

# Research on Practice Teaching Reform of International Economics and Trade Major

Lijin Chen

Fuzhou University of International Studies and Trade, Fuzhou, China

**Keywords:** Practice Teaching Reform, International Economics and Trade Major

**Abstract:** With the rapid development of China's foreign trade, the quantity and quality of the market's demand for professionals are constantly expanding and improving. How to cultivate "seamless docking" application talents with strong operational ability and direct service to the local economy is the top priority. Promoting practical teaching reform is an inevitable trend in the development of international economics and trade majors, as well as an inevitable demand for improving the employment competitiveness of students in this major.

## 1. Introduction

With the rapid development of China's foreign trade, the quantity and quality of the market's demand for international trade professionals are constantly improving. According to the "Opinions on the Evaluation of Undergraduate Teaching in Ordinary Colleges and Universities" issued by the Ministry of Education, colleges and universities need to promote educational reform, improve the quality of personnel training, and improve the ability of undergraduate teaching to serve the needs of economic and social development and the needs of comprehensive development of people. Therefore, in the teaching of undergraduates, it is necessary to attach great importance to the role of practical teaching, so that practical teaching and theoretical teaching can develop together and complement each other, and promoting practical teaching really becomes an important means to improve students' practical skills.

The characteristic of international economics and trade major is its strong applicability. Practical teaching plays an irreplaceable and important role in improving students' core competitiveness. It is the key to the cultivation of applied talents. In the current reality, the training of international trade professionals generally pays more attention to the teaching of trade theory knowledge, and lacks the due attention and investment in the practical teaching of international trade. In the course of teaching, the international trade major pays more attention to the teaching of international trade theory, emphasizes the systematic and cutting-edge development of the theory, focuses on the analysis of the causes and mechanisms of the formation of international trade, and pays less attention to practical teaching [1-2]. With the increasing demand, the original training mode of "focusing on theory and ignoring practice" can no longer meet the market needs. The essence of practical teaching is an important supplement to the teaching of international trade theory. Therefore, we must keep pace with the times and actively promote the reform of practical teaching. Undergraduate students can continue to strengthen their understanding and experience of international trade import and export practice with the help of a variety of practical teaching methods such as cognitive practice and comprehensive import and export training, and deepen their understanding of international trade theory.

In the post-financial crisis era, on the one hand, we are facing the rise of foreign trade protectionism, on the other hand, we are facing the transformation and upgrading of domestic manufacturing, and the trade development model and trade structure are changing. This requires colleges and universities to keep pace with the times and adjust in time, the training objectives and models of international trade professionals make international trade graduates meet the needs of market and social development. Therefore, the reform of practical teaching in the international trade major needs to be promoted urgently, and the old training model of neglecting practical teaching

must be broken. Practical teaching reform of international trade major is a complicated and systematic project. In order to effectively promote the effectiveness of reform, colleges and universities should recognize the current status and existing problems of practical teaching of international trade major, promote the formation and consolidation of new models and new systems, and strengthen the practice. The construction of teaching faculty, strengthening the construction of off-campus internship bases, and reforming the assessment methods of the Practical Courses of International Trade to promote the smooth progress of the practical teaching reform of International Trade.

## **2. Practical Teaching Status of International Economics and Trade**

At this stage, the practical teaching of international economics and trade majors in domestic universities includes two aspects: on-campus practice teaching and off-campus practice teaching. The on-campus practice teaching method includes foreign trade simulation laboratory classroom case teaching and simulation training. Foreign trade simulation laboratories usually use foreign trade training simulation software [3]. In general, a comprehensive import and export trade business process is used as the main teaching line. With the guidance of teachers and the assistance of simulated practice platforms, students are involved in import and export trade business links. China plays various roles, such as trade suppliers, trade importers, and trade exporters, who conduct detailed import and export trade activities. In the field of international economics and trade practice teaching planning, some schools choose the teaching method that combines theory and practical teaching, that is, teachers teach theoretical knowledge in the foreign trade simulation laboratory class, and students combine teacher teaching knowledge. Through the foreign trade simulation software, the practical control of the system and verification is carried out.

