

Innovation and Exploration of School-enterprise Curriculum Co-construction Mode for Business English Majors in the Era of Big Data

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Abstract: With the rapid development of information technology and the advent of the era of big data, the changing demand for business English talents has put forward new requirements for the development of business English teaching. Based on the theoretical foundation of the school-enterprise curriculum co-construction mode of the business English major, this paper sorts out the innovative ideas of the school-enterprise curriculum co-construction of the business English major. On this basis, it proposes implementation paths for the school-enterprise course co-construction mode, such as strengthening the cooperation and coordination between schools and enterprises, improving teachers' innovative ability and students' practical application ability, and optimizing the evaluation of course effects. This paper provides some ideas for cultivating business English talents to meet the needs of society and promoting the reform and innovation of business English teaching.

Keywords: Era of Big Data; Business English; School-Enterprise Co-Construction; Curriculum Innovation

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1. Introduction

The goal of the Business English major is to cultivate talents with strong business

English literacy and practical abilities, enabling them to effectively communicate and collaborate in English within the business field. However, the rapid development of information technology and the advent of the big data era have significantly transformed people's lifestyles and communication methods. Consequently, the societal demand for business English professionals has evolved, necessitating modern business English talents who are adept in information technology, data handling, and cross-cultural communication contexts. The traditional teaching modes are no longer sufficient to meet these growing societal needs [1,2]. This shift presents substantial challenges to the teaching of business English. To better adapt to the current societal and industry development needs, the teaching mode of the Business English major must undergo reform and innovation. Strengthening school-enterprise cooperation is essential to achieve the talent-oriented skills teaching objectives that align with societal demands, thereby improving the quality of education, teaching, and personnel training in this major.

School-enterprise cooperation is an indispensable component of business English education, playing a crucial role in business English teaching practice and promoting the development and innovation of the Business English major [3]. In recent years, the school-enterprise curriculum co-construction model for the Business English specialty has developed rapidly. This model aims to facilitate deep cooperation between schools and enterprises, jointly develop business English courses, and enhance the effectiveness of these courses. It provides students with more practical opportunities and career development platforms.

This paper aims to study the innovation and exploration of the school-enterprise curriculum co-construction model for the Business English major in the era of big data. The objective is to offer useful ideas and suggestions for the development and innovation of the Business English major and to provide recommendations for promoting and applying school-enterprise cooperation in business English education.

2. The Theoretical Basis of School-Enterprise Curriculum Co-construction Model for Business English Major

2.1 Business English Teaching is of Great Practicality

The practicality of business English teaching is mainly reflected in the practical needs of the business English teaching environment and tasks. As a highly applied language course, the teaching practice of Business English is reflected in the following aspects:

Directivity: Business English majors are highly directed toward practical applications. The purpose of business English teaching is to enable students to develop strong communicative competence and problem-solving skills in business scenarios. Therefore, the curriculum and teaching content must closely revolve around actual business activities. Business English teaching needs to combine language skills with practical application, allowing students to learn through practice and cultivate talents with business communication and negotiation abilities.

Cross-Cultural Perspective: As an international language, business English must consider the characteristics of business communication and cultural differences across countries and regions. Business English teaching needs to guide students to understand international business practices and communication etiquette, enabling them to master cross-cultural communication skills and methods. By understanding the business cultures of different countries and regions, students can better adapt to transnational business activities and improve the efficiency and accuracy of business exchanges.

Diverse Teaching Modes: Various teaching modes, such as face-to-face teaching, online teaching, simulation exercises, and field visits, are introduced into business English teaching to enrich the content and improve students' interest and participation. Diversified teaching modes provide varied resources, stimulate students' learning interest, and promote the absorption and mastery of knowledge.

Context and Application: Business English is a highly applied language course, and its teaching content must be closely centered on business activities. Teaching needs to guide students to learn business English vocabulary and grammar while emphasizing context and practical application to master language skills and improve application abilities.

