The Application of Cloud Computing in the Practice Teaching of Business English Major in Higher Vocational Colleges

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Abstract: With the rapid development of information technology, cloud computing is also gradually applied to business English teaching practice in higher vocational education. Cloud computing can build a broad training platform for students, extend students' English knowledge, and also meet the practical training needs of business English students, greatly improving the efficiency of business English teaching in vocational colleges. The effective connection between cloud computing and business English practice teaching meets the requirements of quality education, so higher vocational colleges should pay attention to it. This article analyzes the overview of cloud computing, explores the current status of business English teaching, and proposes strategies for cloud computing applications.

1. Introduction
Under the requirements of quality education, in the teaching of business English in vocational colleges, teachers must not only improve students' English skills and solidify students' basic knowledge of English, but also cultivate students' sense of innovation, application ability and exploration ability to provide students with extensive English practice opportunities. This not only allows students to flexibly apply English knowledge to business communication, business negotiation, and translation. By building a platform for operation and calculation, it can integrate teaching, learning, and doing, and comprehensively improve the comprehensive quality of students.

2. Cloud Computing Overview
Cloud computing mainly integrates resources through a virtualization and network technology to achieve the effect of unified management. Visitors can obtain resources and information on the platform at any time according to their own needs, which can not only reduce the storage and management costs of resources, but also improve the efficiency of resource utilization, greatly alleviating the limitations of resources when spreading. The speed of propagation will be more convenient, and the storage space will be wider. Cloud computing services are mainly divided into three types: infrastructure as a service (IaaS), platform as a service (PaaS) and software as a service (SaaS). According to relevant statistics, the service scope of cloud computing continues to grow. In 2017, the global service scale reached 260.2 billion US dollars, an increase of 18.5% year-on-year. In the past two years, the scale of cloud computing services is still rising, and it is expected that the growth rate will reach about 30% in 2020. Education cloud is a way to e-education. It can virtualize the education hardware and transmit it through the Internet to provide teachers and students with a faster teaching platform, including: MOOC, micro class, etc. The advantages of cloud computing in the education system are obvious. It can transform the traditional peer-to-peer teaching method into a peer-to-peer model, which makes the education scope wider and the education resources more radiant, and realizes the sharing of education and teaching resources.
3. The Present Situation of Practice Teaching of Business English Major in Higher Vocational Colleges

The development of business English in higher vocational colleges in my country is relatively late. Since the beginning of the 1950s in the last century, it has only gradually become popular in the 1990s. The development of business English is inseparable from the fact that English has become the universal language in the world. The development of business English in China can be divided into three stages. The first stage was in the 1950s. At that time, my country's international trade was relatively small, business English was not valued, and the teaching content was relatively simple. Only major universities in first-tier cities offered this major. The second stage was between the 1980s and 2006. With the gradual increase of China's foreign trade and the expansion of the types and scope of trade, the teaching scale of business English has also been extended, and the content of teaching has increased and formed a relatively independent discipline. The third stage is from 2007 to the present. Under the background of reform and opening up, international cooperation and trade are increasing, and the demand for talents in business English is increasing. At present, business English majors in vocational colleges have covered a number of disciplines, including: e-commerce, marketing, international trade, etc. The teaching methods are also being updated, and the training model for talents has also greatly developed, which more professional English talents in our international trade. Although under the teaching reform, the business English teaching model has been greatly changed, there are still deficiencies in the practical training courses, mainly in the following aspects:

3.1. Less Training Opportunities

With the rapid development of information technology, the exchanges between countries in the world are getting closer and closer, and the competition between countries is becoming increasingly fierce. As a training base for skilled and professional talents, higher vocational colleges have trained a large number of high-quality talents for my country's foreign trade and international business. In the context of the "Belt and Road", business English teaching has ushered in higher requirements. We must not only improve students' English professional qualities, but also cultivate students' business thinking and application skills to improve students' comprehensive qualities. But for now, many higher vocational schools provide students with fewer practical opportunities. Most teachers apply energy in theoretical explanations in teaching, making it difficult for students to apply business English theoretical knowledge flexibly, which will influence greatly on the improvement of students' English literacy. In addition, in the process of business English teaching, teachers are dominant and students are passively accepted, which makes the teaching atmosphere of business English dull. Students are not enthusiastic about business English learning, and the efficiency of business English teaching is difficult to enhance.

3.2. Cloud Computing Training Platform Construction is Imperfect

At this stage, although many higher vocational colleges have built business English training cloud computing platforms, the platform construction is not yet perfect, and many teaching resources and teaching content need to be updated and improved. At present, in the business English training of vocational colleges, students lack the integration of business skills and English skills. In some business English training, they pay too much attention to the training of English skills, but ignore the improvement of students' business skills, which is not in line with the new the demand for business English talents in this period. Business English is a relatively practical subject. In the process of using cloud computing training, the school must not only actively develop and apply on-campus training resources; at the same time, it also needs to provide students with rich corporate training resources to expand students knowledge of business English, to achieve the effect of learning to apply. However, at present, the participation of enterprises in cloud computing training is not strong, and the school training platform and the enterprise platform are difficult to effectively connect, which has affected the improvement of business English training efficiency [1].
4. Application Strategies of Cloud Computing in the Practice Teaching of Business English Majors in Higher Vocational Colleges

4.1. Strengthen Attention and Innovate Training Model

The application of cloud computing in business English training teaching can expand and extend students' knowledge to a large extent, so that students can contact and learn more business English knowledge. In addition, cloud computing can provide students with abundant resources required for practical training, and achieve the effect of combining theoretical teaching with practical teaching. Therefore, in the process of business English teaching, teachers should strengthen the emphasis on cloud computing training teaching, and make full use of cloud computing platforms to provide students with diverse training materials. At the same time, teachers also need to innovate teaching models and take students as the main body of training, not only to strengthen students' English skills, but also to cultivate students' business thinking, negotiation skills, communication skills, innovation awareness and cooperation awareness.

