

Ways to Enhance the Adaptability of Business English Majors in Higher Vocational Colleges

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Abstract: In the face of high-quality development requirements and changes in population structure, China's demand for highly skilled personnel is stronger. The professional setting of some vocational education is disjointed with the social needs, among which, the business English major in higher vocational colleges has prominent problems, the professional structure is not reasonable, and the adaptability is not strong, which restricts the economic and social development. This paper takes the business English major of Guangzhou Huanan Business College as an example, analyzes its current development situation and dilemma, and puts forward several strategies to enhance the adaptability of higher vocational education majors. This paper mainly adopts literature research, investigation method, case study, etc. By clarifying the orientation of "business trade plus English" majors, exploring the "three+two-stages" joint training mode, giving full play to the role of enterprise subjects as well as the dual subjects of schools and enterprises jointly educated people, actively expanding the cross-disciplinary advantages, creating major highlights, constructing the "four-double" foreign language business trade plus 321 talent mode, it constantly improves the adaptability of business English majors in higher vocational colleges, making the business English major better.

Keywords: Higher Vocational Colleges; Business English; Internal Adaptability; External Adaptability; Method Analysis

1. Introduction

Compared with ordinary higher education, higher vocational education is more focused on the practical application of knowledge and has obvious occupational and application. In

2022, the report of the Central Government supplemented and revised 92 contents related to higher vocational education, among which the words "developing modern vocational education" and "enhancing the adaptability of vocational education" were added in the aspect of vocational education. It is not only beneficial to improve the social recognition and attraction of higher vocational education, but also helpful to the high quality and sustainable development of higher vocational education. In the face of high-quality development requirements and changes in population structure, China's demand for highly skilled personnel is not only not reduced, but also stronger and more demanding. However, from the point of view of the business English major in higher vocational colleges, there are still some problems in the adaptability of business English major in higher vocational colleges, such as unreasonable structure and poor adaptability, which restrict the development of relevant majors and social economy in higher vocational colleges. Therefore, this paper will focus on higher vocational business English majors of Guangzhou Huanan Business College and put forward strategies to enhance the adaptability of higher vocational education majors.

2. Analysis on the Development of Business English Major in Higher Vocational Colleges

Business English major of Guangzhou Huanan Business College aims to recruit senior high school graduates, technical secondary school students or personnel with equivalent education. It is mainly to cultivate high-quality and skilled business English talents who are ideological and political firm, virtuous and skilled, moral, intellectual, physical and mental quality, meet the needs of economic construction and development, have good

humanistic literacy, professional ethics and physical and mental quality, master the basic knowledge and skills of English and commerce, and have the comprehensive ability to use English and e-commerce knowledge for business trade, online marketing, business negotiation and enterprise management. It is based on South China Commerce and Trade and facing Guangdong, and cultivate high-quality and skilled business English talents who meet the requirements of modern foreign-related business service and professional sustainable development. The Guideline on Promoting High-quality Development of Modern Vocational Education issued in October 2021 provides policy basis and support for strengthening quality education and fully developing vocational education in terms of policies and mechanisms.

Table 1. Curriculum Types of Business English Major of Guangzhou Huanan Business College

Course Type	Basic module		Professional module		Quality Development Module
	Public Fundamentals Course	Professional Basic Course	Professional Skills	Social Practice	Innovation and Entrepreneurship Course

Faculty construction: There are 48 faculty members in the College of Foreign Languages, accounting for about 83% of which are masters or above. There are a team of faculty members who love their posts and devote themselves to their work, and work in both moral and technical fields. Among them, there are 17 full-time faculty members with professional background in business English, 8 part-time faculty members in off-campus industry, 1 excellent faculty member in Nanyue Guangdong, 1 excellent faculty member in private education in Guangdong Province, and 2 visiting scholars in China. In terms of practical training conditions, the college can basically achieve full coverage of multi-media classroom, and has built digital voice training room, business English comprehensive training center and other training rooms, and has dozens of practice training bases outside the school.

