teaching, teachers should not only train the students' ability of listening, speaking, reading, writing and translation, but also train the students' ability of language application, master the theoretical knowledge of business English, be familiar with the policies and policies of international trade, and have strong business English skills.

Business English is a mature subject for students in English-speaking countries. It has been opened as a business English major in the postgraduate and doctorate stages of European and American countries, but it is relatively late to develop in our country. Because the country has very few foreign trade personnel, Business English is established to train people who are engaged in foreign trade. With the development of reform and opening up, the subject system of business English has been continuously improved. According to the survey, nearly 400 colleges and universities in China have opened business English majors, but the teaching quality of college teachers is not very high, and the teaching effect will be different. Teachers should continue to explore teaching experience in the future. The development of business English provides the basis, situation simulation method is a good teaching method.

3. Business English Training Direction

Experts suggested that business English majors should cultivate complex talents. Compound talents are students who can read more than one foreign language, understand international principles and policies, have strong communication and interaction ability, solid theoretical

knowledge, understand the development of business English at home and abroad, have a broad vision, establish a creative consciousness, and be able to deal with, analyze, induce and summarize information.

The compound talents of business English refer to those with both business and English skills. In the business English course, the teacher implements the teaching mode of the main subject plus the sub-section, the main subject is the teaching of the language knowledge, including the basic course and the advanced course, emphasizes the students' practical ability to the knowledge, the solid language theory knowledge, the higher literary accomplishment; the sub-section refers to the course of the business direction.

Business English teachers should conform to the development of socialism in teaching, carry out the Party's general policy, adhere to the teaching in accordance with the essence and rules of business English, give priority to normal teaching, and properly carry out non-normal courses. In the freshmen and sophomores, teachers should pay attention to the accumulation of students' language knowledge and exercise students' basic literacy such as listening, speaking, reading, writing and so on; in the junior and senior grades, teachers should teach professional courses in accordance with the teaching direction required by the curriculum standards to enhance students' comprehensive ability.

4. Characteristics and Principles of Situation Simulation

4.1 Characteristic

Situation simulation emphasizes that speaking and seeing, teachers use flexible and diverse methods in business English class to create situations consistent with teaching goals and contents, so that students can experience knowledge personally by watching pictures.

Situation simulation pays attention to the teaching of difficult sentences, students can learn some more closely related sentences in learning, and apply these sentences to the fixed situation.

Situation simulation needs to be prepared before class. First of all, teachers should ensure the authenticity of the created situation, false situation may make students tired of learning business English mentality, real situation can stimulate students' emotion and enhance students' transfer ability; situation should be able to enlighten students' wisdom and develop students' thinking; finally, situation should be able to complete the teaching objectives set by teachers, situation should be both interesting and enlightening students, and consistent with the textbook, complete the teaching task.

In the situation simulation, the teacher is not only the guide, in order to create the situation and ensure the smooth progress of the classroom, the teacher should also be the director, the screenwriter, can write interesting learning information for the students according to the textbook and the interests of the students, but also should play the advantage of the situation simulation and integrate the teaching. Teachers should also create a feeling situation for students to strengthen communication and interaction with students; on the other hand, teachers should also understand the students' learning counter, ensure the completion of teaching tasks, and constantly improve the classroom.

4.2 Principle

Teachers should adhere to the following principles when adopting the teaching method of situation simulation: first, systematic principle. Vocabulary teaching should be extended by a knowledge point to exercise students' ability of listening, speaking, reading and writing. Second, the principle of participation. When teaching knowledge to students, teachers should let students feel the pleasure of knowledge and get a certain feeling from the classroom. Teachers should guide students to actively participate in the situation, let students use the knowledge learned to solve the problems encountered, and connect their own life with the existing knowledge, stimulate students' emotion, and let students become the main body of the classroom. Third, teachers should give priority to the situation and let learning first. Students understand the situation, and then let students listen, read and write contact, can deepen students' understanding of knowledge.

5. Strategies for Scenario Simulation

5.1 Innovative Teaching Methods

5.1.1 Creating Situations in Physical Objects

Teachers show things in front of students in teaching, which can let students feel knowledge intuitively, stimulate students' multiple senses, let students experience knowledge directly, deepen students' understanding of knowledge, and improve students' memory. There are many things in life that can stimulate students' interest in learning, let students have good learning motivation, and thus achieve good learning results.

5.1.2 Picture Reappearance Situation

The teacher reproduces the situation with the picture, can show the knowledge intuitively. The illustrations in the textbook, the wall chart drawn by the teacher and so on can reproduce the situation. Business English is a very practical subject, if teachers incorporate a lot of professional terms and abstract definitions in teaching, students will inevitably feel hard to learn. But teachers can achieve good teaching results if they use pictures to reproduce the situation.

