

A Preliminary Study on the Reform of International Trade Practice Curriculum in Private Colleges

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Abstract

As the trend of mass entrepreneurship and innovation, the international trade majors in private colleges must keep pace with the times, change the traditional talent training model, and improve the employment competitiveness. For this reason, the core curriculum of international trade practice courses must reform the traditional teaching mode. Based on this, this paper explores and studies the teaching reform of international trade practice courses in private colleges based on the cultivation of innovation and entrepreneurship ability.

Keywords

International Trade Practice; Innovation and Entrepreneurship; Teaching Reform.

1. Introduction

On March 11, 2015, the General Office of the State Council issued the "Guiding Opinions on Developing Maker Spaces to Promote Mass Innovation and Entrepreneurship", which clearly stated: Promote mass innovation and entrepreneurship. The General Office of the State Council (Guo Ban Fa [2015] No. 36) pointed out that deepening the reform of innovation and entrepreneurship education in colleges and universities is the country's implementation of an innovation-driven development strategy. In view of this, as a practical and professional international trade practice course, it is necessary and necessary to carry out teaching reform to adapt to the new format of "mass innovation and mass entrepreneurship".

Through the implementation of this project, Gaohan has overcome the traditional disadvantages of the teaching of business English majors in higher vocational colleges, and effectively solved the bottleneck problems such as the difficulty of combining work and learning for liberal arts majors in higher vocational colleges. Thus significantly improved the quality of professional personnel training. [1]

Through a more in-depth and systematic discussion on the problems, strategic goals, principles and countermeasures in the reform of the teaching plan and curriculum system of the international trade major in higher vocational colleges, Ding Mengchun, Yang Jinyan hoped that the reform of the teaching plan and curriculum system of the international trade major in higher vocational colleges provide reference with construction.[2]

Complying with the talent training mode of "course certificate integration" in higher vocational education, Li Yurong, Li Hui innovatively propose the construction of "international trade operation practice" and "dual certificate integration" application-oriented course. The purpose is to enable foreign trade related majors to complete foreign trade while systematically studying this professional course.[3]

Combined with the characteristics of business English in higher vocational colleges, Hena puts forward the basic conception of the three-stage three-dimensional teaching mode of higher vocational business English based on SPOC, discusses the use of flipped teaching method and blended learning mode, reshapes the roles of teachers and students, and cultivates students' practical use of language. [4]

This paper will take Guangzhou College of Commerce (GCC) as an example. GCC was transferred in 2014, and 2019-2023 is the second five years after the transfer. In order to plan the construction and development of the second five years after the transfer, GCC has formulated specific school policies in various aspects. Level-level planning, including the development of professional construction planning, curriculum construction planning and teaching material construction planning for the undergraduate majors. GCC pays attention to cultivating the characteristics of running a school, in order to form the advantages of running a school. The characteristics that are currently being cultivated include: "Six in one", "Cross-Combination", and training of high-quality applied talents required by the social and economic development of the region, especially Guangzhou.

2. The Reform of International Trade Practice Curriculum in Private Colleges

2.1. Course Teaching Based on SPOC Concept

The concept of SPOC (Small Private Online Course) was first proposed and used by Professor Armand Fox of the University of California, Berkeley, mainly for on-campus settings, a combination of classroom teaching and online courses. The blended learning mode of teaching is mainly used in university classrooms, using MOOC's lecture videos (or using its online evaluation and other functions at the same time) to implement flipped classroom teaching. The basic process is that teachers assign these video materials to students as homework, and then answer students' questions in physical classroom teaching to understand what knowledge students have absorbed and what have not been absorbed, and work with students in class to deal with homework. or other tasks. In general, teachers can freely set and control the progress, rhythm, and grading system of the course according to their own preferences and students' needs.

Take the smart vocational education "vocational education cloud" platform developed based on the SPOC concept as an example (an exclusive cloud platform adapted to the needs of different colleges and teachers to form personalized courses for the actual teaching requirements of the school). The author set up his own "studio" on the cloud platform, and called the demonstration courses and materials of the international trade national teaching resource library of the "Vocational Education Digital Education Center" in the "studio", and formed his own online through reorganization and reconstruction. Course - International trade practice course, which is used for online teaching or online and offline hybrid teaching of international trade and business English majors in our school. At the same time, online learning and statistician performance are monitored in real time.

Through the implementation of "Cloud Classroom" teaching, teachers have their own personal subject database and exclusive question bank, realize intelligent group questions, answer questions in class, and automatically review objective questions, saving time and worry; students can use mobile phone gestures to sign in one-key attendance, online Convenient discussion and communication, brainstorming, shaking to ask questions, so that the class is not dull and boring.

2.2. Teaching Content Integrating Theory and Practice

"Teaching content integrating theory and practice" means insisting on teaching the theoretical knowledge of international trade practice in the background of real import and export cases during the classroom teaching process of international trade practice courses for international trade and business English majors, emphasizing the practical teaching of international trade practice theory. The practical training courses are professionalized, which combines the

learning of professional knowledge and the cultivation of professional skills in international trade practical courses with real foreign trade practice.

