Analysis on the Integration of E-commerce Professional Skills Competition and Classroom Practice Teaching

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Abstract

This paper first analyzes the current situation of the research on the E-commerce professional skills competition and classroom practice teaching in Universities schools, and summarizes the classroom teaching mode of the project teaching in detail. Then, it constructs the integration mode of the E-commerce professional skills and classroom practice teaching based on the teaching project, including the analysis of learning situation, the content of the project, the teaching method, the teaching process and the application of information technology. Then, it designs the teaching project case of the E-commerce professional competition, introduces the design idea and design content of the teaching project, and the project case display includes the design and production of the front page, the commodity details and the propaganda page; Finally, the teaching reform experiment is carried out, the teaching effect of the proposed integrated model is analyzed and discussed, and the conclusion of the experimental research is summarized. The results show that the integrated model can effectively stimulate students' interest in learning, enhance students' E-commerce professional skills, and promote the development of students' group cooperation, problem-solving ability and expression ability. This paper puts forward the integration mode of "three-dimensional evaluation based on competitive teaching items and multiple subjects ", which enriches the research of classroom practical teaching mode of Universities E-commerce major in theory, improves the comprehensive ability of Universities E-commerce students in practice, and promotes the teaching reform and professional development of teachers.

Keywords

E-commerce; Professional Skills Competition; Teaching Practice.

1. Introduction

With the development of economy, the country's demand for high-quality workers and skilled personnel is becoming more and more urgent. In 2005, the decision of the State Council on vigorously developing vocational education put forward that "we should attach great importance to practical and practical teaching and strengthen the cultivation of students' practical ability and vocational skills in vocational colleges ". In order to improve the students' professional ability and comprehensive quality, we should hold the national vocational college skill contest regularly. In 2011, the national vocational college skills competition group added the Universities group E-commerce competition items, the competition proposition linked to the actual production of enterprises and personnel training requirements, in accordance with the Ministry of Human Resources and Social Security E-commerce division, Software level

examination of E-commerce technicians and E-commerce division standard requirements, unified command system. With a view to "through competition, promote vocational colleges and universities E-commerce high-quality skilled personnel training, promote E-commerce professional construction and education and teaching reform, actively promote the development of E-commerce industry." Because the skill requirements of E-commerce competition are close to the needs of enterprises, it can play a leading role in classroom practical teaching in Universities schools, and promote the reform of Universities education and teaching through competition, so that teaching and social services are closely combined.

Figure 1. Development of E-commerce

2. Research Significance

2.1. Theoretical Significance

(1) It is beneficial to explore the classroom practice of E-commerce specialty to create a three-dimensional evaluation model with students as the main body.

(2) To analyze the skills of the practical course of E-commerce, to design a comprehensive competitive teaching project, to supplement the project resources for the current teaching materials in a certain range, and to a certain extent to provide teaching reference for the peers of brother schools.

2.2. Practical Significance

(1) According to the requirements of E-commerce professional skills competition, the incentive mechanism and evaluation method of skill competition are combined with classroom practice teaching to train E-commerce graduates in accordance with the needs of enterprises.

(2) Infiltrating competition training methods in daily teaching will improve students' skill level and provide more talents for school selection of E-commerce skills.

(3) Promote the growth of E-commerce teachers in Universities schools and strengthen the construction of "double-qualified" teachers in E-commerce majors.

3. Research Methodology

(1) Literature research

This is the main method used in this research. Through the reading research of books, magazines, network, especially the Chinese knowledge network, the existing materials are analyzed objectively, and the current research situation of practical courses, project teaching and E-commerce professional skills competition at home and abroad is correctly understood.

(2) The action research method sums up the experience of tutoring students' competitions, integrates skill competitions with classroom practical teaching, forms a complete classroom practical teaching project, and in classroom teaching for all students, Use the method of training skill competition to carry out practical classroom teaching and evaluation of electronic commerce, and summarize the feasibility of competitive project teaching mode.

(3) Questionnaires were used to ask students of E-commerce majors questions in order to understand their opinions and suggestions on teaching items, teaching models and teaching evaluation, and to analyze the experimental conclusions from the obtained data.

(4) In the form of chat and conversation, the interview method asks the teachers, E-commerce students and graduates about the teaching materials, teaching methods and evaluation.