5.1.3 Experience the Situation in the Performance

Teachers can let students play roles in business English classes, and let students choose suitable roles to perform according to their interests and characteristics. Because students play their own role, knowledge will not be so abstract, they can also intuitively understand knowledge, from the multi-sensory understanding of knowledge, to deepen the understanding of knowledge. There are many new words in business English, sentences are also more complex, students have great learning difficulties. If the teacher creates the performance situation, based on the text, after teaching the new words and sentences of the English course, the students are divided into scientific groups to play the situation in the textbook, so that the students cannot only feel the interest of the knowledge can also deepen the understanding of knowledge.

5.1.4 Using Language to Create Situations

The teacher creates the situation with the language, can provide the direction for the student's cognition, and exercises the student's imagination. When students listen to the teacher, a picture will emerge in their minds, the situation will be constantly enriched, and the students' feelings will be strengthened, thus integrating into the special situation. Teachers should create language situations according to students' learning situation, adopt humorous language, and show attention to students' life, which cannot only stimulate students' emotion, but also fully communicate and interact with students.

5.2 Using Multimedia to Reproduce the Situation

5.2.1 Classroom Substitution

In business English class, teachers provide audio and video for students to learn correct English pronunciation, students can compare with their own pronunciation according to the correct pronunciation provided by teachers, and constantly correct their own wrong pronunciation to improve the effectiveness of English learning.

The creation of music situations by teachers can reduce students' learning pressure, stimulate students' personality understanding and improve students' learning efficiency. Using music to introduce new lessons can attract students' attention; using music to connect knowledge can deepen students' understanding of knowledge. Although the knowledge that can be integrated into music in business English is very few, teachers should try their best to find the relevant points of knowledge and music, and relax students' nervous learning state. According to the survey, teachers play a light piece of music when students are noisy or tired, which can ensure the teaching process in class. Moreover, music allows students to participate actively in the classroom at regular intervals. Teaching more knowledge to students.

Students choose learning resources from the two senses of hearing and vision, and learn more meaningfully and efficiently by choosing to memorize and build a complete knowledge system that is linked to the knowledge they have before. The dual senses enhance students' ability to transfer existing knowledge to new knowledge. Therefore, teachers should expand visual information for students while telling them knowledge. Visual information is mainly displayed through pictures, teachers should be connected with the language of teaching knowledge when choosing pictures, and cultivate students' good thinking quality.

5.2.2 Post-Class Situation Enhancement

Language courses are not as interactive as other courses. Language is the content of oral communication for students in the future, students should constantly correct their mistakes in pronunciation, improve their learning level. In order to achieve good teaching effect, teachers should expand the learning information for students in the future teaching, construct the network platform, let the students listen to the courseware in the classroom more and communicate with other students in the spare time, so that the students' ability to use learning can be exercised. Teachers can start a class-centered blog, arrange exercises in the blog, design activities, choose the appropriate teaching methods, and compare the class to the class. Excellent works are displayed in blogs to create post-class situations for students; you can also create forums centered on departments, expand learning information in forums, gather students' opinions or suggestions in learning, and answer questions for students to improve their learning ability.

5.2.3 Extracurricular Scenarios

Nowadays, many virtual reality technologies in China have a lot of situations that show Chinese culture, teachers can create virtual and business knowledge linked to the situation, let students play a role in the situation, when students perform well in learning, teachers can express their affirmation to students. This has the following main advantages: first, students can fully understand Chinese culture and show their country's excellent culture when communicating with people from other countries; second, the situation is very interesting, students can choose their own learning methods and learning goals. Although the current development of virtual reality technology is not mature, characters and language is not sufficient, and lack of authenticity. However, virtual reality technology is changing, and the prospects for development are very good.

Teachers can use language software to show pictures and language in life to students, create language situation, let students connect vocabulary with word meaning, so that students' ability of listening, speaking, reading and writing can get exercise, and form good thinking quality in exercise, and language software has a lot of English learning information, which is a good platform to understand European and American culture. The website contains English learning, news broadcast and other sections, students can use these sections of targeted learning, in addition, students can fully communicate and interact in the website to learn from experienced teachers.

6. Conclusion

Situation simulation is a new teaching method, which can develop students' thinking by creating real language situations to let students learn language and create a good learning environment. In the course of business English, the situation simulation method has the principles of systematization, participation, priority, teachers can meet the students' learning needs according to the characteristics and rules of business English, adopt flexible and diverse teaching methods to improve the quality of the class, let students learn more languages in a fixed time, and promote the all-round development of students.

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