

Practical Exploration of English Innovation and Entrepreneurship Project from the Perspective of School-Enterprise Cooperation

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Abstract: School-Enterprise Cooperation is a One-Way Process for Colleges and Universities to Take the Initiative to Move Closer to Enterprises and Jointly Run Schools with Enterprises in Order to Realize the Connection between Talent Cultivation and Market Demand. the Integration of Production and Education is an Advanced Stage of School-Enterprise Cooperation, and It is an Interactive Process of Two-Way and Two-Way Integration of School and Enterprise. with the Continuous Reform of the Education System, the Teaching Objectives Are Mainly Developed to the Training of Socially Demanding Talents, and the Theory and Practice Are Continuously Combined to Improve Students' Innovative Practice Ability and Enhance Employment Competitiveness. Cultivating Students' Innovative Practical Ability Requires a Lot of Manpower and Capital. Therefore, Many Colleges and Universities Continuously Cooperate with Enterprises to Increase Students' Practical Opportunities, Improve Their Practical Operation Ability, and Promote Student Employment. the Reform of English Teaching Should Go from School-Enterprise Cooperation to Production-Teaching, So That Students Can Apply the Theoretical Knowledge They Have Learned to Specific Practical Operations in Order to Achieve the Goal of Talent Training. to Achieve the Integration of Production and Education, Colleges and Universities Should Cooperate with Enterprises to Build an Innovative and Entrepreneurial Team, Build a Practical and Practical Integration Base, and Complete the Seamless Connection between English Practice Teaching and Industrial Needs.

1. Introduction

With the Continuous Innovation of China's Education Model, the Practice Education System of Domestic Universities Must Conform to the Trend of the Times, Mainly Adopting the Practical Teaching of "Three-Stage Integration", Which is Popular in Recent Years, Such as Driving--Moving--Regulation -- Security System. the Good Cooperation between School and Enterprise is the Source of Promoting Practical Education. after All, Enterprises Only Focus on Interests, and Practice Teaching Can Create More Profits and Determine Their Investment Costs. Therefore, Only by Constantly Changing the Mode of Practice Education, Cultivating Talents with the Same Professional and Social Needs, and Effectively Combining Classroom Theory Knowledge with Social Practice Experience, Schools and Tourism Companies Can Integrate Each Other and Strengthen Practice and Implementation. Establish Effective Learning and Practice Goals, Combine Basic Knowledge, Professional Ability and Professional Comprehensive Ability. Schools and Schools Can Organize Students to Communicate with Other Schools in English, Establish Off-Campus Training Bases, and Train Professional Technical Talents. Constructing the Practical Teaching of "One Body and Two Wings", Giving Professional Training to Students of Various Majors, and Regularly Holding Skill Competitions of Various Majors to Encourage Students to Continuously Develop and Innovate, Not Only Discovering Students with Great Potential, But Also Arranging Special Training. Different from the Subject-Based Curriculum Based on Knowledge Transfer, the Project Curriculum Emphasizes the Application of Knowledge and Combines Knowledge and Application under the Premise of Knowledge Transfer. the Project Teaching Transforms the Knowledge Content in the Traditional Disciplinary System into Several Work Projects. Around the Project Organization and Teaching, the Students Complete the Sub-Task

within the Project as the Activity Mode, and through the Implementation of the Project, the Students Can Apply the Knowledge They Have Learned. to Solve the Practical Problems of Project Setting, to “Do” to Promote “Learning” and Apply What You Have Learned. the Project-Oriented Teaching Mode is Combined with the Student Group's Activities. Each Team Completes the Given Project Tasks through Division of Labor. the Students Realize the Independent Learning of New Knowledge and the Cultivation of Professional Ability in the Process of Completing the Project Tasks. Implementing Project Teaching Can Make Full Use of the Training Venues inside and Outside the School, and Carry out Classroom Activities through Real or Simulated Work Situations, Which Not Only Allows Students to Master the Main Knowledge Points of the Course, But Also Allows Students to Understand the Specific Tasks of the Main Tasks in the Work Project. Operating Procedures, Students Improve Their Language Skills and Problem Solving Skills through Active and Targeted Learning and Exploration.