4. Key Terminology Definitions

(1) Professional skills competition

Professional skill competition is an organized mass competition activity which focuses on highlighting operational skills and solving practical problems according to the national vocational skill standards of corresponding specialties and combining with the actual production and management work. In the practical teaching of E-commerce in Universities schools, this study takes vocational skill competition as the guide, actively builds comprehensive teaching projects, and focuses on cultivating students' comprehensive ability of E-commerce major. The integration of skill competition and teaching practice has become an effective way to promote the curriculum reform of vocational education.

(2) Project teaching

In the action-oriented series of teaching methods, project teaching is an effective method for independent management and implementation of learning process. Project teaching is a teaching method carried out by teachers and students through the joint implementation of a relatively independent and complete project. Students collect information, design schemes, implement projects and evaluation results under the guidance of teachers. Understand and master the process of the whole project and the basic requirements of each link. The project teaching of this study is a teaching method which takes the comprehensive electronic commerce competition skill requirement as the teaching goal and the complete typical competition item as the teaching project.

(3) Integration model

Teaching mode refers to the stable structure form of teaching activity under the guidance of certain teaching thought, teaching theory and learning theory. Integration mode refers to the integration of relevant elements in the non-course teaching mode into classroom teaching and forming an orderly whole. Professor Huang Ronghuai of Beijing Normal University concluded that integration is a process of overall coordination and mutual penetration of the elements in the system, so that the elements of the system can maximize the benefits. In this study, the integration model refers to the competition project as the core, the competition training form as the project implementation means, and the competition evaluation standard as the main basis in the practical teaching of E-commerce classroom. A new teaching model that applies the teaching strategies in competition training to the classroom.

5. Research Status of E-commerce Professional Skills Competition in Universities Schools

Since 2008, The Ministry of Education proposed that "general education has college entrance examination, Vocational education has a skills contest concept, The number of competition items and the number of students participating in the National Vocational skills Competition

has reached new highs every year. In 2008, more than 2000 contestants from 37 provinces and cities participated in 10 professional categories and 24 events, By 2015, Major categories of competition increased to 15, competition events reached 98, 10943 contestants, With nearly 8,000 instructors, Both in the competition and the number of participants have been greatly improved. Under the leadership of the national vocational college skills competition, The skill competition of vocational education at all levels is also in full swing. To this end, Different voices, And there are many teachers, scholars to carry out research. Chinese online search using the "skills contest AND pros and cons" search, four papers can be found, With the "title: skills Competition keyword: Promotion" in Wanfang data can be accurately found 25.

By analyzing the views of all parties, we can almost be recognized as the favorable place for the vocational skill contest: leading the reform of vocational education to promote the construction of practical training facilities, promoting the improvement of teachers' skill level, improving students' skill level and so on. The worry is that the 1:1 skill contest will become a commercial competition. Some competition equipment is not the equipment used by most enterprises at present, students will be proficient in the use of professional equipment in training, but still can not use the competition in the enterprise will affect the overall development of the students. In order to improve the results of the competition, some schools let the students only train and not attend classes, which leads to the students who can only learn the knowledge of the competition for a long time, but can not learn other normal courses. The purpose of the skill contest is to improve the overall level of vocational education, but at present, most school contestants are selected from students with excellent professional skills. Equipment and training are only the "patent" of the students, which deviates from the educational goal of vocational education. In order to make the daily skill teaching go straight to the destination like training competition players, vocational schools should draw lessons from the evaluation standard of skill contest and relevant vocational standards and skills norms, and formulate concrete and feasible professional skill goals according to the actual situation of the school, so as to achieve the goal of vocational education smoothly ".

6. Integrated Teaching Mode of E-commerce Professional Skill Competition and Classroom Practice in Colleges and Universities

The teaching mode of electronic commerce skill competition project in colleges and universities is a new type of classroom practice teaching mode, which is a teaching mode based on the integration of electronic commerce competition and classroom practice teaching. In the close to the real E-commerce environment, around the teaching project, teachers as the leading, students as the main body, group practice of a teaching model. It is to integrate the competition content, training and evaluation methods with the classroom, explore the classroom practice teaching mode suitable for the training goal of colleges and universities, and apply it to our E-commerce practice class, so as to improve the post skills of all students and improve their employability.

