

Research on Practice Teaching Reform of International Economics and Trade Major in Application-oriented Undergraduate under the Background of Digital Trade

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Abstract: With the rapid development of digital trade, the practical teaching of IET major in application-oriented undergraduate is facing the demand of transformation. This article focuses on this, and discusses the reform path of practical teaching of this major by analyzing the related theories of digital trade, the present situation of practical teaching and the problems faced. Firstly, this article expounds the theoretical framework of digital trade and practice teaching, and points out the theoretical basis of digital trade and the characteristics and value of practice teaching. Then analyze the talent demand change, new requirements and challenges brought by digital trade to practical teaching. Based on the above, this article puts forward a multi-reform strategy from the aspects of teaching objectives and curriculum system, teaching methods and means, teaching staff and security system. Through research, the reform direction of practical teaching under the background of digital trade is clarified, aiming at improving the quality of practical teaching and cultivating high-quality applied international trade talents to meet the needs of the digital trade era.

1. Introduction

At the moment when the global digitalization process is accelerating, digital trade is reshaping the international trade pattern with a rapid trend. With the wide application of digital technology, profound changes have taken place in trade methods, trade objects and trade rules [1]. This change puts forward new requirements for the ability and quality of IET professionals, and also brings unprecedented challenges and opportunities for the practical teaching of IET majors in applied undergraduate courses [2]. Application-oriented undergraduate education aims at cultivating high-quality applied talents with strong practical ability and innovative spirit to meet the needs of social and economic development for various professionals [3]. As an important part of applied undergraduate education, the practice teaching of IET is very important for students to master practical operational skills and improve their comprehensive quality [4]. Under the background of digital trade, the traditional practice teaching mode has gradually exposed many problems, such as outdated teaching content, backward practice platform and insufficient practical experience of teachers. These seriously restrict the cultivation of students' practical ability and innovative ability [5].

Under the background of the vigorous development of digital trade, it is of great practical significance to deeply explore the practical teaching reform of IET major in applied undergraduate courses under the digital trade environment [6]. First, this research has a significant role in promoting the quality of personnel training of IET major in applied undergraduate courses. Through targeted practice teaching reform, the students trained in this major can meet the development needs of the digital trade era more accurately, and continuously supply high-quality talents for China's foreign trade, thus laying a solid talent foundation for its sustained and steady development [7]. Secondly, the in-depth exploration of practical teaching reform will enrich and improve the teaching theory and method system of applied undergraduate education. This will help to optimize the teaching process, improve the teaching effect, fundamentally promote the application-oriented

undergraduate education to achieve connotative development, improve the overall quality and level of education, and make it occupy a more favorable position in the educational pattern of the new era. This study is devoted to deeply analyzing the influence of digital trade on the practical teaching of IET major in application-oriented undergraduate students, and focusing on exploring effective practical teaching reform strategies.

2. Theoretical framework of digital trade and practice teaching

As a new trade model, digital trade is driven by digital technology, covering cross-border e-business, digital service trade and other forms [8]. Its theoretical basis includes digital economy theory and network externality theory. The theory of digital economy emphasizes the core position of digital technology in economic activities, optimizes resource allocation and improves economic efficiency through digital means [9]. The network externality theory points out that with the increase of the quantity of users using the same product or service, the value of the product or service to users will also increase accordingly, which is particularly evident in the development of digital trading platforms.

The concept of applied undergraduate education focuses on the close combination of theoretical knowledge and practical application, with the goal of cultivating applied talents to meet the needs of society. The theory of practical teaching emphasizes that through practical activities, students can deepen their understanding of theoretical knowledge and improve their professional skills and ability to solve practical problems. The practical teaching of IET has its own unique characteristics and important value. It has a strong operability, requiring students to master the operational skills in the trade process, such as customs declaration, inspection, and document making [10]. Furthermore, it is also comprehensive, involving the comprehensive application of international trade theory, international finance, marketing and other multidisciplinary knowledge.

