

Construction of Core Competence of Business English Major for Application-oriented Undergraduates Education

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Abstract

Business English major is a popular foreign language major in Colleges and universities in China since the beginning of the 21st century. In recent years, the major is facing problems such as vague discipline positioning, homogenization of school running and decline in talent training quality. At present, the domestic research on core literacy mainly focuses on the overall framework of core literacy of basic education, and the discussion on discipline core literacy, especially for higher education, is still relatively rare. From the perspective of epistemology, this paper attempts to take the discipline core literacy as the theoretical weapon, and from the perspective of methodology, take the Internet resources as the starting point, enable the teaching reform, and implement the three-dimensional core literacy architecture of "student-centered, digital LED and practical operation" through the in-depth integration of Online and offline, synchronous and asynchronous curriculum resources. This paper attempts to find a breakthrough and development direction for business English Majors in the bottleneck period of development. So as to truly realize effective teaching, improve teaching level and talent training quality, and cultivate market recognized and competitive applied and compound talents.

Keywords

Business English Major; Discipline Core Literacy; "Internet +".

1. Introduction

After China's accession to the WTO in 2001, commercial activities have become the theme of national development and social life, and modern service industries such as tourism, finance and logistics have also developed rapidly. With the opening of all walks of life, the demand for compound foreign language talents is growing. In this context, the business English major in Colleges and universities has developed rapidly: since the establishment of the undergraduate business English major in China in 2007, the business English discipline in China has developed vigorously. According to the data released by the Ministry of education, by the beginning of 2019, a total of 393 colleges and universities in China have set up undergraduate business English majors, with an annual enrollment of 35000 and nearly 100000 students. In addition, there are more than 540 English Majors in Colleges and universities across the country with business characteristics [1]. However, in recent years, with the changes of market demand and many problems of professional construction, the professional development has encountered a bottleneck period. In terms of the quality of talent training and the output of innovative academic achievements, the situation is not ideal. It is mainly reflected in three aspects: first, the satisfaction of employers is not high. It is considered that the knowledge and ability of business English graduates who are "crowded with young talents and difficult to find big talents" are not highly recognized by business enterprises and institutions. 2. From the perspective of expert evaluation, it is considered that the professional positioning is vague, the

homogenization is serious, and the professional recognition is not high. It is questioned that it is "lack of professionalism" or even "sorry for conscience". 3. From the perspective of student feedback, it is generally believed that the "double qualified" teachers of this major are insufficient, the professional advantages are not obvious, the teaching mode is backward, and the teaching content can not keep up with the changes of the market.

2. The Origin of the Problem: The Dilemma of Business English Majors

The above problems have fully exposed many deep-seated problems accumulated in the rapid development of business English major for many years. There are not only internal problems at the disciplinary and professional levels, but also external factors impacted by the rapid development of information technology. Only by combing and analyzing these problems can we clarify and firm the future development trend of business English major.

2.1. The Dispute between "Instrumentality" and "Humanism"

The nature and connotation of each major is an obvious problem, but it has triggered a long-term and fierce debate in English majors. The syllabus for English Majors in Colleges and universities was issued in 2000. The document clearly points out that "fundamentally speaking, foreign language is a skill and a carrier; only when foreign language is combined with a carrier can a major be formed." this carrier is a specific discipline. This significant document has aroused great controversy and opposition in the English community. Many scholars insist that "China's English majors should return to the humanities standard and focus on Cultivating Humanistic general or general English talents". Even the attempt to meet the needs of the state and society and cultivate compound talents is regarded as utilitarianism and pragmatism, or as marketization, instrumentalization and low-end. In this context, the national standard for undergraduate teaching quality of English majors adopted in 2018 officially abolished the concept of Compound English talents and changed it to English majors. Cai Jigang called this amendment retrogression [2], and published an article on whether English majors are "majors sorry for conscience" in Wen Wei Po in November of the same year (CAI Jigang [3]). Then he published a 15000 word article on the crisis of English majors and its way out in Contemporary Foreign Language Research (CAI Jigang, 2018b) , the view of the article has aroused heated debate in the foreign language circles all over the country, and it is almost one-sided doubt and criticism in the industry. A large number of articles supporting the return to the discipline standard of humanistic education have been published. For example, Hu Wenzhong and sun Youzhong insisted that "we believe that China's English majors should return to the discipline standard of Humanities and focus on Cultivating Humanistic general-purpose or general-purpose English talents" [4]. Only in that year In contemporary foreign language studies, 47 people in the English community published articles on this topic. This great debate in the English community finally ended in the failure of the demand for the cultivation of compound talents.

