

# Exploration and Analysis of Cross-border E-commerce Talents Training under the Mode of Industry-Education Integration in Vocational Colleges

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**Keywords:** Vocational colleges, production and education integration model, cross-border e-commerce, talent training.

**Abstract:** With the wide application of big data and information technology, cross-border e-commerce as a new international trade situation, the development speed has significantly improved. However, China's cross-border e-commerce enterprises still have talent shortages, and mismatches with jobs, which seriously hinder the development level of cross-border e-commerce. In view of this, this paper conforms to the new trend of national trade development, analyzes the problems existing in cross-border e-commerce talent training, and then proposes countermeasures for cross-border e-commerce talent training in vocational colleges under the mode of integration of production and education. Provide theoretical reference for the cultivation of e-commerce talents.

## 1. Research background

### 1.1 Literature review

At present, e-commerce has broken through time and space restrictions, and its development prospects are extremely broad. Therefore, the expansion of the e-commerce industry in cross-border business is becoming more and more important, but the composite talents that meet the business needs are still scarce. Up to now, there are 700 colleges with e-commerce majors, but the education of cross-border e-commerce in major universities is still lagging behind. Due to the backwardness of teachers and teaching materials, teaching still lacks practical and scientific (Meng, 2015). Since school education has not been adjusted with market orientation as a reference, the cultivated talents and the market need to be completely out of touch. Regarding the content of cross-border e-commerce, students have never had a correct and clear understanding, resulting in a serious shortage of compound talents (Li and Huang, 2017). Under the influence of emerging information technology, some scholars have found that the backwardness of college education not only affects the development of cross-border e-commerce, but also seriously affects the employment of graduates, which is not conducive to the efficient development of cross-border e-commerce enterprises (Liang, 2017). In the context of the rapid development of international trade, universities and e-commerce companies have become the key issues facing the Chinese trade industry on how to train qualified compound talents and how to retain compound talents (He, 2017). In the context of the transformation of international trade from the traditional to the emerging model, cross-border e-commerce gradually develops new retail trade methods for consumers. Therefore, this paper hopes to propose corresponding solutions to the development of cross-border e-commerce through the exploration of existing apprenticeship, teaching factory and entrepreneurial combat mode to promote the efficient development of cross-border e-commerce in China (Deng, 2017).

### 1.2 Purpose of research

With the development of global economy, cross-border e-commerce appears as the main way of people's daily life consumption, and people can enjoy high-quality goods from all over the world without leaving home. Under the call of the state, traditional e-commerce companies and foreign trade enterprises have stepped into cross-border e-commerce business, making cross-border e-commerce ushered in a period of rapid development. Due to the rapid development of cross-border e-commerce, the scarcity of cross-border e-commerce talents has also been exposed.

The scarcity of talents has seriously affected the development of cross-border e-commerce enterprises in China. Therefore, as a high-quality training cradle, higher vocational colleges need to combine the needs of the current market to explore a talent training method based on the integration model of production and education, in order to create more economic value for cross-border e-commerce enterprises.

## **2. The goal and requirements of cross-border e-commerce talent training**

Since the implementation of the “100 Schools and Thousand Cities” program in Alibaba, Chinese universities have paid more and more attention to cultivating cross-border e-commerce professionals and gradually clarifying the training objectives of cross-border e-commerce talents. At the same time, all forces, including businesses, universities and governments, are driving this work and providing the foundation for cross-border e-commerce. In the development of recent years, the status and weight of cross-border e-commerce has been increasing, and its platform is also growing.

