

Research on the Timeliness of Cross-Border E-Commerce Industry-Education Integration

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Abstract: In recent years, the continuous increase in the scale of cross-border e-commerce transactions has brought about a rapid increase in the demand for cross-border e-commerce talents. At the same time, the rapid development of new media has also led to changes in the talent needs of e-commerce companies. The training model puts forward the requirement of reshaping. In this context, to effectively achieve the goal of cross-border e-commerce training, higher vocational colleges should reform the cross-border e-commerce talent training model in response to the new needs and new challenges of cross-border e-commerce talents under the background of new media. Aiming at the cultivation of cross-border e-commerce talents in higher vocational colleges, this paper summarizes and reviews the relevant research literature in the past two years from the aspects of production-education integration talent training mode and teacher training, to understand the timeliness of cross-border e-commerce.

Keywords: *Cross-Border E-Commerce, Industry-Education Integration, Timeliness*

I. INTRODUCTION

According to the calculations of the United Nations Conference on Trade and Development, the scale of China's digitally deliverable service trade will reach US\$294.76 billion in 2020. During the new crown pneumonia epidemic, it will increase by 8.4% against the trend, accounting for 44.5% of the total service trade. 13.9 percent. "China's cross-border export e-commerce development report (2022)" shows that in 2021, my country's cross-border e-commerce import and export volume will reach 1.98 trillion yuan, a year-on-year increase of 15%. In the past five years, the number of registrations of cross-border e-commerce related companies in my country has increased year by year, and 10,900 new ones will be added in 2021, a year-on-year increase of 72.20%. As one of the basic forms of digital trade, cross-border e-commerce has become an important way to connect local manufacturing and global consumption and may become one of the new driving forces for foreign trade growth. As a new type of trade format, cross-border e-commerce has played a role in promoting foreign trade companies to cope with external uncertainties such as the new crown epidemic because of its online transactions, contactless delivery, and short transaction chains.

In the past two years, the emergence of new formats and models based on digital technology, such as video conferencing, webcasting, online exhibitions, and live e-commerce, has pushed the close connection between the Internet and the economy to a new stage. Scholars and experts have made a lot of research and practical achievements on the integration of production and education to cultivate cross-border e-commerce talents, which are worth learning and promoting. But there are still some shortcomings. First, in terms of cross-border e-commerce production-education integration talent training mode, researchers basically

cooperate with local governments, industries, enterprises, etc. through colleges and universities, and carry out practical teaching through platform construction, industrial colleges, or implanting real projects. The idea of cultivating talents in the cross-border e-commerce industry has also produced certain effects through practice. However, only some outstanding students participate in and get promoted in most of the integration projects of industry and education in colleges and universities. How to expand the universality and benefits of integration of industry and education is a problem worthy of attention in future research. Second, in terms of teacher training for the integration of production and education, researchers have proposed measures such as mutual employment and co-training, introduction of corporate mentors, and joint training. If you want to achieve better results, you need to establish a sound operating mechanism to ensure implementation.

Therefore, how to make the integration of production and education train teachers on the road of sustainable development is also a question that needs further research. The cultivation of cross-border e-commerce talents must be carried out in the cross-border e-commerce environment, on the premise of real cross-border e-commerce market, products, transactions, logistics, and after-sales, professional course training and practical teaching. Schools and enterprises jointly participate in the discussion of the integration mode of talent cultivation, production and education, professional construction, curriculum development, teaching implementation, and organization of practical training. This kind of deep school-enterprise cooperation, some higher vocational colleges in my country are still at the stage of theoretical exploration. Some have started to introduce simulation systems, and some have carried out practical teaching in a real environment of "real stores, real goods, real orders, real buyers, and real payment", and some have carried out in-depth docking with enterprises in education and industry.

II. THE PROPOSED METHODOLOGY

A. Development status of cross-border e-commerce industry-education integration

Some colleges and universities set up cross-border e-commerce order classes. Students in the order class can participate in entrepreneurial activities during their school days. They learn, practice, and start a business at the same time. The school and enterprise cooperate deeply in stages for talent training and promote industry and teaching. One is to realize the value-added of students' professional knowledge. Under the integration of production and education, the in-depth cooperation between schools and enterprises, and the combination of work and learning can stimulate students' interest in international trade courses. The theoretical teaching and practical teaching under the integration of production and education can strengthen the connection between knowledge,

break the traditional solidified teaching mode, help stimulate students' thinking, help students form a systematic knowledge structure, and improve students' learning efficiency while also improving students' learning efficiency. It can cultivate students' innovative thinking, mobilize students' enthusiasm for long-term study of international trade, and enable students to gain long-term value-added professional knowledge. The second is to realize the value-added of students' professional ability.

In-depth cooperation between schools and enterprises can improve the effectiveness of the cultivation of applied talents, enhance students' ability to adapt and resist pressure to international trade in the new era and new situation, and then improve the quality and efficiency of students' learning. The dual combination of universities and enterprises can provide students with a good practice platform, deepen students' understanding of international trade professional knowledge, improve students' international trade professional level, innovation ability, and ability to discover and solve problems, and realize the value-added of professional ability. Guided by the needs of the industry, the new media practical teaching platform is introduced, and practical teaching combined with virtual reality is carried out, to realize the role transformation of students who know the post, model the post, follow the post, and serve as the post. Carry out project docking with new media e-commerce companies and invite well-known tutors in the industry to come to the school for teaching guidance and project guidance.