In this debate on subject orientation, business English majors, which are defined as "English Majors", are in a very embarrassing situation. Obviously, as a major with obvious practical and compound characteristics, business English major can not imitate English major and "return" to the essence of humanism. A series of national documents propose that colleges and universities should adjust the discipline and specialty structure, shift from discipline orientation to industrial demand orientation, and make every effort to cultivate international compound talents such as new engineering. This is not only the requirement of the state, but also the national interest. All disciplines and majors in Colleges and universities actively respond and take actions to try their best to integrate internal resources and explore ways of cross-border integration. At this time, if we emphasize the attribute of Humanities and ignore

or remain indifferent to the requirements of the state, it will only cause greater harm to the professional development.

It should be said that the plight of business English majors reflects the contradiction between discipline ideas and practical problems. In fact, in the same year (2018) September 10th, when the term "compound talents" was abolished in 2018, general secretary Xi Jinping addressed the national education conference, calling for universities to "vigorously train international talents with global vision, familiar with international rules, familiar with the use of foreign languages, and proficient in Sino foreign negotiations and communication". "One belt, one road" and other foreign language and other professional and managerial personnel who need foreign language training should be trained in a targeted way. We should plan to select outstanding personnel to work in international organizations. In September 17th, the Ministry of education and the central departments of the Chinese Communist Party held a foreign language teaching reform work to train a large number of one college students (one foreign language, many foreign languages), and one to many talents. High quality international compound talents with professional and multilingual communication and writing skills. On February 23, 2019, the CPC Central Committee and the State Council issued China's educational modernization 2035 Among them, Article 6 requires colleges and universities to strengthen the cultivation of innovative talents, especially top-notch innovative talents, and increase the proportion of applied, compound and technical skill talents. In fact, these heavy documents in the educational field point to the same direction, that is, how much the future and destiny of the country need colleges and universities to work together to cultivate a large number of talents with strong international exchange ability and ability in different disciplines and industries Compound talents with international competitiveness.

2.2. Challenges in the "Internet +" Era

In addition to the debates within the discipline, business English majors, like other foreign language majors, are also faced with the serious impact of new Internet-based technologies represented by technologies such as big data and artificial intelligence. In particular, artificial intelligence technology has made major breakthroughs in speech recognition, image processing and machine translation in recent years. Major countries in the world have launched a series At the same time, giant companies in the field of science and technology have also invested heavily in the development of machine translation, online translation and other technologies. After Youdao translation and Google translation adopted artificial intelligence translation technology, the quality of translation has increased significantly, and their demand for medium and low-end translation (Commerce, tourism and daily conversation) has increased And so on, and even in the future, it is possible that this demand can be met entirely by machine translation, and there is no need for manual translation.

Facing domestic and foreign troubles, business English majors should try to use the the theoretical weapon of "discipline core literacy" to provide theoretical support for professional construction and curriculum development, and point out the direction for cultivating talents who meet social needs. Throughout the world, whether it is the European Union, the United States core quality framework or the domestic "framework for the development of core literacy for Chinese students" Both reflect the link between social development and talent training, and meet the social demand for people. This is in line with the world trend and the inevitable demand of China's curriculum development. In 2014, the Ministry of Education officially issued the opinions on comprehensively deepening curriculum reform and implementing the fundamental task of Building Morality and cultivating people , education development has entered a new stage with the cultivation of core literacy as the theme. Paying attention to core literacy means that in the current wave of educational reform, the talent quality standard is repositioned. Domestic research on the content and elements of core literacy in the field of

higher education is not uncommon, but the relevant curriculum standards have not been issued, and the practical research on the core literacy of relevant disciplines is even more rare Linjiao. How to implement the "core literacy" into the teaching reform and development of business English majors, and how to implement and reflect on the training scheme, curriculum construction and evaluation system of business English majors.

3. Definition and Connotation of the Core Competence of Business English Courses

In order to use the theoretical weapon of core literacy, we must first define what is the subject core literacy and what is the subject core literacy of business English majors. At present, there are many interpretations of the concept of "discipline core literacy", and the more common definition is: the necessary character and key ability formed in the process of knowledge learning in a specific discipline or field, reflecting the discipline thinking characteristics and attitude, and meeting the needs of lifelong development and social development. How to define the core literacy of business English disciplines, relevant national standards and guidelines have naturally become the primary goal of our research.

