Research on Advanced Business English Courses in the Computer Age under the Guidance of Market Demand

Lilian Pei1,*
1Guangxi Talent International College, Qinzhou, Guangxi, China, 535000

*Corresponding author e-mail: 764580624@tic-gx.com

Abstract. With the continuous development of science, the company's concept of selecting talents has also undergone tremendous changes. In the computer age, talents with practical application capabilities are increasingly favored by major companies. Higher vocational education is the main development goal of increasing the employment rate of students. Therefore, it can be said that the business English major in higher vocational education is a very practical major. In order to cultivate both solid English language skills, familiar with international trade rules, and applied talents with various professional business knowledge, it is more important to explore the modular setting of advanced business English courses under demand analysis. Higher vocational business English majors can adapt to social changes, readjust professional courses, and adjust student training plans in a timely manner. We should strive to improve the level of teacher education and establish student training bases and teacher training bases. Have a clear division of labor and a mechanism for cooperation between the curriculum design team and the team.

Keywords: Market Demand, Computer age, Business English, Curriculum Setting

1. The status quo of higher vocational business English courses
Curriculum is the core of subject construction, and reasonable program is very important for personnel training. At present, the business English courses of most vocational colleges follow a simple "English and business" model, and there are too many general education courses based on subjects. The content of these courses lacks relevance and applicability, and there are problems such as course development and the implementation of individual topics. Most vocational colleges in the professional concept, the economic growth of the region is not in-depth understanding, not closely linked, the analysis and consideration of school conditions, learning is not sufficient, failed to form a local economic characteristics and school cultural features of professional courses influence. In the talent specification, students' comprehensive lingua ability and business communication ability have been paid attention to, but the build of the applied arrangement of the combination of off-campus and deep integration of school-enterprises still should be faultless. In the construction of teachers, the education quality, light research quality, the teaching quality of the teaching team and academic literacy do not match. In the professional characteristics, business characteristics are still not obvious, business teachers are seriously inadequate.
1.1. The curriculum system of higher vocational business English major is not well combined with the training goal of business English

On the basis of the "English Syllabus for English Majors in Colleges " published in 2000, the teaching objectives of vocational English professionals are as follows: to train complex talents with teaching, translation, research and management skills in distant matter, economy and transaction, education, civilization, military, science and technology and other industries. This goal as a whole is to require higher vocational colleges business English majors to train professional knowledge and language skills of integrated talent. But now, the curriculum higher Vocational College System and universities is not well integrated.

1.2. The internal structure of the professional higher Vocational Curriculum System business English is unreasonable

At present, the irrationality of the internal structure of the professional higher vocational curriculum system business English is mostly mirrored in these fields: the proportion of practical courses is small, the amount of hypothetical trainings and knowledge courses is big, and the training requirements of applied talents do not match.

1.3. The curriculum of more vocational business English majors takes note of to the nurture of language ability and despises the cultivation of quality

Business English courses vocational phenomenon mainly in the following areas: outdated teaching methods, teaching points in the teaching of language knowledge, ignoring the culture of innovation and the quality of language skills in the teaching process. In the course of learning, students show rigid and passive characteristics, and their aptitude to solve problems and analyze question is weak.

1.4. The curriculum of higher vocational business English majors pays more attention to theoretical teaching

In the study of higher vocational business English, the main learning place of students is the classroom, students have fewer internship opportunities, resulting in the theoretical teaching and
practical application links are out of touch, students' adaptability, language application ability and
tactical ability to decline, thus affecting students' employment.

2. The importance of segmental setting of higher vocational business English major courses
based on demand analysis in the computer age

2.1. It is beneficial to enhance personnel’s applied application ability
At present, the focus of advanced vocational business English curriculum is to teach theoretical
knowledge, in the process of teaching students' practical application ability has been neglected. Based
on the theory of demand analysis to optimize the professional curriculum business English, in the
process of curriculum modularization to enhance students' practical application ability for the purpose
of expanding the proportion of practical courses, to join the vocational qualification-related
curriculum content of learning, but also can open some foreign language courses in addition to
English, in order to improve students' applied application ability, so as to improve personnel’s
comprehensive application ability[2].

2.2. It is conducive to the professionalization of business English courses in advanced vocational
schools
At present, the curriculum of higher vocational business English shows the trend of heavy theory and
light practice, and it is the biggest defect of advanced vocational business English curriculum to mix
"business" and "English" in the curriculum. Therefore, based on the theory of demand analysis to set
up courses, reasonable allocation of "English" and "business" curriculum ratio, reasonable allocation
of "theory" and "practice" curriculum ratio, the higher vocational business English curriculum
modular, to promote the professionalization of higher vocational business English courses is of great
significance.

