

# Construction of Industry English Curriculum System from the Perspective of Job Requirements: Taking the Major of Waterway Transportation and Maritime Management as an Example

Rui Wang

Hainan Institute of Science and Technology, Haikou 570100, China.

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**Abstract:** In the process of constructing and building the industry English curriculum system in the new era, higher education institutions should clarify the corresponding curriculum teaching focus and direction, analyze, optimize, and improve the defects and deficiencies in the English curriculum teaching system. They should also combine refined and beneficial teaching ideas and strategies, innovate existing teaching methods, and integrate more ideological and political elements into curriculum teaching, to achieve more efficient teaching guidance for students. This article briefly analyzes and explores the strategies for constructing the English course system for waterway transportation and maritime management majors at present.

**Keywords:** Job Requirements; English Curriculum System; Structure

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## 1. Introduction

From the perspective of job requirements, the construction and creation of the English course system for waterway transportation and maritime management majors should be at the forefront of the times. English teachers need to have a career development perspective, be able to clarify the teaching management needs of their respective majors, and complete the scientific and reasonable development of English course materials to achieve more efficient professional teaching guidance for students.

## 2. Problems in the construction of English curriculum system

### 2.1 Backward teaching materials

The major of waterway transportation and maritime management has made rapid development in the era of global economic integration, but in the professional teaching process, schools and teachers have not scientifically and reasonably constructed and created the existing English curriculum system, teaching materials, teaching syllabus, and teaching plans. Specifically, from the perspective of job requirements, English teaching for waterway transportation and maritime management majors should be industry specific and focused. However, the teaching materials used by teachers do not highlight the job attributes of waterway transportation and maritime management majors. Most students will come into contact with more professional English vocabulary during the learning process of professional courses, but the English teaching materials used by teachers The teaching syllabus is still set based on public elective courses. In short, most schools do not offer a professional English course system for the majors of water transportation and maritime management. Most students in the major still learn and explore relevant knowledge points through public English courses during the learning process, which makes it difficult for them to master the English vocabulary of water transportation and maritime management after completing their studies. This makes it difficult for students to flexibly and efficiently use relevant English knowledge points after completing their studies. In the teaching process of English courses, most teachers often only focus on explaining grammar knowledge, and students lack corresponding professional vocabulary reserves, resulting in students' learning of relevant courses being superficial.

## **2.2 Lack of ideological and political elements**

Although the school has carried out ideological and political education in the teaching of waterway transportation and maritime management majors, in the process of constructing and adjusting the English curriculum structure, the school still lacks the integration of corresponding ideological and political elements in the curriculum, thus unable to achieve effective teaching guidance for students' spiritual thinking. Water transportation and maritime management also involve a large number of foreign cultural elements and legal regulations. In the teaching process, Western ideologies and ideas will be conveyed through the ideas of relevant professionals by taking the express train station of trade. As a key element of the English curriculum in this major, English teachers should help students build a positive and correct political and cultural perspective in the teaching process. However, the construction of the industry English curriculum system still lacks the integration of corresponding ideological and political elements, and teachers have not explored and extracted the ideological and political elements involved in the industry English curriculum system, which cannot improve students' ideological and moral qualities, furthermore, it cannot improve teaching efficiency.

## **3. The necessity of constructing an industry English curriculum system from the perspective of job requirements**

From the perspective of job requirements, higher education institutions should adopt top-level design in the construction of industry English curriculum system, analyze the teaching needs of waterway transportation and maritime management majors and the development status of related industries, and scientifically and reasonably construct and create the existing industry English curriculum system. As mentioned earlier, the major of waterway transportation and maritime management involves a large amount of work content and projects related to communication and exchange with foreign countries. Therefore, students in related majors need to have a basic knowledge of industry English in order to eliminate language barriers in communication with others and ensure the normal progress of communication activities; At the same time, under the initiative of the the Belt and Road Initiative in China, a large number of foreign language talents are also needed for the waterway transportation and maritime management majors in colleges and universities. Relevant special talents need to have both their own professional knowledge and good English skills. Therefore, building an industry English curriculum system in schools has great practical significance, which can promote the long-term and stable development of China's waterway transportation and maritime management majors, and provide more specialized talents for the field of national trade.

## **4. The construction path of industry English curriculum system from the perspective of job requirements**

### **4.1 Carrying out school enterprise cooperation and enriching course content**

The major of waterway transportation and maritime management requires high English proficiency of relevant practitioners. Specialized English talents and professionals need to possess high professional ethics, as well as master English vocabulary in relevant industries. They should be able to clearly identify communication points and key points in the process of communicating with others. For a long time, China's higher education institutions have lacked the integration of corresponding industry and professional elements in the construction of the English curriculum system for waterway transportation and maritime management majors, and have not combined the development needs of their professional positions to construct and create the English curriculum system. Therefore, schools need to seize the opportunity of industry education integration and engage in communication and cooperation with enterprises in the process of optimizing and improving the industry English curriculum system.

### **4.2 Integrating elements of ideological and political education**

Higher education institutions should implement the educational ideology and philosophy of "cultivating morality and cultivating talents" in the process of running schools, and place "cultivating morality and cultivating talents" in an important position in the teaching process. Therefore, schools need to carry out a series of ideological and political education courses to improve the ideological and moral literacy of students majoring in waterway transportation and maritime management, so that they can firmly establish their political stance in the practice process. Therefore, in the construction and creation of the industry English curriculum system, English

teachers need to deeply explore the ideological and political elements within it. In the process of selecting and selecting relevant curriculum teaching content, teachers also need to integrate more elements of career development and patriotism, effectively integrate the English curriculum system with ideological and political elements, and insert ideological and political elements into teaching materials, in order to achieve effective ideological education guidance for students, and firm students' political stance.

## **5. Key points in the construction of the English curriculum system for four industries**

### **5.1 Improving Teachers' Professional Literacy**

From the perspective of job requirements, higher education institutions need to further improve the professional literacy of teachers in order to construct and create a more efficient and scientific industry English curriculum system. English teachers need to be familiar with the development status of waterway transportation and maritime management majors, complete the scientific and reasonable preparation and creation of course teaching content, and achieve more efficient education and guidance for students. Teachers need to have a basic career development perspective, be able to grasp cutting-edge knowledge and theory of the times, and have a profound and comprehensive understanding of industry English. At the same time, professional teachers also need to possess the awareness and ability of lifelong learning and continuous learning, and be able to continuously enrich and improve the industry English curriculum system to ensure that industry English teaching is sustainable, targeted, and focused. Therefore, higher education institutions need to create a team of high-quality and highly skilled teachers in order to ensure the smooth and efficient construction of the industry English curriculum system.

### **5.2 Humanistic management philosophy**

In the process of constructing and building the industry English curriculum system in higher education institutions, lean and refined management measures need to be combined. From the perspective of job requirements, English teachers need to adhere to the concept of people-oriented management, with the goal of students' career development, reasonably construct the existing industry English curriculum system, and clarify teaching standards and needs.

## **6. Conclusion**

Overall, in the process of constructing and building the current English curriculum system for waterway transportation and maritime management majors, English teachers need to have a positive career development perspective, be able to analyze the actual difficulties faced by their major teaching, and combine refined teaching control measures to innovate, optimize, and adjust the existing teaching work, in order to enhance the effectiveness of English curriculum teaching.

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Fund Project: Project ID: HNKJZD2021-01, Research on Building a Vocational Undergraduate Professional English Curriculum System that Matches Industry Needs - Taking the Major of Waterway Transportation and Maritime Management as an Example.