3. Dilemma of Business English Development in Higher Vocational Colleges

In recent years, although the enrollment of business English majors in higher vocational colleges has been constantly expanded under the dividend of the policy of expanding enrollment, the quality of training and employment has not been improved as dynamically as the growth of the number of

The higher vocational education is in the policy dividend period, our school is based on the business English major talent training goal, in recent years in the scale of enrollment, business English major development is in full swing, the number of enrollment increases year by year. Facing the rapid increase in the number of students, the college is also facing great pressure in the talent training; From the source of students, students are mainly high school graduates, followed by secondary school students and other social sources; In terms of course type, it mainly includes basic course, professional course and quality development course, of which basic course includes public basic course and professional basic course, and professional course includes professional skill course and social practice course, as shown in Table 1.

students, showing the inadaptability to social development. Mainly in the following aspects.

3.1 Professional Construction is not Suitable for Social Development, and the Supply End is Unbalanced with the Demand End

In terms of the employment situation of students, the existing graduates of business English majors can not fully meet the high-quality development of the economy and society, and can never break through the "high-quality" of the skilled talents. From the perspective of schools and enterprises, there is a contradiction of "Some people can't find a job, some posts can't find a talent [1]. "The basic reason is that the training of talents neglects the real demand of social development, the school focuses on the training of students' English language application ability, and it is easy to neglect the training of business professional knowledge and skills, while the enterprises focus on the use of business knowledge and business skills, and the role of English is more a tool of auxiliary skills.

3.2 The Professional System is not Smooth Enough, and the Professional Hierarchy is not Prominent Enough

The Catalogue of Vocational Education Specialties (2021) proposes to integrate the

"medium-high-basic" career development. However, it is difficult to realize the barrier-free connection of "secondary-higher-undergraduate" vocational education at the operational level. The main reason is that the academic system is separated from each other and the "professional isolation island." Secondary vocational education mainly cultivates the students' skills and operation ability, while higher vocational education and vocational undergraduate courses take theoretical knowledge as the starting point and integrate the application of skills and knowledge, with different training emphasis [2]. In addition, there are huge differences in the level of education, curriculum background and English foundation among students at different levels. At the same time, although the secondary vocational education and higher vocational education belong to China's vocational education system, there are also differences in their management subjects. These reasons make the business English majors at various levels carry out professional construction in their respective relatively closed system, and there are obvious faults in the subsequent higher-level vocational education process, such as vocational master's and professional doctor's training are basically blank [3].

3.3 Integrate the Resources of Enterprises with Vocational Schools and Universities is Not Close Enough, and the Docking between Professional Group and Post Group is not Smooth

The state proposes "deeply integrate the resources of enterprises with vocational schools and universities, school-enterprise cooperation." The implementation of school-enterprise cooperation mode has adapted to the new situation of higher education reform and met the demand of higher education development. Integrate the resources of enterprises with vocational schools and universities, cooperative education is also the talent training mode developed by many colleges and universities at present [4]. However, in practice, the practical teaching links are weak, some business English major integrate the resources of enterprises with vocational schools and universities is not close, major, course, teaching, teachers, practical training, etc. are not different from the

traditional, but join some enterprise tutor lectures, enterprise project participation, etc., even if there is, also only join the teaching evaluation links, at the same time, some enterprises to integrate the resources of enterprises with vocational schools and universities enthusiasm and attention are relatively low, but do not participate in the college's talent training process, so that the school professional group setting and the enterprise post group disjoint [5], cannot realize the business English major structure, level, content of "production" "teaching" integration.

3.4 The Proportion of Double-Professionally-Titled Teachers is Not High, and the Endogenous Power of Professional Development is Insufficient

The Guideline on Promoting High-quality Development of Modern Vocational Education issued in October 2021 provides policy basis and support for strengthening quality education and fully developing vocational education in terms of policies and mechanisms. Higher vocational education is in the period of policy dividend. In order to accumulate industry construction funds and social resources, business English majors are keen to adopt the "project-based teaching" model, and gradually evolve into the adhering model of "advocating by the administrative department-following by higher vocational colleges." At the same time, the proportion of double teachers is relatively low [6], some full-time teachers themselves do not have the background of business English, they are relatively unfamiliar with the application environment of business English in the workplace, and the teaching contents, teaching methods and means only stay in the basic teaching of traditional English. In addition, there is a gap between the knowledge renewal cycle of full-time teachers and the reality of industry development. These problems restrict the development of teaching and scientific research from the source and weaken the endogenous motivation of business English majors.

