

Reform of Business English Practice Teaching System Based on OBE Teaching Concept

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Abstract: *The practical teaching and theoretical teaching of business English are complementary to each other. It is a teaching mode focusing on cultivating students' comprehensive vocational skills. It not only integrates and connects the basic knowledge of students' majors, and promotes and enhances the comprehensive development of students' various skills. The necessary way to achieve the goal of training professional talents is also the key. In the business English major, 3 English teachers and 70 students were selected to carry out a questionnaire survey, to understand the reality of the school's business English major practical teaching, to find out the problems of the practical teaching and to analyze the causes of the problems. After graduation, 12 students work in self-employed units, accounting for 17.14% of the total; 18 students working in private enterprises, accounting for 25.71% of the total, and 40 students working in foreign-funded enterprises, accounting for 57.14% of the total. By constructing an effective practical teaching system, the employability and sustainable development ability of students can be enhanced to achieve the training goals of higher vocational education.*

Keywords: *OBE Teaching Philosophy, Business English, Practical Teaching Mode, Teaching Evaluation*

1. Introduction

As a major of applied talents, business English is more forward-looking and necessary for reform, and the continuous expansion of my country's economic development and foreign exchanges has put forward newer and higher requirements for the practical teaching of business English. In this context, in order to cultivate business English talents who adapt to the society and the market, it is necessary to make adjustments to the existing curriculum system, change the previous subject curriculum system, and conduct research on talent needs and academic qualifications in the foreign trade talent market. After constructing an overall optimized practical teaching system to guide the practical teaching of business English, so that English and business can be truly integrated.

From the analysis of the talent needs and job needs of the enterprise, the professional literacy, professional application ability and job docking application ability of graduates are favored by enterprises [1]. However, in the actual operation process, many colleges and universities did not take into account the needs of the society and the regional economy. The students trained are not well qualified for international business activities, and the graduates are not very competitive in employment [2-3]. In particular, a large number of small and medium-sized enterprises have joined the foreign trade industry, requiring graduates to be able to work quickly to create profits for the company [4]. Enterprises need students not only to have the ability to communicate in English, but also to be very familiar with international trade conventions, terms and procedures, and have the ability to operate [5]. This puts forward higher requirements for the training of business English talents [6]. In addition, the orientation of school policies will also make practical teachers lack opportunities to improve their theoretical and technical knowledge, mainly because when selecting relevant teachers to participate in domestic and foreign advanced studies and training, most of them only consider theory teachers [7-8]. The serious difference in the treatment of these school policies and the imbalance in the distribution have severely affected the enthusiasm and subjective initiative of the practical teaching teachers [9-10].

Through the research on the practical teaching problems of business English, it is helpful to promote the reform and development of practical teaching, improve the quality of practical teaching, strengthen the intensity of practical teaching, and then make deeper thinking on the reform of practical teaching of business English, and find solutions to business English the key to the problem of practical teaching of English majors; in addition, through this research, a new system and new model of practical

teaching of business English can be established, enriching and developing relevant theories of practical teaching models.

2. Business English Practical Teaching

2.1 OBE Teaching Philosophy

Teachers can arrange topics and content for students in advance according to the topics to be spoken in class, ask students to express their opinions on related topics during class, and can also adopt impromptu speeches for classes with better levels. After the student's speech is over, the teacher can comment in conjunction with the speech, and introduce the learning of this class.

2.2 Business English

Business English majors are not strong in business practice operations. The main reason is that most vocational colleges do not pay enough attention to the training and internships of this major in teaching. Compared with science and engineering majors, the construction investment is obviously insufficient and the conditions for practical training and internships behind. As a result, the graduates of this major cannot enter the job role immediately, which invisibly prolongs their probation period, which is far from the needs of the employers for practical business English talents.

Assuming that there are n training samples, the probability of each sample conforms to the Bernoulli distribution, $p(y_i = 1 | x_i)$ represents the probability of a positive class, and the probability of a negative class is $1 - p(y_i = 1 | x_i)$, and the posterior probability for each sample is:

$$p(y | x, w) = p(y_i = 1 | x_i)^{y_i} (1 - p(y_i = 1 | x_i))^{1-y_i} \quad (1)$$

Log likelihood function:

$$l(w) = \sum_{i=1}^m \log p(y_i = 1 | x_i)^{y_i} + \log(1 - p(y_i = 1 | x_i))^{1-y_i} \quad (2)$$

Information entropy is one of the most commonly used indicators to measure the purity of data in a sample data set. The information entropy of data set D is:

$$H = - \sum_{k=1}^{|y|} p_k \log_2 p_k \quad (3)$$

Where H represents the information entropy of data set D .

