Reform and Innovation of Practical English Talents Training Mode in Colleges and Universities

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Abstract: *Under the background of economic globalization, the demand for high-quality and practical English professionals is increasing. With the background of economic development and the open and inclusive policy, enterprises are encouraged to actively carry out international trade cooperation and increase the volume of international trade business. On this basis, it is necessary to absorb high-quality English professionals to lay a foundation for enterprises to carry out international business cooperation and follow-up development. However, there are some limitations in the way of cultivating talents. Therefore, it is necessary to truly implement the practical talent training program in light of the actual situation.*

Keywords: *universities, Practical English, Personnel training*

1. Introduction

With the development of economic globalization, English as a communication tool is particularly important. However, in the current English teaching in schools, there are some phenomena, such as English courses can not meet the needs of posts, students lack enthusiasm for learning English courses, and schools lower the status of English subjects, especially in vocational and technical colleges, where students' English foundation is generally weak. Therefore, improving students' English level is a very arduous task. Schools should keep up with the pace of the times and strive to find new ways of English teaching reform and innovation suitable for their students.

2. Some factors to be considered in enterprises that train English professionals in higher vocational colleges.

Combining with the current exploration of English major curriculum, training methods and enterprise participation in higher vocational colleges, we can find that the training strategy for students will adopt the way of school-enterprise cooperation, and at the same time, we can build a practical and knowledge-based professional education team by hiring enterprise technical personnel to give lectures in colleges and universities, promoting the transformation of teachers and sharing educational resources. On the basis of the school-enterprise cooperation mode, college administrators, education teams and enterprises also launched discussions, and proposed that both schools and enterprises should build a virtual practice training mode while cooperating, and set up enterprise case resource database to integrate the actual cases of enterprises into curriculum teaching. Teaching staff can be professional teachers of colleges and universities and lecturers of enterprises, so as to realize the "trinity" training mode of "talents+schools+enterprises". Therefore, enterprises need to explore comprehensively from the formulation of curriculum content, the cultivation of practical skills and the way of cooperation in the development of school-enterprise cooperation mode.

2.1 Curriculum content development

In the course content formulation of English majors, it is necessary to integrate the basic knowledge of English language and literary theory, not only to systematically integrate the basic skills training of listening, speaking, reading, writing and translation of English, but also to show the connotation of national social culture behind the language, so that students can not only understand the learning characteristics of English language, but also gradually master the skills of listening, speaking, reading, writing and translation of English through practical training, with humanistic and scientific knowledge. Among them, English listening and expression ability plays a vital role in work progress and social

communication. Authentic English expression can quickly establish communication with people, open the bottleneck of work and give people a good impression. English majors' courses should not only include relevant skills-based training content, but also incorporate knowledge of pedagogy, psychology, English education and teaching, so that students can master good educational theory and modern educational technology. And incorporate the national laws and regulations related to this major, so that students can understand international practices and apply them to practice flexibly. At the same time, on the basis of school-enterprise cooperation, we should jointly formulate curriculum content, integrate enterprise cases to develop teaching materials, jointly build teaching module courses and formulate teaching syllabus. For example, changjiang professional college has made positive contributions to exploring the curriculum construction of English majors in school-enterprise cooperation, including industry and enterprise experts into the curriculum construction team, participating in the revision of curriculum standards, and being responsible for the teaching of courses together with professional teachers in colleges and universities.

2.2 Practical skills training

Enterprises need to train English majors from two aspects: first, they need good computer and information technology processing and application ability. At present, it is inevitable to use computers to deal with work problems in enterprise work. Business communication, meeting and file transmission are all carried out through information technology. Moreover, the work also needs to use data retrieval, query and other methods to supplement the content needed for the work. When in charge of a project, everyone in the enterprise performs their duties and needs to do a good job in their own work scope. Only by learning the skills needed in the work can they carry out good teamwork and interpersonal communication and promote the progress of the project; Second, it is necessary to have English professional qualification certificate and professional qualification certificate related to work. Usually, in higher vocational colleges, teachers will encourage students to take CET-4 and CET-8; If students want to work in education or English translation, they can also take the teacher qualification examination and related training courses, as well as the English interpretation and translation qualification examination organized by the Ministry of Human Resources and Social Security. Or, enterprises and higher vocational colleges can jointly hold vocational skills competitions for English majors, and enterprises can provide a resource platform for college students, so that students can give full play to their advantages and enhance their professional efficiency through their own majors and skills.

