Research on the Construction of the Courses System Database of Cross-Border E-Commerce Major in Application-Oriented Universities

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Abstract. Cross-border e-commerce is a knowledge-skill compound specialty, which requires students to have high comprehensive operation and application ability. The traditional classroom teaching mode of “one teacher + one textbook” has been unable to meet the needs of cross-border e-commerce personnel training. According to the business characteristics of cross-border e-commerce, the courses system database of cross-border e-commerce major aims to enhance students’ comprehensive application ability of cross-border e-commerce, which is of great significance to the promotion of the teaching of cross-border e-commerce and the reform of application-oriented undergraduate universities.

Introduction
Cross-border e-commerce has developed rapidly in the world. China has become the world’s largest e-commerce market, accounting for more than 40% of global total transactions. In 2018, the transaction scale reached 8.8 trillion yuan, and it is expected to reach 12 trillion yuan by 2020. The cross-border e-commerce transactions will account for 37.6% of the total import and export volume, and the future development trend will be more rapid. However, with the rapid development of cross-border e-commerce, the shortage of talents is becoming increasingly obvious, which seriously restricts the development of regional economy. According to incomplete statistics, the talent gap in China’s cross-border e-commerce sector, which is estimated to be 450,000, has been increasing at a 39% rate since 2017. In order to cultivate cross-border e-commerce talents urgently needed in the era of global e-commerce, Chinese universities, especially application-oriented universities, are stepping up the construction of cross-border e-commerce courses. Horizontally, at this stage, the construction of cross-border e-commerce courses is still in its infancy. This is a new direction that requires complex knowledge and skills. Universities are crossing the river by feeling the stones. Due to the imperfection of the courses system, many universities still use traditional theoretical teaching methods to teach cross-border e-commerce courses, some of which just use a teacher and a textbook. The weak teaching conditions do not match the abilities that students need to possess in the real and complex cross-border e-commerce market environment when they are employed in real enterprises. However, the courses database of Cross-Border E-Commerce major courses based on cross-border e-commerce business process construction system can meet the needs of application-oriented universities to train cross-border e-commerce composite skilled talents.

Organization of the Text
Database Concept.
At present, with the rapid development of social information technology, computer and network technology is quite mature, which provides technical support for the construction of various databases. The courses system database is actually a small database for Cross-Border E-Commerce major. By accessing this database, we can obtain relevant courses learning materials. The courses system database is composed of several sub-databases, forming a systematic composite database. Based on the school teaching website, the basic teaching database, video database, English communication subject database and examination database in the cross-border e-commerce courses...
system database can be found. These sub-databases correspond to the ability training of “broad
general knowledge, proficient in e-commerce, high English proficiency and proficient in foreign
trade”, and ultimately systematically achieve the goal of cultivating compound, innovative and
developmental high-quality technical and skilled personnel with cross-border e-commerce operation
thinking, cross-cultural international communication ability, innovation and entrepreneurship
ability.

<table>
<thead>
<tr>
<th>Database</th>
<th>Sub database</th>
<th>Training ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses system</td>
<td>Basic teaching database</td>
<td>Broad general knowledge</td>
</tr>
<tr>
<td>Cross-Border</td>
<td>Video database</td>
<td>Proficient in e-commerce</td>
</tr>
<tr>
<td>E-Commerce major</td>
<td>English communication subjects</td>
<td>High English proficiency</td>
</tr>
<tr>
<td></td>
<td>Examination database</td>
<td>Proficient in foreign trade</td>
</tr>
</tbody>
</table>