4. Extension of Adaptability

Adaptability is a biological concept that refers to the ability of an organism to adapt to changes in the environment, or to the survival

potential given to an organism by its genetic composition, which represents the performance of the species under natural selection pressure. For example, the ability of chameleon to present different colors with changes in the surrounding environment is a biological adaptability. With the development of social economy, the term adaptability is not limited to its biological concept. The adaptability described herein can be generalized as the synergistic change between an individual or group and the surrounding environment, reflecting the ability of dynamic adjustment and balance of environmental change. As for the adaptability of business English majors in higher vocational colleges, there are mainly two adaptations, namely, internal adaptability and external adaptability. First of all, in terms of internal adaptability, higher vocational business English majors should focus on cultivating students' theoretical knowledge and technical skills and attach importance to the whole process of cultivating professional talents, that is, they should not only pay attention to the study of theoretical knowledge, but also should not ignore the training of skills. Both of them should not be different from each other. They should develop in a balanced way, and improve the adaptability between internal factors by reforming and innovating the internal factors that affect the development of the major. Secondly, in terms of external applicability, in the end, education is to cultivate talents for social development, and the talents cultivated by the school are ultimately to serve the society. Therefore, vocational education should adapt to the needs of each enterprise's post ability, constantly improve the quality of the primary skilled talents, expand the cultivation of the high skilled talents, alleviate the contradiction of "no one has a post, no one has a post," and adapt to the high-quality development of the economy and society.

5. Ways to Enhance the Adaptability of Business English Majors in Higher Vocational Colleges

First, we need to enhance the adaptability of vocational education and speeding up the construction of modern vocational education system at the National Vocational Education Congress [7]. At present, our country is in the

key period of economic development transformation, which puts forward higher requirements for the technical and technical talents of business English major in higher vocational colleges. It is not only a challenge but also an opportunity for the college, so it is of great significance to enhance the adaptability of business English major in higher vocational colleges.

5.1 Define the Professional Orientation of "Business + English" and Realize the Accommodation of Post, Certificate, Competition and Course

According to the social and economic development, revising the talent training plan, clarifying the professional orientation of business English "business and trade + English" in higher vocational colleges, increasing the professional skill course of business and trade, participating in the professional skill contest and vocational skill contest, combining the certificate of education with the certificate of vocational skill level, based on the foreign trade clerk, cross-border e-commerce operation and other relevant posts, so as to realize the accommodation of post, certificate, competition and course. In the business trade industry, aiming at the posts of business English majors with large demands, explore and carry out the training mode of "Business Post + English," take the knowledge and skills required by the post as the starting point, and use English as a tool to serve the post and integrate it into the post, so that the courses and posts can be interconnected; The talent training will dynamically dock with the economic layout of the industry, strengthen research, take the market as the guidance, dynamically adjust, and maintain the same frequency "resonance" between the supply side and the demand side. Teachers and students make use of the competition to promote students to actively engage in practical learning, so as to improve students' professional ability. Focusing on the main line of high-quality development of higher vocational education, aiming at the market industry chain, relying on new digital technology [8], improving the adaptability of business English major structure. Plan and organize the professional structure adjustment, and export the professional talents meeting the industry standard; At the same time, it is also

necessary to strengthen the dynamic monitoring of "demand side" talents, and reasonably arrange the scale of professional enrollment in combination with the actual demand.

5.2 Explore the Three+Two-Stages Joint Training Mode and Cultivate High-Precision and Advanced Business English Application Talents

The three+two-stages joint training mode refers to a mode of joint training of talents in colleges and universities. Students who are enrolled in the higher vocational college need finish three years' course, and when passing the academic assessment, they can achieve higher vocational graduation certificate. Those who pass the transfer section selection and assessment later will be admitted to the relevant majors of the undergraduate university for two years, and those who meet the relevant conditions and requirements will be granted with the diploma and degree certificate of the general undergraduate course of the pilot university. According to different levels of business English majors, set up classified talent training program, curriculum standard, curriculum content, etc., higher vocational-undergraduate vocational level should be clear, but the curriculum system should be connected with each other, cannot be isolated, after passing the examination, can only be transferred to the counterpart undergraduate colleges and universities pilot major study.