3.1. Definition of Core Competence of Business English Major in National Standard

On January 30, 2018, the Ministry of Education promulgated and implemented the national undergraduate teaching quality standard for 587 majors in all 92 professional categories. Among them, the national standard for undergraduate teaching quality of business English Majors in Colleges and universities (hereinafter referred to as the national standard) puts forward clear standards and requirements in terms of the positioning, training objectives, talent specifications, curriculum system, teaching evaluation, teachers and so on. The national standard clearly points out that "business English undergraduate major has interdisciplinary characteristics, and its discipline basis is foreign language and literature, applied economics, business administration and Law (International Business Law) And so on, highlighting the talent training characteristics of business language application, business knowledge and practice and cross-cultural business communication ability. The training objectives highlight the three characteristics of internationalization, compound and application. It aims to cultivate solid basic English skills, international vision and humanistic quality, and master linguistics, economics, management and Law (International Business Law) And other relevant basic theories and knowledge, familiar with the general rules and practices of international business, with English application ability, business practice ability, cross-cultural communication ability, speculation and innovation ability, independent learning ability, and can engage in international business. "

From the national standard, we can clearly see the foreign language attribute and compound attribute of business English. That is to say, fundamentally speaking, it is still subordinate to the category of literature. It is a foreign language and literature major, not an economics major. In addition, it is a compound training mode in the talent training mode. In addition to language and literature knowledge, discipline knowledge intersects with economics and management. In other words, for all foreign language disciplines, including English, "instrumental" and "Humanistic" are innate and destined to coexist. Without "instrumental" or "Humanistic" language learning, it will be a lack and sadness. As Professor Guo Yingjian said; "We should not only boldly recognize but also widely publicize the dual characteristics of our major, rather than wavering between the two or erring from left to right as in the past". What we need to try to explore is how to achieve the organic integration of the two, rather than life and death, either or criticism. It can be expressed as follows: business knowledge and humanistic feelings are the content and center of expression, and English language is the tool and carrier of business

activities. Unfortunately, in reality, most colleges and universities do not spend much energy on "organic integration", but simply set the curriculum as "basic English Course + business direction course", or even a simple pile of "English knowledge course + business knowledge course".

3.2. Key Competencies, Values and Necessary Character

At present, the cultivation of students' core literacy is mainly realized through the education and teaching of various disciplines in various learning stages. The courses of various disciplines should serve the development of students' core literacy and help students form key abilities, values and necessary characters in combination with the content of disciplines. The release of the national standard clearly points out that business English professionals should have five kinds of knowledge, five qualities and five abilities. Among them, the professional competence requirements of business English major include English application ability, cross-cultural communication ability, business practice ability, speculation and innovation ability, and autonomous learning ability. The details are shown in the table below:

Table 1. Key competencies, values and necessary characters of Business English Major

Capability module	Capability composition	Capability requirements
English application ability	English organizational ability	Pronunciation and intonation reading ability vocabulary spelling ability, sentence making ability, writing ability, etc
	English application ability	Listening, speaking, reading, writing, translation skills, pragmatic ability, error correction ability, etc
	Learning strategy ability	Regulation strategies, learning strategies, social strategies, etc
Intercultural communicative competence	Basic intercultural communicative competence	Cross cultural thinking ability, cross-cultural adaptability and cross-cultural communication ability
	Cross cultural business communicative competence	Business communication ability, business practice ability and cross-cultural ability
Business practice ability	General business skills	Office secretarial skills, information research skills, public speaking skills, business etiquette, etc
	Professional business skills	Business negotiation skills, trade practice skills, e- commerce skills; Marketing skills, human resource management skills, financial management Skills, etc
Speculative and innovative ability	cognitive ability	Understanding, reasoning, evaluation, analysis, interpretation, self-regulation, accuracy, relevance, logicality, profundity, flexibility, etc
	Emotional adjustment ability	Curious, open, confident, resolute, cheerful, fair, honest, modest, studious, tolerant, etc
Autonomous Learning Ability	Discipline self-study ability	Self planning ability, self decision-making ability, self- monitoring ability and self-evaluation ability