(1) Integration of class hours

In the present teaching, the practice class is set up in several sections a week, which is not consistent with the practical tasks such as the production of commodity information pages, advertisements and so on, which often take a few hours to complete. Therefore, we first adjusted the teaching class time arrangement, the professional class time from zero to the whole, carries on the all-day skill practice, can have enough time to practice repeatedly, the practice application, causes the student to truly form the skill, causes the skill to become a habit, a kind of instinct.

(2) Integration of teaching projects

Teaching project is the foundation of classroom practice teaching and the basic unit of classroom teaching. Our E-commerce competition is in accordance with the Ministry of Human Resources and Social Security's E-commerce division, software level examination of E-commerce technicians and E-commerce division standards, and combined with the actual production of enterprises and personnel training requirements, unified system. The skill competition project teaching is a kind of teaching method which refines the work process and completes in the classroom. Its project is based on "the analysis of the ability requirement of electronic commerce competition in colleges and universities ", which not only reflects the post skill demand of enterprises.

(3) Teaching methods

Integrating the connotation of skill competition into the daily professional teaching, in addition to the practical items cited competition skills, the teaching model also draws lessons from competition training methods:

Group collaboration. Grouped by various methods, three people a team, from shooting, shop design, shop name shop recruitment, commodity beautification, detailed description, promotion and publicity, a series of project operations, all need three people to discuss and decide together, cooperation can be successful.

Repeated intensive training. In the general classroom, students are rarely allowed to repeat a certain task. In the competition training, we find that repeated training is a very effective way for students to improve their skills and speed. The integration mode --competition project teaching and evaluation makes students improve their operation skills quickly in the atmosphere of competition in the process of imitation production -- creative design optimization and improvement.

(4) Integration of evaluation modalities

Teaching evaluation is an indispensable link in teaching. A good evaluation model can better guide students' learning norms and stimulate future learning motivation. The Ministry of Education, in its Opinions on comprehensively Promoting Material Education and Deepening the Reform of Universities Education, pointed out that it is necessary to improve the examination methods and pay attention to the assessment of students' ability to solve practical problems by applying the knowledge they have learned. In practical teaching, each class is only 45 minutes, in this limited time, to achieve a comprehensive evaluation is almost impossible to complete the task. According to our interview feedback to our peers, we can rarely carry out a comprehensive evaluation of students, generally using the teacher evaluation model of students, the students handed in the homework quantitative scoring, the final grade. According to the competition evaluation standard as the knowledge and skill requirement of each project, the three-dimensional evaluation model of students' self-evaluation, intra-group self-evaluation, inter-group mutual evaluation, teacher evaluation and so on is adopted according to the students' performance in all aspects of the project making process. Make the evaluation more comprehensive and fairer.

Figure 2. E-commerce teaching integration

7. Conclusion

E-commerce is a new major, colleges and universities are still in the initial stage of student training, all teaching methods and methods are groping forward. In the practical teaching of E-commerce major in grade two, the author encountered many difficulties, including platform and teaching materials. In the usual conversation with colleagues, as well as in the urban level professional teaching and research activities, it is learned that almost all school professional teachers also feel difficult about the current E-commerce training course. When participating in district, city and provincial competitions every year, the school should let the teacher spend a lot of energy to select and train the participating students. The teacher should not only teach well, but also train the students. To the enterprise internship, we found that each year the students in the enterprise internship are vigorously retained by the enterprise, far more popular than the average student. Therefore, with the idea of integrating the idea of competition into normal teaching and cultivating the idea of participating students in teaching, there is the subject of "the study of the integration mode of E-commerce skill competition and classroom practice teaching in colleges and universities" as a result.

(1) The implementation of competitive project teaching can promote the development of teachers and students' comprehensive ability of E-commerce. At the beginning of the course, in the form of "teacher with apprentice ", the students are proficient in the production process of E-commerce project. It not only reviews the basic skills of several software, but also has a preliminary understanding of the comprehensive application of software. Lay the foundation for the later independent design. And this kind of comprehensive competition project, single knife straight into, straight to the theme, all of a sudden let all the students understand the knowledge and skills to learn in this course, so that students in the beginning stand at a certain height to look at problems and analyze problems, form a holistic view. The production process of the project is always carried out in groups of three people required by the competition, and different grouping methods are required in different projects. This variety of grouping and competition forms allows students to train professional skills, develop students' ability to communicate with others and the spirit of unity and cooperation.

