

Discussion on Practical Teaching Reform of Cross-Border E-commerce Related Majors--Taking the International Business Major of Chengdu Technological University as an Example

Xinzhi Tang, Xi Lu

Chengdu Technological University, Sichuan, P.R. China

Keywords: Cross-Border E-commerce, Practical Teaching, Optimization

Abstract: As an important part of talent cultivation in applied undergraduate colleges, practical teaching plays an important role in the cultivation of compound and applied international business talents. However, at present, the cross-border E-commerce-related majors in application-oriented undergraduate colleges have problems such as imperfect practical teaching curriculum system, lack of "double-qualified" teachers, limited practical simulation, and insufficient school-enterprise cooperation. In this regard, this paper puts forward some optimization suggestions based on the practical teaching situation of international business major in Chengdu Technological University, in order to inspire the cultivation of cross-border E-commerce talents.

1. Introduction

In recent years, the scale of China's cross-border electricity commercial import and export has continued to grow rapidly, which has become a new bright spot in foreign trade development. With the establishment of cross-border E-commerce comprehensive experimental zones and the rapid development of cross-border E-commerce enterprises, a large number of compound and applied cross-border E-commerce talents are needed.

Cross-border E-commerce is an interdisciplinary major including management, economics and computer science, which is also an important reason why it is difficult for many universities to come up with scientific and systematic personnel training programs. Most colleges and universities set up cross-border electronic commerce courses mainly based on the core courses of related majors, adding some cross-border E-commerce related courses, but not grasping and setting up the curriculum system from an overall perspective. The consensus of most colleges and universities on E-commerce professionals is to cultivate compound talents with both computer information technology and business knowledge. As for cross-border E-commerce, courses in foreign languages and foreign cultures are added, which obviously lacks systematic consideration.

2. Professional skills that cross-border E-commerce talents should have

According to the Research Report on "Cross-border E-commerce Talents in China", a qualified cross-border E-commerce talent needs the following skills:

2.1 Basic skills in international trade

The basic skills of international trade are still the business abilities that cross-border E-commerce talents must possess: they can skillfully use foreign languages to communicate and negotiate with customers; Able to reply to relevant business correspondence; Be able to follow up the international trade process: logistics, insurance, customs declaration, inspection and settlement; Be familiar with laws, treaties and practices involved in international trade.

2.2 Basic skills in E-commerce

In addition to the professional ability of import and export customs clearance and business communication of traditional foreign trade talents, talents in cross-border electronic commerce must also be familiar with the operation process of cross-border E-commerce platforms such as Amazon,

AliExpress, Wish and E-bay, and have the ability of online shop operation, customer development, category management, online marketing and international logistics management.

2.3 Computer operation skills

As the medium of cross-border electronic commerce is computer and network platform, cross-border E-commerce talents should have relevant computer operation skills: search engine optimization (SEO), web page design and development, and picture and video processing.

2.4 Data collection and operational decision-making skills

Excellent cross-border E-commerce talents should be able to skillfully use various data analysis software, collect and analyze data through various channels, accurately identify market trends and customer needs, gain insight into the advantages and disadvantages of competitors, integrate online promotion methods from product release to marketing promotion, and make the most scientific management decisions with after-sales service.

3. Problems Existing in International Business Practice Teaching in Chengdu Technology University

The major of international business in Chengdu Technology University was founded in 2013, formerly known as the major of international business and customs declaration. In 2021, it was listed as the provincial first-class major construction site by Sichuan Provincial Department of Education.

Cross-border E-commerce is one of the research directions of this major, and its talent training goal is to cultivate compound and applied cross-border E-commerce talents who are familiar with the characteristics of advanced manufacturing industry, have international vision and master digital business skills.