2.3. It is conducive to improving the service rate of personnel in vocational colleges
Higher vocational business English major is a professional emphasis on application, teaching target is
practical talents in the field of international trade, and with the development of society, the standard
of enterprise employees has also changed, from the previous heavy education to heavy ability. In this
trend, if the higher vocational business English major wants to enhance the service rate of students,
we need to attribute on cultivating personnel’s practical application of English. Only in this way can
we better improve students' social adaptability, promote students' employment, and improve the
employment rate of higher vocational colleges[3].

3. Strategies for the construction of professional courses for higher vocational businessmen
guided by social needs

3.1. Clear the new era under the higher vocational business English professional teaching objectives.
In the principle of demand analysis, the talents needed by the society must have strong business
communication ability, so in the setting of higher vocational business English major curriculum
objectives, it is important to teach students' business communication ability and students' business
skills as the main body.

First, to develop students' business communication skills. Higher vocational business English is
not a simple addition of "English" and "business", but a professional English. Its teaching goal is to
use English as a tool for business contact or a means of business communication as a platform for
more professional learning. Or English as a tool or means to learn business knowledge, in order to
effectively promote the completion of a variety of specific work. The college English grade
examination can be used as a teaching content, but the purpose of teaching should never be to pass the
college English grade examination. In the curriculum, we should emphasize the "professional" of
business English, not too much emphasis on the status of "exam outline"[4].
Second, cultivate students' international business skills. The purpose of business English teaching in higher vocational colleges is to achieve better employment for students. At present, in international business, some contents related to documents and export are often used. Therefore, higher vocational business English majors should offer some courses that can be connected with the professional qualification certification such as single witness, e-commerce clerk and export clerk, so that the development of higher vocational business English teaching has certain pertinence. In the course setting, we need to focus on cultivating students' proficiency in English, helping them to familiarize themselves with the operation skills and related processes of international trade, and improving students' ability to use modern electronic technology, so as to encourage students to carry out foreign trade activities well, thus fully embodying the "employment-oriented" school-running characteristics of higher vocational education and effectively improving students' employability.

3.2. Analysis of pathway enrichment using PEUCGP
The different SDCN structures between the control group and the experimental group can not only verify the validity of the model, but also prompt the development of a new path enrichment method in this chapter. The up-or down-regulated expression was measured using significantly different gene pairs rather than different expression genes between the two groups. The PEUCGP proposed in this chapter can explore the changes of biological function based on the co-expression pairs of generalized up-regulation and down-regulation.

3.3. The modular setting of the professional course of higher vocational business English.
Under the guidance of demand analysis theory, business English students should improve their practical application skills to meet the needs of the community for business English talents, the modular setting of professional courses in higher vocational business English needs to be completed from the following aspects:

First, the language base module settings. The main content of the language basic module is to train students to listen, speak, read, write, translate and other comprehensive language skills, the core of this module is listening and speaking. In this module set-up, through the basic courses of speech and business English listening, speaking, reading, writing and other courses, to guide students to the scientific positioning of English, as a tool and means of business communication, in order to achieve docking with business courses, enhance students' practical application ability, so as to meet the needs of society[5].

Second, the professional skills module settings. One of the objectives of the course setting of higher vocational business English major is to enable students to master the basic knowledge, basic principles and basic skills of international trade, so that they can be well qualified for the specific work of foreign trade. The professional skills module should be set up mainly in practice, and students should be encouraged to obtain relevant professional qualifications and carry out teaching activities in a targeted way by offering courses related to e-commerce, documentary and export agents. In the process of teaching, we should take international business as the center and carry out effective business scenario simulation teaching to ensure that students can be qualified for all kinds of jobs related to international trade after entering the society[6].

Third, knowledge development module settings. The knowledge development module here mainly refers to the second foreign language course for vocational business English students, which can be Japanese, Korean and other languages other than English. In this expanded society of international trade, higher vocational business English major students master more than one language, will add an employment chip. But language learning is a long process, in three or two years time is not possible to master a foreign language, so, the knowledge expansion module can be set up to train students' basic listening and speaking ability for the purpose of guiding students to start, for students to do a good job in future development.
Figure 3. Modularization of business English courses in higher vocational colleges.

4. Conclusion
From the analysis and research of business English courses in higher vocational colleges in this article, we can see that my country is participating in the process of economic globalization in an unprecedented depth. In order to cultivate application-oriented talents, it is necessary to take the market and business needs as the guidance, and then conduct analysis and research according to the specific conditions of the students, set up courses effectively and reasonably, and optimize the course structure. The task of curriculum reform is arduous and the road is long. This requires our relevant professionals to focus on the social market, put the core content of the course on the needs of the current society, and implement business English according to market positioning and continuous standards. Training, etiquette and communication are on the agenda. After the entire curriculum is systematized, the effective and reasonable arrangement of the curriculum structure can enable students to use the knowledge they have learned, and ultimately meet the society's demand for graduate abilities[7].

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