**Study on the Employment-oriented Professional Training System in Business English Majors**

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**ABSTRACT:** Business English is one of the most important majors in many colleges and universities of Foreign Languages department. With the rapid development of foreign exchange and activities, the demanding in quantity and quality of business English majors has been changed a lot. The thesis analyzes the current training system in Business English majors from the disciplines orientation, professional training objects and the direction of business English future development; the connotation of business English disciplinary orientation; the problem of employment-oriented professional training system. Looking forward to the future development direction of the business English training system, it is a feasible and efficient way to combine the theory and practice.

**KEYWORDS:** Business English; Professional training system; Discipline orientation; Employment-oriented

1. **INSTRUCTIONS**

With the deepening of economic globalization degree, China has more and more economic exchanges and cooperation with foreign countries. As the frequent cooperation, our society and personnel market need more business English majors. In order to implement the Ministry of Education, Higher Education Demand “to serve for the purpose of employment Oriented, based on a combination of engineering, school-enterprise cooperation as the way to guide ideology”, The trend of global economic integration, professional and business English training objectives must come up with the class talent system, practice teaching system, teaching evaluation mechanism and the teaching team building party.

2. **THE CURRENT SITUATION OF BUSINESS ENGLISH TRAINING MODE**

According to research, business English teaching began in the fifties of last century, and it was referred to as "Business English", teachers used foreign trade activities as the teaching material to teach the students the foreign trade term, foreign trade information dictation, read trade letters, newspapers, periodicals which explain the Anglo-American countries, as well as the related countries culture. Oral English, trade English correspondence and the readings Western newspaper articles are the three main courses of business English teaching. With the expansion of China's reform and opening up in foreign exchange, foreign trade English has been changed as the "Business English" in twentieth century, which includes the related subjects of foreign trade activities and knowledge. Some foreign trade universities did not establish the Business English Major until 2007, and it has been gradually formed the current business English. According to the relevant statistics, thirty-two universities have offered the business English major for the undergraduate and enrolled nearly more than 9,000 students.

Currently, there are five models of business English training system:

- Firstly, Business or a related field such as English language and literature, supplemented by a small amount of business English courses.
- Secondly, business English majors always pay the most attention to professional business and least to business English.
- Thirdly, Business English. It refers to teach business courses in English.
- Fourthly, majoring in Business English and a minor in other professions.
- Fifthly, learning the double degrees in business English and other related business majors.

According to the different models of consideration, it can be trained three kinds of talents:
the business talents who can are good at English, the English talents who know business and the all-rounder talents who are proficiency in English and business.

Based on the above analysis, the definition and understanding of business English can be defined as “English for specific purposes” or “Business discourse”. Namely ESP and business discourse. Foreign scholars and domestic experts have done many expositions, such as St John, Dudley-Evans, Shilu Cheng, Guoyang Zhang, Wang Sun, Jiandong Feng made a special comment.

3. THE TRAINING PROBLEMS OF BUSINESS ENGLISH TALENT

It is an interdisciplinary to train Business English talents, namely Business and English, which is not disputed. But whether to foster the translators about commercial activities or the business trade talents with the poor English. The training of Business English Talents is facing many problems.

3.1 The training positioning of business English talents

From the title of Business English, it should be largely belonged to Discipline Linguistics for the Specific Purposes (ESP), but it is not entirely consistent to the establishment of this discipline with purpose of the demand and China’s market economy. In fact, the professional English majors trained as the linguistic talents who can be able to work fully qualified in language, such as letters, documents, translation, etc. However, those kinds of graduates are hard-pressed in the international business activities such as commerce accounting, statistical analysis of information, business negotiations. In fact, business English talents are not only proficient in the language of business English, they should also have deeper requirements in international business theory, international business management and international business and legal mastery. In this sense, it will be more reasonable to be called as the the Business English Professional than English business professional.

It has already begun the dispute in Business English Discipline Orientation when it was accomplished. Business, English language and international business English intersection construct the business English. Reasonable and scientific orientation Business English Talents should understand the culture of the world economy, people are able to have the discipline to manage and operate multinational capabilities, communicative English as an international language of communication should be taken seriously, but not all business English. This is in line with the requirements of training model of market economy in China. As the training objectives from the Ministry of Education, the 2009 edition of "Business English Universities Undergraduate Teaching Requirements" on "English language personnel": a solid basic skills in English and a broad international perspective, a reasonable business knowledge and skills, master of economic management and basic knowledge and theory of law and other related disciplines, with high humanities and intercultural communication and communication skills, able to engage in business, trade, management, finance, foreign affairs and other English language personnel working in an international environment with English.

3.2 The teachers’ qualities of training talents

It has a close relationship between talent training and teachers’ quality. Because of business English is a new profession, the vast majority of universities or colleges are facing a serious problem of shortage of teachers. In order to solve the problem of teachers’ shortage, each university or college is drawn to practice the relevant professional teachers to teach Business English majors. These teachers are English majors who are related to professional education such as English or linguistics profession, business or trade or professional such as Economics Business Administration, it really has a very small scale in Business English profession, especially in highly educated Business English. And Business English is a profession which focus on professional and practical teaching environment. Each of Business English teacher should think about how to set up an environment which has the English language atmosphere to help students practice foreign business activities.

