

# Exploration on the Training Path for English Applied Talents Against the Background of the Integration of Production and Education

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## ABSTRACT

The integration of production and education is a necessary path for cultivating English applied talents in colleges and universities. The current cultivation of English applied talents in colleges and universities should break through the limitations of training objectives, curriculum settings, teaching models, and a lack of teachers. The schools should boldly try, actively explore, and fully learn from the excellent experience and practices of advanced schools. They should make efforts to transform teaching concepts, reasonably set professional training goals, jointly build practical bases with enterprises and schools, continuously improve teaching systems, and enrich the teaching team through multiple channels. The schools should also actively promote the cultivation of high-quality English applied talents, achieve the goal of talent cultivation, and provide more excellent talent protection for the development of enterprises, ultimately achieving a win-win situation for both schools and enterprises.

**Keywords:** *Integration of production and education, English applied talents, Cultivation path.*

## 1. INTRODUCTION

On October 18, 2017, Comrade Xi Jinping pointed out in the report of the 19th National Congress that it is necessary to deepen the integration of production and education. There is no unified definition in the academic community for the concept of "integration of production and education". However, based on the research results of a large number of Chinese and foreign scholars, it can be seen that the integration of production and education is generally believed to be the ultimate goal of talent cultivation achieved by schools through deep cooperation with enterprises and other social organizations, sharing resources, exerting joint efforts, and continuously improving the quality of talent cultivation.[1]

English, as a highly applied discipline, the schools should strengthen communication and cooperation with enterprises through the integration of production and education to help students learn English. On the one hand, schools should

continuously improve the level of teaching staff and teaching quality based on the needs and goals of enterprises for talents, and enterprises should provide practical opportunities and bases for schools. On the other hand, enterprises should establish a long-term perspective, provide more support for the cultivation of talents in schools, provide students with more internship and practical opportunities, and enable them to improve their skills in practical work. This not only benefits the improvement of students' skills and qualities, but also helps to cultivate more talents for the long-term development of enterprises. [2] Therefore, fundamentally speaking, the integration of production and education is conducive to the healthy development of schools and enterprises.

## 2. RELATED RESEARCH AND QUESTION RAISING

Regarding the integration of production and education, as well as the cultivation of English applied talents, many corresponding achievements

have been achieved. Liang Yu (2016) explored and analyzed the practice of innovative training models for English and foreign trade applied technical talents of Baise University during its transformation and development period. [3] Lan Guoxing (2017) believed that in order to achieve the goal of cultivating business English talents, colleges and universities should introduce enterprises, jointly build industry education integration practice bases, establish innovation and entrepreneurship teams, use cross-border e-commerce trading platforms, establish a long-term mechanism for integration of production and education, and achieve resource sharing between schools and enterprises.[4] [5] Zeng Zheng (2019) believed that school-enterprise cooperation and integration of production and education are the main factors that need to be considered in the establishment of the current English applied talent model. Through research and exploration, the construction methods of the English applied talent training model are analyzed.[6] Pan Lei (2019) discussed that the integration of production and education is an advanced stage of school-enterprise cooperation and the importance of taking the path of the integration of production and education. She proposed training strategies for English applied talents in the context of integration of production and education, mainly including introducing enterprises to jointly build practice bases of the integration of production and education, establishing a long-term mechanism for integration of production and education, and seamlessly connecting English practical teaching with industry needs.[7] Lin Lin et al. (2019) conducted in-depth research on the training mode of English speaking talents in applied universities against the background of integration of production and education, focusing on English speaking talents. They believed that in order to cultivate English speaking talents with strong application abilities, applied universities should collaborate with enterprises to complete the reform of English speaking talent training goals as soon as possible. And specific measures were proposed: to establish a practical base for integration of production and education, as well as an on campus training base, to set up practical courses, to innovate educational methods and means, to construct an invisible classroom, and to establish a "double-qualified" teaching team. [8] Zhai Rui (2020) believed that the integration of production and education has a promoting effect on the cultivation of English applied talents in colleges and universities. It is necessary for colleges and universities to establish