3. Digital trade triggered the demand for reform in practical teaching

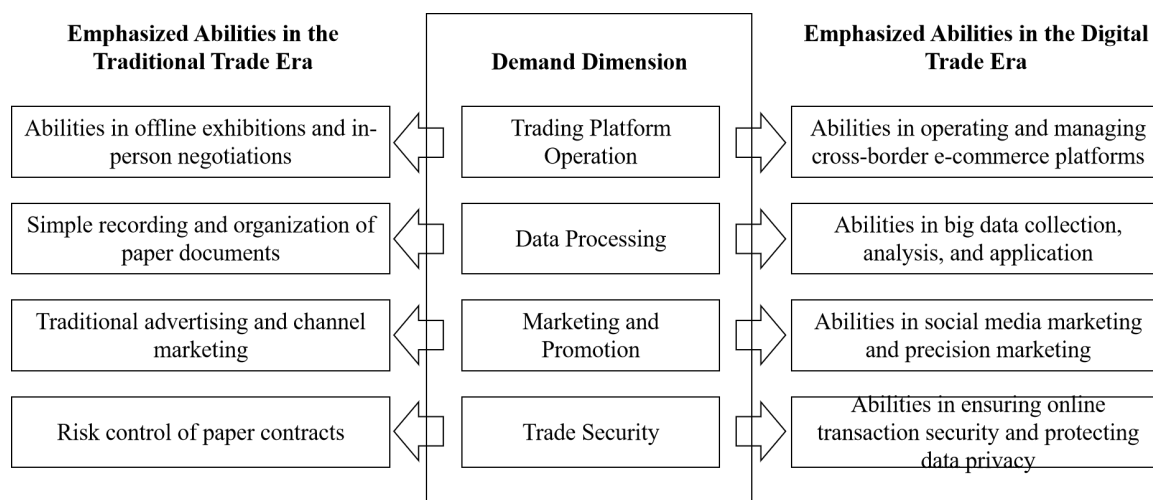


Figure 1 Changes in the Focus of Demand for International Trade Talents Before and After the Development of Digital Trade

With the rapid rise of digital trade in the global economic arena, the practical teaching of IET major for application-oriented undergraduates is facing profound demands for reform. This change stems from the reshaping of all aspects of international trade by digital trade, and the new requirements for the ability structure of professionals [11]. The development of digital trade has significantly changed the demand for international trade talents. Under the traditional international trade mode, enterprises mainly pay attention to the ability of talents in offline transaction process and paper document processing. In the era of digital trade, online platform operation, big data analysis and other capabilities have become increasingly critical. In cross-border e-business, enterprises not only need employees to skillfully use the e-business platform for product promotion

and sales, but also require them to have the ability to tap potential markets and customer needs through data analysis. Figure 1 shows the changes in the focus of international trade talent demand before and after the development of digital trade.

With the rapid development of digital trade, international trade practice teaching has been given a series of brand-new and strict requirements. As far as the teaching content is concerned, it is needed to integrate the cutting-edge knowledge in the field of digital trade, such as the practical application of blockchain in trade settlement and the relevant knowledge of artificial intelligence to help trade decision-making. Traditional practice teaching mostly focuses on simulating the circulation operation of paper documents. In today's digital wave, students need to be fully familiar with the digital trade process, covering key links such as the signing of electronic contracts and the specific operation of online payment. Moreover, the technical means on which practical teaching depends are also in urgent need of innovation. In the past, the teaching mode relying solely on physical laboratories and simulation software has been unable to adapt to the characteristics of real-time changes and dynamic development of digital trade. Schools must actively introduce advanced digital teaching platforms and carefully create a digital trade simulation environment that is highly close to the real scene, so that students can personally participate in and actually operate core businesses such as cross-border e-business transactions and international digital marketing in virtual space, thus effectively improving their practical ability. In addition, the evaluation system of practical teaching also needs to change with the times. Under the new background of digital trade, the traditional evaluation method, which takes the accuracy of documents and the standardization of processes as the main criteria, has become too single and limited. The brand-new evaluation system should comprehensively consider students' actual performance in digital platform operation effectiveness, data-driven decision-making ability and innovative thinking display.

In fact, under the background of digital trade, the practical teaching of international trade specialty is facing many severe challenges. In the construction of teaching staff, many teachers have some limitations in understanding and mastering emerging technologies and business models due to their lack of practical experience in the field of digital trade, which makes it difficult for them to guide students deeply and accurately. At the level of teaching resources, there is a great shortage of high-quality teaching materials suitable for digital trade practice teaching. Furthermore, there is an obvious generation gap between the digital technology adopted by the campus practice platform and the technology actually applied by enterprises, which cannot effectively meet the latest development of the industry. The cooperation between practical teaching and enterprises is seriously insufficient, so it is difficult for students to get real opportunities for digital trade projects. This directly leads to the disconnection between practical teaching and the actual needs of the industry, and it is difficult for students to meet the market demand for high-quality international trade professionals. Therefore, these challenges urgently need to be dealt with through systematic practice teaching reform, so as to cultivate international trade professionals with high quality and strong ability for the digital trade era.

4. Multi-strategy construction of practical teaching reform

In the face of the demand for change caused by digital trade, the practical teaching of IET major in application-oriented undergraduate students must construct multiple strategies to improve the teaching quality and students' practical ability in an all-round way, so as to meet the development requirements of the new era. The key is to adjust the practical teaching objectives and curriculum system. We should set the training of innovative and applied talents to adapt to the development of digital trade as the core goal. In terms of curriculum system, it is needed to integrate traditional trade courses with emerging digital trade courses. Figure 2 shows the comparison of the curriculum system before and after the adjustment.