Since its establishment, the international business major has carried out fruitful exploration and practice on how to train applied cross-border electric businessmen, but there are still some problems in cultivating students' comprehensive practical ability:

3.1 Imperfect practical teaching curriculum system

Since the predecessor of this major was international business and customs declaration (junior college), the design of personnel training program is still based on the adjustment of the previous curriculum system, and the idea of "international trade + E-commerce operation" is adopted to construct the cross-border E-commerce direction curriculum system. This simple "platter-style" curriculum system makes it impossible for students to cross-integrate multidisciplinary knowledge such as international trade theory and practice, cross-border E-commerce practice, network marketing, international logistics and supply chain management, image processing, business data analysis, etc., and it is impossible to form a complete knowledge system, let alone integrate them.

3.2 Teachers lack practical experience, and the construction of "double-qualified" teachers is backward

At present, the teachers majoring in international business in Chengdu Technology University are mainly post-70s and post-80s, 100% of whom have master's degrees, and about 30% have doctoral and overseas education backgrounds. Teachers basically go to the school to teach directly after graduation, and have a solid theoretical foundation. However, they generally lack working experience in cross-border E-commerce enterprises, and there are too many theories in teaching content, so the practical teaching effect cannot be effectively improved.

Although some teachers have obtained some industry qualification certificates, due to the heavy tasks of teaching, scientific research and administration, they do not have the time and conditions to go to cross-border E-commerce enterprises for full-time practice and on-the-job training.

The business elite and management personnel of cross-border E-commerce enterprises have rich practical experience, but it is difficult to invite them to teach in schools due to limited remuneration and difficult time coordination.

3.3 The software simulation is limited and the actual operation is not feasible

Although virtual simulation software can improve students' practical ability to a certain extent, there are still some problems. First of all, the operating rules, functions and environmental conditions of the real cross-border E-commerce platform are constantly changing, and the simulation platform cannot guarantee real-time synchronous update; Secondly, due to the difference between the simulation software and the real platform, it is easy for students to have limited practical ability, unable to fully master the job skills required by cross-border E-commerce enterprises, and need to re-learn relevant knowledge when entering enterprises, which leads to the so-called "secondary learning" problem.

Secondly, there are problems in letting students practice on real platforms, because the mainstream cross-border E-commerce platforms in the market have problems such as high threshold and high fees, and the platforms that can meet the needs of students in school are very limited. For example, AliExpress, Amazon, eBay and other platforms have restricted the registration of individual sellers, and they need enterprise qualifications to settle in for operation. Although Dunhuang and Wish allow individual sellers to settle in, they also begin to require payment of relevant platform fees.

3.4 The depth of school-enterprise cooperation is insufficient and the level of cooperation needs to be improved

In the actual operation process of the off-campus practice base, due to the lack of institutional guarantee and financial support, the needs of all parties are inconsistent, which leads to uneven cooperation willingness: in order to promote students' employment, the school is active in carrying out school-enterprise cooperation; Enterprises are worried about affecting normal operations and increasing operating costs, and are unwilling to accept interns; Students also have a negative attitude because of their low internship income.

At present, the international business major only cooperates with Chengdu Pike Technology Company in the mutual employment of teachers between schools and enterprises. However, the cooperation with other off-campus practice bases is limited to students visiting and communicating with enterprises, and rarely participates in the real operation projects of enterprises, so the level of cooperation needs to be improved.

4. The optimization of practical teaching for cross-border E-commerce

4.1 Building a practical teaching system characterized by data operation

The construction of application-oriented undergraduate teaching system based on data operation practice and the cultivation of students' cross-border E-commerce data operation ability should be promoted step by step from the following levels:

The first level: by offering and perfecting practical teaching courses such as business data analysis and data visualization, students can use Excel, BI and other analysis tools to carry out industry analysis, store analysis, public opinion analysis, etc., and make visual charts and write data analysis reports; Enable students to master the cross-border E-commerce data operation system architecture, data operation process and index dimension;

The second level: On the basis of having the first level of ability, by offering courses such as statistics, big data analysis and mining, students can master relatively solid knowledge of statistics, big data analysis and mining, and can use SPSS, BI and other tools for data clustering and commodity selection analysis;

The third level: On the basis of having one or two levels of ability, students are also required to master Python and other data analysis languages, and can design data analysis and mining models according to the needs of business scenarios. The international business major of Chengdu Institute of Technology can choose the corresponding data-based operation practice teaching content according to the academic situation and teachers.