**Necessity of Establishing Courses Database.**

Cross-Border E-Commerce major covers a series of complex knowledge and skills, including
cross-border e-commerce platform operation skills, cross-border trade and sales skills, cross-border
language and cultural communication skills and comprehensive general knowledge quality. At
present, there are still some problems in cross-border e-commerce teaching, such as imperfect
course system, lack of professional teachers, backward textbook compilation, backward teaching
methods and weak practical teaching environment. Students’ knowledge and skills acquired from
the classroom alone can not meet the teaching objectives and employment needs. It is also
necessary to expand and consolidate the cross-border e-commerce knowledge and skills network in
terms of width and depth with the help of other media and the Internet. The teaching database
includes the functions of preview, review, expansion and “toolbox” to help students directly contact
and absorb cross-border e-commerce updating more complete learning content in key directions,
and stimulate students’ profound learning interest in cross-border e-commerce. Through the study
of the database, students have multi-dimensional contact with the comprehensive knowledge and
skills of cross-border e-commerce, so as to enhance the integrated ability of theory and practice in
the real employment environment. For example, the excellent teaching videos of universities and
social organizations in the video database can help students acquire video learning materials of
cross-border e-commerce from multiple perspectives, students can find conversations and email
templates of English topics in cross-border e-commerce processes in the English exchange subject
database, and students can find the analysis of difficulties of foreign trade links and platform
process in the examination database. The teaching dimension breaks away from a single source, and
continues to extend outward according to the courses database, thus improving the whole courses
system, and expanding and deepening students’ absorption and mastery of knowledge and skills of
cross-border e-commerce. In this way, compound, innovative and developmental high-quality
technical and skilled personnel with cross-border e-commerce operation thinking, cross-cultural
international communication ability, and innovation and entrepreneurship ability can be trained.

**Construction Principles of Courses Database.**

The courses system database of Cross-Border E-Commerce major is a collection of learning
materials for students, aiming at improving the comprehensive application skills of cross-border
e-commerce. The construction of courses database should follow the following principles:

**Systematicness.**

All database data should be in line with the training program for cross-border e-commerce
professionals. The sub-databases in the courses database are relatively independent but
complementary to each other to form a complete database system.
Applicability.
The content of database is designed and selected according to the business process and important links of cross-border e-commerce. It meets the talent requirements of the real workplace of cross-border e-commerce industry, so that students can apply what they have learned.

Effectiveness.
Cross-border e-commerce platform rules and foreign trade rules are updated. The “expired” content should be removed from the database regularly, and the learning content should be updated in real time.

Student-Centered.
The construction of courses database should be student-centered and designed around students’ needs. Before constructing the database, the school needs to find out the students’ learning situation, learning difficulties and learning needs, and plan the content of the database according to the average acceptance level of the students. On this basis, “personalized teaching” content should be developed to meet the learning needs of students with different levels and learning styles.

Contents of Courses Database Construction for Cross-Border E-Commerce Major.
The courses database of Cross-Border E-Commerce major consists of four sub-databases. The sub-databases cooperate with each other and improve the knowledge and skills of cross-border e-commerce in a multi-dimensional way. They provide students with a three-dimensional comprehensive learning framework network, which together acts on students’ understanding and mastery of the professional courses.

The four sub-databases of cross-border e-commerce courses database are:

Basic Teaching Database.
The basic teaching database includes teaching materials, syllabus, teaching plan, teaching calendar, courseware, reference materials and expanded bibliographic database. The basic teaching database is the basic database of cross-border e-commerce courses. It is the combination of in-class teaching and extracurricular development to meet the needs of students to consolidate the foundation in class and timely enhance broad general knowledge. The selection of textbooks, reference materials and expanded bibliographies, the revision of teaching syllabus, the improvement of teaching plans and courseware firstly come from the accumulation in the teaching process, which is adjusted according to the subject development and students’ learning situation. The second is to visit peer colleges with certain achievements to learn their teaching ideas and methods. The third is to participate in cross-border e-commerce teaching related meetings, and learn the most advanced experience. Students can easily find the syllabus and teaching calendar of their major and understand the teaching arrangement and progress by logging on to the basic teaching database. They can also review each lesson through reviewing the teaching plan. Reference materials and expanded bibliography can help students acquire effective learning materials after class and supplement and expand the knowledge in class. The basic database is the process of combing the knowledge system of cross-border e-commerce, and plays an important role in laying the foundation.