2.3 Optimization of cooperation mode

Enterprises can innovate talent training methods. On the basis of strengthening cooperation with colleges and universities, they can use cross-border e-commerce platform to strengthen students' English teaching, or guide students to use the platform to innovate and start businesses. Enterprises can provide entrepreneurship-related guidance for students with entrepreneurial ideas. According to the actual needs of enterprises, both schools and enterprises can jointly create a training base, and use the Internet and big data technology to develop perfect and refined training content for students, and continuously improve the vocational training skills of talents. Moreover, enterprises can pool available resources in the industry according to their own platform advantages, and work together to create the quality of integration of production and education. At the same time, enterprises can supplement the support of enterprises' digital technology when formulating curriculum content together with colleges and universities, so that digital curriculum resources can provide students with the basis for learning. For example, in changjiang professional college, when cooperating with enterprises, it fully combines the needs of enterprises, the reality of colleges and universities, and the majors and ideas of students, develops a curriculum teaching mode with local economic development characteristics and distinct advantages in the development of industrial enterprises, deepens the integration of production and education, and draws lessons from excellent and mature vocational education and talent training modes at home and abroad, and makes in-depth research to ensure the smooth progress of school-enterprise cooperation and complete the training of skilled talents. In the school-enterprise cooperation training mode, Japanese education is more representative. Combining with the development strategy of science and technology, we should strengthen cooperation with famous enterprises such as Mitsubishi and Sony to realize the training of skilled talents. Therefore, in order to develop the talent training construction in a skilled, practical and innovative country, China needs to create an innovative environment, always adhere to the talent training mode of school-enterprise cooperation, and realize the sharing of information resources among schools, enterprises and industries.

3. Formulate the implementation plan of vocational English professional training in enterprises.

3.1 Build a cloud platform for training English skilled personnel

With the help of digital technology, the development strategy of English skilled personnel training in higher vocational colleges needs to build a cloud platform for English professional personnel training, provide students with timely recommendation and employment information through effective information from different industries and enterprises, and show the development background of some enterprises and the strategy of personnel training [1]. Students can make targeted choices according to platform information and their own interests. With the continuous development of modern technology and the constant change of economic development background, the mode of joint training talents between higher vocational colleges and enterprises also needs to keep pace with the times, innovate constantly, and carry out deep integration between the two sides, so as to optimize the content and form of school-enterprise cooperation, provide corresponding services and guidance for different talents' employment needs under the development background of science and technology, big data, cloud computing and other technologies, and update diversified contents such as industry data, technical information and job skills in a timely manner on the platform. In this way, when enterprise tutors and college English teachers participate in teaching together, they can arouse students' enthusiasm with innovative teaching methods. Using multimedia, computer, cloud computing and other technologies to enrich classroom content, promote students' perception. At the same time, students can learn professional knowledge with the help of platforms and these technologies and electronic devices, so that students can learn corresponding knowledge in their daily life. In addition, digital technology can strengthen the interaction between teachers and students, and teachers can diagnose students' problems in time, grasp the development of students' abilities and make corresponding evaluations. Enterprises can also comprehensively understand students' learning situation through platform and evaluation, so as to strengthen the training of talents needed by enterprises and give targeted guidance.Students can make targeted choices according to platform information and their own interests. With the continuous development of modern technology and the constant change of economic development background, the mode of joint training talents between higher vocational colleges and enterprises also needs to keep pace with the times, innovate constantly, and carry out deep integration between the two sides, so as to optimize the content and form of school-enterprise cooperation, provide corresponding services and guidance for different talents' employment needs under the development background of science and technology, big data, cloud computing and other technologies, and update diversified contents such as industry data, technical information and job skills in a timely manner on the platform. In this way, when enterprise tutors and college English teachers participate in teaching together, they can arouse students' enthusiasm with innovative teaching methods. Using multimedia, computer, cloud computing and other technologies to enrich classroom content, promote students' perception. At the same time, students can learn professional knowledge with the help of platforms and these technologies and electronic devices, so that students can learn corresponding knowledge in their daily life. In addition, digital technology can strengthen the interaction between teachers and students, and teachers can diagnose students' problems in time, grasp the development of students' abilities and make corresponding evaluations. Enterprises can also comprehensively understand students' learning situation through platform and evaluation, so as to strengthen the training of talents needed by enterprises and give targeted guidance.