In terms of professional quality, the national standard requires correct world outlook, values, outlook on life, noble morality, humanistic and scientific literacy, family and country feelings and global vision, sense of social responsibility, professionalism and cooperation spirit, innovative and entrepreneurial spirit and healthy body and mind. The author believes that with the rapid advancement of globalization, the communication and exchanges between different regions, cultures and nationalities are deepening day by day. At the same time, global crises are

threatening the healthy development of mankind, such as cultural conflict and friction, terrorism, hegemonism, environmental pollution, war and so on. The good governance of such global issues needs to strengthen the communication, exchange and cooperation among humans, and the achievement of communication, exchange and cooperation among humans is based on the improvement of people's international understanding literacy. Therefore, self understanding and international understanding should be added to the core literacy of business English major. Among them, international understanding includes five dimensions: national cultural understanding, foreign cultural understanding, environmental protection awareness, peace concept and human rights awareness.

3.3. Professional and Information Literacy

In addition to the ability and quality specified in the national standard, it should be pointed out that professional quality and information literacy should also occupy a place. We should set up core courses for business English majors according to the typical work tasks undertaken at each stage of career development. Under the guidance of needs analysis theory, analyze the subjective and objective needs of employers and students through introspection, interview, observation and questionnaire, and determine what teachers teach and how students learn in combination with their own conditions. The professional quality that business English graduates should have should keep up with market development and demand. At present, international business expertise and international business foreign language application ability. International business communication and negotiation skills, cooperation and team literacy are essential. In addition, the awareness of professional ethics, including professional ethics, professional awareness, professional responsibility, professional behavior habits, professional etiquette and professional psychological quality, should also be included.

In the era of "Internet +", we should also highlight the cultivation of information literacy, take business activities as the basis and English ability as the center, and cultivate compound talents integrating business knowledge, foreign language ability and information literacy. In order to achieve this goal, we must firmly establish the student-centered teaching concept, and change from paying attention to knowledge and skills to paying attention to core literacy.

4. Cultivation of Core Literacy of Business English Major for Application-Oriented Undergraduates

The traditional business English teaching is often simply to set the curriculum as "English Course + business course + Practice Course" or carry out different permutations and combinations. The difference lies in the different proportion of different types of courses. The mixed learning of Internet + stage is not a simple mixing of technologies, but to create a truly highly participatory personalized learning experience for students. Taking Internet resources as the starting point, enabling teaching reform can deeply integrate online and offline, synchronous and asynchronous curriculum resources, truly implement the three-dimensional teaching mode of "taking students as the center, taking digital technology as the guide and emphasizing practical operation", and how to combine discipline core literacy and information technology into business English talent training. The training path can be summarized as follows.

4.1. Curriculum Integration Dimension

Curriculum is an important medium and carrier for the effective implementation of education. The cultivation of all kinds of literacy needs to be carried out by virtue of relevant courses. Specifically, the orientation of business English major emphasizes the compound application of foreign language and business, as well as the interdisciplinary talent training concept and model. In terms of curriculum design and integration, special attention should be paid to:

Business English majors do not have a surname of "Shang" or "Ying": business and English are not the primary and secondary relationship, nor the relationship between modification and modification, but a completely integrated concept and an organic whole with compound characteristics. Therefore, this major also has dual teaching objectives: one is to teach students the ability to use business discourse, and the other is to teach students to engage in international business in English.

With the empowerment of Internet technology, curriculum resources are greatly enriched. The following problem is how to classify and integrate the courses according to the teaching objectives. For example, what are offline, online, and expanded business and culture related content. Its basic principles can be summarized as follows: online content should be effective, offline content should be targeted, and expanded content should be open. Specifically, the core content should focus on the construction of comprehensive business English, business English writing, business English Negotiation, business translation, business simulation training, cross-cultural business communication, all English Business English knowledge and other courses. Among the expanding courses, humanities and social sciences can offer the history of Chinese and Western civilization, the general theory of eastern and western philosophy, Chinese and foreign art appreciation, a brief history of scientific and technological development, etc; The business class can offer principles of economics, Fundamentals of management, introduction to international business, world economic survey, outline of China's economic and trade history, etc; In addition, the law category can be appropriately considered, and the introduction to international commercial law, introduction to international relations, introduction to diplomacy, introduction to international law, general theory of national and regional research, etc. can be set up.

