A Study on the Construction of Civil Aviation College English Curriculum from the Perspective of Industry-Education Integration

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ABSTRACT

Against the backdrop of high-quality civil aviation development and in-depth vocational education reform, college English, as a core basic course for aviation talent training, directly affects students' professional language competence and comprehensive literacy. As a key reform direction of vocational education, industry-education integration offers a new solution to the prominent dilemmas in current civil aviation college English teaching, including disconnected curriculum content, rigid teaching modes, unreasonable teacher structure, and simplistic evaluation mechanisms. Guided by the industry-education integration concept, this paper constructs an optimized civil aviation college English curriculum system. It proposes comprehensive improvement strategies centered on post demand-oriented curriculum reconstruction, collaborative teaching innovation, quality-oriented talent cultivation, and dynamic curriculum optimization. This study intends to establish a solid theoretical framework for civil aviation English teaching and support the connotative, industry-aligned development of civil aviation vocational education.

Keywords: *Industry-education integration, Civil aviation college English, Curriculum construction, Professional quality, Post-curriculum connection.*

1. INTRODUCATION

With China's civil aviation industry entering a new stage of high-quality development, the air transport network has been continuously improved and the layout of international routes has been continuously expanded. The demand for talents in the civil aviation industry is shifting from a single technical skill-oriented type to a compound type of "language + major + quality". Civil aviation practitioners, especially front-line staff in airport ground service, cabin service, aviation operation management and other posts, not only need to have proficient professional and technical abilities, but also need to have skilled college English communication ability, cross-cultural communication ability and emergency disposal ability to meet the diversified work needs such as international flight services, international industry exchanges and emergency response.

"Industry-education integration is an important guiding ideology for accelerating the development of modern vocational education, which is put forward on the basis of extensive reference and absorption of talent training experience of vocational education in developed countries and combination with China's reality" [1]. Policy documents such as the National Vocational Education Reform Implementation Plan and the Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System clearly point out that it is necessary to promote the effective connection of the education chain, talent chain with the industrial chain and innovation chain, break the barriers between schools and enterprises, and realize the deep integration of the education process and the production process. With the continuous introduction of relevant policies on industry-education integration, the field of vocational

education is fully promoting the in-depth development of industry-education integration and science-education integration. However, in contrast, the college English teaching in civil aviation colleges and universities has long been obviously "general education-oriented" and "examination-oriented". The curriculum content is out of touch with the actual work scenarios of the civil aviation industry, and the teaching evaluation ignores the cultivation of professional ability, leading to a fault between talent training and enterprise employment standards.

Under this situation, re-examining and constructing the civil aviation college English curriculum system from the perspective of industry-education integration is not only a concrete practice to implement the national vocational education policies, but also an urgent practical need to solve the pain points of civil aviation college English teaching, enhance the international competitiveness of civil aviation talents, and serve the upgrading of the civil aviation industry.

The construction path proposed in the study provides a specific operation guide for the reform of college English curriculum in civil aviation colleges and universities, helping schools break the isolation between teaching and industry, accurately connect post needs, and optimize curriculum structure and teaching resources. At the same time, the implementation of the system can effectively improve students' English application ability and professional adaptability, enhance their employment competitiveness, and force teachers to improve their professional practice literacy, realize the two-way flow and value multiplication of school-enterprise resources, and help the supply of high-quality compound talents for the civil aviation industry.

2. CORE CONNOTATION AND CONSTRUCTION OBJECTIVES OF CIVIL AVIATION COLLEGE ENGLISH CURRICULUM FROM THE PERSPECTIVE OF INDUSTRY-EDUCATION INTEGRATION

2.1 Core Connotation

The civil aviation college English curriculum from the perspective of industry-education integration is a new teaching ecology that breaks through the single dimension of "language knowledge imparting" of traditional college English. Its core connotation lies in breaking the physical and psychological barriers between education and teaching and industrial practice, and fully integrating the post norms, work processes, professional qualities and corporate culture of the civil aviation industry into the whole process of English teaching. It is no longer a simple English language knowledge teaching, but an education mode that takes "English language ability" as the carrier and "civil aviation professional quality" as the core, and realizes the "isomorphism of teaching content and post content, synchronization of teaching process and work process, and same standard of evaluation standard and industry standard" through the school-enterprise collaboration mechanism. Its essence is to cultivate students' comprehensive professional ability to use English to solve practical problems in real civil aviation work scenarios through the deep integration of educational resources and industrial resources.

2.2 Construction Objectives

2.2.1 Knowledge Objective

This is to construct a three-dimensional knowledge system of "basic English + civil aviation general knowledge + professional scenarios". Students need to master standard English pronunciation, vocabulary and grammar basics, and be familiar with common college English vocabulary, sentence patterns and cross-cultural communication knowledge in the civil aviation field, forming an English knowledge structure with the characteristics of the civil aviation industry.