2.3 Practical Teaching

Practice teaching management and organization are not in place, lack of teachers with practical teaching of business English, and supporting practical training and internship conditions are relatively backward. The lack of practical teaching resources restricts the development of practical teaching of business English in higher vocational colleges. In the specific implementation of the course, it is necessary to consider the applicability of the course content itself and students' practical activities. The applicability of the course content means that the content itself should be combined with practical problems when arranging the course teaching. The integrity of disciplines and the construction of the entire theoretical system are not the focus of attention. The key to higher vocational education is to build a modular and comprehensive curriculum that meets actual needs. The practicality and applicability of knowledge and skills need to be cultivated. The practicality of the curriculum means that the proportion of practical courses should be increased in the implementation of teaching, to provide students with more opportunities to contact actual work, deepen the students' understanding of the curriculum in the course of study, and apply professional knowledge to real work in a timely manner.

3. Construction Experiment of Business English Practical Teaching System Based on OBE Teaching Concept

3.1 Construction of Business English Practice Teaching System

This article adopts the "three-in-one" practical teaching mode, including three links: in-class experiment, in-school training, and out-of-school practice. In-class experiment refers to the classroom exercises arranged after the completion of a part of the course in order to strengthen the content of the course in time. Most of the teachers in the school will guide and complete it in the school. In-school training is usually after a course or several related courses, in order to further consolidate the knowledge points for several weeks of training, so that everyone has a deeper understanding of the knowledge. This kind of training is mostly completed by teachers and students in the school. The fundamental goal is to establish a connection between knowledge points and form a comprehensive and complete knowledge understanding. Off-campus internship means that students go to an off-campus internship base for internship or contact real companies and enterprises to learn, and cultivate students' comprehensive application knowledge English ability and business affairs processing ability in a real environment.

3.2 Evaluation Index

In the business English major, 3 English teachers and 70 students were selected to carry out the questionnaire survey. After completing the questionnaire survey, the information obtained in the questionnaire survey was summarized and sorted, and the total score was calculated according to the weight of each indicator (full score is 100 Minute).

4. Teaching Results

In recent years, business English professional teachers have a deeper understanding of the importance of practical teaching, but in practice, it is still unclear what teaching goals should be achieved and how to achieve them. In terms of talent training goals, Business English still puts the emphasis on students' learning on the theoretical level of knowledge, which seriously lacks the training of students' vocational skills. Table 1 shows the verification results of the formative evaluation index system for English teaching. A conclusion can be drawn from the table: the final result error between the teacher's evaluation of students and the students' self-evaluation is less than 1 point, which shows that the established formative evaluation index system is scientific and reasonable.

Table 1: Results of verification of the formative evaluation index system for English teaching

Evaluation score	Teacher	Student
Student attitude	24.057	24.103
Student interest	12.066	12.104
Learning ability	5.322	5.385
study method	3.154	3.155
Classroom performance	2.613	2.627
Operation	2.837	2.856

The training goals of Business English undoubtedly put forward higher requirements for teachers' various abilities. The training goals determine that there are very big differences in the structure of professional teachers. Schools can require business English professional teachers to have strong English use ability, strong practical teaching skills of business English, and certain foreign trade operation skills and computer operation skills. The survey of employment and practical teaching of business English majors is shown in Figure 1. The questionnaire involves the employment direction, professional level, salary level, professional counterpart rate, job satisfaction, employability and practical teaching evaluation of graduates of this major. There are 12 people working in individual units, accounting for 17.14% of the total; 18 people working in private enterprises, accounting for 25.71% of the total, and 40 people working in foreign-funded enterprises, accounting for 57.14% of the total. It can be concluded that the employment direction of the graduates of this school is mainly

foreign-funded enterprises. We should strengthen students' practical teaching and improve their employability and level in foreign enterprises.

