The Research of Vocational College Students’ Comprehensive Vocational Ability Training Strategy

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ABSTRACT: This paper studies the existing situation of business English of higher vocational college aiming at cultivating students’ professional career awareness, basic knowledge and skills, comprehensive vocational ability, and puts forward the improvement measures and strategies, which is to improve the comprehensive vocational ability of business English.

Keywords: higher vocational business English; comprehensive vocational ability; strategy

1 INTRODUCTION

With the acceleration of globalization, economic exchanges among different countries in the world have become more and more frequent. As an international language, English has attracted a lot of attention from business world. Demanding for English talent of higher vocational colleges from large, medium and small enterprises in different industries has been increasingly rising. But employment survey of business English major students of vocational college in Shandong shows that there is a wide gap between the practical application ability of business English graduates and the demand for professional talents. Compared with other graduates majoring in economics and trade, graduates majoring in business English do not have a particularly significant competitive advantage. So it is hard for graduates to find an ideal job, and it will take a long time for them to suit their post, which often makes them fall frustrated. Therefore, there is such an awkward situation: on the one hand, it is difficult for many enterprises to recruit the business English talent required by the position. On the other hand, there are a large number of business English graduates who can’t find a job with the business English major after graduation.

In order to solve the contradiction between supply and demand of the business English talent, we have earnestly summarized and deeply pondered business English teaching method in vocational college, and have found some problems. We now propose some countermeasures to solve these problems in order to cultivate qualified business English graduates to meet the requirements of enterprises.

2 THE CONNOTATION OF PROFESSIONAL COMPETENCE IN BUSINESS ENGLISH

What is the vocational ability of students majoring in business English? From the enterprise and the feedback of graduates and survey, we know that at present “professional ability” needed by business English major students in higher vocational colleges in our country is made up of basic professional ability and comprehensive vocational ability. Basic professional ability is mainly composed of comprehensive English language skills and business field ability, which is the core of the professional ability of business English professional, and is also a necessary skill of the students majoring in business English. Comprehensive vocational ability refers to the students’ vocational quality, which is mainly manifested as the degree of adaptation to society.

Comprehensive professional ability is the essential qualities of people engaging in a professional, and many kinds of ability in the professional activities. It consists of autonomous learning, acquired new knowledge and skills, the ability to process information and interaction with others, cooperation, and
the ability to live and work together. The connotation of comprehensive vocational ability is summarized as follows: professional ability, method ability and social ability. Professional ability generally refers to those abilities which are directly related to professional expertise, professional skills and special ability, which is the basic condition of possible occupational activities and the core competence of workers qualified for the job. The method ability is the working method and the learning method required by laborer engaging in this job, which is laborer’s basic development ability. Social ability refers to the ability of people to interact with others, cooperate, live together and work, which is the ability need by the laborer to engage in professional activities.

3 TEACHING STATUS OF BUSINESS ENGLISH IN HIGHER VOCATIONAL COLLEGES

In recent twenty years, China’s business English major has been developing rapidly. Although starting late, business English major has rapidly developed into one of today’s popular major. But due to the teaching mode of business English major has not been innovated, business English teaching mode has no big differences from general English teaching mode in terms of curriculum system, and teaching methods. Teaching system has not been formed with characteristic of vocational colleges, and do not have operability and practicality, so business English major graduates cultivated by this kind of teaching mode is very difficult to meet the actual needs of enterprise business.

Our college offers courses related to vocational competence, include: foreign trade correspondence, import and export business with documents, Cambridge business English intermediate course, translation and international economic and trade English. These courses are still in language + business sandwich mode, and there is no way to integrate. The teaching mode is relatively monotonous, the teaching method is backward, and the teaching content is too theoretical. Students cannot obtain necessary practical exercise because of lack of necessary training base, which does not completely conform to the aim of the higher vocational education directing at cultivating application and skilled graduates. Because “Double-qualified” teachers and teachers with business experience and background knowledge are not enough, so they cannot be closely combined with the work, and therefore they cannot undertake the systematic and practical construction of the teaching staff. Also because of the existing equipment conditions of the practical training base in our college, we cannot meet the requirements of business English professional training courses. As a result, it is difficult to develop training base in college-enterprise cooperation agreement signed by our college.

4 THE PROBLEMS EXISTING IN THE TEACHING OF BUSINESS ENGLISH MAJORS IN HIGHER VOCATIONAL COLLEGES

(1) The teaching goal is not clear enough
In vocational colleges, practice teaching of business English are blind, and there are no definite teaching goals and tasks due to business English professional teachers do not know much about foreign trade industry, and the demand for business English talents.