talent cultivation goals based on social needs, enrich teaching content, introduce practical teaching projects, and improve the professional quality of teachers, in order to construct an English applied talent cultivation model based on the integration of production and education. [9] Wei Chenhua (2021) conducted a study on the cultivation of business English talents and believed that in order to solve the problems faced by the cultivation of business English talents in some local application-oriented undergraduate colleges, such as outdated teaching materials, outdated teaching models, weak teaching staff, and insufficient practical activities, in order to cultivate business English talents, it is necessary to improve the existing business English curriculum system and strengthen school-enterprise cooperation, create a platform for integration of production and education that meets the training needs of business English professionals in application-oriented undergraduate colleges, provide students with sufficient opportunities for both internal and external practice, create a "double-qualified" business English teacher team, and establish a diversified evaluation system. [10] Tian Na (2022) took the teaching of English major at Chengdu Ginkgo Hotel Management College as the research object, and after researching industry standards and market demand, finally proposed an applied compound talent cultivation model of "English + industry skills" [11].

In summary, the above research has two main characteristics. Firstly, many experts and scholars have conducted theoretical research, usually from a macro perspective, on the challenges and problems faced by English teaching in the context of the integration of production and education, and propose some opinions and suggestions for English talent cultivation. At present, most of these opinions and suggestions remain at the theoretical level, with little testing in specific practice or mention of the practical application effects of these measures. In a certain sense, it can be said that these strategies lack pertinence and operability. Secondly, in terms of English talent cultivation, many studies often provide suggestions for the cultivation of English talents in a certain field, such as the cultivation of English speaking talents or the cultivation of related talents such as business English and foreign trade English. There is a lack of research on the universality of English application-oriented talents.

Therefore, based on previous research and taking into account the advantages of the research

team itself, this research plan aims to innovate in the following two aspects, in order to fill the gap in the theoretical and practical aspects of English applied talent cultivation. The first is to analyze the specific practices of cultivating English applied talents in colleges and universities against the background of the integration of production and education, analyze the specific practices and actual achievements of the schools, and explore the paths and strategies for cultivating applied English talents against the background of the integration of production and education. The second is to propose strategies for cultivating applied English talents such as business English and foreign trade English based on specific practical analysis, identify the differences and similarities in training strategies among different types of applied English talents, and ultimately propose a universal path for cultivating English applied talents.

### **3. THE CURRENT SITUATION OF CULTIVATING ENGLISH APPLIED TALENTS AGAINST THE BACKGROUND OF THE INTEGRATION OF PRODUCTION AND EDUCATION**

Currently, various colleges and universities are actively cultivating English applied talents and have achieved corresponding results. However, overall, there are still shortcomings as the following:

#### ***3.1 Disjunction Between Talent Cultivation and the Actual Needs of Enterprises***

As an applied subject, English not only requires to cultivate students' basic skills such as language application ability and cross-cultural communication ability, but also requires to cultivate their practical application ability in practical work and life through a large amount of practice. These are also the most urgent demands for talent quality in enterprises. But currently, many schools are mainly focusing their time and energy on the former, while the latter is relatively weak. For example, although some schools have set up relevant time slots, many practices are often limited by traditional teaching concepts, venues, teachers, etc., resulting in formality or poor effectiveness. In addition, the cultivation of students' practical abilities in internship links that can greatly enhance their practical abilities is far from enough. On the one hand, it is because many students' internship

positions are not aligned with their actual majors, and the knowledge learned in school cannot be used in specific practice. On the other hand, some schools have not established deep connections with enterprises, and learning internships have become internships, lacking opportunities for practical operation, and students have relatively limited training in practice. Therefore, the talent cultivated by schools cannot establish a good connection with the market when entering the market.

#### ***3.2 Unreasonable Curriculum Settings for Professional Talent Cultivation***

The cultivation of English applied talents not only requires training students in language skills, but also needs to combine the background of industry education integration to provide training on English business negotiation, marketing, and cross-border trade related knowledge for students. However, in the actual training process, many schools focus on cultivating students' language skills, and the latter is relatively rare in terms of curriculum design [12]. Even if some schools have set up relevant courses, in specific practical teaching, the teaching effectiveness of the courses is greatly reduced due to teaching concepts, teachers, and teaching experience. For example, many courses only focus on role-playing, simulated debates, or theoretical case studies, lacking in-depth hands-on practice and practical operation, and lacking deep integration with enterprise needs, resulting in weak hands-on ability of students and low quality of talent cultivation.

