Analysis and Research on Strengthening Bilingual Teaching Ability of Business Administration Courses in College and Universities

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Abstract: This paper analyzes the specific situation of bilingual teaching in the course of Business Administration Major in our national colleges and universities, and finds out some of the problems and shortcomings, and puts forward some measures and measures to solve these problems, hoping to provide some help for the bilingual teaching in Colleges and universities. And reference, so that colleges and universities can cultivate high-quality, high-quality talents with certain international competitiveness.

Key words: Bilingual Teaching of business administration in Institutions of higher learning

1. The necessity and significance of bilingual teaching for Business Administration Courses

After China's accession to the WTO, the acceleration of global economic integration and the further development of China's opening up pattern. It is of great significance to promote and strengthen bilingual teaching in the course of business administration in Chinese colleges and universities. It is of great significance for colleges and universities to cultivate high-quality compound talents with international competitiveness. The four document issued by our national education department in 2011 clearly shows that "we should actively promote and promote English and other languages for teaching in Colleges and universities. For undergraduate colleges, we should use English and other foreign languages to teach professional and public classes." Bilingual teaching means the use of another language other than mother tongue to teach various disciplines. Popularly speaking, using foreign languages (usually English) to teach non language subjects enables students to learn English at all times in their studies.

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2. The current situation and problems of bilingual teaching in business administration courses in Chinese Universities

According to the requirements of the document instruction of the Education Department of our country, the universities have also carried out bilingual teaching on the business administration courses in the school according to the instructions of the documents, but in the process of implementing the bilingual teaching, there are some disharmony phenomena which violate their original intention. These problems deserve the educational institutions to rethink.

2.1. Colleges and universities do not know enough about Bilingual Teaching in business administration.

Bilingual teaching advocated by the State Education Department in Colleges and universities is a strategic goal based on the needs of the national economic development. However, some colleges and universities have not completely failed to implement the urgency and necessity of bilingual teaching, and the implementation of double language teaching in the school is only a directive to the Education Department. In order to respond and cope with the examination of the education department, there are many bilingual teaching in the classroom which is only in the classroom to say that the everyday language of some simple foreign languages is bilingual, which is too formalized. It is not a real bilingual teaching at all, and it has lost the true meaning of the bilingual teaching. Some universities are just recruiting students under the guise of bilingual teaching in our university. In general, the purpose of bilingual teaching in China's colleges and universities is different, and neither will improve and improve the students' thinking methods and knowledge, and cultivate the complex business management professionals with international standards. The existence of these problems seriously hinders the popularization and popularization of bilingual teaching.

2.2. there is a serious lack of teachers in bilingual education in Business Administration in universities.

In the universities of China, there is a serious shortage of teachers in bilingual teaching of business administration. Most of the teachers in Institutions of higher learning are taught by a single specialty themselves. As an English major, teachers can only teach English classes and do not understand the business management knowledge; the other is that the teachers of business administration, but their English majors are weak, can not really meet the basic requirements of bilingual teaching. Only a few teachers who have such qualities can only give priority to teaching students in international trade. Other students are not taught by such teachers and can not be taught in bilingual teaching. In the colleges and universities, the teachers with bilingual teaching ability are working. It is also very busy, a teacher should bear the teaching of a number of courses, leading to lack of energy and the burden of teaching, so that the quality of teaching is not very good.

2.3. The number of students in the class is more, and the English level is general.

Our country has begun to teach English in grade three of primary school, and it has been 9 years since students entered university. But because of the large population of our country and the tension of educational resources, the majority of each class in each school is about 50.
The mode of carrying out small class teaching is unreachable, which is very bad for the teaching of English. As a result, most of the students in our country have learned English for about 9 years before entering the University, but many students are still at the general level of reading, speaking, listening and writing, especially the ability to listen and speak, and most of them are unable to understand and speak out. These problems have also hindered the bilingual teaching in Colleges and universities.

2.4. It is rather blind to choose bilingual teaching materials and set up courses.
The selection of teaching materials for the course of Business Administration Major in some colleges and universities is blind, using the original textbooks all English, which can not be consistent with our country in the arrangement of teaching methods, the requirements of teaching standards and the emphasis of teaching, which has brought many obstacles to the practical teaching work. The textbook is adapted in China, but the teaching materials in the market are uneven, and it is difficult to choose suitable teaching materials; the school teachers organize themselves, and the level and ability are insufficient.

3. Measures to strengthen bilingual teaching in Business Administration Courses
3.1. Strengthen the construction and training of Teachers
There are many ways to solve the problem of shortage of teachers in bilingual teaching. By means of means and methods, we organize teachers to learn from each other and listen to each other through regular teaching and teaching meetings and seminars, and let teachers learn teaching methods by watching the video of foreign famous teaching experts to improve their teaching level; a group of more excellent bilingual teaching is selected in the school. The teachers of the class go to the foreign universities to carry out short-term training and study, and then improve their overall bilingual teaching level, and can also learn the advanced teaching methods and modern bilingual teaching ideas in the world. Schools can also hire foreign teachers of business administration to carry out bilingual teaching in our college.

3.2. Bilingual teaching in business administration courses should be carried out step by step in teaching.
At present, the bilingual teaching of business administration courses in Colleges and universities is still at an early stage, and is not suitable for widespread development and reality in large areas. Most universities in China still do not have the resources and conditions for bilingual teaching in large areas. Considering that most of the students in Colleges and universities have different English standards, we should strengthen the teaching of English course in the first grade of the University, and make a good language foundation for the next students to carry out bilingual courses and teachers' bilingual teaching work smoothly.

3.3. Small class teaching, graded teaching to improve students' English using ability
The use of small class classroom teaching mode can effectively improve the quality and effectiveness of bilingual teaching. The classroom teaching should have an active learning atmosphere, increase the interaction between teachers and students, use personal explanation,
slide teaching and case description to teach, and focus on the students' language, academic and learning ability. We should also focus on cultivating and improving students' sense of teamwork, project development and research, innovation and case analysis.

3.4. Strengthening the construction of curriculum materials
Setting up and selecting appropriate courses to carry out bilingual teaching is an important factor to ensure the smooth implementation of bilingual teaching. The choice of teaching materials also has a very important influence on the implementation of bilingual teaching. The bilingual teaching materials should be easy to understand and can't be "worshiping foreign language". The original textbooks abroad are not suitable for the requirements of Chinese colleges and universities. So even if the original foreign textbooks can not be used directly, the teachers should extract the content of teaching in the teaching materials according to the content of the teaching. It can also be used for students. Schools can also organize teachers with higher English proficiency to prepare English textbooks. In this way, both the students' ability to accept English and the localization of the original textbooks are taken into account.

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