

Analysis on the Core Competence of English Teachers in Business Universities

Lina Niu

(Zhengzhou Shengda University, Henan, 451191, China)

Abstract: Under the general trend of the establishment and application of new undergraduate courses, the development of commercial universities is facing challenges. Improving the core competitiveness of teachers of specialized courses is the key to achieve the goal of higher education personnel training. As an applied subject with strong practicality, it is particularly important for English teachers of business to show their own characteristics and core competitiveness in business colleges and universities. This paper references the core competence of teachers in commercial universities and its feasible methods in order to form a more effective practical teaching system.

Keywords: Business; Core competitiveness; Practice teaching

DOI: 10.12346/ems.v2i3.3370

1. Introduction

With the rapid development of the socialist market economy, also the rapid changes in China's higher education, higher education since the enrollment expansion of universities, presents from elite education to mass education, the development trend of excellent business colleges and universities has become an important force in the realization of popularization of higher education in country but also faces great challenge. The basic idea of commercial higher education is to "cultivate technical application-oriented talents oriented by market demand, and oriented to production and social practice on the premise of facilitating students' employment". "Should explore a relatively independent practice teaching system, and gradually form a practice teaching system that combines basic practical ability and operational skills, professional technical application ability and professional skills, and comprehensive practical ability and comprehensive skills." Under the guidance of this idea, many private colleges and universities have strengthened their teaching research in their own practical teaching links and carried out active exploration and research. English major in private colleges and universities is a practical major. In the current practice of quality-oriented education, the practical teaching of professional English should be closely related to the core competitiveness of professional English teachers in combination with its own conditions and characteristics. This

paper discusses the core competitiveness of professional English teachers in private colleges and universities based on their practical experience in professional English teaching in universities recently. Problems existing in practical Teaching of Professional English teachers in commercial universities. Business universities have made brilliant achievements through development. However, the development of business majors in colleges and universities needs a process from small to big and immature to mature. At present, the teaching system of many commercial colleges and universities is still chaotic. The existing problems are embodied in the following aspects.

2. Positioning of Practical Teaching Objectives is not Clear

Commercial colleges and universities have always attached great importance to practical teaching, and understood the importance and necessity of practical teaching to improve teaching quality and students' practical skills. However, at present, many private colleges and universities have no experience and no available materials for reference, they can only explore while teaching, with unclear teaching objectives. Some universities pursue "bring doctrine" and directly apply the set of teaching theories of public colleges and universities, without real understanding, digestion and absorption, and even without actual breakthrough and innovation according to their own. Therefore, there is no clear understanding of the practical teaching objective and the cultivation of students' ability.

3. Practice Teaching System is not Perfect

The setting of practical courses pays special attention to the connection between courses, the consolidation and expansion of knowledge and skills, and the cultivation of professional skills and vocational abilities, which reflects the comprehensive application ability of business English. Only through comprehensive practice, as much as possible and create conditions and environments, elaborate organization, let the students to practice in a real or realistic environment, can receive better teaching effect, to link the skills of their students learn, mutual accommodation, at the same time improve the students' comprehensive application ability, to adapt to the need of the society. However, due to the vague understanding of business English practical teaching objectives and ability cultivation in private colleges, the practical teaching of professional English is mainly a single training conducted by teachers of each course, and the practical teaching content is determined by teachers themselves according to the teaching requirements of the course, which is not coherent and systematic enough.

4. Lack of Hardware Facilities for Software Facilities and Commercial Laboratories in Business Colleges

There are some difficulties in the operation of practice teaching, which mainly refers to the construction of experimental and practical training bases. The construction of experimental and practical training bases is a necessary condition to ensure practical teaching. Therefore, it is necessary to set up basic language LABS, networked English language training rooms, multimedia classrooms, accounting simulation training rooms and networked e-commerce training rooms in a timely manner that match the personnel training objectives and practical teaching system. Meanwhile, the construction of off-campus training bases (training sites) should be strengthened to meet the needs of personnel training objectives. Software facilities refer to the strength and professional level of business English teachers, as well as the perfection of management documents such as practical teaching outline, practical teaching plan arrangement, practical teaching assessment method, practical teaching operation management and quality control. Since private colleges and universities rely entirely on their own self-raised funds, but also have to take into account the benefits of enterprises, the current private colleges and universities have obvious deficiencies in the level of teachers and experimental equipment conditions, which bring some difficulties to practical

teaching.