#### ***3.3 Simple Practical Teaching Mode in the Integration of Production and Education***

For English applied talents, practical skills are very important, and cultivating students' practical skills requires strengthening the deep integration between schools and enterprises, updating teaching models, and innovating teaching methods and methods. However, many schools and enterprises currently only have shallow cooperative relationships, some of which are just ordinary connections, or enterprises occasionally provide limited internship positions for schools. Both parties have not conducted in-depth planning or research on talent cultivation. Whether it is internship positions in schools or practical opportunities provided by enterprises, due to the influence of the venue and the relationship between schools and enterprises, only a portion of students

can be covered, and the teaching mode only stays at internships or organizing forms to do some written work, making it difficult to obtain real practical training opportunities [13].

### ***3.4 Lack of Corresponding Teachers for the Integration of Production and Education***

Currently, most English major teachers are graduates with high language proficiency and literacy. However, many English teachers do not receive systematic training in applied English teaching, lacking practical operational experience and practical teaching abilities. Some teachers, with relatively strong learning abilities self-study through networks, textbooks, etc., only stay at the theoretical level, lacking corresponding practical teaching operations [14]. Therefore, in specific teaching, emphasis is placed on training students' language abilities, with less emphasis on cultivating practical English skills. Even if some schools have dedicated practical teachers, due to various factors such as educational background and teaching psychology, there is not much deep communication between teachers and enterprises. Many English practice teachers themselves lack corresponding understanding and deep understanding of business operations and management methods, let alone the cultivation of students' relevant abilities and deep communication with enterprises, which greatly restricts the development of the integration of production and education.

## **4. THE SPECIFIC PRACTICE AND EFFECT OF CULTIVATING ENGLISH APPLIED TALENTS AGAINST THE BACKGROUND OF THE INTEGRATION OF PRODUCTION AND EDUCATION**

As specialized institutions for cultivating applied English talents, foreign language colleges of major foreign language colleges and universities, foreign trade colleges and universities, and comprehensive colleges and universities across the country are committed to cultivating applied, compound, and high-quality specialized talents with English as the main language and facing the world, with a particular emphasis on the cultivation of practical problem-solving abilities. In the context of the integration of production and education, these colleges and universities adhere to the starting point of cultivating English applied talents in the

talent cultivation process, constantly exploring new forms of school-enterprise cooperation, promoting new systems of education and teaching reform, and innovating new models of talent cultivation, so that graduates can be in a favorable position in the talent competition. The specific approach is as follows:

### ***4.1 Strengthening School-Enterprise Cooperation and Establishing Off-campus Training Bases***

In order to enhance students' hands-on practical abilities, colleges and universities at all levels, mainly focusing on English talent cultivation, offer multiple practical courses in talent cultivation programs, including business negotiation, English debate, foreign enterprise management theory, etc. In the early stages of school-enterprise cooperation, there were many problems, such as weak acceptance intention of enterprises, insufficient practice venues on and off campus, and relatively single practice content, resulting in low student motivation and satisfaction. In recent years, these colleges and universities have begun to vigorously introduce teachers with foreign applied English backgrounds, especially those with practical backgrounds in foreign enterprises. They have adopted a cooperation model of "one teacher connecting with one enterprise", signed formal cooperation agreements with enterprises, and used enterprises as extracurricular training bases for students. This provides a long-term guarantee for the teaching space for the students' practice.