At this stage, the practical teaching of international trade majors in colleges and universities in China is divided into two modules: on-campus and off-campus. Among them, on-campus teaching practice mainly includes simulation training and international trade simulation laboratory, usually under the leadership of the teacher, using simulation software to familiarize with the full set. The import and export foreign trade business process, the students operate the corresponding simulation software under the guidance of the teacher, and can also simulate various roles that act as import and export trade links, such as exporters, importers, suppliers, etc., and truly master the completion of an import and export. There are several links that trade needs to go through and various roles that need to be reached. Generally speaking, the content and procedures of on-campus teaching practice are better controlled, but off-campus internships will allow students to face social reality and promote students to master various foreign trade practical skills in complex situations. In general, the current practice teaching of international trade majors in colleges and universities mainly includes the following three modes:

First, set up corresponding practical teaching courses for international trade majors, for example, import and export practice operations, foreign trade bill verification, etc., and divide all links that may be involved in international trade practice into sub-units based on "projects and tasks". In a given time, let students actively practice and explore to develop foreign trade practical skills; in addition, they use various foreign trade practice software and simulation laboratories to simulate international trade situations, and let students become familiar with the role of foreign trade business. How foreign trade operations and processes operate in practice.

Second, carry out graduation internships. Most colleges and universities arrange 6-8 weeks of international trade students for graduation internships, usually in the second semester of senior year, mostly using a combination of scattered internships and concentrated internships. Decentralized internship is where students find their own internship units. Due to the various differences of individual students, some students cannot find professional counterparts. Centralized internship is that the school uniformly arranges and organizes one or several internship units for students, which basically guarantees professionalism. Counterpart, but this method faces great difficulties in practice. First, it is difficult to find a counterpart internship unit who is willing to accept interns. Second, the company has a limited staff capacity and organizes student internships in batches.

There are not many students who can really contact the import and export business. Greatly reduce the effectiveness of practical learning.

Third, organize and participate in actual competitions of international trade at all levels. Organize students to participate in international trade practical skills competitions at all levels, consolidate the effectiveness of practical teaching, deepen students' understanding of foreign trade practices and processes, accumulate foreign trade practice experience, and lay the foundation for going to work in the future. Students participating in foreign trade practice skills competition will encounter various simulation import and export risks and exposure to various business environments, which can deepen their understanding of the theory of international trade, give them insight into the rules of social competition in advance, and promote teamwork Spirit cultivation and formation. In addition, by organizing and selecting students to participate in international trade competitions at all levels, they can stimulate students' enthusiasm for learning, improve their learning status, and effectively promote the growth of practical skills.

### **3. Problems in the Teaching Process of International Economics and Trade Practice**

The scientific content of theoretical courses at this stage, although some colleges and universities in China have established many theoretical teaching courses in international economics and trade, the lack of logical hierarchy in the overall framework of these theoretical teaching courses has made these theoretical courses into large names and small capacities. Situation, the theoretical course "remains in name only." At the same time, the content of these theoretical courses still has a lot of repetition, resulting in insufficient depth and continuity of the course content, and the theoretical classrooms are mostly traditional one-way indoctrination teaching. Even though most of the teaching will use cases to cooperate with theoretical teaching, it is restricted by the school hours. The selection of cases is usually too simple, and it is difficult to effectively connect with the comprehensive and complex trading environment. The theoretical curriculum content is seriously lacking in science.

Problems of laboratory resource utilization Although all major universities have established international trade professional laboratories based on the computer network at the current stage, due to the lack of internship software and other related factors, colleges and universities are still stuck at simulating all aspects of foreign trade documents at this stage. The single step of filling in has not yet constructed a human-machine interactive simulation scenario teaching method. Students cannot complete all aspects of the trade business independently through laboratory conditions and creating scenarios. The practical teaching effect is not satisfactory.

Classroom teaching in practical teaching of the quality of teaching faculty has very high requirements for teachers' foreign trade business and foreign trade practical experience. However, at this stage, most of the teachers in colleges and universities are young teachers and have no work experience in real foreign trade. Even older teachers who have many working experiences in foreign trade enterprises have been separated from the actual foreign trade business for a long time. They have not fully understood the new developments in the foreign trade field, and the quality of the teaching staff is lacking, which makes it difficult to effectively teach international economics and trade practice. Unfold.