2.2.1. Take the Vocational Certificate as the Guide to Realize the Course Certificate Integration

Starting from job requirements, guided by vocational certificates, and through curriculum learning to achieve "course-certificate integration". The content of the international trade practice course meets the requirements of the foreign trade clerk's certificate and the knowledge and skills of the post, embodies the concept of "international trade practice theory serves foreign trade practice operation", and cultivates students' basic ability to internalize, transfer and continue learning. To this end, it is necessary to integrate the objectives of the "International Trade Practice" course with the professional qualification standards of foreign trade salesmen, to serve the professional ability within the teaching, and to explore the "integration of course certificates"

In order to achieve the "integration of courses and certificates", it is necessary to analyze and study the professional qualification standards and test content of foreign trade salesmen, and integrate the knowledge and skills of "should know and know" in the test certificate into the classroom teaching content of professional courses. To the organic integration of the two; break the traditional writing mode of pursuing a complete knowledge system and ignoring the cultivation of professional ability, adopt the task of foreign trade salesmen as clues, suit the actual work activities of foreign trade salesmen as the purpose, and cultivate the professional ability of foreign trade salesmen. Targeted innovative curriculum content writing mode.

Since students have to learn import and export business operations more intuitively and efficiently along the foreign trade business process, master relevant knowledge and complete various tasks, it is necessary to design typical cases that run through the whole process of export and import business. To enable students to cultivate professional ability, develop professional quality and master professional knowledge in the completion of work tasks, meet the professional ability requirements of foreign trade salesmen, and achieve the goals of "zero distance between teaching and training and practice" and "zero transition between training, examination and employment".

2.2.2. Reforming the Practical Teaching of International Trade Practice Course with Ability Training as a Key

According to the professional characteristics and teaching conditions, the practical teaching of international trade practice can be mainly carried out in the following forms.

a. Foreign trade enterprises visit and study. In the teaching plan, allocate 4-6 credit hours for the international trade practice course, and arrange for students to visit and study in foreign trade entities, so that students can have a preliminary understanding of the corresponding positions of the course.

b. Course teaching combined with simulation training: The teaching of international trade practice courses is carried out in a training room equipped with simulation software or multimedia computers. Taking POCIB (Practice for Operational Competence in International Business) as an example, the training course is based on "Practice for Operational Competence in International Business". 2010 Incoterms Interpretation General Principles, Uniform Customs and Practice for Documentary Credits, United Nations Convention on Contracts for the International Sale of Goods, Customs Law of the People's Republic of China It creates a real dynamic market environment, covering all aspects of international trade practice, from finding business opportunities, negotiating transactions, signing contracts, and fulfilling contracts. After participating in the training of this course, students will become one of the import and export enterprises with independent accounting, continue to gain practical experience through near-real business operations, fully master various business skills, and be familiar with and

experience customers, factories, banks and government agencies. Interactive relationships to truly understand how the logistics, capital and business flows of international trade work. Through continuous simulation transactions, students can gain business operation experience, and strengthen learners' summary and memory through success and failure, repetition and change, so as to achieve the ultimate goal of comprehensively improving international trade skills.

2.2.3. Entrepreneurial Practice in incubation Bases

Business Incubation Base is a new type of social and economic organization. By providing places for R&D, production and operation, shared facilities in communication, network and office, systematic training and consultation, policy, financing, legal and marketing support, it can reduce the entrepreneurial risk and entrepreneurial cost of entrepreneurial enterprises, Improve business survival and success. Business incubators provide entrepreneurs with a good entrepreneurial environment and conditions, help entrepreneurs to enter the market as soon as possible with inventions and achievements, provide comprehensive services, help emerging small enterprises grow rapidly and form a scale, and cultivate successful enterprises and entrepreneurs for the society. .

As a college student majoring in business English and international trade, the most convenient and cheapest way to start a business related to the major is cross-border e-commerce. In order to facilitate students' entrepreneurship, the college has established an incubation base to provide a venue for students to start a business; use the resources of college graduates to provide students with sources of goods; use the resources of teachers and graduates to provide intellectual support for students. In the incubation base, based on vocational business English and international trade majors, and cross-border e-commerce as a platform, students are encouraged and helped to make use of domestic Alibaba's AliExpress, International Station, Dunhuang.com, and foreign mainstream Amazon and e-commerce platforms. Bay and other e-commerce platforms carry out cross-border e-commerce business practice, so that students can acquire entrepreneurial ability in cross-border e-commerce practice operations. At the same time, it undertakes foreign trade translation and foreign trade related business to help students improve their foreign trade practice ability in the process of business opening.

2.3. Multi-dimensional Assessment Method

The disadvantage of the previous assessment method is that the previous course assessment mechanism generally adopts the final assessment mechanism. The disadvantage of the final assessment mechanism is that students are slack in their usual study, review surprises before the exam, and work overtime in order to hope to achieve good results and finish the exam. Immediately after the test, it is forgotten that this kind of assessment mechanism cannot assess the acceptance and comprehensive ability of students in the entire learning process, and encourages students to have a bad style of study. It is completely unsuitable for course assessment under the characteristics of higher vocational education.

Implement comprehensive and multi-dimensional assessment and evaluation, combine formative assessment and summative assessment, and combine cloud classroom intelligent assessment, simulation training automatic assessment, and practical entrepreneurial assessment. Inspect students' theoretical knowledge application ability, innovation and entrepreneurship ability.

3. Conclusion

Guided by the new curriculum concept, the reform takes classroom teaching as the main position, and explores classroom teaching strategies under the new curriculum concept, as well as new methods and new ideas to improve the quality of classroom education, promote the all-

round development of students and teachers' own development. It studies how teachers select the teaching content, teaching organization form, teaching method and technology related to the combination according to the teaching content and students' characteristics, so as to form the optimal teaching strategy, promote students' learning, and achieve specific goals. Through a variety of methods and forms, the subject radiates a variety of disciplines, and has constructed a number of high-quality and efficient subject teaching forms. It will greatly promote the development of quality education and the implementation of new courses.

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