In the past decade, these colleges and universities have mainly established off campus training bases with foreign companies or their branches and offices in China. In addition, they have established connections and deep cooperation with Chinese companies in foreign countries and regions, and can accept a certain number of students to intern abroad every year. Initially, these training bases only provided students with opportunities to visit and intern, without a systematic approach, and the internship effect was also relatively poor. Later, after years of cooperative exploration, enterprises and schools have formed a fixed cooperation model. These training bases are not only responsible for students' graduation internships, but also for their practical teaching. The schools directly place a part of the practical courses into the training base of the cooperative enterprises, and the internship plan, content, and assessment standards are formulated by the internship enterprises. The final results are

evaluated by the enterprise's specialized personnel, so that students can better integrate into the enterprise, greatly improve their practical skills, and form a virtuous cycle development model of complementary and mutual assistance between the schools and the enterprises in talent cultivation. Through this process, enterprises have also discovered and cultivated a large number of talents they need. Many students directly stay in the enterprises to work after graduation and quickly grow into the business backbone and pillar of the enterprises [15].

#### ***4.2 Introducing Enterprises to Campus and Jointly Building a Campus Practice Platform***

In order to improve the practical teaching conditions of the schools and provide more convenient practical opportunities for students, these colleges and universities strengthen their connections with off-campus enterprises and jointly establish practical teaching bases in the schools. On the one hand, the schools collaborate with enterprises to hold professional competitions to attract students to participate. On the other hand, inviting relevant personnel from enterprises to communicate with students in schools, and even offering relevant courses, inviting enterprise experts for systematic teaching. At the same time, utilizing the convenience of expert teaching, a group of teachers in schools and enterprises experts was formed to establish a production-education research practical teaching group, thus establishing a "specialty-industry" docking platform and jointly cultivating applied talents [16]. Especially in the construction of practical platforms on campus, the schools provide practical venues, and enterprises develop practical platform construction plans based on the schools' talent cultivation positioning and social talent needs, and jointly build practical teaching platforms. Through the construction of an internal practice platform, the school has transferred some of the work to be completed outside of the enterprise. In addition to the leading enterprise personnel, most of the work is completed by students, greatly saving costs such as manpower and space, and also greatly improving students' practical skills.

#### ***4.3 Conducting Joint Training Between Students and Enterprises, and Innovating Talent Cultivation Models***

To enhance students' practical application abilities, these colleges and universities have established a model of joint training between schools and enterprises. Generally speaking, students study basic courses for two years in school. In their third year, enterprises that cooperate with the schools conduct a "double selection" with students through a company recruitment meeting. Students provide their intention to register, and enterprises select suitable talents through corresponding selection methods for one year of training in the enterprise. This year, students will spend their time in an enterprise, interning according to the enterprise's arrangements. The enterprise will assess students and provide corresponding credits, which are recognized by the schools like other credits. Through this approach, students can be exposed to the market in advance, understand the job search process and the market's requirements for talent quality. Senior students will return to school to summarize the internship process and carry out pre-graduation work related to graduation projects. After students successfully graduate, the schools can recommend them to work in companies, and enterprises will also invite students to work in enterprises based on their performance during internships.

Through the above efforts and years of difficult exploration, these colleges and universities have continuously innovated and made breakthroughs in the school-enterprise cooperation, as well as the integration of production and education, and have achieved good results.

### **5. STRATEGIES AND IMPLEMENTATION PATHS FOR CULTIVATING ENGLISH APPLIED TALENTS UNDER THE INTEGRATION OF PRODUCTION AND EDUCATION**

#### ***5.1 Continuously Changing Teaching Concepts, Reforming and Innovating Teaching Models and Methods***

In the past, English teaching or research-oriented universities often focused on imparting language knowledge while neglecting the cultivation of skills and the learning of other

knowledge. Therefore, in addition to possessing basic communication skills, students lack professional skills and knowledge related to official document writing, economic and trade. On the other hand, despite years of teaching reform, due to limitations in teaching philosophy, teacher quality and ability, curriculum design, teaching time, and other conditions, the single teaching mode of "cramming education" in teaching, which mainly focuses on teacher lectures, still has a significant impact to a certain extent. The heuristic, discussion, discovery, case, and research teaching methods are also used, but there are still certain obstacles in promotion.

