

Research on the Application of Situational Teaching Method in Financial English Teaching Under the Background of Integration of Production and Teaching

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Abstract: With the rapid development of global financial markets, financial English teaching is becoming more and more important in our country's higher education system. As a new education model, the integration of industry and education closely combines industry and education, and provides a new way to improve the effect of financial English teaching. This paper takes financial English teaching under the background of integration of production and education as the research object, and discusses the application and effect of situational teaching method in financial English teaching.

Keywords: Integration of Production and Education; Financial English; Situational Teaching Method; Teaching Application

Introduction:

As a professional English course, financial English plays an important role in cultivating financial talents with international vision. However, the traditional financial English teaching mode often pays too much attention to the imparts of knowledge and neglects the cultivation of students' practical application ability. Under the background of the integration of production and education, the application of situational teaching method in financial English teaching is helpful to improve students' interest in learning, cultivate their practical ability, and thus improve the teaching effect.

1. Overview of the integration of production and education

The integration of industry and education is a unique education model, which closely combines the industry and education circles, and realizes the close combination of educational resources and the needs of enterprises through the deep cooperation between enterprises and schools. This mode can not only improve students' practical ability, but also train more talents with practical operation ability for enterprises. Under the background of the integration of industry and education, financial English teaching also needs to carry out corresponding reforms. Financial English teaching should pay more attention to practicability and aim at cultivating students' practical operation ability^[1]. Therefore, financial English teaching should pay more attention to cultivating students' practical application ability rather than just implanting theoretical knowledge. To achieve this goal, financial English teaching should take a series of measures. For example, schools can partner with companies to provide internship opportunities for students to learn and apply financial English knowledge in real jobs. In addition, the school can also invite financial industry professionals to teach students, so that they can share practical work experience and knowledge.

2. Current situation of financial English teaching

In the current financial English teaching, although new teaching methods and rationalizations emerge in an endless stream, the traditional teaching mode is still dominant. In this mode, the teaching focus is more on the imparts of knowledge, but not enough attention is paid to the cultivation of students' practical application ability. Usually, students find themselves helpless in the face of practical problems after mastering a lot of theoretical knowledge, and it is difficult to apply what they have learned to practical work. In addition, the finiteness of financial English teaching resources in our country is also a problem that cannot be ignored. Due to the limitation of resources, many schools have insufficient investment in practical links, resulting in the lack of enough practical opportunities for students, making them often feel powerless because of lack of experience in the face of practical work.

3. The compatibility of situational teaching method in financial English teaching under the background of integration of production and teaching

Under the current educational background of the integration of industry and education, financial English teaching is gradually changing its traditional education model and paying more attention to the cultivation of students' practical operation ability and professional English application ability. This change in teaching concept stems from the social demand for high-quality financial talents and reflects the development trend of the financial industry. Financial English teaching not only enables students to master professional vocabulary and grammar rules in the financial field, but more importantly, enables them to conduct professional communication and business operations in English. It requires that financial English teaching should be closely combined with the actual needs of the financial industry and cultivate students' practical working ability against the background of actual business scenarios^[2]. Situational teaching method, as an innovative teaching method, can just meet this demand. By simulating real financial business scenarios, students can learn financial English in actual operation and improve their professional quality and practical work ability. For example, when teaching foreign exchange trading, teachers can design a simulated foreign exchange trading scenario, and let students play the role of traders and conduct real simulated trading. In this way, students can not only learn the professional knowledge of foreign exchange trading, but also exercise their oral English expression ability and adaptability.

4. The concrete implementation strategy of situational teaching method

4.1 Setting of teaching objectives

Under the current educational background of the integration of production and education, the core goal of financial English situational teaching method is to enable students to learn and master finance-related English terms and expressions in specific situations by simulating real financial business scenarios, so as to improve their practical ability to use English for financial business communication. Specifically, this teaching method requires teachers to pay attention not only to the imparts of financial English knowledge, but also to the cultivation of students' ability to use English to conduct financial business operations. In order to achieve this goal, teachers can design various financial business scenarios according to the teaching content and the actual situation of students, such as foreign exchange trading, stock trading, banking business consulting, etc., so that students can use the financial English knowledge learned in these scenarios to perform role playing and business communication. In this way, students can not only consolidate their financial English knowledge, but also improve their ability to use English for financial business operations.

4.2 Selection and design of teaching content

Under the current background of the integration of production and education, the selection of financial English teaching content is no longer merely the pursuit of systematic subject knowledge, but needs to be closely combined with the actual needs of the financial industry, so as to enhance the practicability and pertinence of teaching. First of all, financial English teaching should pay attention to the teaching of industry terms. The financial industry has a large number of professional terms, and mastering these terms is the basis for effective communication and understanding of financial business. By integrating financial terms in actual work into the teaching content, students can better adapt to the future working environment. Secondly, the cultivation of practical operation ability is also an important part of financial English teaching, which can be achieved by simulating financial transactions and analyzing real financial cases. Through such practical teaching, students can not only improve their English application ability, but also enhance their understanding and operation ability of financial business processes^[3]. Finally, attention should be paid to the latest developments in the financial industry, which is a rapidly changing field with new financial instruments, financial technologies and financial ideas constantly emerging. The content of financial English teaching should reflect these latest developments, so that students can timely understand and adapt to the changes in the industry.

4.3 Combination of teaching methods and situations

The application of situational teaching method in financial English teaching needs to combine teaching evaluation with situational interaction. Among them, the key is to design situational evaluation standards, which should pay attention to students' comprehensive per-

formance in the situation, including but not limited to communication ability, teamwork ability, problem solving ability, decision-making ability and cross-cultural communication ability, etc. Through multi-dimensional evaluation, teachers can fully understand students' practical application ability in financial English learning. In addition, the combination of formative assessment and terminal assessment helps to pay attention to the progress and outcomes of students in the process of situational teaching. Formative evaluation can be carried out in the teaching process, through observation, questioning, discussion and other ways, to timely understand the learning status and needs of students, so as to provide a basis for teachers to adjust teaching strategies. The final evaluation is usually done at the end of the course to check whether the student has met the course objectives.

4.4 Organization and management of teaching process

Under the background of the integration of production and education, the organization of financial English teaching should pay attention to flexibility and interaction, which mainly includes the following three links. (1) Introduction: Introduce topics through real financial news and cases to stimulate students' interest in learning and desire for practical application. This session can help students understand the latest developments in the financial field, while developing students' ability to focus on practical problems. (2) Learning session: role play, simulate financial business scenarios, so that students can learn and use English in the actual context. This part can improve students' oral expression ability and cultivate students' ability to communicate with financial business in English. (3) Practice: Organize students to conduct group discussion, role play, simulated trading and other practical activities to consolidate what they have learned. This link helps to cultivate students' teamwork spirit, let students master financial English knowledge in practical operation, and improve practical application ability.

Conclusion:

Under the background of the integration of production and teaching, the application of situational teaching method in financial English teaching has a remarkable effect. Through the situational teaching method, students can better grasp the knowledge of financial English, improve the practical operation ability, and lay a solid foundation for the future financial work. However, how to further optimize the application of situational teaching method in financial English teaching still needs continuous exploration and practice by educators.

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