At the current stage of internships in off-campus enterprises, some universities continue to expand, resulting in a sharp increase in the number of school enrollment, and the limited number of off-campus internship bases in the school makes students' practice teaching and training platforms inadequate. More than 10 have a negative impact on the effectiveness of practical teaching.

### **4. The Basic Idea of Practical Teaching Reform of International Trade Specialty**

At present, the training objectives of international trade majors in colleges and universities are mainly to train the system to master the basic theories, knowledge and skills of international economy and international trade, be familiar with the prevailing international trade rules, laws and practices, and master the knowledge and skills of business management. Strong communication

skills, able to engage in professional talents in international business operation and management in various enterprises and institutions. With the rapid development of China's economy, especially the use and popularization of Internet technology, traditional international trade methods have undergone changes [4-5]. With its huge development potential, cross-border e-commerce is subverting the traditional import and export model and becoming a new foreign trade development. Growth points and new impetus. This requires us to keep pace with the times, reform the existing international trade professional talent training model, and supplement and perfect the talent training program to adapt to the new changes in the development of foreign trade in the "Internet +" era. At present, China has clarified the development strategy of "Innovation and Entrepreneurship", and the Ministry of Education has repeatedly emphasized that colleges and universities should strengthen innovation and entrepreneurship education and cultivate the innovation consciousness and entrepreneurial ability of college students. According to the nature and business characteristics of the international trade profession, combined with the changes in the needs of enterprises for international trade professionals, we believe that the target positioning of international trade professionals training should not be solidified and vague. It is necessary to strengthen the connection between profession and industry, profession and industry, profession and post, so that the hands-on ability of the training object is strengthened. Specifically, it is to reform the practice teaching link, strengthen the combination of practice simulation and actual combat teaching, realize the transformation and upgrade of practice teaching from simulation to actual combat, and solve the problem of the disconnection between import and export simulation and actual combat teaching; give full play to schools and enterprises Respecting their respective resource advantages, improving the efficiency of running schools, solving the problem of the disconnection between school training and enterprise resources; realizing the mutual integration and promotion of employment and entrepreneurship, and solving the problem of the disconnection of graduates 'employment and entrepreneurship; Solve the problem that students' professional ability, comprehensive quality and the needs of employers are disconnected. In a word, it is to reform and innovate the practical teaching around solving the "four disconnections".

The improvement of the talent training model is mainly achieved by modifying and perfecting the talent training program. It is embodied in the adjustment and innovation of a series of related contents such as the planning and setting of the curriculum system, as well as practical teaching links. Today, with the rapid development of cross-border e-commerce, talent training programs must keep pace with the times to adapt to changes in market demand for talent. According to the market's requirements for the quality of talents, the corresponding courses and practical teaching links of international trade majors are set. The focus is to break through the constraints of the original talent training model, adjust the planning and setting of the curriculum system, and reform the practical teaching links.

The innovative training method is to promote "open the door to run schools, connect production and education", make full use of all social resources, especially corporate resources, and achieve "resource sharing, mutual openness, mutual integration, and the formation of a community of interests." Schools are producers of talents, and enterprises are demanders of talents. The formation of a natural close relationship between supply and demand is the basis for a seamless connection between production and sales. In recent years, many companies have closely linked the development of enterprises with the demand for talents, realizing that the competition of enterprises is ultimately the competition of talents. Therefore, the school's practical teaching must "go out" and "introduce", not only to establish a large number of off-campus training bases, but also to "introduce" the training bases, school-enterprise cooperation and mutual benefit.