In terms of talent cultivation model, some colleges' and universities' English majors often choose the talent cultivation model of English+major direction. However, with the rapid development of the current social economy, the demand for English professionals is also constantly increasing. From a teaching perspective, some disciplines and majors such as international trade, international finance, international relations, journalism, law, etc., are constantly improving their talent cultivation models, which all involve relevant courses and teaching in the English subject. As for the English major itself, there are also certain controversies in teaching. For example, some people are concerned that so-called compound and applied talents will lead to "two delays". On the one hand, compound courses will occupy English class hours, reduce English skill training time, and affect the improvement of students' English proficiency; On the other hand, the so-called compound professional knowledge added is imparted relatively superficially, only "superficial", resulting in a little understanding of everything and a lack of mastery. Nevertheless, the cultivation of applied talents has become the mainstream and consensus. The cultivation of English major talents should not be abandoned due to choking and potential impacts and risks, and research and exploration should not be avoided. On the contrary, it is necessary to update the concepts, make great efforts, and actively explore talent cultivation models. For example, a "dual degree" or "dual major" or minor training model such as "English+major" or "major+English" can be considered. In the lower grades, students majoring in English learn basic courses. For example, in the first two years, students majoring in English engage in extensive training and development of English professional skills, while students majoring in other majors lay a solid foundation in their majors. In the next two

years, students with a solid foundation in English major will join the corresponding professional courses for learning, and students with a good foundation in other majors will join the English language training. The students cultivated in this way not only possess corresponding professional knowledge but also have a high level of English proficiency. They are applied talents with comprehensive knowledge and abilities, and can also win in the fierce competition in the future.

## **5.2 Reasonably Setting Professional Training Goals and Closely Combining Market Demand for Talent Cultivation**

For the cultivation of English applied talents, the talent cultivated cannot meet the requirements of enterprise development, and is an important indicator to measure the effectiveness of education and teaching. Therefore, when setting majors and training objectives, it is necessary to conduct a specific analysis of the market situation and demand, talent demand, and talent market situation, and make a clear professional positioning first. Afterwards, based on the economic and industrial development situation, real-time adjustments should be made to the goals and settings of professional courses, and talent cultivation should be carried out through objective analysis of job demand points.

Specifically, the cultivation of English applied talents not only aims to cultivate students' language skills, enabling them to possess solid basic skills such as English listening, speaking, reading, writing, and translation, but also highlights and strengthens students' practical abilities as the training goal, especially to cultivate interdisciplinary talents who combine English with other disciplines such as economics, tourism, news, etc. For example, some colleges and universities set the goal of talent cultivation as professional talents with strong language foundation knowledge in listening, speaking, reading, writing, and translating, as well as strong English cross-cultural communication ability, while mastering corresponding knowledge of business and economics, and being able to proficiently use modern office equipment. Only students trained in this way can be competent in fields such as foreign trade companies and international finance. In order to establish scientific and reasonable goals, schools can invite enterprise personnel to participate in the design of majors and courses, and jointly discuss training goals and plans. Especially in terms of professional basic curriculum

design, practical content and knowledge of enterprise management should be incorporated into the applied curriculum, allowing students to have an overall grasp of enterprise operation and avoiding a disconnect between theory and practice. It is necessary to truly implement the needs of enterprises into practical teaching, carry out "menu style" and "order style" talent cultivation, and truly implement the integration of production and education [17].

### ***5.3 Jointly Building Practical Bases Between Enterprises and Schools, and Exploring New Practical Teaching Models for Talent Cultivation***

Practice is an important link in cultivating English applied talents, and only through extensive practice can students' level be continuously improved. But practical teaching is not just a task that schools or enterprises can accomplish unilaterally, it requires the joint efforts of schools and enterprises. For schools, it is necessary to actively carry out pilot reforms on the integration of production and education for English applied talents, and explore practical teaching models for talent cultivation. For example, successful colleges and universities can learn from their practices, engage in deep cooperation between schools and enterprises, invite enterprise talents for systematic teaching, establish production-education-research groups, and establish practical bases in schools. At the same time, arranging students for on-the-job training or practical internships in enterprises, with specialized guidance from enterprise management personnel, can play a very good promoting role if they can use the knowledge learned in school during the internship. Alternatively, using practical activities such as holidays to organize students to study abroad in some English speaking countries, especially to visit or exchange work with enterprises, factories, and office spaces in these countries, can provide students with the most authentic experience. At the same time, other schools can also learn from these colleges and universities, where schools and enterprises jointly carry out talent cultivation. Enterprises develop practical teaching plans and carry out specific implementation and assessment. Schools and enterprises implement credit exchange to promote talent cultivation.