2.2.2 Ability Objective

It is to focus on the integration of comprehensive English application ability and civil aviation professional post ability. The focus of college English teaching should be to improve students' listening and speaking communication ability, customer service ability and emergency communication ability in actual civil aviation work scenarios, realize the ability transformation from "examination-oriented English" to "workplace English", and ensure that students can independently undertake English service work related to international flights.

2.2.3 Quality Objective

This requires to realize the resonance of language literacy and civil aviation professional spirit. In college English teaching, it is necessary to integrate the core values of the civil aviation industry such as dedication, rigor, safety first and high-quality service, cultivate students' professional ethics, service awareness and cultural confidence, and train successors of civil aviation with both moral and technical skills.

2.2.4 Collaboration Objective

It is to establish a stable and long-term school-enterprise collaborative education mechanism. College English teaching should realize the co-construction of courses, resource sharing and teacher co-education, make college teaching more targeted and effective with the participation of enterprises, and promote schools and enterprises to form a community of interests in talent training.

3. PROBLEMS EXISTING IN CURRENT CIVIL AVIATION COLLEGE ENGLISH CURRICULUM TEACHING

3.1 Disconnection between Curriculum Content and Civil Aviation Industry Needs

"Some colleges and universities still do not fully reflect the industry orientation in the design of English teaching content" [2]. At present, the content of civil aviation college English curriculum is generally "comprehensive and extensive", and most textbooks are general English textbooks covering general scenarios such as life and social contact, lacking specific design for the civil aviation industry. The curriculum setting is not closely centered on the English needs of core posts such as airport check-in, waiting service, ticket handling and emergency broadcasting, and the key contents such as industry terminology, service standard expressions and emergency disposal English account for a very low proportion. This "general education-oriented" content design leads to students learning what is not used, making it difficult to quickly transform English knowledge into civil aviation post work skills, resulting in an embarrassing situation of "disconnection between learning and application".

3.2 Single Teaching Mode, Lack of Immersive Practice Dimension

Traditional civil aviation college English teaching is teacher-centered, mainly based on classroom lectures and grammar analysis, with a rigid teaching mode. Due to the lack of teaching environment and means simulating real civil aviation work scenarios, most teaching stays at the theoretical level, lacking situational, interactive and immersive training links. Students can only learn English in an abstract context, lacking experience in the real civil aviation service process, resulting in weak language application ability and difficulty in flexibly using English for fluent and professional communication when facing actual passengers or work scenarios.

3.3 Insufficient Industrial Practice Ability of Teachers

Most civil aviation college English teachers have a solid English professional background, but generally lack front-line work experience in the civil aviation industry. Because they do not understand the operation mode, post work process and latest industry norms of civil aviation enterprises, it is difficult for teachers to effectively graft English knowledge with civil aviation industry practice in teaching. At the same time, teachers have few opportunities to go to the front line of enterprises for practical training, and the update of cutting-edge industry knowledge lags behind, leading to a gap between teaching content and industry reality, making it difficult to meet the requirements of compound teachers under the background of industry-education integration.

3.4 Single Evaluation System, Ignoring Professional Ability Assessment

The current evaluation system of civil aviation college English mostly takes the final written examination results as the main or even only assessment basis, with a one-sided evaluation method. This model focuses on examining students' static knowledge such as vocabulary and grammar rules, but lacks effective assessment of dynamic professional abilities such as oral expression, on-the-spot adaptability and service etiquette. In addition, the evaluation subject is single, only scored by school teachers, lacking the participation of civil aviation enterprise experts, leading to the disconnection between evaluation standards and enterprise employment standards, and unable to

comprehensively and objectively reflect students' comprehensive professional quality.

3.5 Imperfect School-Enterprise Collaborative Education Mechanism

"Only when enterprises and vocational colleges achieve extensive and in-depth integration can the integration of industry and education, production and teaching truly come into reality and be implemented" [3]. However, at present, the cooperation between civil aviation colleges and civil aviation enterprises is often superficial, lacking a deep collaborative education mechanism. Enterprises are not enthusiastic about participating in curriculum development, teaching implementation and evaluation assessment, and school-enterprise cooperation mostly stays at the formal level such as employing part-time teachers or establishing practice bases. The two sides lack substantive linkage in core links such as resource sharing, curriculum research and talent co-education, failing to form a closed loop of industry-education integration, making it difficult to truly implement the industry-education integration policy into the daily teaching of civil aviation college English curriculum.