3.3 Lacking of effective training

It is really a problem for the business English talents that the students are lack of personnel combat training. On the one hand, business English teachers just from one school to another school, they always have no practical experience of international business activities; on the other hand, knowledge of business English has been updating with each passing day, even though some teachers have relevant experience, their experience knowledge cannot keep up with the speed of development of the times, so it lags behind a lot as to form the phenomenon of talent cultivation and social needs.

4. THE REFORM OF PERSONNEL TRAINING MODE

How can we meet the social needs of business to cultivate English talents? The author believes that the personnel training mode reform can be carried out from the following two aspects:
4.1 Highlighting the university’s characteristics

In determining personnel training mode, Universities should set up a professional major with the times, it must obey to the market demand and the needs of social development, give full play to the initiative, breakthrough and overcome the constraints of teachers and equipment, and create favorable conditions for local conditions. Local Universities for the regional economy to a clear understanding of depth and comprehensive as possible to do extensive market research, actively and steadily adjust the various elements of the training model, promoting the coordinated development, so that the needs of the industry, and even cast aside for the relevant job training specialized personnel. Meanwhile, local colleges gradually to the local needs of the community as a key business English teaching system, the market as a precondition for personnel training, continue to highlight the characteristics of undergraduate Applied Universities. Only to ensure reasonably accurate professional orientation can develop the right talent for the community, improve the quality of talent, gradually improve teaching quality and efficiency of the University.

4.2 Deepening reform of education

Colleges want to change business English training model; they especially need to continue to deepen the reform of education. Firstly, the optimization of the setting courses system should put the personnel training in a prominent position, the curriculums should meet the market demand for talent; Secondly, treating as the core of task to improve students’ skills ability, to carry out comprehensive and systematic teaching system reform. Teaching content should meet the needs of society and as a guide line to constantly adapt to market changes. At the same time, we should take the new era of educational philosophy based on the choice of teaching methods, respect the subjectivity of students, guide students in active learning. In addition, the evaluation system is also a means of innovation, and gradually change the traditional single assessment methods, students' work practice, practice classroom performance and assessment can all be included in the evaluation system, and provide opportunities for self-sufficient students as much as possible to demonstrate their ability. Third, the employment-oriented, creating science teaching evaluation mechanism is an important means to improve the quality of teaching and is also an important part of the teaching process, they are the indispensable parts. Business English Teaching Evaluation always focus on students' professional ability of the professional training. As a teaching evaluation of the core objectives, it includes English communicative competence, professional business skills and capabilities, the ability to work and social skills. According to the configuration and social jobs, English communicative competence of English majors’ quality requirements, business English curriculum evaluation contains English language, organizational skills, language professional environment with the ability of students to use English to carry out professional services capabilities and professional quality to develop their ability. Fourth, strengthening the teaching team for the employment-oriented. Teaching team building is an important way to today's various colleges and universities to improve the quality of teachers and education levels. Doing a good job for the teaching team-building, and promoting the professional development of teachers, young teachers need to try their best to improve their teaching ability and success. It is conducive to share teaching resources. As a competent business English professional teachers must have solid language skills, a wealth of business knowledge, practical experience in the relevant foreign trade and economic sectors' Furthermore, it should have a modern educational ideas and people-oriented philosophy of education, dedication, a certain education and scientific research ability, and diligent in teaching and research. In line with the teaching content reform of teaching methods, we should use the modern teaching equipment and teaching skills to update the teaching methods.

4.3 School-enterprise cooperation, work and study combination

In order to highlight the students' requirement to meet the job which needs professional skills and internships? The university should try to teach the business English students professional quality, practical experience skills. It is authenticable complexity and comprehensive experience for the students and teachers. From those combination, work-study teaching system can be achieved.

In recent years, our hospital professional business English and gradually establish a stable internal and external training teaching experimental base. we have campus language training center; it greatly meets the students' language skills training. In the training bases which are not on campus also can give students different experiences. This kind of internal and external training base complementary experiments, and gradually form a more stable sound experiment and training teaching base. we have some campus practical bases which can meet the internship course requirements and cognitive expertise graduation practice. From the practice teaching, students can practice the related jobs before graduation, which have a certain degree of language proficiency and knowledge of business
operations, so that the students will be more strength in the fierce competition of their career.

5. CONCLUSION

A new discipline development is always accompanied by many problems ahead, but if we are able to identify problems analyze problems and actively working to solve the problem in a timely manner. Then this new discipline will be moving in a healthy direction of continuous improvement. Market demand-oriented business English training model will make this discipline in the development of the road detours. Thus College of Business English Curriculum will be more perfect and reasonable, teaching will be more effective, and cultivate more excellent business English talent ultimately.

REFERENCES