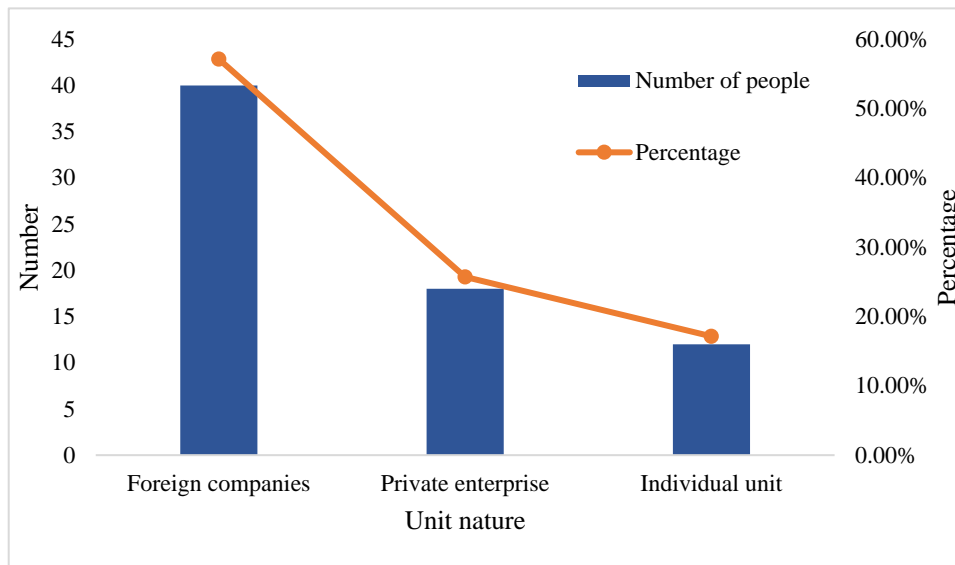


Figure 1: Survey of employment and practical teaching of business English majors

Putting business English teaching in a simulated training scene, students can learn theoretical knowledge while conducting simulated training. In an approximate simulation scenario, students can more intuitively and vividly understand the operational procedures of warehousing, freight, customs, banking, and product inspection and quarantine. At the same time, they can have a more comprehensive understanding of trade processes such as contract formulation, product transportation, customs declaration and inspection, and letter of credit review. Practical teaching satisfaction is shown in Figure 2. The school-based major is very dissatisfied with the training venues, training effects, curriculum settings, and practical assessment methods. The satisfaction rate of all indicators is less than 30%. The practical teaching satisfaction of this major is seriously low, which shows that The current teaching has seriously deviated from the core position of practical teaching, which cannot meet the practical needs of students' practical teaching, reduces students' interest and enthusiasm for business English professional learning, and finally affects students' future employment more seriously.

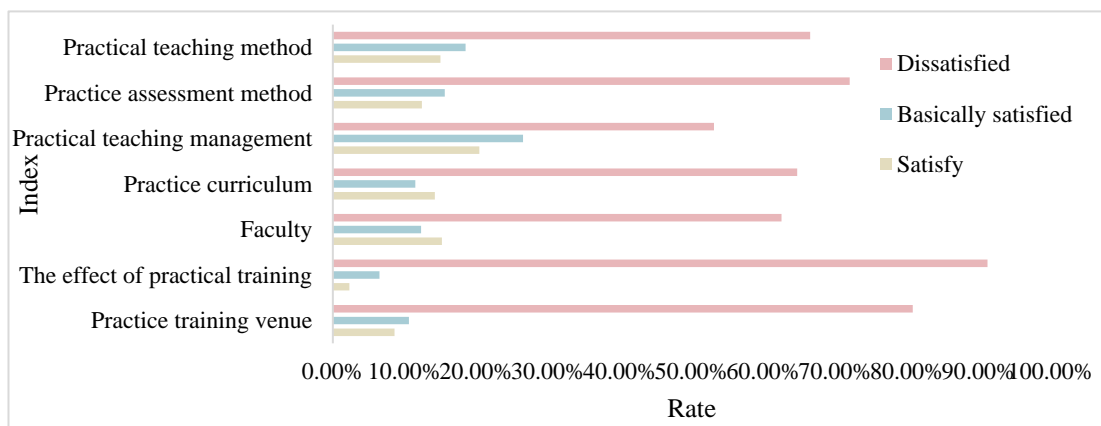


Figure 2: Practice teaching satisfaction

5. Conclusion

For the training program of students in higher vocational colleges, especially for the needs of business English majors, students should take English language use tests including oral and written tests, and refer to the performance of students in practical training and on-the-job internships. Comprehensive and objective inspections of comprehensive abilities such as basic, oral use, and communication skills. In the teaching process, attention should be paid to the cultivation of students'

hands-on ability. Under the premise of consolidating the theoretical foundation, students are encouraged to practice boldly, and various conditions are created to assist them, so that students can deepen their theoretical understanding through practice, so as to achieve comprehensive improvement of skills. In addition to skill courses, we should also pay attention to the establishment of basic cultural courses to guide students to improve themselves in a more comprehensive direction. In addition, paying attention to the construction of school spirit and style of study, strengthening the construction of campus infrastructure, carrying out a variety of campus activities, and building a platform for school students to connect with the society are all breakthroughs in the development of higher vocational education.

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