Interaction and Practicality: In business English teaching, teachers should use interactive methods to engage every student, enhancing their communicative competence. Practicality should be highlighted through simulated business communication and negotiation exercises to develop students' language usage skills.

In summary, the Business English major is highly practical. Teachers need to immerse students in practical business English environments, using highly simulated language and synchronized teaching content with actual business activities to enhance teaching effectiveness and improve students' professional skills.

2.2 School-Enterprise Cooperation as an Important Way to Cultivate Practical Business English Talents

Business English majors need to possess both a solid language foundation and practical abilities to meet the demands of an increasingly competitive society for business English professionals. Therefore, school-enterprise cooperation has become a vital way to cultivate practical business English talents. School-enterprise cooperation is a long-term collaborative relationship established between schools and enterprises to jointly promote the development and innovation of business English education. Specifically, school-enterprise cooperation has the following characteristics:

Deep Cooperation: School-enterprise cooperation involves teaching, practice, and scientific research. Cooperation in business English education can cover aspects such as educational supply, curriculum development, teacher training, and resource sharing, providing comprehensive and practical support for business English education.

Mutual Benefit and Win-Win: The cooperative relationship between schools and enterprises is based on mutual benefit and win-win outcomes. Through cooperation, schools can improve the teaching quality and practical abilities of business English majors, offering more practical opportunities and career development platforms for students. Enterprises benefit by enhancing their competitiveness and visibility and gaining access to a pool of excellent talents.

Two-Way Interaction: Cooperation is bidirectional, not unidirectional. Schools gain

insights into the actual needs of enterprises, enabling them to adjust business English curricula and teaching content to improve quality and practical skills. Enterprises understand students' learning situations and capabilities, facilitating better talent selection aligned with their needs. This interaction allows for practical problem-solving in business English education and offers students more practical opportunities and career platforms.

Long-Term and Stable Relationships: The cooperative relationship between schools and enterprises is long-term, requiring joint efforts and continuous exploration. This stability provides sustained support for business English education and offers high-quality, stable human resources for enterprises.

In conclusion, as an essential practical component of business English education, school-enterprise cooperation is characterized by deep cooperation, mutual benefit, two-way interaction, and long-term stability. This cooperation provides comprehensive support for business English education, high-quality human resources for enterprises, and abundant practical opportunities and career platforms for students, enhancing their practical abilities and competitiveness to meet the societal demand for business English talents.

2.3 Business English Course Co-construction as an Important Guarantee for the Effectiveness of School-Enterprise Cooperation

Curriculum co-construction refers to the collaborative formulation and implementation of curriculum plans and teaching content by schools and enterprises in business English education. The goal is to enhance the teaching quality and practical abilities of business English students. Through curriculum co-construction, schools and enterprises can create more practical and industry-relevant courses based on the specific needs of business English majors and the current market demands. This approach also provides comprehensive support for teaching through shared resources and practice base construction. Effective curriculum co-construction is essential for deepening school-enterprise cooperation, cultivating high-quality talents to meet societal needs, and

ensuring the quality of personnel training. Key aspects of implementing school-enterprise curriculum co-construction include the following:

Formulating Common Curriculum Objectives and Teaching Plans: Schools and enterprises should collaborate to develop practical curriculum objectives and teaching plans based on educational goals and actual needs. This involves combining students' actual needs with their career planning and tailoring courses to align with industry developments and company requirements. This approach strengthens the connection between business English teaching and practice, enhances students' comprehensive quality and competitive advantages, and aligns with enterprise needs for business operations.

Developing Textbooks and Teaching Resources Together: Schools and enterprises can jointly develop teaching materials and resources suitable for business English majors, providing comprehensive and practical support for teaching. This includes purchasing teaching materials and sharing resources. Additionally, the co-construction of teaching materials and resources should be continually adjusted and updated to keep pace with market demands and industry trends.