(2) It is difficult to form a scientific, systematic and complete teaching system for teaching
When starting business English major, practice teaching content is mainly formulated by the instructor teaching this course, and practicing skills independently, such as: the foreign trade correspondence train students’ ability in business writing, the import and export business and the documents train the students’ ability to make English documents. Although this kind of teaching achieves certain teaching effect, enhances the student’s individual skill, but the limitation is very big. At present, foreign trade enterprises need high quality talents with comprehensive professional ability. Due to the high casual nature of the development of various training programs, there has been no contact between each other. The practice teaching is not systematic and integrative, which is hard for students to learn comprehensive skills, so the students’ comprehensive vocational ability is weak, and they cannot meet the needs of the enterprises. Therefore, they will fall into the predicament of the difficult employment after they graduated from school.

(3) The evaluation of practical training is not scientific and reasonable.
The teaching assessment can effectively check, manage, guide and promote the teaching. The scientific and reasonable evaluation of teaching assessment directly affects the quality of teaching and graduates. At present, the teaching assessment of business English teaching in higher vocational colleges is usually done through training or training reports. Practical training focuses on the cultivation of students’ vocational ability. And the homework and the actual training report cannot fully reflect the students’ professional ability, which will affect the evaluation of the orientation and promotion of the teaching, lacking sciencyficty and rationality.

As an educator of business English teaching in an employment-oriented higher vocational college, we should focus on training students’ application ability as well as the students’ comprehensive vocational ability training. Only the students’ comprehensive vocational ability gets promoted, can the employment of graduates be promoted, and then our college will take an advantage in higher vocational educational competitions.
VOCATIONAL COLLEGE STUDENTS’ COMPREHENSIVE VOCATIONAL ABILITY TRAINING COUNTERMEASURES

(1) With the purpose of serving the local economy and keeping the orientation of industry demand, we have made a research on employers and graduates to determine the student’s specific professional competence and build a talent training program with special characteristics of business English.

The training of vocational ability is the training of employability. Through investigation and research, the professional competence training of business English majors in our college is positioned: students should be trained to be interdisciplinary talents with abilities to listen, speak, read, write and translate English, and they should master international business knowledge, and professional ability, including strong English language communication ability and certain business English document reading and writing ability; the practical ability of foreign trade practice, understanding of the necessary theoretical knowledge and basic skills of business environment and business activities at home and abroad, good interpersonal skills and teamwork spirit. They should possess high dedication and responsibility consciousness, strong adaptability, and creativity.

(2) A business English course system was constructed based on the business English working situation module. Courses were set up with the orientation of students' core vocational ability.

The training of comprehensive vocational ability of business English majors is closely related to the curriculum system. This major should cooperate with relevant enterprises, so they should study and develop courses together, and design sustainable landscape according to business English work situation. The teaching standards of the courses should be based on students’ core employability, and students’ comprehensive vocational ability should be systematically trained through the designing of courses.

(3) The training session is highlighted. Effective teaching modes of practice are explored. The actual training bases inside and outside the school are built with The Times.

We have made full use of internal and external training base to strengthen the students’ comprehensive vocational ability, attached great importance to the training, to cultivate the students’ vocational ability to apply diversified and modern teaching means, to explore practical and effective training mode step by step. Utilize the combination of engineering and school to enhance students’ employability, and to ensure students’ employment.

(4) Develop diversified skills through vocational qualification training.

The core competence of business English majors is the capability to find employment, while the professional qualification certificate of business English is the green card of the enterprise. We are teaching courses relating to the professional qualification certificate courses in the teaching process, such as the Cambridge Business English, Written Translation, while training students’ comprehensive vocational ability. Teachers help their students to obtain the professional qualification certificate, and improve their competitiveness, so that the students can take an advantage in the fierce employment competition.

(5) We will strengthen the construction of the “double-qualified” faculty to increase the number of part-time teachers of professional talents in industry enterprises.

Professional English teachers should have the following characteristics: solid comprehensive English knowledge; outstanding higher vocational teaching theory and characteristics; familiarity with international trade and business knowledge. Therefore, colleges should strengthen the training of teachers, such as sending them to the work-integrated learning enterprise for the actual combat training, or hiring professionals from industries and enterprises for teachers training or to serve as part-time teachers in order to improve the teaching quality and improve the students' comprehensive vocational ability.

TRAINING APPROACH VOCATIONAL COLLEGE STUDENTS’ VOCATIONAL ABILITY

Professional ability training of higher vocational students majoring in business English should include two aspects which are the basic professional ability and comprehensive vocational ability. In order to acquire these abilities, it is not enough to only rely on a single classroom teaching, and therefore the training methods should be multifaceted.