Video Database.
Video database is the enhancement of the ability of the “proficient in e-commerce”, including video lessons for this major, as well as online MOOC and online courses related to other colleges and organizations. The supporting video course is tailor-made for the major, and its function is to give students preview before class, review after class and online practice, so as to deepen their understanding of the connotation of the course. Teachers can create more diversified teaching methods through the cooperation of traditional classroom teaching and video lessons developed by their own major. For example, the use of video lessons for flipped classroom learning, and the use of video lessons to assist the completion of homework can achieve better teaching and learning results. The online MOOC and online courses are a supplement to the existing teaching resources, broadening students’ vision and thinking, and making students understand more diversified new development trends of cross-border e-commerce. For example, students can go directly to major cross-border e-commerce platforms to learn more concentrated operation skills and methods.
through video learning platform rules and experience or finding training videos of cross-border e-commerce training institutions. Compared with traditional classroom teaching, video database is more flexible and autonomous. Through the network, students transcend the limitation of time and space, and adopt the advantages of various schools to get what they need, so as to make up for the singularity and limitation of classroom teaching.

**English Communication Subject Database.**

English communication subject base corresponds to the goal of “proficient in foreign language”, which mainly includes English conversations, e-mail cases, model texts, audio and video in cross-border e-commerce transactions and communication links. English is an indispensable tool in cross-border e-commerce. It is the biggest difference between domestic e-commerce and cross-border e-commerce, and is a mountain that students need to cross when they learn cross-border e-commerce. The pre-sale, on-sale and after-sale links of cross-border e-commerce must use English to communicate with customers, e-mail communication and even face-to-face negotiation. The front and background operation and promotion process of cross-border e-commerce platform also need English reading comprehension, document writing and multi-cultural communication skills. The English communication subject database formed through the arrangement of various topics can effectively reduce students’ fear of English. Under the guidance of the cross-border e-commerce English learning syllabus of the English communication database, English learning is no longer limitless. When students learn a topic, they can acquire the practical English application skills of the topic, which greatly enhances their confidence in learning cross-border e-commerce English. English communication subject database can also be used as a tool library directly. Students can open the library to find appropriate topics and use them. The effect of learning and business realization is very high, which stimulates students’ interest and enthusiasm in cross-border e-commerce English learning.

**Examination Database.**

Examination database helps students to be proficient in foreign trade, which is designed mainly for the platform operation skills of cross-border e-commerce and the difficulties in the process of foreign trade transactions. It is the basic skill for students of Cross-Border E-Commerce major to do well in cross-border e-commerce work. Platform operation skills and foreign trade transaction process knowledge points are cumbersome and difficult, for example, only one-way learning and absorption without practice can not really grasp each small knowledge points. With examination database, students can find out the deficiencies of knowledge through a lot of exercises, find out the omissions and fill the gaps, and consolidate the foundation of knowledge points. In addition to collecting and sorting out exercises in professional theory books, they can also learn from cross-border e-commerce practitioners, find problems and difficulties encountered in actual practice, and assemble exercises information in real cases. The examination database needs to be updated regularly. While ensuring the scientificness and unity of the examination database, the multiple assessment mechanism of teaching effect should be improved. Especially important is that the construction of the examination database should have corresponding accountability and incentive and restraint mechanism. The proportion of the examination database to be updated and eliminated every year should be stipulated in principle, as well as the application objects and modes of different types of test database.

**Summary**

In a word, the construction of cross-border e-commerce courses system database will directly affect the teaching form, teaching quality and teaching effect of cross-border e-commerce courses, determine the development and reform depth of cross-border e-commerce major in application-oriented universities, and affect the training effect of cross-border e-commerce talents in regional economy. The construction of cross-border e-commerce courses system database needs continuous exploration and innovation, improvement and perfection by cross-border e-commerce teaching practitioners. After the completion of a relatively perfect courses system database, the operation and management work should be strengthened to make it play the greatest role.
References