## **5. Improving Measures for Practical Teaching Reform of International Trade Major**

Establish and perfect a systematic practical teaching system. Practical teaching should aim at cultivating and improving students' professional practical skills. The realization of this goal needs to establish and perfect a systematic practical teaching system as a backing. In the course setting, a practical teaching link based on the perceptual cognition of professional practical skills is set up

during freshman year, which can organize students to visit foreign trade enterprises, so that students can initially understand the contents of import and export trade practices; set up international trade practices and foreign trade in sophomore and junior Correspondence, import and export commodity declaration and inspection, and other professional courses, and arrange on-site experimental courses and scene training according to the course content and schedule; in the junior and senior years, by arranging practical teaching content such as comprehensive internships and graduation internships, students are comprehensively improved Skills to develop foreign trade practice. Through the establishment and improvement of a systematic practical teaching system, the content and requirements of international trade practice teaching are gradually carried through the university for four years, and truly cultivate high-quality foreign trade talents with high foreign trade practice skills and professional accomplishments.

Strengthen the construction of practical teaching teachers. To improve the effectiveness of practical teaching, it is necessary to strengthen the construction of practical teaching teachers: on the one hand, encourage and organize teachers to conduct research and foreign trade enterprises to participate in the practice, improve the practical operation skills of foreign trade, make up for the lack of practical skills of college teachers, and improve the quality of practical teaching ; On the other hand, the professional department can organize outstanding employees of foreign trade enterprises to participate in practical teaching, pay attention to the effects of student simulation exercises, and make real-time comments, and can also invite business people with rich foreign trade practical experience to tell personal cases and analyze common problems in international trade practice and their Optimal handling methods to improve students' emergency response capabilities in foreign trade practice.

Strengthen the construction of off-campus practice bases. Colleges and universities should strengthen cooperation with enterprises, promote students to obtain professional counterpart internship opportunities, sign long-term and stable internship base cooperation agreements, and can provide corresponding subsidies to off-campus internship bases to enable students to enter professional counterpart companies and departments for internships and exercises to promote The improvement of foreign trade practical ability; colleges and enterprises can coordinate to formulate specific internship programs to make students truly familiar with the import and export business process, and promote the connection between the school's practical teaching and the needs of corporate talents. In addition, the school can use alumni resources to expand the number of off-campus internship bases, provide students with more platforms, and improve the quality of practical teaching.

Reform the assessment method of practical courses for international trade. At present, the international trade practice courses mainly use examinations as the main assessment method, which is more focused on the assessment of theoretical knowledge and the assessment of practical skills is insufficient. In order to promote the reform of practical teaching, a variety of assessment methods can be adopted: on the one hand, to obtain professional qualifications to replace the corresponding practical courses, decompose the knowledge and skills required by customs brokers, documentaries, inspectors, etc. into international trade practical courses In order to achieve "promote teaching with evidence" and "promote learning with evidence"; on the other hand, encourage and organize students to participate in foreign trade practical skills competitions such as the "POCIB College Students National Foreign Trade Practicability Competition", and integrate the content of previous competitions into the course assessment In order to make the course assessment more in line with the actual needs, realize "promote teaching by competition" and "promote learning by competition", and form a diversified and flexible situation of practical teaching evaluation.

## **6. Conclusion**

All in all, the practice teaching reform of international economics and trade major is a very complicated systematic project. Universities should fully recognize the current phase of international economics and trade major teaching practice problems in the process, continuous special research and research, constructing a new curriculum system, strengthening the construction

of on-campus laboratories, strengthening the construction of practical teaching teachers, strengthening the construction of off-campus practice bases, and actively promoting the smooth implementation of practical teaching reform in international economics and trade, in order to realize the effectiveness of the practice teaching reform of international economics and trade major.

## References

- [1] Ding Feng. Exploration of practice teaching reform in international economics and trade specialty [J]. *Foreign Trade and Economics*, 2014 (3): 144-145.
- [2] Yuan Yuan. Research on practical teaching reform of international economics and trade major in applied undergraduate colleges [J]. *Shopping Mall Modernization*, 2012 (21): 9-10.
- [3] Weng Wei. Practical teaching reform of international economics and trade specialty [J]. *Academic Exploration*, 2013 (10): 153-156.
- [4] Zheng Yajuan, Yang Lunqi. Analysis of the status quo and countermeasures of talent training in international trade—based on port-oriented economy [J]. *Heilongjiang Higher Education Research*, 2008 (11).98
- [5] Liu Hancheng. Comparative analysis of practical teaching of international economics and trade specialty between China and the United States [J]. *Journal of Huanggang Normal University*, 2005 (4). 23