

Research on the Construction of “E-Commerce” Practical Training Course System in Higher Vocational Colleges under the Coordinated Promotion of Schools and Enterprises

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Abstract: Vocational colleges serving regional economic development have successively opened cross-border e-commerce majors, or transformed their original majors to add this direction. However, the construction of the curriculum system is still in the exploratory stage, and there are various problems in the course teaching. The purpose is to explore a reference and operability teaching mode and curriculum system for e-commerce majors in higher vocational colleges, and propose the establishment of an e-commerce training curriculum system under the school-enterprise dual-subject mode. Set up a "double-qualified" teacher team with practical experience, build a practical and practical training platform with enterprises, and at the same time integrate innovation and entrepreneurship education into professional education, school-enterprise collaboration, and jointly explore a new model of entrepreneurial cross-border e-commerce talent training.

Keywords: *E-Commerce, Practical Training Course System, Coordinated Promotion*

I. INTRODUCTION

The era of "Internet +" has brought new challenges and opportunities to the development of vocational education in China. Cultivating cross-border e-commerce (hereinafter referred to as "cross-border e-commerce") talents with three abilities of foreign trade, e-commerce and foreign languages, serving the development of regional economy, has become the top priority of the teaching reform and practice of cross-border e-commerce majors. . . Japan's "industry-university cooperation" is an educational model with the main purpose of cultivating applied talents suitable for production, construction, management and service by utilizing the different educational resources and educational environments of schools, industries and enterprises. The original intention of the Japanese business community to actively cooperate with the school is to quickly obtain the scientific and technological talents and scientific research services that the enterprise needs. The results of the cooperation not only benefit the enterprise, but also benefit the school greatly, forming a win-win model. The rapid development of cross-border e-commerce has led to the emergence of a large number of small, medium and micro cross-border e-commerce specialized enterprises. At the same time, a considerable number of foreign trade companies and manufacturing enterprises have been transformed. The number of cross-border e-commerce companies has increased sharply, coupled with the stimulus of government policies. and guidance, various agglomeration platforms such as cross-border e-commerce industrial parks and entrepreneurial parks have sprung up like mushrooms after a rain.

Through interviews, it is found that some students' learning concepts need to be changed, which is mainly reflected in: they equate theoretical learning and practical operation with knowledge memory. Teachers ask students' understanding and mastery of knowledge by asking questions, and it seems that they can't find any problems. However, when students are required to conduct practical training operations, they will learn various information related to their future careers, broaden their knowledge and broaden their horizons; provide students with opportunities to examine their own abilities by participating in practical work, which will help students The choice of employment, although the successful practice of "school-enterprise dual main body" in developed countries in the world can be learned from, but we cannot copy it all. In addition, the number of graduates who can be potential training objects for students majoring in foreign languages, e-commerce, international trade, and business management is also seriously insufficient. In the survey sample of this research group, nearly 85% of the interviewed companies said that there is a serious shortage of talents at present, and about 15% of the companies expect that there will be a talent gap in the next 1-2 years. Therefore, the cross-border e-commerce training rooms of many colleges and universities are in the state of declaration, declaration and construction, which cannot meet the actual needs. Third, the construction of the training room also involves site issues.

Most vocational colleges cover a small area, even those that have built new campuses. In recent years, the teaching of e-commerce majors in higher vocational colleges in my country has learned from some successful foreign experiences, adjusted some of the course content, strengthened the practice link, and achieved Some achievements have been made, but in the overall curriculum system, the subject-based thinking still has an important impact on the curriculum system of higher vocational e-commerce majors. The number of graduates in related majors every year also has a certain proportion. In addition, cross-border e-commerce enterprises with both international trade and e-commerce backgrounds have a higher comprehensive demand for talents. The existing talent training model of cross-border e-commerce in vocational colleges does not meet the actual needs of enterprises, and it is difficult for enterprises to It is difficult to recruit professional talents who can be directly employed by directly recruiting entrepreneurial cross-border e-commerce talents from graduates.