At the same time, the members of the division of labor exchange training methods, so that each student can be familiar with the skills of all positions. The spiral project design enables students to improve their vocational skills and meet the needs of social and vocational posts in the process of mutual cooperation and repeated training. After a semester of complete competition project practice, students have mastered the comprehensive application methods of several software in the E-commerce industry, and individuals have made great progress in innovation practice, teamwork, text expression and so on.

Secondly, train contestants and works for schools to participate in competitions. This course realizes the training of students according to the requirements of skill competition in the routine practice course, so that any student can be qualified for E-commerce skill competition. This not only avoids the students from delaying other courses because of the long suspension of training, but also provides more and better students to participate in the skill competition. In the past, the teacher tutoring competition students were generally trained for the same work, which was also designed by the teacher.

And in this course, many group works, students also feel in the classroom to play their talents, created some good ideas, good works, these can let the tutoring teachers feedback to the training of skills competition, improve the quality of school entries. Finally, promote the development of teachers' own skills. At the same time, teachers' own professional level is also very gratifying. To give the students a bowl of water, the teacher must have a bucket of water. Skill competition is a skill synthesis combining the contents of many core practical training courses. This competitive practical curriculum model requires teachers' professional skills especially. In giving guidance to students, teachers can more clearly realize the shortcomings of their own operation, practice while teaching, constantly improve their own quality, and become fully competent for practical teaching of E-commerce professional skills teacher.

(2) The application of information technology can activate classroom vitality and improve the learning effect of students' E-commerce skills. On the one hand, we vigorously promote the application of thinking map software in reviewing knowledge and project reporting, so as to make classroom teaching more intuitive and effective. After a semester of training, the students have been able to apply the mind map, the ability to analyze and summarize the problems has been greatly improved, and the thinking ability and the overall concept have been well trained. On the other hand, the production and application of micro video also make students' autonomous learning more flexible. Students can download the video provided by the teacher at any time while learning while making, students can also record their own operation process to learn from each other, so that some of the students with special skills to become a small teacher addiction, Can better stimulate students' interest in learning.

(3) The three-dimensional multiple evaluation methods have improved the scientific nature of integrated project teaching evaluation. Our works are displayed directly on the E-commerce competition platform, where students can comment. According to the characteristics of group competition, this course designs three dimensions of individual self-evaluation, group self-evaluation, inter-group mutual evaluation, teacher evaluation and so on. At the same time, teachers also strengthen their attention to students in the process of project implementation, record students' performance and progress, and make the evaluation more comprehensive and reasonable and fair. The objective evaluation of the three dimensions makes the evaluation more comprehensive, and the multiple subjects participate in the evaluation to make the evaluation more fair.

8. Future Research Directions

(1) Involve more teachers from different specialties in project design. Most of our E-commerce students have no aesthetic foundation and are afraid of project design. Let them imitate the task given by the teacher, they are very happy. But in the middle and late stages of the course, when teachers asked them to design their own projects, a large number of students began to reject. Most of the works are also in order, let people see a bright only rare. At the same time, because students have little contact with society and lack of sensitivity to goods, there is still a lot of room for improvement in advertising, marketing, text expression and so on. These need more professional teachers, such as art, commodity marketing and so on, to participate in our practical teaching, guide us, and improve our E-commerce project design level.

(2) Study on the extension of competitive project teaching in other courses. Because of the almost fixed content structure, clear operation flow and clear division of labor module, the teaching and evaluation mode of competitive project has unique advantages in the implementation. But it is undeniable that this model also has a good reference for other majors. Such as mechanical professional mold design and production, computer professional animation production, film and television production, and so on, are also very suitable for the use of this model. These professional courses also have very standardized competition technical requirements, teachers can refer to a lot of information. In the future, we will try to promote our research experience to our colleagues and peers, and learn more from them, which will be used in our professional teaching, so that the practice of professional training in our vocational education is more and more material.

Acknowledgments

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