Building a Team of Teachers and Teaching Teams: Ensuring teaching quality and improving the practical application skills of business English students requires training teachers through school-enterprise cooperation and selecting excellent talents to create a conducive learning environment. This model enhances the specialty's practical application level and ensures its effectiveness in real-world scenarios. Both schools and enterprises can improve the teaching and practical abilities of teachers and teams through training programs and practice bases, fostering common development through strengthened cooperation and exchanges.

Establishing Practice Bases and Career Development Platforms: Schools and enterprises should consider the actual needs of practice and enterprises when building practice bases and career development platforms. This collaboration provides students with realistic internship opportunities and better career development platforms, helping

them improve their practical abilities and professional qualities, thereby enhancing their employment competitiveness. Additionally, it promotes deeper cooperation between schools and enterprises, providing strong support for the continuous development and innovation of the business English discipline.

In summary, the implementation of curriculum co-construction requires joint efforts from schools and enterprises to formulate relevant curriculum objectives and teaching plans, develop teaching materials and resources, build teaching teams, and establish practice bases and career development platforms. By co-constructing courses, comprehensive and practical support for business English teaching can be provided. This approach optimizes the professional structure of educational institutions, promotes the quality of personnel training, and enhances the effectiveness of school-enterprise cooperation.

3. Innovative Ideas of School-Enterprise Curriculum Co-construction Mode for Business English Major

The mode of college-enterprise curriculum co-construction for business English majors has gained significant traction in higher education in recent years [9,10]. This cooperation model integrates business English teaching with practical business activities, enhancing students' practical application skills and employment competitiveness. It not only promotes in-depth cooperation between schools and enterprises but also supports and guarantees the development and innovation of the business English major. Additionally, it cultivates talents with international vision and business communication skills, contributing to the evolution of business English education. This section focuses on the innovative ideas of the school-enterprise curriculum co-construction mode for the business English specialty, offering a feasible path for curriculum reform.

(1) Practical Business Application

The innovation of the school-enterprise curriculum co-construction mode for business English majors is highlighted by its emphasis on practical business application.

Traditional business English teaching often focuses solely on language knowledge, overlooking the application of business English in real business activities. The co-construction mode combines business English teaching with practical business activities through school-enterprise cooperation, emphasizing practical application. This approach allows students to enhance their language and practical abilities in immersive business scenarios, thereby improving their professional quality and employment competitiveness. It facilitates in-depth cooperation between schools and enterprises and provides robust support for the development and innovation of the business English major.

(2) Interdisciplinary Integration

Another innovative aspect of the school-enterprise curriculum co-construction mode for business English majors is its emphasis on interdisciplinary integration. Business English, as a highly applied language course, requires the integration of knowledge from business management, international trade, law, and other disciplines to cultivate business English talents with interdisciplinary knowledge and skills. This model enables students to learn relevant business management, international trade, and legal concepts through business English teaching examples, achieving interdisciplinary integration. This helps students understand the business environment and legal provisions while learning business English, better preparing them for practical work.

(3) Practical Operation

The innovation of the school-enterprise curriculum co-construction mode for business English majors is also evident in its focus on practical operation. Business English teaching needs to be closely aligned with practical business activities, guiding students to master business communication and cross-cultural communication skills. This model provides actual business activity backgrounds and business documents, allowing students to learn business English in simulated business scenarios, thus realizing practical operation. This hands-on approach helps students develop the necessary skills for effective business communication and negotiation.

(4) Interactive Communication

The innovation of the school-enterprise curriculum co-construction mode for business English majors is further reflected in its emphasis on interaction and communication. This model facilitates positive interaction between students and enterprises. Students can pose questions and offer suggestions to enterprises during the course, while enterprises can provide better business English practice cases based on students' feedback. This interactive communication mode promotes deeper cooperation between students and enterprises, allowing students to acquire practical business experience and skills.

The innovations in these four aspects of the school-enterprise curriculum co-construction mode for business English majors effectively enhance students' language proficiency in business scenarios. They help cultivate business English talents with interdisciplinary knowledge and skills. Moreover, the model emphasizes practical operation and interactive communication, helping students understand the relationship between business English and actual business activities, master language application skills in real business contexts, and promote in-depth cooperation between students and enterprises.