2. The Curriculum Reform of Innovative Entrepreneurship Projects

This article takes the tourism professional innovation project as an example. Overseas travel English is a compulsory course for tourism English majors and outbound tour guides. It has strong application and practicality, and the main target is the outbound tourism leader. Along with the rapid development of outbound tourism, China needs a group of high-quality, comprehensive and capable outbound tourism leaders. The outbound team leader has become a hot job today. Through the lead English course, students need to master the process and content of the outbound team leader, and have the ability to communicate and solve problems in English. Therefore, the teaching of team leader English should combine knowledge and practice, and focus on cultivating students' professional ability. Guided by school-enterprise cooperation, the project-based teaching model is adopted, and curriculum design and teaching implementation are carried out based on typical work tasks and professional ability analysis.[2] The knowledge content in the subject system is transformed into multiple work items, and the organization and teaching are organized around the project. Students will participate in the whole process of the project through group cooperation, solve practical problems in the work, and thus develop students' method ability, professional ability and social ability, and form a comprehensive professional action ability.

2.1 Ideas of Tourism English Project Teaching Design

(1) School-enterprise cooperation to jointly lead the project English teaching design. The experienced tour leader of the travel agency is hired as the guiding expert of the project leader's English curriculum reform, and the course standards and design plans for the leader English are determined through corporate research and graduate questionnaires.[3] The design of the teaching project should be carried out around the training objectives. The course should be defined to train the leader's English language ability, team leader's operational ability, policy and knowledge and cultural etiquette knowledge, and refine the team's work content according to the team leader. The sequence of work flows is designed to correspond to the teaching links and learning tasks that correspond to the work links.

(2) Establish work situations and teaching situations, and strengthen the fit with real work tasks

The travel agency staff provides the real work situation, the teacher transforms it into the corresponding project-oriented teaching situation, makes full use of the on-campus training base, creates a simulated working environment for the student group activities; mobilizes the students' enthusiasm for participating in the project, and cooperates through the group.[3] The way of working, students make plans independently, assign different roles, and students apply theoretical knowledge to practice in the process of completing project tasks, while acquiring language expression, expanding communication skills, and building professional accomplishments.

(3) Evaluation and assessment of group activity projects.

The “Leader English” course introduces the evaluation mechanism of the enterprise personnel. The group activities of the students are reviewed by the teachers in the school, and the evaluations are carried out by the staff of the travel agency. The students reflect and internalize according to the

comments and obtain the ability to solve problems. The assessment of the “Leader English” course adopts diversified assessment, including the assessment subject, assessment criteria, assessment methods and assessment content. The project-based teaching should pay more attention to the process evaluation, and the group project formulation and display should be regarded as the importance of the usual results. In addition to the theoretical examinations, there are also practical examinations, that is, group project reports. Each group can separately design the scenario for the project module, arrange the dialogue, require the scenario to be set properly, conform to the real situation, accurately express the language, and include demonstrations of situations such as accidents and violations.

2.2 English Project Teaching Design and Practical Arrangements

(1) The overall design and unit design of English teaching

According to the actual operation process of the leader business, the textbook content is re-integrated, and classroom teaching and activities are arranged according to the order of actual work tasks. We designed the English course for tour guides as a large project, namely the “10 Day Tour “ project of International Travel Service. The project is divided into 9 projects, and the project situation is set according to the work scene. The project situation mainly includes travel agency and international airport, on the plane, hotels, scenic spots, shopping stores, restaurants, post offices, etc. The implementation of the project team activities should choose the rich training places in the school, such as the travel agency training room, the aviation training room, the training hotel, the Anglo-American cultural experience room, etc., so that students can be as immersive as possible and use the English language they have learned. Knowledge, tour guide service knowledge and outbound team leader practical knowledge, effectively improve practical operations and service skills. After the integration of the English course content, a total of 36 class hours of teaching content (including the final group group assessment 2 class hours), 9 projects are divided into 17 teaching units. See Table 1 below:

