The Feasibility and Model of Cross-Border E-Commerce Innovation and Entrepreneurship in Higher Vocational Colleges

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***Abstract*—Cross-border e-commerce has its own advantages. Based on the analysis of advantages, the development process of cross-border e-commerce is summarized, and its future development direction is explored. This reveals the practical application of international trade activities in the e-commerce environment. On this basis, this article further analyzes the feasibility of innovation and entrepreneurship in cross-border e-commerce for students from international trade and related majors in vocational colleges, and proposes to integrate innovation and entrepreneurship into the teaching activities in the direction of cross-border e-commerce. The e-commerce venture project promotes the learning of cross-border e-commerce knowledge and the training of skills, and explores the model of entrepreneurship education for cross-border e-commerce. Summarize the feasibility model of cross-border e-commerce innovation and entrepreneurship in higher vocational education, and make a model for cross-border innovation and entrepreneurship education in higher vocational education.**

Keywords—Talent training, Innovation and entrepreneurship, Cross-border e-commerce

I. INTRODUCTION

With the development of the era, cross-border e-commerce has gradually emerged, and it has created certain advantages for China's economy and trade, and created an unprecedented development opportunity. Higher vocational colleges foster innovative and entrepreneurial cross-border electricity merchants who can create employment opportunities for students and provide a platform for cultivating talents. Faced with the current new situation of economic development, higher vocational talents must break through the shackles of traditional education concepts. The development of innovative and entrepreneurial education in the talent development program is a necessary way and means for cultivating students' innovative ability and practical ability. The gradual optimization of related training courses in the training of talents and the establishment of a curriculum system with practical operational capabilities will help foster entrepreneurial and innovative cross-border electricity merchants in the new era and focus on practical innovation and systematization in the cultivation of talents. Preparatory work requires more exchanges and cooperation. In practice, building a new platform with innovation and entrepreneurship, such as the e-commerce platform for personnel training, can further enhance the quality of talents and comprehensively enhance talents' entrepreneurial innovation and practice abilities. This is the direction of talent cultivation in the context of cross-border e-commerce.

II. PROBLEMS IN THE PROCESS OF CROSS-BORDER E-COMMERCE STARTUP EDUCATION

In the entire cross-border e-commerce entrepreneurship education, only by combining the knowledge and skills it has learned with the actual cross-border e-commerce work can it promote the sound development of market demand and talent supply. The combination of theory and practice is the inevitable development of the times

Requirements, both are indispensable. Without the practice of innovation and entrepreneurship, students' knowledge is difficult to "learn from what they are doing". Without the support of professional knowledge, cross-border e-commerce entrepreneurship practices have become a passive source of water and have no roots.

A. The imbalance between theoretical knowledge and practical teaching

In view of the cultivation of cross-border electricity merchants, vocational colleges have incorporated practical courses into the professional education system. In the general environment of "mass entrepreneurship and innovation", higher vocational colleges in China pay more attention to the training of such talents, and some of them have focused their work on cross-border e-commerce entrepreneurship education through series lectures and training courses. Forms interweave entrepreneurial practice courses in the classroom teaching process. Entrepreneurship practice courses are rich in content and cover a wide range of fields. On the one hand, they mention the business models and operating rules of well-known platforms. On the other hand, they also have compiled rich business plans and taught new policies and laws and regulations. However, in general, from the perspective of entrepreneurship education, the higher vocational education in China still has a heavy knowledge indoctrination and a light practice. One of the reasons for this is that the lack of "composite" teachers who possess theoretical knowledge and rich business experience restricts the smooth development of cross-border e-commerce practices. Second, the lack of relevant industry carriers to promote cross-border electronics Business practice activity curriculum.

B. The curriculum system for cross-border e-commerce development is not perfect

At present, the teaching of professional trade in international trade is mainly about the links, methods and methods of traditional trade. The major courses include international trade practice, international business negotiation, international

  DOI: 10.25236/emcs.2018.054

settlement, foreign trade letters, international trade insurance, foreign trade documents and foreign trade documents. All of these courses are conducted around the process of traditional international trade. Cross-border e-commerce requires students not only to master the flow of traditional foreign trade, but also to master the operation of e-commerce. This requires that higher vocational education should be aimed at cross-border electricity when setting up courses. The demand for qualified personnel in the business develops a corresponding curriculum system.

