Study Business English Courses Teaching Reform of under the Background of "Internet Plus"

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ABSTRACT

With the rapid development of the Internet, "Internet +" education is valued. Classroom teaching has obvious momentum of rapid development of the Internet, and classroom teaching of business English courses is even more prominent. This paper analyzes the necessity of "Internet + education" in business English course teaching reform and the orientation of business English course to analyze the problems existing in business English teaching and to provide guidance for business English teaching.

KEYWORDS

"Internet + Education"; Business English; Classroom teaching reform.

"INTERNET PLUS EDUCATION" IN THE COURSE OF BUSINESS ENGLISH TEACHING REFORM NECESSITY

Since 2003, the Ministry of education has implemented the teaching quality and teaching reform project in Colleges and universities. In 2016, the Ministry of education "guidance on the reform of education and teaching in Colleges and Universities under the central departments" ([2016]2) document points out that improving the quality of personnel training is the core task of higher education. Deepening the reform of education and teaching is a powerful motive force for the development of Higher Education in the new period. In recent years, colleges and universities have continuously promoted the reform of education and teaching.
Many documents issued by the Ministry of education require various colleges and universities to carry out elicitation, inquiry, discussion, participatory, overturning teaching, and encourage teachers to integrate the international forward academic development, the latest research results and practical experience into the classroom teaching, and pay attention to the cultivation of students' batch. Discrimination and creative thinking stimulate innovation and entrepreneurial inspiration, and the quality of personnel training is greatly improved. In January 19, 2017, the Ministry of Education issued a "plan for the development of national education" in 13th Five-Year. It emphasized that in order to realize the 2030 vision goal of China's education modernization, a new breakthrough was achieved in education information, a new situation of innovation and development of information technology and education was formed, the convenience and flexibility of learning were obviously enhanced and the education and teaching was changed. Leather has made important progress and students' autonomous learning ability has been upgraded. In May 3, 2018, general secretary Xi Jinping stressed in the spirit of important speech at the Symposium of teachers and students in Peking University that teachers are the key to the training of talents. It is necessary to play the role of leading the demonstration and highlight the educational idea of "taking students as the base and developing students as the center", and in the development of socialist builders and successors. As a result, more results have been achieved.

Curriculum teaching is the core element of talent training. The reform of teaching methods and methods is an effective way, and the overturning of classroom teaching is an effective teaching method to improve the students' professional and hands-on abilities. Therefore, it is necessary to realize the modernization of educational teaching means, the reform of teaching methods and methods is imperative, and the role of the model is highlighted. Especially for the model application courses of the economic management major of colleges and universities is the most important part of the reform. Key. Classroom teaching, as the basic organizational form of higher education, has naturally become the focus and core of teaching reform.

In the "Internet plus" era, all aspects of teaching and learning process are inevitably affected by the impact of the internet. In recent years the rise of mu, flipping the classroom, micro class new teaching mode and teaching philosophy is a reflection of Internet plus education". "Internet plus education" is a kind of innovation and reform of education and teaching, especially the teaching methods and teaching mode to change, for teachers and students is a kind of change and innovation. Teachers should give full play to the "Internet plus education" concept and ideas, combined with the teaching method and mode, change the "Teacher centered" "cramming" education idea and thought. As a branch of Applied Linguistics, business English, as a branch of Applied Economics, has a typical interdisciplinary nature. The study of business English majors is mainly divided into two aspects: language learning and business knowledge learning. Language learning emphasizes the practical application of language. The term business is a very broad
concept, covering a very wide range of areas related to business, such as trade, management, finance, and finance. It is in view of the features of business English, interdisciplinary and practical characteristics of the teaching reform of business English course is very important, especially the use of "Internet plus education background, the reform of the teaching mode of business English curriculum is to represent the general trend.

BUSINESS ENGLISH CURRICULUM POSITIONING AND EXISTING PROBLEMS

Brief Introduction to Business English Course

Since the Ministry of Education approved the establishment of business English Majors in 2007, 250 universities in the country have opened business English Majors by 2015. At the end of 2015, the Ministry of Education published the national standards for the quality of the teaching of business English Majors in Colleges and universities by the specific drafting and expert demonstration of the business English major teaching cooperation group. This standard provides guidance and theoretical basis for the orientation and reform of business English curriculum. According to the national standard, the business English course belongs to the core curriculum, which mainly includes practical English pronunciation, English grammar practice, business English listening and speaking, business English reading, business English writing and business English translation. In addition, the national standard has put forward specific requirements for the English application ability of business English majors, including the ability of English organization, the ability to use English and the ability of learning strategies. Thus, as a "comprehensive" course, the business English course is a concentrated expression of the requirements of the national standard for English Majors' ability to listen, speak, read, write and translate.

In accordance with the actual needs of business work, the business English course is trained in four aspects: listening, speaking, reading and writing in the future business and general living environment. Every unit of the course is carried out on different business topics to enable students to familiarize themselves with the business environment, to further strengthen the students' ability to apply the English language, and to develop their ability to adapt quickly to business work. Grasp the basic knowledge and basic links of international business work, understand the basic principles and policies of international business, and cultivate the students' ability to deal with international business independently in the future.
Problems in Business English Course

The main purpose of business English is to adapt to the language environment of the workplace. The teaching content is related to all aspects of modern business activities. It aims to cultivate the students' ability to accept new things and deal with new problems in the business communication activities involved in foreign affairs. However, there are still some problems in the teaching of business English major in most universities.