Table 1 the Design And Unit Design of English Teaching

No.	Project name	Class hour	Number of unit designs
1	Outbound leader's job introduction	2	1
2	Pre-departure briefing session	2	1
3	Departure from the international airport	4	2
4	By plane	4	2
5	Entry to foreign airports	6	3
6	Destination hotel Stay	6	3
7	Destination one day tour	4	2
8	Free time day	4	2
9	Return to the country of departure	2	1
	Total	34	17

3. English Classroom Teaching Implementation Steps

The implementation of project teaching should adhere to the student-centered, teacher-led, teachers must be the role of knowledge transferer, but also play the role of designers, observers, participants, instructors, troublemakers and evaluators and other roles, guide Students actively participate in group project activities.[4] The main steps in the implementation of the project-oriented teaching classroom are as follows: Take the leader and the ground to accompany the tourists to visit the project as an example.

3.1 Project Case Import

The teacher gave the teaching case of the project: the local escort increased the self-funded project, how should the leader respond? Let the students discuss, guide the students to think about the work of the leader, provide the necessary answers to the students, and stimulate the students' enthusiasm and motivation for the project.

3.2 Clear Project Tasks

The teacher gives the project situation: the tour group will travel to the destination on the second day after arriving in the foreign country. You will serve as the team leader and accompany the tour guide to complete the tour guide service to the tour group. Clarify the tasks completed by the project (1). discuss the itinerary with the land; (2) conduct the meal complaint;(3) handle the emergency during the travel process and the assessment plan to provide students with independent learning about the project. Information to guide students to master the main vocabulary and sentence patterns.

3.3 Develop a Group Project Implementation Plan

Students study and discuss the project and develop project implementation plans in small groups. [5]After learning the main service contents of the project, the students carefully study the dialogue provided by the teachers, collect relevant knowledge through multiple channels, refer to the task situation given by the teacher, divide the team members independently, assign roles, formulate specific scenario task implementation plans, and submit group scenario dialogue. Teachers provide the necessary guidance for the dialogues submitted by the teams.

3.4 Group Project Display

Students demonstrate the project in the work scenario of the school training room simulation based on the team's project implementation plan and situational dialogue. Other groups watched and recorded, and then commented. Teachers can take a picture of the process of group project presentations so that they can be viewed and improved by team members.

3.5 Evaluation of Group Activities

After each group project is displayed, the teacher will let the group self-evaluate, then the group will evaluate each other, and the teacher will summarize the comments and make appropriate explanations. The teams improved the group project based on the peer-review analysis, teacher feedback, and the video taken, followed by a video of the improved team project, and the teacher recorded the results in a process evaluation.

3.6 Review Supplement

After the implementation of the group project, the teacher reviews the knowledge of the group and supplements the relevant professional knowledge and vocabulary, deepens the memory of the students, and expands the knowledge of the students.

4. Exploration and Practice of Business English Teaching Reform under the Guidance of Integration of Production and Education

The integration of production and education is an important measure for the transformation and development of applied technology universities. It is an effective way to achieve the connection between business English talent training and enterprise job requirements. To achieve the integration of production and education, colleges and universities should cooperate with enterprises to build an innovative and entrepreneurial team; introduce enterprises into the school, build a practical base for integration of production and education; promote the cultivation of English talents to achieve the integration of production and education, and achieve a seamless connection between the teaching process and industrial needs.