II. THE PROPOSED METHODOLOGY

In the flipped classroom model, students have already understood the relevant theoretical knowledge in the pre-class self-study link, and the classroom teaching link should

deepen the students' understanding of the corresponding knowledge and further realize the internalization of knowledge. Therefore, teachers should collect problems encountered by students in the self-study process before class, and achieve employment-oriented training goals through courses. Set up courses according to work tasks and professional ability requirements, break the traditional system of examination courses, examination courses, main courses, and non-main courses, and establish course packages corresponding to the core skills of occupational positions, forming modularization. At the same time, the curriculum package is integrated. In addition to the above-mentioned professional skills, cross-border e-commerce companies have higher requirements on the basic quality of students, requiring students to use the professional technical skills they have mastered, practice boldly, and be brave in innovation, with teamwork ability and strong adaptability.

After the discussion session, first, representatives from each group report the discussion results, and group members can supplement. Secondly, the teacher summarizes the report results of each group, evaluates the results of each group, and points out its shortcomings and supplements related points. Relying on the technical team training of students, and using the comprehensive training of school-enterprise cooperation on-the-job practice as a means, it can serve the enterprise during the school period and generate economic benefits. The school-enterprise interactive teaching model. Start with the implementation of professional plans, develop core courses, professional skills training, and vocational skills training. The teaching effect of cross-border e-commerce depends on the knowledge structure and teaching and practice level of the teaching staff. The relevant theoretical knowledge such as the development policy of cross-border e-commerce and the rules of the platform are constantly developing in practice, and the update of professional skills is changing with each passing day.

In the traditional mode, private colleges and universities evaluate teachers' teaching through students' teaching evaluations, and evaluate students' learning effects through mid-term and final exams. In the flipped classroom mode, teachers' evaluation of students' learning effects should comprehensively consider the learning effects of pre-class self-study links, and the training bases should be implemented according to the "Taobao" actual combat mode. Based on the accumulation of practical teaching, a Taobao-based curriculum system It has gradually become a trend and is suitable for the teaching of e-commerce majors. It strives to highlight the occupational orientation of professional courses, and takes occupational ability as the basis for configuring courses, so that the knowledge and skills acquired by students can truly meet the needs of occupational positions. School-enterprise collaborative education needs to give full play to the important role of cross-border e-commerce enterprises. The professional quality and skills of students trained by higher vocational colleges are directly related to the economic benefits of cross-border e-commerce enterprises, so enterprises have responsibilities and obligations Jointly set talent training goals with higher vocational colleges, and promote the reform of cross-border e-commerce talent training models.

First, in the first class at the beginning of the semester, explain in detail the composition of the semester's grades and the percentage of each link, so that the semester can fully understand the importance of pre-class self-study, in-class discussion, and after-class homework in teaching activities, so as to be able to Take seriously and cooperate with the teacher's teaching work. They all operate in the form of a team. In this

mode, students can quickly stimulate their interest in learning and improve their professional skills. The two-dimensional structure team penetrates each other, and the skills and business are integrated. Relying on professional groups, higher vocational colleges should strive to break through the barriers between majors, integrate relevant professional resources, promote the development of multi-professional integration, realize a diversified and personalized professional cross-innovation teaching model, and make entrepreneurial cross-border e-commerce talents more effective. The level of cultivation has been raised to a new level.

The second is to pay attention to the performance of each student when applying the flipped classroom model, and give certain evaluation and encouragement to their own characteristics; the third is that teachers should summarize the teaching effect of the flipped classroom model after class, and discuss and improve teaching. weak link in. It can be seen that the flipped classroom can comprehensively and systematically evaluate the learning effect of students and the teaching achievements of teachers. Under the school-enterprise collaboration model, the formation of an excellent "double-qualified" teacher team with practical experience is a necessary condition for cultivating entrepreneurial cross-border e-commerce talents. In short, the application of flipped classroom in the teaching of intermediate financial accounting in private colleges and universities is less, and many teachers still have certain challenges in changing teaching concepts and mastering the application of technology, and the differences between majors and courses and the learning ability of students in different schools are different. It also requires each school and each major to form its own characteristic flipped classroom model. Through the establishment of an e-commerce work platform, the online business entrepreneurship center is truly realized, which stimulates the learner's motivation to learn, and provides theoretical notes and operational models for the basic assumption that the mastery of technical knowledge and the acquisition of technical experience must pass through technical practice activities. . Vocational colleges can also build various entrepreneurial platforms for students, such as entrepreneurship and innovation studios, entrepreneurial bases and entrepreneurial incubation centers, making full use of enterprise resources, including the advantages of supply, capital and supply chain, to attract students with innovative and entrepreneurial capabilities. The team will be stationed, and professional instructors or part-time teachers of cross-border e-commerce companies will provide professional guidance. Cooperate with e-commerce companies to jointly formulate talent training plans, so as to achieve a virtuous circle of school-enterprise docking, and establish a systematic and standardized internship training mechanism. Students can have sufficient opportunities to participate in practical operation and skill training in the enterprise, and the enterprise will teach students the sales and payment of cross-border e-commerce step by step.