In order to systematically promote the collaborative training of junior college students and undergraduates, meet the needs of occupational post groups, adapt to the adjustment and transformation and upgrading of industrial structure, it is necessary to clarify the distinction and connection of talents training objectives at all levels, open the islands of vocational education in the fields of education system, talent training and professional construction, and scientifically construct the "secondary-higher-undergraduate" vocational education's connection system for business English majors.

5.3 Strengthen the Skill Practice of Commercial Professional Posts and Strengthen Collusion between Schools and

Enterprises

In order to improve the adaptability of business English majors in higher vocational colleges, it is necessary to join hands with enterprises to give play to the role of enterprises as the main body. The participation of enterprises in higher vocational education and integrate the resources of enterprises with vocational schools and universities is an important way for the development of higher vocational education [9]. It is also an expression of the common education of school enterprises as the two main bodies. It can effectively integrate the education chain, talent chain, industrial chain and innovation chain and promote the high-quality development of business English majors in higher vocational colleges. The knowledge studied by students is ultimately to be used in actual posts, and practical training is an effective means to test knowledge and skills. In 2021, the National Vocational Education Congress pointed out that "we should aim at the direction of technological transformation and industrial optimization and upgrading and promote integrate the resources of enterprises with vocational schools and universities and school-enterprise cooperation." Centering on the "Trinity" practical teaching system with professional core competence as the main line, with the requirement of professional curriculum system with ladder of competence as the basis, and with foreign trade as the guidance, actively build a practical training base to meet the needs of upgrading the number of various industries, and carry out various cooperation modes, such as modern apprenticeship, school-run factories, enterprise order-type training, targeted training, etc., so that students' learning is not only in the classroom, but also in the enterprise, not only to learn theoretical knowledge, but also to train their vocational and technical abilities. Enterprises provide practical training posts and opportunities for students, and equip them with practical instructors, and formulate fair and reasonable rules and regulations for practical training of enterprises; The school shall formulate the practice training mechanism for students to achieve various forms and keep pace with the times. At the same time, the school shall strengthen the construction of the teaching staff, especially to improve the proportion of the

double-professionally-titled teachers. Through the leadership of the high-quality teaching staff inside and outside the school, the school-enterprise joint efforts shall be made to constantly improve the students' practical ability, professional quality and post adaptability.

5.4 Give Full Play to the Cross-Disciplinary Advantages, Create Professional Highlights, and Construct the "Four-Double" Foreign Language Trade Plus 321 Talent Model

English is an instrumental discipline, which can be combined with other disciplines to form features, such as combining with medical can form medical English, and with tourism can form tourism English. Business English itself is the cross-discipline of business and English. Compared with ordinary English majors, it is more targeted. Through professional learning of international trade rules, laws and regulations, communication common sense, and cross-regional culture, etc., foreign trade business activities can be carried out in English[10]. Therefore, it is necessary to develop the characteristics and advantages of business and trade of the major in combination with the actual situation of the major and create a bright spot of the major. The so-called "four-double" refers to the school-enterprise dual teaching, dual guidance, dual management and dual evaluation. The foreign language business and trade plus 321 refers to the three semesters of learning knowledge and skills of business English majors in higher vocational colleges under the three-year school system. Two semesters are used for practical operation outside the school, and one semester is used for the talent training mode of internship in enterprises. This talent training model focuses on the actual needs of students and enterprises and enhances the endogenous driving force of professional development by constantly improving the self-awareness and urgency of the development of business English majors.

6. Conclusions

At present, the vocational education of our country is in the key period of rapid development. To improve the adaptability of business English major in higher vocational colleges is a long-term process, which is not achieved overnight. It is necessary for the state,

society, schools and other parties to work together to clarify the relationship between education supply and industrial demand. so that the supply and demand can be balanced and matched with each other. In terms of professional orientation, joint training of specialties, joint construction of schools and enterprises and innovation of talent training mode, we can better improve the adaptability of business English major and let the business English major go further on the road of high-quality development.

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