4.1 Schools and Enterprises Jointly Build an Industry-Industry Integration Innovation and Entrepreneurship Team

Taking cross-border e-commerce as an example, we will strengthen the cooperation between schools and enterprises, promote the integration of production and education, and foster the integration of cross-border electric merchants with production and education oriented to innovation and entrepreneurship. The cooperative enterprise provides products and product related information

to our school free of charge.[5] The team members use these cross-border e-commerce foreign trade platforms to market the enterprise products. When the successful order is issued, the cooperative enterprise is responsible for the delivery, thus achieving the separation of single goods, and the marketing revenue is realized by both parties. Divided by the agreed proportion. This kind of school-education integration measures can not only enable business English students to learn cross-border e-commerce foreign trade business, but also cultivate students' practical operation skills. Through entrepreneurial marketing, students can also bring certain economic benefits. In order to improve the entrepreneurial ability of business English majors, cooperative enterprises provide several online or offline cross-border e-commerce marketing trainings every month. During the summer and winter vacations, team members can go to the company for training free of charge, effectively improving the students' foreign trade e-commerce operation skills. Through the establishment of innovative and entrepreneurial teams by schools and enterprises, the cooperation and exchanges between schools and enterprises have been strengthened, laying a solid foundation for the integration of production and education in business English.

4.2 Introduce Enterprises into the School and Build a Base of Integration of Production and Education

In order to achieve the integration of production and education, colleges and universities should introduce enterprises to the campus, so that enterprises can build production lines or related business departments on campus, and let students go to the school's integrated production and practice base to go to traineeship and training, and improve students' practical skills. The school is responsible for providing the venue, and investing in the construction of a school-enterprise cooperation innovation and entrepreneurship base[6]. Open an online store on the trading platform, and renovate the store, upload products, and plan marketing products. Through the establishment of the production and education integration practice base, our school has cooperated closely with many enterprises to jointly develop the international market, expand the foreign trade business, and realize the integration of production and education. In order to achieve integration of production and education, our school hires corporate executives to serve as part-time teachers in the school, giving students practical training guidance, and sending key teachers to the company to work and learn the production, management and sales skills of the company. The in-service teachers have become the backbone of the practical teaching of business English, and also a bridge for cooperation between schools and enterprises.[6] The school-integrated education mode has made breakthroughs in the teaching reform of business English majors. The hands-on operation ability of students has been greatly improved, and the seamless connection between talent training and enterprise positions has been achieved, which has greatly shortened the graduates' Employment adaptation period.

4.3 Promote the Integration of Production and Education with the Help of Cross-Border e-Commerce Trading Platform

In recent years, China's cross-border e-commerce foreign trade transactions have developed rapidly. Many foreign trade companies have adopted cross-border e-commerce trading platforms to complete the entire transaction process, from finding customers, product promotion, inquiry quotation to ordering and after-sales service.[7] With the help of e-commerce platform, business English talents who understand both English and cross-border e-commerce are in short supply. In order to develop cross-border e-commerce foreign trade business and solve the shortage of talents, many enterprises hope to put talent training and talent recruitment in colleges and universities, and also provide university students with e-commerce account numbers and product information, and teach the company's foreign trade business to universities. Applied technology colleges should seize this favorable opportunity to introduce cross-border e-commerce foreign trade enterprises to establish interest classes or sign an order-based talent training agreement, introduce enterprises into the campus, guide students to conduct cross-border e-commerce foreign trade operations, and improve students' hands-on ability to achieve integration of production and education.[8] Many enterprises are willing to send business backbones to universities to guide foreign trade. Business, this provides a good opportunity for business English professional training to achieve the

integration of production and education.

5. Conclusion

Each university inherits its own different history, culture, and school-running concepts. It cannot be used in the process of establishing a visual art system. It must combine the characteristics and cultural connotations of its own universities to create a unique visual art symbol. It is necessary to pay attention to the overall unification of the visual art system, pay attention to comprehensiveness, pay attention to the details of attention, pay attention to the importance of people, and make full use of various resources of colleges and universities to establish a visual art system in colleges and universities. The visual art of colleges and universities is an unforgettable and intangible propaganda in colleges and universities, which is worthy of more in-depth research and practice.

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