4. CONSTRUCTION PRINCIPLES OF CIVIL AVIATION COLLEGE ENGLISH CURRICULUM FROM THE PERSPECTIVE OF INDUSTRY-EDUCATION INTEGRATION

4.1 Post-oriented Principle

The construction of civil aviation college English curriculum should take the English ability needs of core civil aviation posts as the logical starting point, accurately lock the post ability elements through industry research, so as to determine the curriculum teaching objectives, content modules and key and difficult points of teaching. At the same time, the curriculum should ensure that the content is closely connected with the actual work processes of posts such as ground service, flight attendants and ticketing, realizing "seamless connection between posts and courses", making the teaching content reflect the characteristics of professional posts, and achieving "learning what is used".

4.2 Industry-Education Collaboration Principle

The construction of civil aviation college English curriculum should adhere to the dual-subject education of schools and enterprises, give full play to the resource advantages and functional advantages of both colleges and enterprises. The curriculum should establish a normalized school-enterprise communication and cooperation mechanism, promote enterprises to deeply participate in the whole process of curriculum design, textbook compilation, teaching implementation and evaluation, realize the deep integration of teaching resources and industrial resources, campus teachers and enterprise experts, and form a strong joint force of collaborative education.

4.3 Quality Integration Principle

"The realization and development of the strategy of strengthening the country through civil aviation in the new era cannot be separated from high-quality professional and technical talents" [4]. Therefore, in the construction of civil aviation college English curriculum, we should adhere to the trinity principle of "knowledge imparting, ability training and quality cultivation". In English language teaching, civil aviation industry norms, service etiquette, safety awareness and professional spirit should be naturally integrated to realize the unity of instrumental, humanistic and professional nature of language. It not only focuses on the improvement of language skills, but also pays attention to the shaping of students' professional values, and cultivates high-quality talents in line with civil aviation industry standards.

4.4 Dynamic Optimization Principle

The curriculum should also keep up with the internationalization, digital development trend of the civil aviation industry and the policy orientation of vocational education, and establish a curriculum dynamic adjustment and optimization mechanism. According to industrial technological innovation, post demand changes and policy adjustments, the curriculum should timely update content, optimize teaching plans and renew teaching resources, to ensure that civil aviation college English curriculum always maintains timeliness, advancement and pertinence.

5. CONSTRUCTION PATH OF CIVIL AVIATION COLLEGE ENGLISH CURRICULUM FROM THE PERSPECTIVE OF INDUSTRY-EDUCATION INTEGRATION

5.1 Reconstructing Curriculum Content to Realize Precise Post-Curriculum Connection

5.1.1 Carrying out Post Demand Research and Optimizing Three-Dimensional Curriculum Modules

The construction of civil aviation college English curriculum should form a curriculum development team with experts from civil aviation enterprises to conduct in-depth analysis of post English needs. Based on post work tasks, construct a three-dimensional curriculum content system of "basic general module + civil aviation characteristic module + professional application module". The basic general module focuses on consolidating the core abilities of English pronunciation, intonation, basic vocabulary and listening, speaking, reading and writing; the civil aviation characteristic module systematically integrates civil aviation industry vocabulary, service etiquette expressions and cross-cultural communication knowledge; the professional application module is closely connected with specific work scenarios such as check-in, inquiry, boarding broadcasting and emergency disposal, designing task-based teaching content to realize the precise matching of language knowledge and professional scenarios.

5.1.2 Compiling Characteristic Textbooks with Enterprises and Integrating Real Industrial Resources

"Professionalization based on basic English is the direction that has been adhered to in the compilation of college English textbooks for higher vocational education in China" [5]. Relying on the industry-education integration platform, current civil aviation college English teaching can jointly compile civil aviation-characteristic college English textbooks, loose-leaf handouts and teaching case databases with the industry. Textbook content needs to introduce front-line resources such as real enterprise cases, typical service expressions and English dialogues for emergency plans, and abandon outdated and impractical content. At the same time, develop supporting digital teaching resources such as industry English micro-lectures, situational simulation audio libraries and virtual simulation teaching materials, build a three-dimensional and digital curriculum content resource system, and realize the synchronous update of teaching content and industrial practice.

5.2 Innovating Teaching Mode to Deepen Industry-Education Teaching Integration

5.2.1 Implementing Situational Task-driven Teaching

The curriculum should rely on on-campus civil aviation training centers or virtual simulation platforms to create real civil aviation work scenarios. Driven by post work tasks, place students in roles such as check-in agents and flight attendants to complete practical tasks such as English communication, customer service and problem solving. Through teaching activities such as role-playing, situational simulation and task clearance, let students "learn by doing and do while learning", and effectively improve language practical ability and professional coping ability.

5.2.2 Implementing Online and Offline Blended Teaching

The curriculum should also use online teaching platforms to carry out pre-class guidance and after-class expansion learning, realizing online independent preview and review; offline classrooms focus on key and difficult point explanation, situational training and enterprise expert lectures. Through the online and offline blended teaching mode, break through time and space restrictions, not only ensure the systematic learning of basic knowledge, but also strengthen the practical training of professional skills, and meet students' personalized learning needs.