Cross-border e-commerce is a special form of e-commerce. Both parties rely on electronic information technology to realize transactions. It is a new way of import and export trade(Wu, 2016).Cross-border e-commerce can be divided into three categories, the first category, B2B mode(business to business).The second category, B2C mode(business to customer).The third type of C2C mode(customer to customer).Under normal circumstances, higher vocational colleges will classify students' professional ability and occupation. In terms of the future career orientation of cross-border e-commerce, related employment agencies such as lending companies, e-commerce companies, import and export enterprises. E-commerce students in higher vocational colleges can choose a variety of employment directions(Chen, 2018).When cultivating cross-border e-commerce students, higher vocational colleges must be targeted and specific. For example, students should have strict requirements for their professional, social, and methodological abilities. Especially for professional ability, we must have the following capabilities. First, the import and export business can be handled independently. Second, it is possible to carry out customs declaration and inspection operations. Third, the market can be investigated and analyzed, as well as marketing programs. Fourth, manage and operate foreign trade e-commerce. For social ability, it is required that the talents cultivated by higher vocational colleges have the ability to analyze and solve problems, as well as self-control and ability to continue learning(Chen, 2014).

At present, the mainstream of cross-border e-commerce is small and small, and the talents who can effectively use the Internet to participate in transnational business activities are very rare. Therefore, we should vigorously promote the concept of integration of production and education, and strengthen cooperation between enterprises and schools. Realize the docking of professional standards and teaching content, and finally cultivate a compound talent with rich comprehensive knowledge, skilled operation and high professional level.

## **3. Problems in the training of cross-border e-commerce talents**

### **3.1 Unclear goals and positioning for cross-border e-commerce talent development**

One of the training methods for international trade and e-commerce is to continuously improve the cross-border e-commerce profession. It can be explained that cross-border e-commerce is not stable enough on the basis of training. Therefore, in view of the fact that the cross-border e-commerce profession is not in the professional catalogue, it is difficult for universities to grasp the key points in the formulation and content of the curriculum. In the current curriculum, the teaching of cross-border e-commerce is only superficial. It is this mode of teaching that the university's positioning, goals, and programs for compound talent training are not clear. Moreover, due to the short-term development of cross-border e-commerce, colleges and universities still have certain limitations on cross-border e-commerce. In addition, colleges and universities have not made long-term analysis of the development of regional economy, just want to meet the needs of market talents. As a result, courses offered often fail to achieve the desired teaching results. Colleges and

universities have not considered the actual needs of cross-border e-commerce, and have different emphasis on the professional curriculum. For schools, if the cross-border e-commerce profession is arranged under the e-commerce profession, the curriculum content should be tilted in proportion to the technical aspects; on the contrary, if the cross-border e-commerce profession is arranged under the international trade profession, then the course content should be biased management.

### **3.2 Lack of cross-border e-commerce professional faculty**

In vocational schools, the team of teachers in cross-border e-commerce is often composed of three majors: business English, e-commerce, and international trade. They combine this knowledge and teach students. But teachers who are proficient in their operations are scarce, even teachers with cross-border e-commerce experience. Forcing the integration of knowledge from different professions leads to the lack of synergy, consistency and systemic knowledge imparted to students. Therefore, the teaching of cross-border e-commerce in colleges and universities is still on the surface. Therefore, the teachers of cross-border e-commerce often have problems of “no practical operation”, “no practical experience” and “no theoretical knowledge”. Teachers lack systematic theoretical and practical teaching methods, resulting in poor student resilience, lack of practical operations for online store promotion, image processing and so on. Therefore, China's current training of cross-border e-commerce talents relies more on social forces. Higher vocational colleges cooperate with mature cross-border e-commerce companies such as Alibaba to jointly train students.

### **3.3 Lack of practice for college cross-border e-commerce students**

When colleges and universities are training cross-border e-commerce, they usually use simulation teaching software to train students in e-commerce and cross-border e-commerce. This virtual platform virtualizes product trading and trade negotiations, but still has a gap with actual operations. Cross-border e-commerce requires extremely high levels of practical skills for students. Therefore, if you only stay in the virtual operation and do not let the students carry out the operation of the real project, then the knowledge that the students learn only flows on the surface form, it is difficult to apply the knowledge learned in practice, and it is difficult to achieve the job. Matching ultimately leads to a disconnect between what is learned and the actual operation.

