

Research and Practice of Professional Quality Cultivation of Technical Talents at Undergraduate Level of Business English Major Based on Modern Apprenticeship System

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Abstract: *The modern apprenticeship system for business English majors is an important mode of talent training, and has played a key role in the undergraduate level talent training. The business English teaching mode of the modern apprenticeship system is in a rapid development stage. The teaching needs to carry out the training and discussion of technical talents, and understand the close relationship between vocational education and students' future career. We should strengthen the strategy and implementation focus of business English talents training under the background of modern apprenticeship, understand the current difficulties of technical talents training, and carry out profound discussion and analysis from students' knowledge, ability, theory, practice and other aspects, so as to truly find a path suitable for the reform of business English teaching.*

Keywords: *Modern Apprenticeship; Business English; Technical Talents; Professional Quality Training*

1. Introduction

We should strengthen the construction of business English talents training mode, explore the time of talents training mode through modern apprenticeship, further improve the quality of classroom teaching to realize the rapid reform and development of English talents. Through strengthening the construction of dual courses, we can achieve multi-dimensional assessment and evaluation, highlight the necessity of integrating post standards into the development of talent training, and improve the quality of business English talents training. The business English teaching mode based on the modern apprenticeship system is adopted to promote the rapid development of current vocational education, solve the problems existing in the cultivation of undergraduate application-oriented talents in vocational education, and truly achieve the educational goal of integration of industry and education, school enterprise cooperation, and work study integration.

2. The practical predicament of technical talents' professional quality training

2.1. Inadequate reform and innovation of education and teaching mode

The professional knowledge of business English is characterized by its indescribability, situational relevance and difficulty in transmission. The work experience and skills of business English belong to the category of "tacit knowledge", which is difficult to teach to students in traditional classroom teaching. In order to integrate this model into the traditional vocational education system, many higher vocational schools have carried out the adjustment of the curriculum system and the reform of teaching methods.[1] However, due to the lack of practical experience in the reform of business English curriculum content, the teaching organization is not flexible enough. Business English is the core of the teaching curriculum, which neglects students' other cultural courses and ideological education. The construction of the curriculum system is relatively simple, and the teaching content of the curriculum is updated slowly. The lack of innovation awareness keeps pace with the times has led to insufficient innovation in curriculum teaching, curriculum content, teaching mode, etc.

2.2. Lack of practical application opportunities

First of all, it is difficult for the school to provide students with professional internship opportunities.

Many business English graduates can only engage in some ordinary secretarial, administrative and other work in the company. The knowledge that students learn in the classroom does not match their practical ability, and what students learn cannot meet the needs of post strength. In addition, some internship companies are small, because teachers do not know students well enough, resulting in a lack of energy investment in internship teaching. Some companies give interns to do irrelevant work, which makes the quality of students' internship cannot be guaranteed. Some students have a strong sense of self. They feel that the internship is just a passing experience, with high vision and low skill, and they are irresponsible in their work. They even propose to replace the post internship institutions, which has a comprehensive impact on the work quality of post internship.

2.3. Single teaching evaluation mode

In terms of evaluation mode, teachers pay too much attention to subject knowledge and achievements, especially book knowledge and examinations, while ignoring students' comprehensive qualities and potential, such as practical ability, innovative spirit, psychological quality, emotion, attitude and habits. In terms of evaluation content standards, it still pays too much attention to universality and ignores individual differences and the value of individual development. In terms of evaluation methods and techniques, it is still the traditional paper and pencil test, which overemphasizes the quantitative results and lacks the qualitative analysis, evaluation means and methods of new evaluation ideas.[2] As for the subject of assessment, the subject of assessment (students, teachers, especially students) is still in a passive state of assessment, and there is no participation and interaction among teachers, parents, students, teaching experts and other subjects, showing a single passive state; From the perspective of the core of the evaluation, it also overemphasized the results, ignored the progress and efforts of the subjects at different stages, and did not form a real process evaluation.