In specific practice, some schools have explored the establishment of "schools in factories" and "factories in schools", which is worth learning from.

By mobilizing the enthusiasm of enterprises to participate in base construction, introducing enterprise resources, implementing school enterprise resource sharing, and other methods, the difficulties of practical base construction can be solved, the quality of practical base construction can be enhanced, and the efficiency of talent cultivation can be improved. Firstly, it is necessary to introduce enterprise resources and establish a practical base for school enterprise sharing within the school through the "factories in schools" model. This not only saves the schools' fundings, but also allows students to have a platform to apply their knowledge without leaving school, and also saves human resource costs for enterprises. Secondly, relevant school resources should be commercialized to enhance their ability to serve enterprises. Schools should deepen cooperation with enterprises, and school libraries can be opened to enterprises to achieve resource sharing between schools and enterprises; At the same time, the schools should actively cultivate various talents for enterprises, which can not only improve the quality of human resources in enterprises, but also enhance their abilities to serve enterprises and stimulate the enthusiasm of enterprises to participate in the construction of training bases.

It is worth mentioning that some schools set up enterprise naming classes, which select students to be trained in specialized classes through enterprise naming. After graduation, students enter the corresponding enterprises to work or enter the enterprise talent pool. This approach is somewhat similar to entrusting training to enterprises, but gives them more training power. Enterprises participate in specific links such as curriculum design, teaching plan formulation, specific teaching implementation, and teaching effectiveness assessment, to improve the pertinence and effectiveness of talent cultivation.

### ***5.4 Continuously Improving the Teaching System and Constructing a Scientific Professional Practice Course System***

The construction of a practical course system is an essential part of cultivating English applied talents and an important guarantee for students to engage in teaching practice. Therefore, in order to offer forward-looking and practical courses, schools should improve their teaching system based on in-depth discussions with enterprises. In addition to traditional English basic professional courses, they should also carry out courses related to e-

commerce, public relations practice, customer relations, etc., to enrich the teaching system. In specific practical courses, there should be practical activities such as organizing students to conduct market research, writing business plans in English, conducting business negotiations in English, marketing, foreign trade processes, and designing e-commerce websites. [18]

When constructing the curriculum system, it is necessary for the professional teaching and research section and the general education teaching and research section to collaborate with each other, form a professional course teaching and university English teaching team, innovate the applied foreign language talent training mode, and form a "discipline-major-course" construction pattern based on the framework of "discipline-master's program-characteristic major-gold course-demonstration center". On the one hand, there is a necessity to strengthen practical teaching closely related to this discipline, such as, making the "College Student Innovation Practice Project" a compulsory course requires all foreign language majors to study in school, establishing a professional practice project as a compulsory course requires all English major students to complete it in the next two years, and recommend to link it with their graduation thesis. On the other hand, it is necessary to closely integrate theoretical teaching with practical teaching. There is a must to integrate practical teaching throughout the professional teaching process, including every link and step of the teaching process; Teacher education courses should integrate teaching theory, teaching practice, and teaching research, organically combining classroom observation with skill training, in class simulation, and extracurricular training; Educational internships, educational internships, educational studies, and theoretical teaching are planned, set up, and conducted together. And it is necessary to continuously improve students' practical skills through various practical forms such as the innovation and entrepreneurship training program for college students.

In addition, when constructing a teaching system, work content can be integrated into the teaching, and enterprise work content or difficult issues can be regarded as the main content of the teaching. For example, schools can take the specific task of promoting products for enterprises to the classroom, allowing students to write English product copy, shoot promotional videos, and edit them. When setting up a similar teaching system, it is necessary to communicate well with the

enterprise, and invite enterprise experts and school teachers to jointly complete the practical teaching, providing guidance to students. At the same time, schools can also directly provide students' "golden ideas" to enterprises for use, promoting and using excellent works. This not only greatly stimulates students' enthusiasm, but also greatly improves teaching effectiveness, and can truly achieve deep integration of industry and education.

