



Research on the Innovation and Practice of English Interpretation Course Model Co-constructed by School and Enterprise

Chuanhui Sun

Wuhan University of Engineering Science, Wuhan 430074, Hubei, China

Abstract: With the continuous expansion of foreign trade and cultural exchanges, English interpreters have become the main type of talents in short supply in various industries. However, from the current employment situation of English interpreters, the phenomenon that the comprehensive quality of English interpreters cannot meet the employment standards of enterprises is widespread, which leads to the lack of talents in the industry and the employment difficulties of graduates. As an important base for training English interpreters, colleges and universities should actively carry out educational innovation in the face of the current employment difficulties of students and the needs of the industry, and cooperate with enterprises to promote the innovation of English interpretation curriculum model. This paper briefly expounds the concept of school-enterprise co-construction, points out the necessity of innovating English interpretation course mode under the school-enterprise co-construction mode, and discusses the specific practical strategies from the aspects of course objectives, teaching structure and teaching content, as well as teacher team training, hoping to provide new development ideas for related education work.

Keywords: school-enterprise co-construction; English interpretation; curriculum model; innovation practice

1. Introduction

School-enterprise co-construction can integrate theoretical teaching with practical teaching, provide the possibility for the development of students' basic knowledge, vocational skills and comprehensive literacy, and help students better adapt to future jobs. However, from the perspective of the current teaching effect of English interpretation in colleges and universities, most students' English interpretation ability cannot meet the basic requirements of the industry and post, which not only affects the development and growth of students themselves, but also is not conducive to the long-term sustainable development of the industry. Therefore, the school should correctly view the current problems in talent training, and explore the methods of reforming and innovating the mode of English interpretation course from the perspective of school-enterprise co-construction, so as to make up for the problems of imperfect interpretation course, insufficient training resources and weak teachers in colleges and universities, so as to provide guarantee and support for the improvement of the quality of English interpretation and translation teaching and the development of students in colleges and universities.

2. School-enterprise co-construction

School-enterprise co-construction is a new educational concept introduced by universities and vocational colleges in recent years, that is, schools and enterprises jointly complete students' educational activities through cooperation. This teaching mode can realize the connection between schools and industries. Students can adjust and optimize the talent training program according to the information and feedback provided by enterprises, so as to cultivate talents more in line with the needs of society. At the same time, the co-construction of schools and enterprises can also realize the complementary advantages between the two. Enterprises can provide practical education platforms for schools, and schools can provide human resources and academic support for enterprises, forming a 'win-win' model of resource and information sharing.

The necessity of innovating English interpretation course mode based on school-enterprise co-construction is as follows.

(1) The need to enhance students' employment competitiveness.

Under the background of the new era, contemporary students are facing great employment pressure. Enterprises not only require students to have a solid foundation of professional knowledge, but also attach more importance to students' practical ability and application ability. However, from the current teaching situation of English interpretation course, English interpretation teaching focuses more on the explanation of translation skills, and students have few practical opportunities in daily teaching and life, which makes it difficult for students to integrate theoretical knowledge into real interpretation work. Under the background of school-enterprise co-construction, English interpretation teaching can not only optimize the existing teaching system, but also build a practical training base for students, so that students can form a comprehensive

understanding of interpretation work in practice, effectively improve students' English interpretation ability, so as to provide more help for students' future employment and their own development.

(2) The need to improve the quality of interpreting teaching in schools.

The main goal of English interpreting teaching is to cultivate practical talents for the society and various industries, and to ensure that students can play an active role in foreign trade, business cooperation and other fields. However, at present, students generally have a rich reserve of basic English knowledge and a good command of translation theory, but their interpreting ability is relatively poor, and their comprehensive quality is far from the needs of practical work. Therefore, based on the background of school-enterprise co-construction, the innovation of English interpretation course mode can make up for the shortcomings and problems of current English interpretation teaching, give full play to the common advantages of schools and enterprises to promote the high-quality development of English interpretation education, [1] so as to effectively implement the teaching goal of cultivating applied English interpretation talents.

