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Analysis of business English talent training mode

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ABSTRACT

As interdisciplinary talents in line with market demand, the cultivation of business English talents also gets more attention, but there are a lot of problems of business English talent training mode in the most comprehensive universities. Proper treatment can help to solve these problems for the rapid economic development of colleges and universities to provide more excellent talents. This article discusses the business English talent training mode from four aspects of courses, practice teaching, teaching staff, assessment method.

KEYWORDS

Business english talents; Training mode; Adjust.



INTRODUCTION

Personnel training mode is one kind of talent cultivation plan of colleges and universities. So the first thing is to set the education target clearly, business English talents training target includes two points: the first is the good English skills, including the ability of cross-cultural communication, the second is the solid business knowledge and skills. And in order to achieve these two points, by setting the conforms to the actual demand, withstand the training mode of teaching practice test, so as to cultivate comprehensive interdisciplinary talents who are qualified for foreign economic work.

SET REASONABLE CURRICULUM

Points module teaching is put forward, that is, students at college should learn professional knowledge and the ability to do business including international trade, market planning and marketing ability, international legal application ability, ability to use computer network, and at the same time learn international practice, international norms, politics, economy, geography, local conditions and customs abroad and other aspects, in order to foster interdisciplinary talents of modern management familiar with international business, legal, finance, trade to adapt to the needs of the development of international trade. Business English training course can be divided into three major parts: English learning courses (such as Basic English, oral English, English reading and writing, British and American literature and linguistics courses), business English professional courses and comprehensive qualities. English language skills are fundamental to the business English talent cultivation, if basic language ability can't cross the border, to learn more business knowledge is useless¹.

Make the students take an active part in English activities to exercise their own ability to improve their English level and their thinking ability. Make the students contact basic knowledge of business English as soon as possible to lay a good foundation for the students to enter the professional study. Courses should be rich, diverse, which can further broaden the students' business knowledge level, so as to be able to do a variety of tasks. The third largest plate to open all sorts of courses of improving students' comprehensive quality and broadening the students knowledge, such as computer application ability, the legal regulations of law, management and so on in order to improve students' comprehensive ability. The three major parts should be in balance with each other, coordinate with each other. Each part is a necessary step to cultivate business English talents. School carefully treat the three plates, what kind of courses cannot be decided by the teacher, set up the corresponding courses according to the demand of the market and students' demands.

STRENGTHEN THE PRACTICE TEACHING

Now the status quo of business English teaching is learning books in the class-- the main form of students' learning. There are not many practice chances with which most colleges and universities can not provide business English major students. In order to avoid the pure theoretical teaching, we should let students be able to link theory with practice and create more practice opportunities for students. Practical teaching link is divided into classroom practice, campus practice and enterprise practice. In-class practice means that the teacher designs activities to let students participate in class, actively applying what is learned in the classroom to solve the problem. Campus practice should help the students get the practice opportunity in school-run enterprises, let them come into contact with the real situation. Outside enterprise practice is hard to realize in most colleges and universities. This requires colleges and universities to change ideas, actively innovative ideas, for students to contact the relevant foreign trade enterprises to practice ahead of time. If students before graduation have the chance to go deep into the practice of such enterprises, which are the reliance on their thoughts and attitudes and significant positive influence on their career planning.

This allows them to understand what kind of a job in the future. Also there is a more real understanding to their own true level, to their defects and to what to improve. The importance of practice teaching link is self-evidence; this part is also lack in business English talent cultivation in colleges. It is fundamental to develop good business English talent training only by strengthening the practice teaching link.

STRENGTHEN THE TEACHING STAFF

Because of the traditional thought and education idea ingrained, some colleges and universities have failed to shift the ideas. Teachers will continue to use the traditional teaching method, teaching idea, teaching mode. Practice has proved that most of business English talents under the traditional education don't meet the needs of society and economy, accord with the talent standard of enterprises. Traditional education make students adapt to the cramming teaching methods, theory and practice are distant and out of reach. Therefore, the construction of teaching staff is imminent².

First of all, the recruitment of teachers needs to conform to the business English talent training mode. Second, the teachers should be selected or encouraged to investigate and learn in the first line, link textbooks with practice; second, recruit some people who have rich experience to the school as teachers, who are the recent double talents under a heated discussion. The experienced teachers in actual work can let students intuitively understand the events in the practice so as to

better theoretical knowledge digestion into their own knowledge system, which will lay a solid foundation for the future. Colleges and universities must optimize the structure of teachers to cultivate excellent compound talents.

PERFECT PROGRESSIVE ASSESSMENT MEASURES

Because of our current exam-oriented education mode, in the final exam, the teacher's evaluation of student achievement is mainly the appraisal of the key points in the textbook. This is a drawback, must be changed, otherwise, the students' ability cannot be improved. In the process of teaching, teachers and students should have relations directly, rather than the teacher read textbooks, students listen to the textbooks which links the teacher and students. The teacher must have more interaction with students, during the teaching, the teacher should be sure to do teaching reflection, to sum up the problems in class, and make progress for students by taking tests for many times. Daily teaching activities, such as oral report, book report, debate, speech, quiz, midterm exam, are incorporated into student evaluation measurement system. In this term, our professional class scores are divided into three parts-- 30% at ordinary times, midterm 30%, the final 40%. This design aims to assess students in each activity at each stage as a standard, and highlights the learning effect of students and effect evaluation of teachers' teaching³.

Let the students to put more efforts into normal learning activity, which can continuously mobilize the enthusiasm of students, make their learning motivation continue, rather than in the past, students in the daily learning not very hard, only in a few days before the final exam, they assault learning get higher grades to pass the exam. This will lead to the utilitarian learning; students cannot really learn the book knowledge and essence inside the classroom to cause great waste of resources and energy. Increasing tests and assessment at ordinary times aims to let the students understand that every activity, every speech and every time to participate in are very important, not to put all of efforts into one test.

CONCLUSIONS

Business English talent training mode must be followed by the development of the time, based on the demand of the market. Both the curriculum and evaluation model are not set in stone. Related colleges and universities should timely adjust business English talent training mode according to the change of the society and economy, to produce the compound talents for the society. The main four aspects mentioned above-- courses, practice teaching, teaching staff and assessment method, are involved in the training mode, but not all. More factors in the training mode should be taken into account, in the formulation of using creative thinking, which can be sustained and healthily developed. In this way, highly qualified business English talents will be cultivated for the country's foreign economic development.

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