STUDENTS ARE POOR IN SELF-LEARNING ABILITY

Under the development trend of the Internet, the students' self-learning ability is higher, the students' self-consciousness and the collection and collation of the network knowledge are required, and the students are provided with the preface and innovative knowledge. At present, most of the undergraduate colleges and universities have set up a network autonomous learning platform to promote their autonomous learning ability. However, most of the network teaching platform is the tool for teachers to upload teaching materials and arrange homework, but not play the role of the Internet platform for students' self-learning ability. As a college business English teacher, it is necessary to cultivate students' self-learning ability, stimulate students' interest, guide students to supplement the lack of classroom teaching materials with the help of the Internet, acquire timeliness and strong business knowledge and English knowledge, and develop teaching methods from flat to three-dimensional, from low dimension to multidimensional development.

THE CONTENT OF TEACHING IS OUT OF LINE WITH REALITY

For the business English course, there is a single textbook and the teaching content is based on the textbook itself, which limits the students' view of learning business English, narrow the scope of business English learning materials, and cannot provide students with rich and real teaching materials, and cannot contact the business English environment in practice. Because of the disconnection between teaching content and reality, students lack practical experience and practice experience, which cannot adapt to business English work process and high intensity work immediately after graduation, so that they cannot adapt to the special work environment.

FORM OF TEACHING IS BASED ON TRADITIONAL TEACHING

Generally speaking, classroom teaching in Colleges and universities is still dominated by traditional lecturing methods, and less attention is paid to students' learning. In order to make students learn to jump to the process of discovering scientific truth, we must reform and innovate classroom teaching methods in
Colleges and universities. Initiating students to participate actively, willing to explore, diligent in the hands of the students, to cultivate the ability to collect and process information, the ability to acquire new knowledge, ability to solve problems and the ability to communicate and cooperate. The teaching of business English in most colleges and universities is still based on traditional teaching methods, that is, teachers take teaching materials, teaching cases, blackboard and chalk as the main teaching methods, and interspersed PPT, audio and video and other audio-visual materials as auxiliary means, and knowledge information is transmitted from teachers to students in one way, and does not form a true meaning of communication and interaction. The progress of technology has little effect on the promotion of classroom teaching mode, and cannot arouse students' interest in learning.

"INTERNET PLUS" UNDER THE BACKGROUND OF COLLEGE BUSINESS ENGLISH TEACHING REFORM

The Reform of Teaching Methods

Combined with the "Internet plus" thinking, teaching means. In the "Internet plus" era, the use of modern teaching methods, such as flipping the classroom, micro class, Mu class, combined with WeChat public number, micro teaching, multimedia use, and make the teaching more convenient, help students self-learning ability, thinking ability. At present, new teaching models such as micro lesson and flipped classroom inspired by the Internet have attracted much attention. The micro class usually has 0 minutes or so of small video. The content is single but the theme is outstanding. It is also known as "micro classroom". It is an important platform to cultivate students' self-learning ability and creative thinking and practical ability. It integrates the knowledge structure and knowledge system of business English through the network, provides the students with the whole learning and prevents the knowledge of the network fragments. Teachers need to focus on the design and development of the teaching platform. The content of the platform includes video courseware (business knowledge explanation, key and difficult analysis, related video materials), related exercises and tests. It is worth noting that the video courseware is not the digitalization of the traditional classroom teaching and the paper material, but it should be carefully designed and arranged. The teaching objectives are clear, the teaching content is outstanding, the teaching methods are properly passed through some creative teaching means, and the Internet is used to make the English classroom teaching of business affairs diversified, dynamic and improved. Students are interested in learning to create an efficient classroom.
The Reform of Teaching Methods

Teaching methods reform teachers in the business English classroom teaching mainly take the simulation scenario, autonomous learning and group discussion type case teaching, problem elicitation, task driven and other teaching methods, make classroom teaching lively and interesting, students actively participate in the enhancement. As far as business English courses are concerned, teachers should combine business and English effectively in teaching, not only cover language skills, but also include business knowledge and cultural knowledge, and focus on cultivating students' cross-cultural communication ability. Therefore, in the reform of the teaching method of business English course, it mainly uses the combination of scene simulation and project driving, case teaching and problem enlightenment, combining with the business practice, gives the content of students' self-study, and judges the rationality of business practice.

Reform of Teaching Idea

According to the positioning of business English, the reform concept of "subjectivity, three-dimensional, interactive and research" has been established. "Subjectivity", which takes the students as the main body and the teacher as the dominant, changes the instillation teaching which is simply taught by the teachers and the students are listening to them, and guides the students to participate in the teaching process. "Stereoscopic" means taking PPT courseware as the main form, and properly using video, sand table, micro class, moody class, etc. to form audio-visual stereo and colorful teaching forms. "Interactive" is an innovative teaching model, which adopts the simulation scenario, the independent study and the group discussion type case teaching, the problem elicitation and the task driven, and is supplemented by innovative teaching methods and teaching methods, such as the flipping class, the WeChat public number and the micro education, etc., and according to the characteristics of the course, the teaching object and the teaching environment. The aim of course teaching is to be adopted. "Research" is to encourage students to do research course papers, and link them with usual grades, and turn passive learning into active learning.

REFERENCES