6.1 Improve the talent training mode of vocational ability

Training mode of higher vocational business English professional talent is the guarantee of improving students’ vocational ability, which is also the guiding ideology of the professional personnel training. At the same time, taking serving people as the aim and employment as guidance, we should emphasize the guiding ideology of cultivating students’ vocational ability, which is the training objective of business English professional talent, the inevitable path for professional development, and the construction of talent training mode to improve students’ professional ability. We now adopt the following measures:

(1) We should find the training mode of business English professional talent through the exploration and study of professional ability of business English professional, explore the combination between schools and enterprises, and develop task-oriented, profes-
sional talent training mode with international vision.

(2) We should set up business English professional teaching steering committee consisting of enterprise expert, professor and professional backbone teachers. The steering committee should play an important role in talents training, course design, professional construction, practice, guidance for teachers, etc. We should timely assess the needs of the talent market and the professional development in order to create favorable conditions for the improvement of the professional ability of students.

(3) In the process of talent training, we should explore methods of “four combinations” for cultivation, which means we should combine the teaching activities with the vocational skills training of the students, combine the training of professional business knowledge with vocational skills and abilities, and combine the learning at school with the internship in businesses, and combine school education with enterprise practices. Therefore, we should send students majoring in business English to some enterprises for the internship, or invite entrepreneurs and business experts as visiting professors to our school to give lectures or reports on a regular basis in order to truly realize the integration of working and learning, school-enterprises cooperation.

6.2 Implement BTPE professional teaching mode to enhance students’ professional competence

We should adopt BTPE professional teaching mode with the background of international business (business), the work as a carrier (task), the time for operation way (practice), and English language ability as the core (English) to improve the students’ professional ability of the core.

Regarding the real work task as breakthrough point and the application as the purpose and characteristics in the classroom teaching, we can build curriculum and teaching content system focusing on the use of professional and technical ability and the cultivation of the ability to work in a real enterprise work atmosphere and learning environment. At the same time, with the use of advanced professional training room, and excellent teaching software and equipment, we can build a real task practice in campus combining with simulation field teaching platform to achieve the learning situation of “strips” and “simulation”.

6.3 Explore and build a professional curriculum system

(1) Regarding the employment as the guidance, we can design course system geared to the needs of professional post based on the typical task. Considering the concept of business process and working as a unit, we can design the teaching contents to set up a corresponding learning situation, making the students learn knowledge, master the skills in the process of doing tasks.

(2) Focusing on business English professional competence in all kinds of business activities, we can set up courses system, reduce some courses which are confused with trade majors, and highlight English as the core course.

(3) Centering on training target of foreign language professionals, we can optimize the integration of traditional professional courses. Guided by employment, for jobs, we can set up curriculum system based on jobs typical task. Regarding the business flow path as the main line and the working task as the unit, we can design the teaching contents to set up a corresponding learning situation, so that the students can learn knowledge, master the skills in the process of completing the task.

(4) We can introduce advanced teaching methods, such as multi-forms interaction, the task-driven teaching method, other teaching methods embodying the characteristics of higher vocational education, into the classroom. At the same time, we can actively carry out reforms of examination contents and form, and actively promote the examination and the industry standard. Occupational qualification certification examinations can also be introduced into the appraisal system, to improve the students’ learning initiative and raise the student’s innovation ability.

(5) According to the actual task, the course content will be integrated with the industry expert analysis to determine the task based on the core skills and curriculum of corresponding majors, and then professional skills training will be emphasized. The integrated curriculum development of professional qualification examination and degree-oriented education is carried out, and the teaching mode of vocational qualification examination is introduced into the classroom to improve students’ professional practice ability.

7 CONCLUSION

Over the past few years of practices of business English professional, outstanding achievements have been achieved. And the professional ability of students has also been improved greatly because the student had various internship and training during the period of study in school. The knowledge and skills learned in school will be connected with the position of the industry, and therefore the students will be able to work immediately after graduation and become popular among employers. In addition, since students majoring in business English can operate both in business and English, as well as fully demonstrate their professional competence in employment, they have a strong competitive advantage. As a result, there are many jobs for students and many options for the job.

All in all, strategies of talents training in higher vocational business English have been adjusted in order
to improve the comprehensive vocational ability of business English major graduates, and make the professional training of talents meet the market demand, enhancing employment competitive power. Only by this, students’ comprehensive vocational ability can be improved to promote the employment of graduates, so that the university can take the top spot in the fierce competition of education.

REFERENCES