3. Exploration and practice of the training mode of modern business English talents

3.1. Establishing a post oriented talent training system

The talent training system of the "foreign trade pilot class" for business English majors, based on the professional skills and working conditions of foreign trade practitioners, adopts the concept of "dual", including professional categories, enrollment objects and school system. In the construction of the pilot foreign trade class, it is aimed at all graduates of business English major in the form of school enterprise cooperation in a three-year cycle. Enterprises enter the campus for recruitment publicity, adopt the form of "written examination+interview", and implement a unified recruitment system. We should cultivate a solid foundation in English, master foreign trade theory, and have certain international trade practice ability and cross-cultural communication skills, who can be able to participate in international business competition and cooperation, and be competent for import and export business and management.

The introduction of professional post standards, also known as "practice standards", is an important feature of China's college practice system. Work standards, teaching standards, evaluation standards and other work standards are integrated into the standardization construction. Practice enterprises should establish professional working standards and provide professional training places, which is an important guarantee for the establishment of modern apprenticeship system. The school undertakes the curriculum system and teaching organization and management, and helps the company carry out the management of off campus internship.

3.2. The organization and implementation of teaching according to the "dual" education model

Establishing a curriculum system and emphasize that personal benefit, academic ability and work environment ability are the necessary abilities to enter the post. The dual system teaching mode is adopted. In all industries, the school must provide courses related to the company.[3] The teaching content of this course should be consistent with the work specifications required by the enterprise, and adapt to the theory and technology related to general occupations. In combination with the training objectives of modern apprenticeship and the work requirements of enterprises, a professional teaching plan of "dual curriculum" is established.

In terms of public basic courses, professional basic courses, professional skills courses, personality development courses and other courses, orderly teaching should be carried out according to the distribution of school and enterprise resources. The enterprise English major is a modular teaching with

the goal of ability cultivation and the guidance of work process, which is developed by the school and the enterprise together. Building a team of "double tutors" and implementing "dual education" is an important part of building a modern vocational education model. "Double mentors" is a modern apprenticeship talent training mode with enterprises as the main body. Through in-depth investigation, the talent training program, professional teaching standards, curriculum standards, etc. are determined. The school has taken measures such as enterprise investigation and post placement practice to strengthen the construction and training of the "double teachers" team. In this process, the school has selected the "double tutors" team with deep theoretical knowledge, strong sense of responsibility, strong sense of innovation and team cooperation. The company selects teachers with high political quality, good technology and business, and good language expression ability as the company's instructors. The company has defined the responsibilities and rights of the instructors, included the work completed by the instructors in the company's year-end assessment, and can enjoy the apprenticeship allowance. The school has broken the existing teaching staff, set up a mobile teaching team, and set up part-time teachers. The school will conduct annual evaluation on the school's tutors to the enterprise internship and technical service posts, and take them as an important basis for promoting professional and technical posts.

3.3. Strengthening the cultivation of students' practical application ability

A practical teaching system that conforms to the purpose of vocational education has been built. In order to ensure the teaching requirements of this course, the theory+practice integrated practical training teaching mode has been established, and simulation operating systems such as business English, business English translation, foreign trade correspondence and foreign trade practice have been purchased. The core professional courses are arranged with appropriate practice bases, mainly based on process and terminal evaluation and evaluation models. The theoretical teaching is conducted by the teachers of the school, while the simulation practice of the center is guided and evaluated by the company's instructors. We should adopt flexible teaching methods to improve students' learning efficiency. In terms of learning content and learning time, we should fully consider the needs of enterprises, and appropriately replace and follow students, so that we can not only ease the employment contradiction of enterprises, but also achieve learning tasks, and achieve "work study alternation".