## **4. New thoughts on cultivating cross-border e-commerce talents under the mode of production and education in vocational colleges**

### **4.1 Constructing a reasonable talent target**

Cross-border e-commerce professionals have broad employment prospects, and employment types include import and export trade, electronic customs declaration, online marketing and cross-border e-commerce. The high-level cross-border e-commerce compound talents cultivated by universities are widely employed. Schools should set different courses for talents based on the actual needs of enterprises. Courses should be biased towards practical operations. Higher vocational colleges can be divided into four types of courses, including professional basic courses, practical courses, basic culture courses, and practical courses for cross-border e-commerce platforms. In addition, students need to strengthen their ability to apply English skills.

### **4.2 Improve the quality of cross-border e-commerce professional teaching**

The mode of integration of production and education is based on the actual talent needs of enterprises. In order to make the talents of college education more in line with market demand, the talent demand side and the training side need to cooperate. Only the joint efforts of higher vocational colleges and e-commerce companies will make the cultivated talents more practical. To build a high-level e-commerce talent requires an employment-oriented cooperation platform to achieve the training goal. The integration of production and education needs to be based on the talent needs of the company. The two sides actively communicate and exchange, and work out the training plan according to the actual situation. Only in this way can we cultivate qualified

cross-border e-commerce composite talents. In order to enable students to better understand the needs of e-commerce companies, colleges and universities can invite e-commerce executives with rich practical experience as part-time teachers of the school. Therefore, it is necessary to reform the curriculum based on the integration model of production and education, improve the quality of training, and finally achieve the goal of qualified personnel training.

### **4.3 Strengthening the quality of teachers**

For cross-border e-commerce teaching quality, an excellent cross-border e-commerce teacher team is extremely important. In the process of cultivating cross-border e-commerce talents, we should pay attention to the formation of the teaching team so that the training objectives can be achieved. Among the reasons why the integration model of production and education cannot be carried out in depth, the teaching task of teachers in higher vocational colleges is too important. Therefore, teachers do not have enough time to conduct in-depth investigations on the e-commerce enterprises, and they cannot understand cross-border electronic real-time. The latest news of business. Therefore, in order for teachers to actively learn cross-border e-commerce related knowledge, colleges and universities should establish reasonable norms for teachers. In this way, the professional quality of e-commerce professional teachers can be improved.

### **4.4 Establish a cross-border e-commerce and education integration mechanism**

Higher vocational colleges should innovate the integrated education system of production and education, so as to improve the specific management measures for the integration of cross-border e-commerce. In order to make the talents cultivated through the mode of integration of production and education more humane and scientific. The school needs to guide and assist students in scientific evaluation of the internship results. In the process of internship, colleges and universities need to pay attention to the process of integration of production and education. Universities and e-commerce companies work together to create an effective mechanism for the integration of production and education.

### **4.5 Apply appropriate assessment methods**

Colleges and universities need to deeply subdivide the various requirements of the pre-planning. In the process of cultivating cross-border e-commerce talents, students should not be able to assess their abilities on a one-sided basis only through test scores. Practice training also needs to be assessed. Therefore, the university rating system also needs to be reformed, and the practical ability assessment is added to the final score. The ultimate goal of practical training is to equip students with the ability to apply what they have learned at work. For example, transaction simulation of different roles, how to effectively conduct network surveys, and methods of cross-border e-commerce promotion.

## **5. Conclusion**

In summary, traditional e-commerce talents are no longer competent for current cross-border e-commerce companies. In this context, vocational colleges, as an important base for talent transfer, are responsible for cultivating comprehensive cross-border e-commerce talents. By analyzing the problems existing in the process of cross-border e-commerce talent training in China, and in the mode of integration of production and education, the countermeasures for cross-border e-commerce talent training are proposed, which is conducive to improving the professional quality of cross-border e-commerce talents and promoting cross-border e-commerce industry. Development process.

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