Second, optimize the training conditions and introduce high simulation or real projects. When cultivating cross-border e-commerce talents, higher vocational colleges should try their best to introduce real projects and integrate them into cross-border e-commerce training teaching, summer professional practice, on-the-job internship and graduation design and other comprehensive practical courses, so as to truly realize learning and doing. , do middle school. At present, the school-enterprise cooperation project between AliExpress and colleges and universities is in full swing. Higher vocational colleges can rely on third-party platforms such as AliExpress to

allow students to participate in practical activities and conduct real and low-risk business operations. Higher vocational colleges can jointly build a practice and training platform with suitable cross-border e-commerce enterprises, and set the training platform in the cooperative enterprise, which is convenient for the integration of training teaching and the enterprise's own business. Compared with the traditional training method, This can reduce the impact of practical training on the normal operation of the enterprise and eliminate the concerns of the enterprise.

Carrying out practical training in such a real business environment, students can not only learn business knowledge, real enterprise operation process, real production tasks, so that students can truly achieve the purpose of cultivating professional skills. The platform accepts students for internships in multiple positions, so that students can "focus on one skill and take into account multiple abilities", not only master the common professional theory of a class of occupational positions, but also on the basis of these professional theories. The transfer takes place within the scope of the corresponding occupational position, so as to adapt to the future development trend of talents, without the need for transition, and without training for transfer. Industry and business consultants, strengthen the in-depth integration of teaching and practice, school teachers and corporate teachers, and combine the talent training process with actual corporate projects, which can be achieved in two ways. One is to practice the modern apprenticeship system. Carrying out the modern apprenticeship system can promote the integration of enrollment and recruitment of cross-border e-commerce majors, and improve the enthusiasm of students.

In addition, it is also necessary to promote the mutual employment and sharing of teachers between cross-border e-commerce enterprises and schools, jointly establish talent training standards and teaching quality monitoring systems, and continuously promote the cross-border e-commerce professional curriculum system and the talent demand of cross-border e-commerce enterprises. Seamless. To enable students to master the relevant skills of each link. Students can also participate in some cross-border e-commerce skills competitions, through which they can exercise their practical ability and improve their ability to master and apply knowledge and related skills. Teams with strong abilities can be recommended to enter the school's entrepreneurial base or entrepreneurial incubation center. , the school will provide more convenience and play a good role as a bridge between student project incubation and enterprise docking.

Various skill competitions can stimulate students' recognition of their majors and their enthusiasm for learning, further improve their professional quality, and achieve "zero distance" employment. At the same time, the process of obtaining professional qualifications is a process for students to consolidate professional knowledge, deepen professional understanding, self-supervision and perfection. Therefore, when building a curriculum system for cross-border e-commerce majors, it is necessary to give full play to the dual guiding role of skill competitions and qualification certificate examinations. E-commerce is an innovative new industry, and it is a modern service industry that integrates modern information technology and commercial trade. From the perspective of development, e-commerce has three levels of relationship: professional skills, job skills, and entrepreneurial practice teaching. Course teaching and simulation training aim to improve professional skills.

CONCLUSION

Cross-border e-commerce is on the rise, adding an option for the development of disciplines in vocational colleges and the employment of students. At present, the development of this major in vocational colleges is still in its infancy, and a curriculum system of "professional basic courses + professional core courses + professional development courses" should be established according to the market's demand for talents. At the same time, vocational colleges should carry out in-depth and continuous school-enterprise cooperation with cross-border e-commerce companies, improve the training and teaching system, optimize training conditions, and introduce real projects to improve students' practical ability. A modern apprenticeship system should also be carried out, and various vocational skills competitions and qualification examinations should be used to promote the continuous improvement of the curriculum system.

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