3.2 Establishing practical training base for school-enterprise cooperation.

Schools and enterprises need to combine their own resources, technology and other advantages to jointly create a training base for personnel training. Higher vocational colleges can provide on-campus production training venues, create virtual simulation training environment, and create practical opportunities for students, so that students can show their self-ability and put the professional knowledge learned in class into practical skills. At the same time, enterprises need to provide technology, case content and other resources for the establishment of the base, and provide professional technical guidance for students. In addition, higher vocational colleges should regularly organize students to practice in enterprises, so that students can gradually become proficient in English pronunciation and interpersonal communication in English practice and application, encourage students to be full of passion and actively participate, and exercise to improve students' language expression ability. Or through international exchange meetings, expositions and other related activities, guide students to actively participate, give themselves a chance to exercise, and improve their English translation and interpretation skills in the process of practice, so as to cultivate students' employment

awareness and continuously improve their professional skills according to their English learning situation. Therefore, on the basis of the joint establishment of the training base between schools and enterprises, it is necessary to comprehensively consider all factors, combine the students' reality and the translation and interpretation skills of English majors required by the society, and improve the training methods. For example, students can undertake Chinese-English translation business of enterprises or simulate translation scenes of foreign customers in the base of school-enterprise cooperation, and encourage students to sum up their own problems in practice in the form of competitions. In order to make the competition more realistic, foreign guests, representatives of translation associations, representatives of foreign affairs agencies and other relevant personnel can be invited to participate in the evaluation, and the students' expression ability, communication ability and interpretation skills in higher vocational colleges can be investigated [2].

3.3 Establish "double-quality" and "guidance-oriented" teachers.

Strengthening the construction of "guiding" and "double-qualified" teachers is helpful to enhance students' practical English skills. For the construction of "double-qualified" teachers, it is necessary to have the cultivation ability of theoretical knowledge and practical knowledge. The "guiding" teachers need to analyze and guide the cases, so that students can carry out their theoretical knowledge into concrete practice. Therefore, the construction of "double-qualified" and "guidance-oriented" teachers needs to integrate the human resources of higher vocational colleges and enterprises, so as to encourage English teachers and enterprise tutors in colleges and universities to enrich the teaching content and provide guidance for students' theoretical study and practice. Based on this, higher vocational colleges should introduce English translation experts and scholars into their schools, arrange qualified teachers in their schools to participate in the realization, and strengthen the construction of "guiding" and "double-qualified" teachers' teams through the exchanges and cooperation between schools and enterprises. In addition, in the process of building a new type of teachers, it is also necessary to establish and improve the new type of teachers system, and to refine the content of teaching types. In terms of practical guidance, enterprise professionals are responsible for teaching, while other theoretical contents are taught by English teachers in colleges and universities. Under the guidance of different teachers, students will gradually transition from theoretical study to practical study. Through this practical teaching scheme, professionals who meet the needs of enterprises can be trained。
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4. Difficulties encountered in English education.

4.1 English courses can not meet the job requirements

Due to the great changes in English teaching in primary and secondary schools, the overall level of English in primary and secondary schools has been greatly improved. The new curriculum standard requires high school graduates to master 3300 words and 400 to 500 phrases, while the College English Curriculum Requirements issued in 2007 only requires college students to master 4795 words and 700 phrases. There is not much difference between the two. Nowadays, English courses can't meet the different requirements of students in English learning.

Times are changing, so are the demands of society for talents. After more than 30 years of reform and opening up, China has become stronger and stronger, and China's international exchanges and international economic participation have also increased, and the speed of opening up has been greatly accelerated. With the increasing frequency of international cooperation and exchanges, China urgently

needs a large number of talents who are proficient in foreign cultures and languages. Therefore, English talents with excellent professional level and high quality are the goal of cultivating students in schools. However, as far as English education in universities, colleges and secondary vocational colleges is concerned, there is still a gap from this goal.

In these schools, college English and basic English are only a course, not a subject. Because English is not taken seriously, it hinders the development of English education in non-compulsory education. For example, teachers lack scientific research skills, and research and education cannot be well connected. To avoid these phenomena, higher vocational colleges should recognize the status of English courses at different levels and stages, and teachers' teaching level and research ability should be constantly strengthened (Guo Yongzhi, 2020).