C. College students lack the practice of innovation and entrepreneurship

Cross-border e-commerce is to require students to improve their practical ability to operate. Undergraduates in the school learn the basics of international trade and e-commerce. They should also have opportunities for innovation and entrepreneurship. At present, many higher vocational colleges lack practice links. It may result in the students lacking comprehensive operational capabilities of the platform in the real operation of cross-border e-commerce. In the future, employment and entrepreneurship cannot combine theory and practice to meet the needs of the society.

D. Cross-border e-commerce teacher team is not perfect

Many professional foreign trade and business English teachers are not familiar with the operation of e-commerce. At the same time, cross-border e-commerce is a new industry, and traditional international trade and e-commerce professional teachers lack the awareness and skills of cross-border e-commerce. As a result, the quality of cross-border e-commerce teachers in higher vocational education is not perfect.

III. A Phase Analysis of Cross-border Electricity Merchants' Training

A. The primary stage of cross-border electricity merchants training

The primary stage of cross-border electricity merchants training is to allow students to master some basic theoretical knowledge. In the process of teaching, they must adhere to each other to achieve the combination of learning and practice. In particular, it should be based on job-oriented operations and should be based on personnel training needs, focus on teaching content, innovation in teaching methods, implementation of theoretical knowledge combined with the teaching program, especially in the study of related theoretical knowledge, the actual practice of real positions should be carried out, through training and integration of practical training post mode, change the traditional in education, this stage is mainly for the study of basic theoretical knowledge, in-depth understanding of relevant knowledge, and ultimately in the ability to practice operations in order to cultivate innovative entrepreneurial electric merchants.

B. The intermediate stage of cross-border electricity merchant training

The intermediate stage of cross-border electricity merchants' training needs to adhere to the combination of theoretical and practical operating capabilities. The e-commerce special training course based on interest should be set up in the teaching stage, and the requirements of e-commerce entrepreneurial and innovative talents at different levels should be paid attention to through operation knowledge. To learn and practice operational skills and achieve school-enterprise cooperation, both schools and enterprises develop practical cross-border e-commerce skills for students in a real cross-border e-commerce operation environment, and obtain mid-level cross-border e-commerce professional qualification certificates to enhance students' competitiveness in cross-border ecommerce enterprises' employment. Based on cross-border e-commerce innovation and entrepreneurial talent cultivation, we need to actively adjust the teaching content and integrate it with practical theoretical knowledge. For example, schools can use the means of school-enterprise cooperation to focus on practical operational capabilities and build innovative talent-training teaching models. In addition, one-to-one practical training team can be set up in the education and teaching process. In the training process, the sub-posts are divided into phases for training, and the e-commerce practice ability in the operation stage and comprehensive learning stage is emphasized. The cultivation of cross-border e-commerce entrepreneurial talents should focus on the needs of the times. Through the establishment of a cross-border e-commerce platform, it can help increase the success rate of self-employment and cultivate students' overall quality and ability to truly solve the limitations of students' entrepreneurial difficulties.

C. The advanced stage of cross-border electricity merchant cultivation

The cross-border electricity trader in the advanced stage is mainly engaged in operations management. High-quality cross-border power traders must have certain high-quality capabilities. They must master traditional basic knowledge, pay attention to online marketing capabilities, make full use of network platforms to carry out related businesses, and be familiar with cross-border e-commerce platform related operations to understand cross-border e-commerce,such as the platform's logistics management and supply chain management, under the premise of continuous communication and collaboration, cultivate students' advanced operational management capabilities. The ultimate goal is to achieve self-employment. The advanced stage requires electric merchants to have advanced operational management capabilities. This stage is mainly for the phase of innovation and entrepreneurial cross-border electricity merchants to cultivate their management capabilities. This phase is the focus of training.

Under the premise of the basic knowledge theory, the senior-level talents should enhance students' social adaptability and improve students' overall comprehensive qualities. In particular, they should pay attention to the cultivation of emotional quotient, and should allow students to enrich practice content in practice and promote practice in the field. While rising to a certain height, exploring management talents with a long-term mechanism, then it can promote the cultivation of innovative and entrepreneurial talents, and promote the networking of social practice activities.The training of cross-border electricity merchants needs continuous practice and cultivation, not only content, but also formally focus on social practice, pay attention

to the upgrading of the overall quality of talent, and ideological level must also adapt to the development of the times, constantly achieve the "practical education" goal.