3. Innovation and practical strategies of English interpreting course mode under the background of school-enterprise co-construction

With the development and promotion of the concept of school-enterprise co-construction, many colleges and universities have begun to try to implement English interpretation teaching in the mode of school-enterprise co-construction, so as to obtain better teaching results. However, from the current actual situation, the school-enterprise co-construction has not brought new changes and development to English interpretation teaching. The reason is that the school's cognition of the school-enterprise co-construction model is not accurate enough, and the co-construction is not carried out from the aspects of educational objectives, curriculum setting and teaching staff. The advantages of the school-enterprise co-construction model have not been fully utilized. In this context, schools should speed up the transformation of educational concepts, actively explore the specific ways and practical ways of school-enterprise co-construction, and provide strong support for the innovative development of oral English teaching.

(1) To meet the needs of the industry and clarify the training objectives of English interpretation.

In the past, the teaching objectives of English interpretation in colleges and universities were mainly based on the teaching requirements of colleges and universities, and the specific requirements of students' interpretation ability put forward by society and different industries were seldom considered. Therefore, it will cause the deviation of college talents from the actual needs of the industry and the lack of practical ability of talents. Under the background of school-enterprise co-construction, before determining the training objectives of English interpreting talents, the school should not only be based on the requirements of higher education for English interpreting courses, but also adhere to the needs of the industry, and deeply understand the needs of various industries and various positions for students' interpreting ability. [2] Based on this, the training objectives of English interpreting major should be clarified. The fundamental demand of enterprises is that students can use English to negotiate with foreign enterprises and do a good job in the reception and business communication of foreign customers. Therefore, the training objectives of English interpretation courses in colleges and universities should be based on the original basis to increase the development of business negotiation ability and cross-cultural communication ability.

(2) Change the traditional education model and formulate a school-enterprise collaborative education model.

For a long time, all college English interpretation courses have been carried out within the scope of the school, and students have few opportunities and experience to directly participate in the work of the industry, thus affecting the improvement of students' interpretation application ability. Under the background of school-enterprise co-construction, schools should give full play to the role of enterprises in promoting and supporting education, make use of the advantages of enterprises' resources to make up for the shortcomings of the current English interpretation curriculum system, and form a curriculum model of "school education + enterprise practice." In short, the course of each semester is divided into two parts: on-campus and off-campus. School education mainly focuses on basic knowledge of English, interpreting theory and interpreting skills, while enterprise education is guided by enterprise instructors to lead students to participate in work projects and internship activities. The design of this teaching mode is helpful to promote the all-round development of students and help schools solve the hidden problems and disadvantages in interpretation teaching.

4. Summary

To sum up, school-enterprise co-construction is a new model introduced in current higher education. It can make full use of the respective advantages of universities and enterprises to promote the improvement of the quality of higher education, which is of great significance for cultivating practical talents. Therefore, colleges and universities should be aware

of the enthusiasm of school-enterprise cooperation in the innovation of English interpretation curriculum model, clarify the main problems and shortcomings of English interpretation teaching in colleges and universities, and actively promote the reform of English interpretation teaching quality in colleges and universities with the help of enterprises. Schools should strengthen communication with enterprises, adjust the training objectives and curriculum system of English interpreting talents based on the needs of the industry, effectively integrate English interpreting teaching with specific industries, and promote the development of students' comprehensive ability and professional ability. At the same time, the school should also pay attention to the construction of English interpretation training base and teacher team, give full play to the advantages of enterprises to provide training opportunities for English interpretation teaching, help enterprises to jointly complete the construction of " double-qualified " teacher team, and provide all-round guarantee for the innovation and implementation of English interpretation courses in higher vocational colleges.

Acknowledgments

Source: The campus-level project of Wuhan University of engineering Science

Name: Oral Interpretation (XQSF202308)

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