4.2 Students have no enthusiasm for learning English

With the implementation of the new curriculum reform, educators pay attention to the change of English teaching mode. Many schools have some difficulties in English teaching. Due to the influence of traditional exam-oriented education, many teachers still use traditional teaching methods to impart knowledge to students, and students are very passive in mastering English knowledge. Some students are weak in English knowledge and vocabulary, and lack motivation to learn English. In addition, many students' attitude towards learning English is not very correct, they don't know the importance of learning English, and their English ability is weak, which leads to many students not only not being enthusiastic about learning English, but also being unable to concentrate during the teacher's lectures. These factors not only seriously hinder the smooth progress of English teaching, but also lead to low English knowledge and ability of many students.

For technical school students, in addition to the above situations, there is also the phenomenon that they are very laborious and inactive in learning English. The fundamental reason for this situation is that they are influenced by students' English level and study habits, and many students have no confidence and motivation to learn English well. The purpose of entering technical schools is to have skills and not pay much attention to the study of cultural courses. This situation needs to be changed and innovated.

4.3 Lack of teaching resources

At present, many schools are limited by their own economic conditions, lack of investment in English teaching resources, and do not provide places for students to practice oral English. As a result, some students have reduced opportunities for oral English practice to a certain extent, hindering students' mastery of oral English ability. In addition, many English teachers do not fully adopt multimedia teaching in their courses, and mainly rely on English textbooks to impart relevant knowledge to students. English is wide in content and strong in application, and lack of teaching resources will have a certain impact on the efficiency and quality of students' learning English.

4.4 The teaching method is relatively simple.

The new curriculum reform requires teachers to attach importance to students' learning of English knowledge, and to take students as the main body and carry out student-centered teaching activities. It is a common phenomenon that the current teaching mode is too boring. The main reason is that some teachers are deeply restricted by exam-oriented education, and have always followed traditional teaching methods, lacking innovation in teaching mode. In addition, some schools pay little attention to English practice and application in English teaching, ignoring its importance. English subject setting pays attention to theoretical knowledge, and teachers talk more about English theoretical knowledge, but less about cultivating students' English practical ability and English application ability. English ability mainly includes students' listening, speaking and writing ability. However, many teachers usually focus on textbook knowledge explanation because they adopt a single teaching method, without knowing the importance of students' listening, speaking and writing. This makes English teaching not only unsatisfactory, but also does not help to improve students' overall mastery of English knowledge and skills.

4.5 Teaching evaluation is not comprehensive.

Because of the limitation of exam-oriented education, many schools still use the final exam to

evaluate students' English level and judge students' mastery of knowledge by their scores. The disadvantage is that it is difficult to assess students' actual English level, and at the same time, it also makes some students have psychological burden on learning English and reduces their enthusiasm for learning English. In order to get good grades, it is unreasonable to recite English theoretical knowledge and grammar before the exam. Some students are lucky enough to take exams and have no correct understanding of checking their English mastery, which affects the reform of English teaching and leads to the failure to achieve the purpose of English education evaluation.

4.6 Some schools have lowered the status of English

In recent years, some universities have continuously reduced English credits and reduced English class hours. This phenomenon is more prominent in some key universities and technical schools. The original credits allocated by universities to compulsory English courses are about 16 credits, and the course lasts for 2 years. However, in recent years, the English credits of some schools, especially key universities, have been reduced to less than 12 credits, and some universities have reduced them to 4 credits, and only one semester of compulsory English courses have been established, which makes the development of English discipline more difficult. As a technical school outside the education system, it pays no attention to English, and mainly arranges specialized courses first. The class hours of English are optional and can be deleted at will.

5. In view of the difficulties existing in college English education, this paper puts forward some solutions

5.1 Develop multi-level teaching objectives.

Because students' English level is different, and the development goals and levels of various schools are different, it is necessary to set up educational goals at different levels. Students in technical secondary and secondary vocational schools have a weak English foundation, so it is necessary to set basic goals for them, so as to continuously strengthen the training and learning of their basic English skills. Colleges and higher vocational schools should pay attention to the practicality of English, understand the requirements of posts for talents, improve students' practical application ability in listening, speaking, reading and writing, set developmental goals for them, and call for comprehensively improving English level and cross-cultural communication skills, and cultivate talents with international competitiveness and practical talents who can use English for international communication and cooperation in professional fields. The development goal is mainly aimed at students with higher English level in key universities, and to cultivate talents with higher professional level and relatively excellent English use ability.