Set up a special fund for entrepreneurial incubation to provide effective support for students' entrepreneurship. In addition, try to cooperate with the Industry Research Institute to complete the relevant media industry big data industry research and analysis report. Using the network as a carrier to achieve cross-regional training, integrate different national policies, languages and cultures, laws, and regulations into the training system, and conduct professional, personalized, and precise training in a targeted manner. Study the measures to introduce the combination of production and education of running schools. In the global digital trade environment, relying on school-enterprise cooperation with big data cross-border e-commerce platforms, third-party service platforms, and foreign trade companies, etc., to study measures to introduce special enterprise resources required for the cultivation of cross-border e-commerce entrepreneurial talents, solve problems such as students' cross-border store opening funds, store enterprise qualifications, source brands, and logistics timeliness. Construct and strengthen the mode of combination of production and education for teacher training.

For foreign trade e-commerce teachers with solid theoretical foundation and rich practical experience, build a production-education integration training model, strengthen teachers' innovative and entrepreneurial ability and their ability to implement entrepreneurial teaching organization, absorb corporate experience and concepts, and rely on the company's special resources to improve the teaching team and the industry teaching ability. Explore the path of industry-education incubating student entrepreneurial teams. The integrated development of production and education, and the deepening of school-enterprise cooperation, explore the path for enterprise experts and schoolteachers to jointly incubate cross-border e-commerce entrepreneurial teams. Enterprises lead the construction of student entrepreneurial teams and the practice of cross-border online store operation on campus and lead the actual combat of cross-border e-commerce entrepreneurship outside the school; relying on advanced

corporate management concepts and special school resources, the model of corporate masters leading apprentices runs through the entrepreneurial incubation.

B. The timeliness of the development of cross-border e-commerce industry-education integration

The primary task of the practice teaching reform of international economics and trade is to optimize the goal of talent training. On the one hand, it is necessary to actively exert various forces to enable students to have corresponding practical skills before entering the workplace, and to do a good job in the connection between the international trade major and the cross-border e-commerce industry. The shackles of "nixtamalization" combine experts from both schools and enterprises to optimize the talent training plan, take the industry demand as the guide, and aim to meet the ability and quality required by future positions to cultivate compound economic and trade talents. Higher vocational colleges should integrate the "1+X" certificate examination standards and requirements into professional courses and implement "course certificate integration". Try to use information-based teaching resources to carry out hybrid and modular teaching reforms and follow the logic of "post-professional ability-curriculum" to integrate new media curriculum systems, teachers, and teaching services into teaching content. Based on the existing cross-border e-commerce B2B/B2C data operation "1+X" certificate of cross-border e-commerce, the introduction of live broadcast e-commerce "1+X" certificate, new media technology "1+X" certificate, etc. to enhance students' career expand ability.

Ensure that the courses are effectively connected with the new requirements of professional positions in the three dimensions of knowledge, ability, and quality. In terms of curriculum setting, relying on the traditional process-oriented and streamlined curriculum logic can no longer meet the diversified needs of cross-border e-commerce talent training. Foreign countries attach great importance to intellectual property rights such as brands and trademarks. Brands can increase the added value of products and avoid price competition with many sellers. Brands and trademarks can make products develop more smoothly in the cross-border e-commerce market. Students generally don't know how to produce products, and they don't have the energy to create brands and register foreign trademarks. But to do cross-border e-commerce, it's best to rely on brand companies and obtain brand authorization from companies? Without a brand, companies cannot enter AliExpress.

Without a registered U.S. trademark, it is difficult for products to be sold on the Amazon U.S. site. How can production and education be integrated so that students' source products are affiliated with brand companies or authorized by corporate brands? Students' open stores on wish or Dunhuang.com, choose unlicensed products or domestic brands that are not well-known, and avoid touching the world's top brands or Chinese brand products that may be suspected of infringement. If you want to make branded products, the school cooperates with the enterprise and the brand authorization provided by the enterprise, or the students ask the brand enterprise to authorize them online and offline. The closer the teaching is to the development and needs of the industry, the more it can spontaneously promote the integration of production and education. The rapid development of information technology has brought new opportunities and new challenges to college teaching.

Based on massive network resources and advanced teaching equipment, colleges and universities should grasp and make good use of all resources, seek efficient and fast teaching methods, and means, organically combine with teaching content, give full play to the advantages of resources, create a rich, interesting, and diverse learning environment, and inspire Students' motivation to learn. Relying on the international trade virtual simulation training system and cross-border e-commerce platform, a series of new media operation centers have been established, and a new media e-commerce production-education integration practice base has been established and gradually upgraded.

The school system can directly connect with the mobile Internet and new media platforms, allowing students to improve their professional skills in a real online working environment, and then directly connect with the job requirements of enterprises. Make full use of various teaching software and hardware resources such as AR and VR, implement a hybrid teaching reform combining face-to-face classroom teaching and digital learning, and build a "school curriculum + corporate curriculum" two-line intertwined practical curriculum system to realize the teaching process and production process Butt.

CONCLUSION

Facing the development of the cross-border e-commerce industry, higher vocational colleges need to clarify the positioning of cross-border e-commerce talent training, establish a demand-oriented talent training model, optimize resource allocation, find entrepreneurial channels, and continuously improve professional talent training programs. To deepen the integration of production and education, to achieve the goal of cross-border e-commerce integration of production and education in higher vocational colleges.

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