### ***5.5 Enriching the Teaching Team Through Multiple Channels and Creating a Compound Teaching Team That Combines Full-time and Part-time Jobs***

To cultivate high-quality, applied, and versatile foreign language talents, it is necessary to have a high-quality and versatile teaching staff first. For the cultivation of English applied talents, not only a large number of English professionals are needed, but also some excellent talents who understand the enterprise and the market. But currently, many teachers are trained by research-oriented foreign language universities or foreign language majors, inevitably lacking in knowledge beyond the English major. Therefore, on the one hand, schools should strengthen the construction of their teaching staff and actively introduce excellent teaching talents, especially high-level talents. Just like those successful universities, they should introduce English talents with relevant background in foreign enterprise market management. They not only have corresponding teaching abilities, but also have corresponding connections with relevant enterprises, enriching the frontline of teaching, so as to facilitate the cultivation of students' practical abilities. In addition, schools can also introduce a group of outstanding talents with practical work experience from enterprises through communication and other forms, or recruit some short-term part-time teachers from enterprises to enrich the teaching team, creating a full-time and part-time teaching team.

On the other hand, both training and introduction should be carried out to optimize the structure of the teaching staff, and strengthen the construction of the teaching echelon and teaching team. Schools should provide targeted training for teachers, select teachers to work in practical positions in enterprises, personally participate in business practices, master cutting-edge business trends and practical cases, and apply these excellent concepts and fresh teaching cases to teaching. This



can not only stimulate students' interest in learning, but also allow teachers to discover their own shortcomings in teaching and adjust and improve in a timely manner [19]. Through these methods, it is a must to gradually build an efficient and capable teaching team with outstanding young and middle-aged backbone teachers and renowned teaching masters as the main body, and a group of highly educated teachers with master's and doctoral degrees as the backbone.

In addition, schools can invite experts from enterprises to serve as consultants in teaching design, curriculum design, textbook writing, and specific teaching activities. They can also engage enterprise technical personnel as part-time teachers, thesis mentors, or employment and entrepreneurship mentors for students. Schools and enterprises can work together to promote talent cultivation.

## 6. CONCLUSION

The integration of production and education is a necessary path for English applied talents in colleges and universities. At present, there are generally problems in the cultivation of English applied talents in colleges and universities, such as the disconnection between talent cultivation and the actual needs of enterprises, unreasonable curriculum design for professional talent cultivation, simple practical teaching mode in the integration of production and education, and a lack of corresponding teachers for the integration of production and education. However, many schools are actively trying to cultivate talents through the integration of production and education, and have achieved certain results. They establish off-campus training bases by strengthening school-enterprise cooperation, introduce enterprises into the campus and jointly build a practical platform on campus, boldly explore and attempt to jointly cultivate students and enterprises, innovate talent cultivation models, and greatly enhance the practical skills and comprehensive qualities of English applied talents, which can cultivate a large number of talents needed by the market and achieved a win-win situation for both schools and enterprises.

Currently, in the context of the integration of production and education, the cultivation of English applied talents needs to seize opportunities and learn from the experience of successful universities. The first is to reasonably set professional training goals and closely integrate talent cultivation with market demand; The second is to jointly build

practical bases between enterprises and schools, and explore new practical teaching models for talent cultivation; The third is to continuously improve the teaching system and construct a scientific professional practice curriculum system; The fourth is to enrich the teaching team through multiple channels, create a composite teaching team that combines full-time and part-time jobs, and continuously cultivate a large number of high-quality English applied talents.

## ACKNOWLEDGMENTS

Fund project: 2022 Fujian Province Education System Philosophy and Social Science Research Project - World Language and Culture Research Special Project for Provincial Young and Middle-aged Teacher Education Research Project, Project No.: JSZW22027.

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