It is equally important to innovate the methods and means of practical teaching. Project-driven teaching method can be adopted. Teachers can design projects according to the real scene of digital trade, such as creating and operating cross-border e-commerce stores, and arrange students to complete them in a group collaboration way. From market research, product selection, store

construction to market promotion, students should exercise their practical ability in this complete process. With the help of new technology, teachers create an immersive practical teaching environment, which makes students feel as if they are at the scene of international business negotiations or overseas logistics storage centers, and enhances their practical experience. On the one hand, schools should encourage teachers to participate in training and seminars related to digital trade, and take up temporary jobs in enterprises to accumulate practical business experience. On the other hand, the school can introduce industry experts with working experience in digital trading enterprises as part-time teachers to enrich the teaching staff.

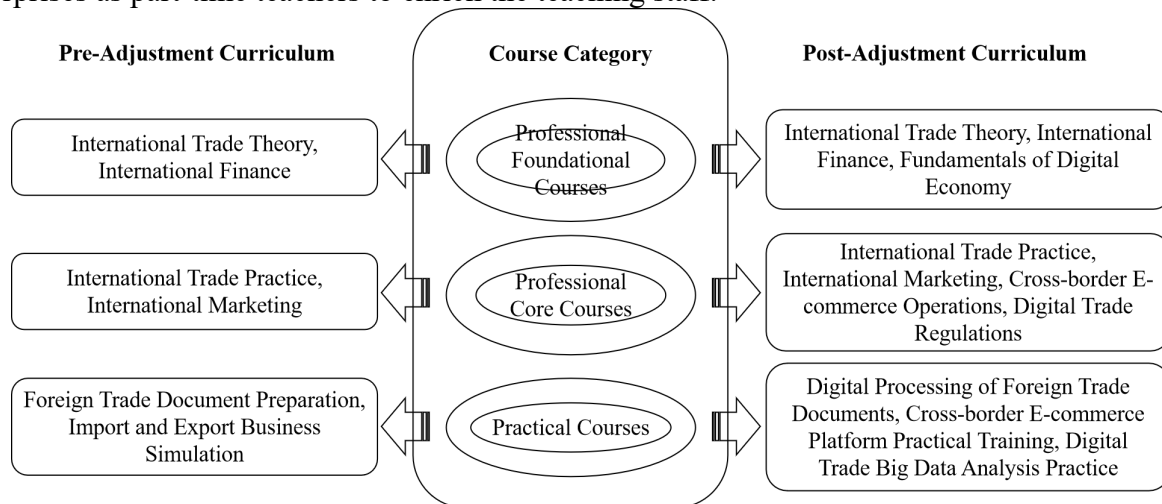


Figure 2 Comparison of Adjustments to the Practical Teaching Curriculum System for the IET Major

Perfecting the practical teaching guarantee system is the support. It is needed to increase investment in practical teaching, update and upgrade the practical teaching platform on campus, and ensure that it is in line with the cutting-edge technology of the digital trade industry. It is needed to strengthen in-depth cooperation with digital trading enterprises and establish off-campus practice training bases to provide students with real project practice opportunities. Furthermore, it is needed to build a monitoring mechanism for the quality of practical teaching, and conduct all-round tracking and feedback from the aspects of teaching plan implementation, students' practical performance and teaching effect evaluation, and adjust teaching strategies in time to ensure the smooth progress of practical teaching reform. Through the construction and implementation of the above diversification strategies, the quality of practical teaching of IET major in applied undergraduate courses will be comprehensively improved, and outstanding talents will be trained to meet the needs of the digital trade era.

5. Conclusions

With the digital trade occupying an increasingly important position in the global economic structure, it is imperative to reform the practical teaching of IET major for application-oriented undergraduates. Through the in-depth analysis of digital trade and practice teaching theory, this article reveals the guiding significance of digital trade theory to practice teaching and the key role of practice teaching in cultivating international trade professionals. With the development of digital trade, the demand for international trade talents has changed significantly, and the traditional practice teaching mode has been difficult to meet this demand. Practice teaching is facing many challenges, such as outdated teaching content, backward technical means and lack of teachers.

In view of the above problems, this article puts forward a variety of reform strategies, involving teaching objectives and curriculum system, teaching methods and means, the construction of teachers and the improvement of security system. Through the implementation of these reform strategies, it is expected to improve the quality of practical teaching of IET major in applied undergraduate courses in an all-round way, so as to cultivate high-quality applied talents who not

only have knowledge and skills related to digital trade, but also can adapt to market changes. However, it needs to be clear that the reform of practical teaching is a continuous and dynamic process. In view of the continuous development of digital trade, the teaching reform must also be continuously followed up and optimized, so as to ensure the close matching between talent training and industry demand and promote the sustainable development of IET education for application-oriented undergraduate students.

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