4. Exploration on the Co-construction Model of Business English Curriculum between School and Enterprise

In the teaching of business English major, the mode of curriculum co-construction between colleges and enterprises has become an important innovative education mode. Through the cooperation between schools and enterprises, this mode combines business English teaching with practical business activities and effectively improves students' language practice ability in business scenarios. This section will discuss in detail the exploration of the school-enterprise curriculum co-construction mode for business English majors, including the determination of cooperation mode and content, the establishment of cooperation and coordination mechanisms, the innovation of teaching staff and methods, and the evaluation and optimization of curriculum effectiveness.

First of all, in the exploration of the school-enterprise curriculum co-construction mode for business English majors, it is necessary for schools and enterprises to jointly determine the cooperation mode and content. Schools can determine the mode and content of cooperation according to the actual needs and teaching resources of enterprises. In this mode, enterprises can provide the background of actual business activities and business documents, allowing students to learn business English in simulations of real business scenarios, thereby improving their practical application ability. Additionally, in the exploration of the school-enterprise curriculum co-construction mode for business English majors, it is essential to establish cooperation and coordination mechanisms to ensure the smooth development of the curriculum. By signing cooperation agreements, schools and enterprises can clarify their respective responsibilities and obligations, establish communication channels, and strengthen cooperation management and coordination.

Secondly, in the exploration of the school-enterprise curriculum co-construction mode for business English majors, attention must be paid to the innovation of teaching staff and teaching methods. This mode requires teachers to possess knowledge and skills in both business English and practical business activities, necessitating continuous improvement in teaching quality and innovation ability to meet societal needs for business English talents. Teachers need to focus on innovating curriculum design and teaching methods, encouraging students to explore the background of actual business activities, actively participate in business English practice, and improve their practical application ability.

Finally, in the exploration of the school-enterprise curriculum co-construction mode for business English majors, it is necessary to evaluate and optimize the curriculum effect. Schools and enterprises can evaluate and improve the course effect through questionnaires and field visits, continuously enhancing teaching quality and students' competitiveness in employment. Only on the basis of thorough exploration and practice can the school-enterprise curriculum co-construction mode for business English majors fully leverage its advantages and cultivate high-quality business English professionals.

Therefore, the following points should be emphasized in the exploration of the school-enterprise curriculum co-construction mode for business English majors:

Schools and enterprises should clarify their respective responsibilities and obligations, and establish communication channels and coordination mechanisms to ensure effective curriculum development.

Teachers should continually improve teaching quality and innovation, focus on curriculum design and innovative teaching methods, and encourage students to engage in practical business activities.

It is necessary to evaluate and improve the course effect continuously to enhance teaching quality and students' employment competitiveness.

In summary, the exploration of the school-enterprise curriculum co-construction mode for business English majors requires cooperation and coordination between schools and enterprises, improvement of teachers' innovative ability and students' practical application ability, and continuous evaluation and optimization of curriculum effect. The successful practice of this mode will help cultivate more talents with business English communication skills and practical application abilities for society, promoting the development of the business English specialty.

5. Conclusion and Prospect

This study explores the college-enterprise co-construction model of business English curriculum, emphasizing the importance of cooperation and coordination between schools and enterprises, the enhancement of teachers' innovative abilities, and students' practical application skills, as well as the continuous evaluation and optimization of the curriculum's effectiveness. The results indicate that the school-enterprise curriculum co-construction mode for business English majors can effectively improve students' language proficiency and practical application capabilities in business scenarios, providing an effective pathway for cultivating high-quality business English professionals.

In future research, scholars can delve deeper into the integration of teaching resources within the school-enterprise curriculum co-construction model for business English majors. Enhancing the cooperation and coordination mechanisms will allow for better utilization and allocation of teaching resources from both schools and enterprises. Additionally, further exploration on how to improve teachers' innovative abilities and students' practical application skills can be conducted to better meet societal demands for business English talents.

6. References

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