5. Construction of Teaching System

The teaching purpose of business oriented colleges and universities is to cultivate application-oriented talents oriented to enterprises and practice and to build professional elites. So we take the market as the guidance, extensive social and professional research, to learn business English professional talents of the social aspects of the practical need of knowledge, ability and quality, based on this, we must strengthen the English teachers' professional practice teaching goals, namely, to cultivate students of English communicative competence in the international business environment and business communication skills, understand the main steps of international trade business process, familiar with international trade business involved in the main business of files and documents made out, meet the requirements of relevant job skills. At the same time, through various forms of practical activities, improve students' comprehensive skills. According to the practical teaching objectives of private colleges and universities, this paper makes a preliminary exploration of constructing a practical teaching system of professional English. Based on a correct understanding of the characteristics of cultivating application-oriented technical talents in private colleges and in-depth investigation of enterprises and institutions and related colleges, this paper further analyzes the vocational abilities that must be possessed to meet the requirements of the knowledge structure and ability structure of the post group for graduates. Through scientific analysis of the classification, clear on this basis, around how to achieve the required professional skills, primarily established professional English relatively independent practice teaching system, namely, language skills and business practice ability, professional application ability and social adaptation ability, comprehensive practice ability and the organic combination of practical teaching system of integrating skills). To create the ability module, break the segmented teaching system, pay attention to the combination of stage and continuity, pay attention to the application, technology and a linear talent positioning concept.

6. Trinity Practice Teaching Link

In order to better promote the core competitiveness of professional English teachers in business colleges and universities, a set of effective practical teaching methods have been explored boldly and innovatively.

(1) To construct a new open classroom teaching mode

The business English major is strong and has a strong practical significance. It is impossible for students to master professional English only by the teacher's explanation. It is difficult to achieve the expected goal of cultivating application-oriented and interdisciplinary talents. Therefore, teachers should boldly reform the traditional teacher-centered teaching mode and construct a new open teaching mode. Create a new open practice of English classroom teaching mode, is to return to the subject status of students in the teaching process, with the improvement of students' own quality, for the purpose of attaches great importance to the student's own value and study effect, fully embody the respect for the students in the teaching, support, care and guidance, its theory is based on constructivism and humanism thought. Creating the international business language environment and the corresponding classroom atmosphere, stimulating students' learning interest and motivation, is a magic weapon to achieve the goal of business English classroom teaching. Practice has proved that adopting this classroom teaching mode with "teachers as the leader and students as the main body" can not only deepen students' understanding of what they have learned, but also improve their interest in learning, broaden their thinking and cultivate their professional language ability. When students have problems, teachers should explain them carefully and give their own Suggestions. It requires teachers to actively participate in students' learning and practice activities, and interactive teaching and learning with students. In the teaching practice, the vast majority of courses can adopt the teaching mode of elaborating and practicing, combining explanation with practice, as to cultivate students' independent learning ability. Including oral English, English translation, English phonetic, English business correspondence courses such as business English practice practice proportion is large, the teacher can make full use of methods such as pictures, video, animation, lets the student in the simulation scene, visual scene, story scene, life situations, let the students actively participate, at different levels for a wide range of language and business practice. For example, in the course of "Business negotiation", when teaching offers, first of all, teachers can briefly introduce the main contents of this chapter in the target language, such as the definition of offers, contents included in offers, common words and sentence patterns about offers. Secondly, students study independently. This part emphasizes student-centered, the teacher is transformed from the classroom authority to the classroom designer, organizer and learning assistant. In this part, the teacher

can be in the form of "simulated fair" design and implementation of teaching (assuming that trade fair in Guangzhou, China Eastern computer company with respect to its products to the United States BJP co., LTD. Offers), let the students according to the simulation scenario using the target language group discussion, paired, role playing and other forms to complete the teacher design task. This link maximally creates opportunities for students to communicate, strengthens students' sense of autonomous learning and independence, and helps students realize the change from "passive acceptance" to "active learning". Finally, the teacher analyzes and evaluates the students' performance, points out the shortcomings, reminds the students to consciously develop their business awareness, cross-cultural awareness, discourse strategy and decision-making ability. Practice has proved that the new teaching system of the open to students as the main body, melts the scene simulation teaching method, case teaching method, interactive teaching such as teaching method, make full use of various resources, form, more comprehensive, multi-channel implementation of practice teaching, make students get the maximum experience, practice and practice, make the practice teaching methods with certain characteristics.