5.2.3 Introducing Enterprise Teachers to Carry out Collaborative Teaching

"Schools and enterprises, as the main bodies of education, undertake the important functions of developing and utilizing training resources, creating and optimizing training environments, and carrying out education activities for training objects to achieve training goals" [6]. Therefore, the curriculum can establish a school-enterprise teacher mutual employment mechanism, employ front-line business backbones and senior managers of civil

aviation enterprises as part-time teachers to undertake tasks such as industry norm interpretation and practical skill teaching. Form a "double-qualified" teaching team with on-campus teachers to implement collaborative teaching, give play to the theoretical teaching advantages of on-campus teachers and the practical teaching advantages of enterprise teachers, realize complementary advantages, and improve the professionalism and practicality of teaching.

5.3 Strengthening Teacher Construction to Build a Double-qualified Teaching Team

5.3.1 Establishing a Teacher Enterprise Practice and Training Mechanism

The curriculum should formulate a regular system for on-campus teachers to practice in enterprises, arrange English teachers to take on-the-job practice or temporary posts in airlines, airports and other enterprises, and deeply understand post work processes, English service norms and industry development trends. Through personal experience, accumulate first-hand industry materials and improve teachers' industry literacy and practical teaching ability.

5.3.2 Promoting the Improvement of Double-Qualified Teacher Quality

Relevant curriculum management departments should encourage teachers to obtain civil aviation-related professional qualification certificates or industry English grade certificates to improve professional practical ability. Regularly organize teachers to participate in special training and academic exchange activities such as industry-education integration and civil aviation college English teaching, learn advanced educational concepts and teaching methods, and build a high-quality double-qualified teacher team with both solid English professional knowledge and rich civil aviation industry experience.

5.4 Optimizing Evaluation System to Build a Diversified Comprehensive Evaluation Mechanism

5.4.1 Constructing an Evaluation Content System of "Knowledge + Ability + Quality"

Civil aviation college English curriculum should reform the single knowledge evaluation mode, and comprehensively assess students' basic English knowledge, post language application ability and civil aviation professional quality. Increase the weight of professional abilities such as oral expression, emergency communication, service attitude and teamwork in the evaluation to realize the scientific evaluation of students' comprehensive professional quality.

5.4.2 Implementing Diversified Evaluation Subjects and Methods

Civil aviation college English curriculum should establish a diversified evaluation subject combining school teachers, enterprise tutors, student self-evaluation and mutual evaluation. Introduce enterprise evaluation standards, and incorporate the enterprise tutors' feedback on students' English performance in practice and training into the assessment system. The curriculum should adopt a combination of process evaluation and summative evaluation, covering classroom performance, training tasks, online learning progress, enterprise practice feedback, etc., realize the dynamic tracking and comprehensive evaluation of the whole learning process of students, weaken the examination-oriented orientation, and strengthen ability and quality assessment.

5.5 Improving Collaboration Mechanism to Guarantee Deep Industry-Education Integration

Civil aviation college English curriculum should establish a long-term school-enterprise collaborative education mechanism, set up a school-enterprise cooperation teaching steering committee composed of college leaders, enterprise executives and industry experts, and clarify the rights, responsibilities and cooperation content of both parties. Schools and enterprises jointly formulate talent training programs, jointly build curriculum resources, and jointly participate in teaching management. Improve the resource

sharing mechanism, promote the opening of enterprise industry standards, technical norms and case resources to campuses, and extend campus teachers and scientific research resources to enterprises, realize the deep leap of industry-education integration from “formal integration” to “substantive integration” through institutional guarantee, and provide solid institutional and resource support for the construction of civil aviation college English curriculum.

6. CONCLUSION

Adhering to industry-education integration is an important experience in the reform and development of higher vocational education. Industry-education integration is also the only way for the reform and high-quality development of civil aviation college English curriculum in the new era. In view of the current problems such as disconnection of content, single mode, insufficient teachers and inaccurate evaluation, the construction of civil aviation college English curriculum from the perspective of industry-education integration must adhere to the principles of post orientation, industry-education collaboration, quality integration and dynamic optimization. By reconstructing post-curriculum connected curriculum content, innovating industry-education integrated teaching mode, strengthening double-qualified teacher team, building diversified comprehensive evaluation system and improving school-enterprise collaboration mechanism, we can effectively break school-enterprise barriers, realize the precise connection between teaching content and industry needs, improve students’ comprehensive professional ability, promote the transformation of civil aviation college English teaching from traditional knowledge imparting to modern professional ability training, and realize the resonance of education quality and civil aviation industry needs.

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