4.2 Optimize the comprehensive practical teaching content of cross-border E-commerce

International business majors should emphasize cultivating students' comprehensive operation ability and business decision-making ability of cross-border E-commerce, rather than being limited to simple simulation training and operation of a certain platform. Therefore, we can consider introducing decision-making software related to cross-border E-commerce ERP, Optimize the teaching content of the existing cross-border E-commerce comprehensive practice week, get rid of the limitation of single platform training, familiarize students with a series of operation links from international logistics to cross-border E-commerce simulation, and strengthen special ability training such as store management and operation, international logistics and supply chain management, cross-border new media marketing, overseas warehouse management and cross-cultural communication.

4.3 Building the construction of "double-qualified" teachers

To train applied cross-border E-commerce talents, applied "double teachers" is the key. Teachers' practical ability can be rapidly improved through various ways.

First, young professional teachers are required to regularly carry out engineering practice in cross-border E-commerce enterprises; Familiar with platform operation rules and processes to improve cross-border E-commerce operation capabilities;

Second, encourage professional teachers to participate in various cross-border E-commerce trainings and keep abreast of changes in cutting-edge knowledge, skills and rules in the industry;

Third, encourage teachers to lead students to start businesses on various E-commerce platforms and cultivate strong cross-border E-commerce operation capabilities;

Fourth, carry out mutual employment of school-enterprise teachers with off-campus training bases; Professional teachers teach together with business bones and managers of cross-border E-commerce enterprises, jointly develop courses, jointly build teaching resources, and implement the graduation thesis "double tutor" system; Encourage enterprises to participate in the whole process of personnel training;

Fifth, introduce business personnel with experience and strong practical ability in cross-border E-commerce enterprises to enrich the practical teachers.

4.4 Using Industry colleges to build on-campus training courses

Chengdu Technology University is currently negotiating with JD.COM Science and Technology Group on the cooperation of industrial colleges. Once the industrial college is completed, a cross-border E-commerce laboratory in JD.COM can be established in the school, a cross-border E-commerce team for teachers and students can be set up, and some practical teaching contents can be put into the laboratory to complete. Enterprises provide cross-border E-commerce operation accounts, and enterprise managers lead students to participate in online store operation, and complete practical teaching through the integration mode of production, education and research.

5. Conclusion

Application-oriented undergraduate colleges always emphasize the cultivation of practical ability and theoretical knowledge, and highlight the applicability and practicality of personnel training. Practical teaching is still a weak link in the training of undergraduate talents majoring in cross-border E-commerce, Therefore, in the process of personnel training, we must avoid some formal practical teaching forms and the construction of off-campus practice bases, and build a brand-new practical teaching system by cultivating students' data operation ability, optimizing the existing comprehensive practical teaching contents, cultivating "double-qualified" teachers and building on-campus practice bases.

References

[1] Ding Minghua. Government, school and enterprise cooperate to build an innovative cross-border E-commerce practice teaching system [J]. E-commerce, 2019.

- [2] Zhang Yueqiang, Wang Wei, Yang Wenjing, "Research on the Training Mode of International Trade Professionals in Applied Undergraduate Universities under the Background of Cross-border E-commerce", [J]. Journal of Beijing Vocational College of Finance and Trade, 2018 (6).
- [3] Zou Yimin, Gerasimov Ruslan, "Problems and Future Development Trends of Cross-border E-commerce Practice Teaching", [J]. Foreign Trade and Economic Cooperation, 2021 (2).
- [4] Zeng Lanting, Lin Wen, "Analysis of Practical Teaching Mode in Cross-border E-commerce", [J]. Journal of Fuqing Branch of Fujian Normal University, 2020 (12).
- [5] Yang Yafen, Exploration of Innovation and Entrepreneurship Practice Teaching Mode in Cross-border Electronic Commerce, [J]. Foreign Trade and Economic Cooperation, 2021 (2).