3.4. Improving the evaluation system of professional talent training

We should establish a diversified participation evaluation and evaluation mechanism, which is based on the characteristics of English majors, defines the evaluation objectives, evaluation subjects, evaluation indicators, implementation methods, process and results feedback, so as to achieve the purpose of dynamic adjustment. The teaching process evaluation method is based on the curriculum standard, and the method of combining the procedural evaluation with the conclusive evaluation is adopted. Through the evaluation of business English teaching, we can provide some specific suggestions for optimizing the teaching elements. The evaluation of business English education is not only the evaluation of teaching objects and teaching processes, but also the evaluation of teaching factors such as teaching plans, curriculum plans, textbooks and school running conditions of business English teaching activities, which has an impact on the improvement and formation of business English teaching. At the same time, we should also focus on optimizing the teaching environment and elements of business English to ensure the optimization of education.

4. Opinions and Suggestions on Modern Apprentice Construction for Business English Majors

4.1. The guiding role of the government realizes the guarantee of talent training

Since the market economy system implemented in China is based on the national macro-control, higher vocational colleges should conduct effective cooperation with employers to cultivate skilled talents who meet the market demand without the guidance of the government. From the perspective of the labor system and the legal and regulatory system of schools and enterprises, the state-led support policy is the best guarantee. With government units as the important orientation of talent training, strengthen the macro system of application-oriented talent training, and bring more diversified choices to talent training. Encourage college students to actively enter the work position, enter the free practice and learning, apply professional knowledge to practice, and reflect the applied talent training and development mode of integrating production and education.

First of all, the government allocates special funds every year to support and support the development

of higher vocational education, which, to some extent, can solve the problems of outdated equipment and lack of experimental bases in most higher vocational colleges. Secondly, the government should formulate corresponding supporting policies to ensure that the implementation of China's current apprenticeship teaching mode is legal and normative, and to provide legal guarantee for schools, enterprises, teachers and students. Third, the power of the state can be used to cooperate with enterprises in various industries to further improve the quality of vocational education. Enterprises can actively cooperate with schools in the field to bring corresponding technology and lay a good foundation for the school teaching work. In the process of learning professional knowledge, more students can understand their future career planning and development, understand the new standards and requirements of the current position, constantly improve their own learning mode, and improve their comprehensive ability.

4.2. Finding the right business partner is a top priority

For business English majors, finding a company suitable for the pilot of the modern apprenticeship system is the beginning of everything, and it is also the most important link. Although the number of such enterprises is not large now, but it can be used as a pilot, such as foreign enterprises, foreign trade companies, foreign offices in China and so on. In order to achieve this goal, higher vocational English majors must dare to go abroad, with the support of all walks of life, and actively seek the support and assistance of government departments, in order to find suitable cooperation objects. In particular, the government departments should make clear their responsibilities and earnestly "do something". Since the implementation of apprenticeship enterprises in China, the main body of their participation is the joint efforts of the government, schools and enterprises to achieve results.

4.3. Actively change the concept, highlight the advantages of English education

At present, there are some problems in the business English curriculum system, teaching content, teachers and evaluation system of colleges and universities. Under the requirements of the implementation of the modern apprenticeship system, the higher vocational and technical colleges should take the lead and take the initiative. After finding the partners, we should actively adjust the problems in professional teaching according to the recruitment needs of enterprises, abandon the concept of "school standard", and bear in mind all the training mode reform for "modern apprenticeship". The teaching mode should maintain dynamic changes and be reasonably updated. Only in this way can the flexibility and adaptability of vocational education be truly reflected and truly effectively cooperate with enterprises.

5. Conclusion

To sum up, under the training mode of modern apprenticeship system, double qualified teachers and enterprise teachers deeply participate in the formulation of training plans and discover new professional values beyond work and teaching. In view of the development of business English teaching activities, we should consider building a team of double qualified teachers, in order to reform the teaching content and model, improve the teaching evaluation, and help students adapt to the basic requirements of the current training of application-oriented talents.

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