IV. Strategies for Improving the Quality of Higher Vocational Cross-border E-commerce Entrepreneurship Education

A. Improve cross-border e-commerce entrepreneurship education practice system

The establishment of a cross-border e-commerce entrepreneurship practice platform for higher vocational education in China should proceed from the establishment of a practical teaching system for entrepreneurship. The four perspectives of entrepreneurship curriculum, e-learning platform, education practice management platform, and social organization resource allocation platform should be built on campus,with the combination of assessment and enterprise assessment and the combination of curriculum assessment and entrepreneurial assessment curriculum system. Among them, the basic theories related to cross-border e-commerce entrepreneurship and the fiscal tax curriculum belong to the entrepreneurship education curriculum system; its main courses include on-line shop opening and operations, online arts, and gold customer service, etc. Its extension courses include brand marketing, cross-border marketing and teamwork management and so on.

In addition, the higher vocational education system for cross-border e-commerce ventures must be combined with the project's operation and management, setting up practical links, and cultivating the combination of students' theory and practice. Higher vocational colleges may also formulate “Innovation Practice Credit Recognition and Course Exemption Implementation Methods” that are suitable for their schools according to relevant national policies, and guide students to participate in various forms of cross-border e-commerce innovation and entrepreneurship activities through the credit system. For example, teachers can obtain student entrepreneurship practice credits through students' innovation and entrepreneurial achievements, cross-border e-commerce entrepreneurship practice programs, and related professional training courses. Through the cross-border e-commerce service platform, on the one hand e-commerce companies can come to share resources, and on the other hand, it provides a stage for college students to realize their entrepreneurial dreams. Higher vocational colleges in China should join hands with enterprises to jointly build a win-win cross-border e-commerce entrepreneurship system.

B. Establishing a New Political College Business Collaboration Model

At present, higher vocational colleges in China should pay attention to the construction of a cross-border e-commerce innovation and practice platform and cannot rely solely on their own efforts. We should, with the support of the government and with professionalism as the center, strengthen school-enterprise cooperation and build a cross-border e-commerce entrepreneurship training platform. Higher vocational colleges should use existing foundations to pool resources from all sectors of the society and complement each other with resources to provide college students with entrepreneurial ideas with a platform for cross-border e-commerce entrepreneurship activities. At the same time, higher vocational colleges should strengthen practical teaching and continuously deepen education and teaching reforms. In the process of transformation and development, we will jointly build an efficient and collaborative planning and operation system.

C. Build a complete cross-border e-commerce innovation and entrepreneurship education base platform operation system

As we all know, perfecting the operating mechanism of a cross-border e-commerce startup platform requires three steps. Firstly, we must understand the development trend of cross-border e-commerce and the needs of entrepreneurs, identify audience groups and operation modes, and finally establish assessment standards based on practical technologies. However, the operating mechanism of a cross-border e-commerce startup platform usually includes the contents of business activities, operation procedures, management rules, and evaluation systems and evaluation standards. On the one hand, higher vocational schools in China can promote an integrated management platform and expand the beneficiary groups of cross-border e-commerce startup platforms. According to investigations conducted by relevant departments, the number of students who practice through cross-border e-commerce entrepreneurship practice platforms has reached as many as 300.

On the other hand, we will strengthen the cultivation of students’ practical abilities and formulate evaluation systems for entrepreneurial projects and entrepreneurial competitions. The creation of cross-border e-commerce entrepreneurship practice platform can not only enhance the employment ability of college students, but also can accumulate rich experience in the construction of practical platforms, and provide reference for the creation of other vocational colleges. Because college students are the main beneficiaries of cross-border e-commerce entrepreneurship practice platforms, its construction must focus on the training of professional abilities and the formation of professional qualities as the main thread, improve the level of e-commerce applications, and improve the supporting support system.

V. Summary

The e-commerce model is the result of technological development in the new era. Higher vocational colleges should cultivate a group of high-quality electric merchants, practice the combination of theory and practice, and create a batch of talents with high-quality capabilities. It is the cross-border traders' training strategy that is of utmost importance. Of course, innovation and entrepreneurial talent training is also a new direction and new trend of talent cultivation under the new situation. Cultivating talents with innovation and entrepreneurship is also a glorious mission endowed by the times. In combination with the current era background, students are encouraged to innovate and start businesses on the cross-border e-commerce platform. With targeted development, we can continue to enhance students' social adaptability and achieve the goal of “practice education”.

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