(2) Optimize teachers' teaching conditions to improve core competitiveness

Accelerate the pace of teacher construction and improve the core competitiveness of teachers. Teachers are the organizer and guide of practical teaching and the basic guarantee of implementing skill training. This requires that teachers who undertake the task of practical teaching should not only have professional theoretical knowledge, but also be able to effectively organize and guide students to carry out practical exercises, timely answer all kinds of questions raised by students in the course of practical training, and eliminate operational faults. At present, many universities lack teaching theory and practical teaching experience. Thus, it is required to introduce professional managers and economic and trade professionals with business background to enrich the team of business English teachers. Meanwhile, in-service teachers should also further improve their teaching level. While strengthening their theoretical learning, teachers should also improve their practical ability and social practice ability. In addition to independent study and further study, the school also provides conditions for teachers to study, intern, experience and practice in enterprises, public institutions, foreign trade companies, customs , teachers have the quality of double teachers through various ways and

channels, better competent for practical teaching work.

(3) Colleges should focus on developing practice bases

From the perspective of the connotation and demand of professional English practice teaching, the educational practice base is the material undertaker of educational practice, and a qualified practice base is an important guarantee for the success of practice. The establishment of education practice base is a long - term unremitting efforts. It is different from the normal education practice base. Due to the limitation of the site scale and the consideration of trade secrets, many enterprises are not willing to accept students for educational practice, let alone accommodate a large number of students. Moreover, individual students have high expectations and low hands, and lack the spirit of practical work. Internship is not to learn skills and accumulate experience, but to pass the time, which often brings a negative effect hard to make up for for the established educational practice base. Therefore the establishment of the English major education practice base on two legs, to overcome the difficulties , actively promote the cooperation between colleges and enterprise managers, please prompt lectures, or arrangement of teachers and students to study the cooperation unit practice, closely with society, enterprises, customs, trading companies , establish the long-term mechanism of university-enterprise cooperation, and to increase capital investment, make full use of high-tech and starting their own business English simulation laboratory network resources and establish the school training base, balancing each other, complement each other, making the teaching curriculum and social practice together, make English major students to seamlessly integrate with the society.

(4) Colleges should also actively organize teachers to participate in various types of trade fairs

Teachers could not only learn about relevant busi-

ness work, but also have the opportunity to contact with foreign businessmen around the world by attending various business conferences and exhibitions. At the same time, teachers personally engaged in different jobs, personally experienced their own professional skills of the defects and shortcomings, so that teachers get comprehensive skills training, which makes students theoretical knowledge and practical business closely combined, gradually use the knowledge and skills to solve practical problems. Through this form of practice, teachers can get specific experience of some important business activities taught in textbooks and further improve their professional skills.

7. Conclusions

The core competence of business English teachers at the three levels is integrated, promoted and complemented each other. Through the trinity practical teaching methods, the organic combination of theory teaching and practice activities, in the whole process of teaching practice, from simple to complex, from theory to practice, step by step, the effect of the position requirements seamless docking with unit of choose and employ persons, so as to improve the core competitiveness of professional teachers.

References

- [1] The Components and Mechanism of Core Competitiveness of colleges and universities [J]. Yu Chuanjie. Contemporary Education Science. 2015(01).
- [2] Methods and strategies for the Cultivation of exhibition professionals in Colleges and Universities based on SECI Model [J]. Zhao Boyan, GUO Yanzhen. Theoretical Research and Practice of Innovation and Entrepreneurship. 2020(03).
- [3] Research on embedded Teaching Service System based on SECI [J]. Zhang Ronghui. University Book Information Forum. 2015(01).