5.2 Strengthen English discipline construction

In order to promote the reform of English education, first of all, schools must strengthen the correct understanding of English education and increase investment in English subjects. Teachers should add new teaching contents while improving teaching quality. For example, schools can set up English grammar courses, oral English courses and English application courses. This can make students' learning content more novel and improve their English skills in an all-round way. Second, schools should provide more educational materials or video materials for English teaching, and provide students with opportunities for English activities, so that students' ability to use English and communicate with others can be exercised. For example, students in vocational colleges and technician colleges are more professional. Teachers can bring corporate culture into the classroom by simulating the real working atmosphere, and connect with their own majors, such as automobile English for auto repair majors, marketing English for marketing majors, and spoken English for high-speed rail services. Both teaching and learning should have clear goals, which can make the English classroom more effective. Third, schools can build an English information education platform, and promote teachers to adopt teaching methods combining information technology with teaching, so as to promote the progress of English education.

5.3 Improve the English curriculum system

English education should focus on cultivating students' adaptability and comprehensive quality.

Therefore, to promote the progress of English teaching, teachers should first improve the English curriculum system and enrich the English teaching content. The establishment of English curriculum system should be based on enhancing students' ability to use English. English curriculum system can be divided into two parts: professional education and basic education, which not only makes students master the basic knowledge of English more firmly, but also enables students to have a certain understanding of English professional knowledge, which also meets the requirements of quality education and curriculum reform. Secondly, teachers should pay attention to mastering Internet technology. Because of the continuous popularization of Internet technology, it can enrich students' English learning content and teaching materials, give students the opportunity to learn English knowledge other than textbooks, and exercise students' use of spoken English, so as to improve students' enthusiasm and initiative in learning English, encourage students to use spoken English for communication, and achieve the goal of improving their English level.

5.4 Change the educational philosophy

English curriculum system needs to be perfect, the importance of English teaching should be paid attention to, and students should play a leading role in English learning. Therefore, teachers should try their best to change the concept of English teaching. In learning English knowledge, they should maximize students' subjective initiative and creative thinking ability, so that the classroom can really return to the hands of students. First, teachers must organize teaching activities according to students' actual conditions and have goals. Second, teachers should continuously improve their English level, and they can improve their English skills by observing in class and communicating with each other. Finally, when selecting educational content, teachers should consider students' learning ability in an all-round way, select appropriate materials, and make different educational plans according to students' proficiency to improve the quality of education.

5.5 Use a variety of teaching methods

With the continuous progress of science and technology, many schools now adopt multimedia teaching. In the teaching process, teachers can use animation, video, sound or images to impart English knowledge to students, which can successfully stimulate students' learning enthusiasm and create a good classroom atmosphere. In addition, teachers can transform abstract English knowledge into more intuitive images and videos for students. In this way, students can accept and understand what they have learned more easily. Multimedia makes the interaction between teachers and students more frequent, establishes a good relationship between teachers and students, and improves teachers' teaching quality and students' English scores.

5.6 Establish a multi-level and personalized curriculum system

Schools in the non-compulsory education stage should establish a curriculum system combining general English with specialized English and cross-cultural English. The school curriculum should be arranged reasonably according to the type of school, the source of students and the goal of training talents, so as to form an English curriculum system with school characteristics and suitable for students of different levels. Some people think that schools must give up general English education and replace it with specialized English. In fact, general English and special English complement each other. Professional English should be based on general English, which is the further improvement of general English. Different from the simple English texts in junior and senior high schools, the general English courses in non-compulsory schools cover a wider range of knowledge and pay more attention to improving students' thinking ability and overall quality. Specialized English mainly refers to the English used by a specific major or discipline, and is an English course based on the language use characteristics of the discipline or major, which mainly includes professional English and academic English. Academic English is subdivided into general academic English and specialized academic English. Specialized English is a weakness in college English education. Most schools are still in the stage of advocacy and theoretical research, and some schools have decided to implement small-scale experiments in individual departments. Therefore, all non-compulsory schools should pay attention to the construction of specialized English.

6. Conclusion

Based on the above analysis of the relevant contents of the enterprise's training strategy for English majors in higher vocational colleges, the enterprise needs to consider comprehensively from three aspects: curriculum content formulation, practical skills training and school-enterprise cooperation mode optimization. And higher vocational colleges need to combine their own resource advantages, strengthen cooperation with enterprises, create training bases for students, and meet the needs of enterprises and society for talents.

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