Secondly, in the cloud computing training platform, we also need to find exercises between business English and other disciplines to achieve the sharing and inter-working of training resources. For example: infiltration of economics, finance, law, e-commerce, international trade and other disciplines in practical training, and show students the culture, etiquette and customs of various countries through the cloud computing platform. Strengthen students' oral expression ability and business thinking ability through group project exploration or individual completion of practical training tasks. In the practical training, listening and speaking are combined. Through situation simulation or corporate case deduction, students are allowed to play relevant roles in the process of business cooperation and experience the application of business English in practice [2].

4.2. Build A Perfect Cloud Computing Training Platform

In the process of building a cloud computing platform, first of all, higher vocational colleges should combine with the actual learning situation of vocational students and the society's demand for business English talents, and at the same time, strengthen cooperation with enterprises to build a training platform for the integration of inside and outside the school. Secondly, in the construction of the cloud computing training platform, it is also necessary to uphold the requirements of specialization, internationalization and professionalization, standardize the training resources and project management, so that the business English training resources can be reasonably configured and planned with students as the center of platform construction. It provides high-quality services for teachers, enterprises, industries, and education departments. At the same time, the training platform also needs to expand the scope and fields as much as possible, and the functions set should be diverse (as shown in the following figure), including: teaching resource display, student interaction, training applications, employment development, etc., and effective combination new technologies and new models, including animation simulation, elite evaluation and DIY functions, which reflect the multi-dimensional and personalized cloud computing platform. The cloud computing training platform not only provides students with a training platform, but also builds a cooperation platform for schools and enterprises. With the help of enterprise case exploration and project setting, an open and shared training platform is formed, and enterprise information, job settings, career needs and business processes and other aspects allow students to perceive the real working environment of business English in advance [3].
5. Case Analysis of Cloud Computing Application in Business English Practice Training

5.1. Training Design
First, choose a cooperative enterprise to conduct cloud computing training teaching through the guidance of enterprise cases. The training lasts 14 weeks and a total of 40 hours. It introduces key personnel or elites of the enterprise and completes the cloud computing training teaching content with the school teachers. Teachers can guide and teach students online. The content of the training is mainly based on the real situation of the foreign trade enterprise, and a virtual sales business is constructed. Through the guidance of students and the independent exploration of students, the training project is completed.

5.2. Training Tools
The tools used in the training research are mainly based on the online assessment system, questionnaire survey and sampling test in the cloud computing platform, and the training is completed by combining the teaching process, teaching observation, teaching evaluation of teachers and enterprise instructors. In the cloud computing platform, practical training should be conducted on listening, speaking, reading and writing. English writing ability is inspected through classroom practice and after-class consolidation in the platform. After students complete writing, they upload it to the teacher system, and the teacher evaluates the student's writing. At the same time, the system also has an automatic evaluation function, which evaluates the student's language organization, article
5.3. Practice Training
In the process of carrying out practical training, teachers should use practical training tools based on the practical training design to provide students with practical training content, first divide students into different groups, and simulate the practical training. At the same time, the teacher should guide the students' practical training process. First, let the students download the emails and documents between the enterprise and customers on the cloud platform. Then divide the students into different groups, let some students act as corporate personnel, and some students act as customers. You can use online video negotiation, meeting and interview to carry out situation interpretation. In the practical training, it is necessary to carry out the orderly preparation according to the transaction preparation, contract negotiation, contract performance and other aspects before the import and export, and combine the etiquette, vocabulary use, and oral expression in different countries to complete the practical training tasks.

In the process of cloud computing training, teachers should build an open business English training space. Teachers should no longer be confined to traditional classroom teaching, but should use micro-classes and MOOC to integrate practice, visits, demonstrations, demonstrations and other links, and use the 10-minute video to focus on the key points and difficulties in business English training. Students can download and watch using mobile devices, and the fragmented time is fully utilized, thus forming an online and offline teaching cycle. Students can use modules such as group inquiry, data collection, topic discussion, and achievement display to enable students to participate in learning activities autonomously, thereby improving the efficiency of cloud computing training [5].

5.4. Training Evaluation
Teaching is a two-way process. In the process of training, teachers also need to build a perfect training evaluation system for students. Teachers should evaluate and analyze not only the students' training process, but also the students' emotions, attitudes and thinking in training. The evaluation allows students to identify their own shortcomings in cloud computing training in time, so as to make up for it more efficiently. Practical training evaluation should be carried out from the students' oral expression, listening test, writing, negotiation, business thinking, innovation awareness and other fields. At the same time, in the cloud computing platform, teachers can also combine the students' daily training process with the final training assessment to build a unified evaluation standard of process and result. In addition, teachers can also use the methods of mutual evaluation and self-evaluation in groups to guide students to learn from each other in practical training, learn strengths from each other, and achieve common improvement. At the same time, teachers should also provide targeted help to students with low practical application ability, analyze their problems in business English learning, and then carry out personalized teaching.

6. Conclusion
In the context of the rapid development of information technology, cloud computing has been widely used in business English in vocational colleges. Cloud computing provides a wide range of resources and space for business English training, improves the efficiency of business English training, enhances the application, innovation, and inquiry capabilities of vocational students, and helps the vocational students develop in an all-round way. Therefore, business English teachers should pay more attention to the application of cloud computing, dig deeper into the training resources in the cloud computing platform, and extend students' business English vision. At the same time, teachers should set up a variety of training links, relying on corporate resources, and build an integrated training platform.
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