In response to the serious problem of homogenization, when determining the professional orientation and training objectives, colleges and universities should develop school-based courses according to different types of colleges and universities and in combination with their own orientation, discipline advantages and characteristics. For example, application-oriented undergraduates can set up cross-border e-commerce; Higher vocational colleges can develop economic and trade English, business secretary, Zhejiang and Anhui culture, Huizhou culture and so on. According to different school levels, 985 and 211 universities can cultivate high-end international compound economic diplomacy or international financial talents for international economic organizations, and ordinary undergraduate courses can cultivate compound applied practical talents for local characteristic industries and enterprises, such as Jingdong class and Alibaba class, so as to avoid simple copying and one side of a hundred schools.

4.2. Technological Ecology Dimension

The support and application of different technologies determine the differences of teaching forms. Ubiquitous learning refers to the use of mobile devices (such as personal digital assistants, wireless devices, sensing technology, etc.) in learning activities to better understand learners' learning behavior and information about teaching environment parameters in the real world. multi-modal input, cross temporal and spatial interaction can be realized in the environment of Internet + Diversified and intelligent evaluation.

Multimodal scenario creation: in constructivism theory, scenario creation, collaborative exploration and meaning construction are the three links of learning, of which the core is learners' independent construction. In the context of Internet + education, you can use various simulation training software or participate in the online virtual reality training competition to make up for the lack of offline practice. For example, the international trade training system provided by Nanjing Shige software company and the national cross-border e-commerce held on this basis. Teaching resources and teaching tasks should be "short" and "task" as much as

possible to further stimulate students' interest in learning and ensure their enthusiasm for learning to the greatest extent.

Cross time and space human-computer interaction: with the introduction of live broadcast platforms such as Tencent classroom and rain classroom into classroom teaching, it provides a broader real-time communication platform for teacher-student interaction. Therefore, teaching interaction and two-way initiative have become the main characteristics of classroom multimodal teaching discourse. In recent years, scholars generally emphasize interaction in the research on business training courses, and also mention the "Participatory" experimental teaching mode. The information platform on which teaching depends is also developing in the direction of "human-computer interaction". Nevertheless, the field simulation experiment is still significantly better than the large-scale computer training of students usually in class. The job oriented field simulation experiment will assign roles according to all posts involved in the complete business activities and other processes. Each role player must form a good interaction in order to successfully complete an experimental task. This "drill" helps students quickly enter the working state during the internship or early stage of employment.

Multiple Intelligences Evaluation Model: make full use of intelligent teaching platforms and teaching tools, such as the "one level and three ends" intelligent teaching system launched by superstar company, which connects the classroom end, mobile end and management end to realize the construction of a new teaching ecology in the intelligent environment, including teachers' teaching management and teaching evaluation, students' autonomous learning, dynamic tracking and learning evaluation, Meet the needs of interaction between teachers and students, real-time sharing of course resources and timely feedback and evaluation of courses, and provide strong technical support for the close combination and free switching of online learning and face-to-face learning. In addition, with the rise and development of emerging technologies such as Internet technology, artificial intelligence and blockchain technology, information technology plays an increasingly important role in the higher education system. The continuous development of blockchain can also extend the online education model to the boundary of education evaluation, incorporate the learners' learning achievements, learning experiences and supporting materials in the online learning community into the education evaluation system, and become a powerful supplement to the cultivation and evaluation of talents in Colleges and universities, so as to effectively stimulate learners' autonomous learning, active communication and Share the enthusiasm of cooperation and give full play to the practical effectiveness of College e-learning community.

5. Conclusion

Business English majors are falling into the dilemma of professional orientation and the bottleneck of professional development. On one hand, we should make full use of the ideological weapon of "core literacy". Integrate discipline characteristics and clarify the connotation of discipline complexity and practicality. Realize the combination, synergy and symbiosis of professional "humanism" and "instrumentality". On the other hand, we should make full use of global intellectual resources, the Internet and advanced information technology to assist teaching, and integrate the Internet and teaching to form a three-dimensional teaching system, so as to meet the market demand for talents. This study focus on how to build a classroom learning environment and social practice projects aimed at cultivating college students' core literacy, so as to realize the effective connection with the employment needs of enterprises. In future studies, related topics such as how to cultivate business English compound talents who can flexibly meet the development needs of the international community; How to use information technology to implement the core literacy into the construction of business English disciplines, and how to improve the talent training methods and implement them into the

classroom calls for thorough investigations. Therefore, teachers and educational researchers need to constantly explore and innovate in this field.

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