

Research and Practice on the Construction of Cross-border E-commerce Professional Clusters in Application-oriented Universities under the Integration of Industry and Education

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Abstract: With the rapid development of the cross-border e-commerce industry, there is a large gap in cross-border e-commerce talents, and the application-oriented undergraduates undertake the goal of serving local economic development. System construction, it is particularly urgent to send a group of high-quality talents to the society that meet the development needs of the cross-border e-commerce industry. Based on this, starting from the development of cross-border e-commerce and the types of talents required and the training objectives of cross-border e-commerce talents for applied undergraduates, this paper specifically analyzes the problems existing in the cultivation of cross-border e-commerce talents for applied undergraduates. The idea and main content of the base construction, the problems that arise during the base construction and operation, and the corresponding measures and suggestions are introduced and discussed, hoping to provide reference for the construction of e-commerce or related professional bases in higher vocational colleges in the future.

Keywords: *Cross-border E-commerce; Professional Clusters; Application-oriented Universities; Integration of Industry and Education*

I. INTRODUCTION

Under the dual background of economic and trade globalization and national policy support, my country's cross-border e-commerce industry is showing a trend of vigorous development. Since the operation of cross-border e-commerce involves a series of practical and practical issues such as negotiation, warehousing, logistics, customs declaration, and payment, the demand for practical and application-oriented talents in cross-border e-commerce is increasing rapidly. In this context, colleges and universities should pay attention to the combination of theory and practice in the teaching process, not only to impart theoretical knowledge such as international business law and introduction to business, but also to provide students with a platform for practical training and increase the integration of production and education.

According to the "National Vocational Education Reform Implementation Plan" to "promote the integration of production and education, school-enterprise 'dual' education, and promote school-enterprise comprehensive and in-depth cooperation", carry out cooperation and co-construction to realize the deep integration of "trade, school and enterprise". On the one hand, the base explores the establishment and implementation of cross-border e-commerce innovation and entrepreneurship courses, realizes teaching training and entrepreneurial practice, so that students or trainees can carry out practical operations in the project and acquire professional skills. Henan Andi Online E-commerce Co., Ltd. has cross-

border in cooperation with e-commerce companies with overseas business, a cross-border e-commerce innovation and entrepreneurship ("double innovation") incubation base was established in the college.

The establishment of the base is a beneficial attempt and active exploration of the active integration of government-school-enterprise cooperation and the practice of industry-education integration. It has opened a new talent training model, deepened school-enterprise cooperation, and built an integrated and comprehensive one-stop learning platform. It has enriched the educational and teaching methods, opened a learning mode of both work and reading, and cultivated high-quality, management-savvy, skilled and good-operated e-commerce logistics professionals for the transformation and upgrading of Zhengzhou's e-commerce industry and logistics industry and the innovative development of cooperative enterprises. Under the influence of the global new crown epidemic in 2020, the import and export trade of cross-border e-commerce will still maintain an upward trend, becoming a bright spot for stabilizing foreign trade. The "Market Prospect and Investment Research Report of China's Cross-border E-commerce Industry in 2020" released by the China Business Industry Research Institute pointed out that with the increase of cross-border e-commerce comprehensive test areas, the scale of the cross-border e-commerce market will further expand. The export transaction volume reached 280 billion yuan, and it may reach 488 billion yuan by 2025.

To promote the docking of higher education and social talent needs, the Ministry of Education launched the reform and adjustment plan for colleges and universities in 2013, guiding some ordinary undergraduate colleges, especially local undergraduate colleges, to transform into applied technology colleges and universities. Professor Liu Yourong (2011) mentioned in the article "Research on the Development of National New Applied Undergraduate Universities": "Applied undergraduates are colleges that focus on cultivating high-level practical and applied talents and aim to serve local economic development." He Chenghui (2002) also believed that: applied undergraduate education is a kind of "specialized education" aimed at "cultivating practical skills" talents with applied skills. In addition, Ali Research Institute's "China Cross-border E-commerce Talent Research Report" also shows that enterprises most need intermediate talents with certain skills and practical training (68.4%), which is much higher than senior talents with rich experience and industry leaders (17.8%) and low-level talents (13.8%) who know basic operations and entry knowledge. Through the above research, it is not difficult to find that whether it is the training goal of the country or the

needs of enterprises, applied talents with certain practical ability are obviously more popular.

II. THE PROPOSED METHODOLOGY

A. The train of thought and main content of the construction of e-commerce professional clusters

This requires the cross-border e-commerce talent training model of each school to keep pace with the upgrading of the industrial structure, and cultivate practical, application-oriented, and compound talents through the integration of production and education, to meet the needs of industry development. Through the cross-border e-commerce training center and entrepreneurial incubation base, the e-commerce major has created a "three-level three-post" practical teaching of e-commerce, of which the first-level training is post cognition practice. Training, through career planning, the cultivation of basic skills of e-commerce business management and professional quality, so that students have a certain perceptual cognition of majors and e-commerce (cross-border e-commerce) companies and have a certain basic quality, the second-level practice the training is job promotion training. Through the opening of professional knowledge and expansion courses, students have a comprehensive understanding of professional knowledge, and the introduction of e-commerce (cross-border e-commerce) simulation or real enterprise projects; the third-level training is posting comprehensive practice. Training arranges students to directly enter the real enterprise environment to carry out comprehensive practical training, mainly through the alternate work and study, on-the-job internship, and the implementation of e-commerce (cross-border e-commerce) entrepreneurial projects, students directly enter the real enterprise environment to carry out comprehensive training.

The cross-border e-commerce "double innovation" incubation base combines the e-commerce operation mode of the current mainstream enterprises and hot business groups, realizes the interactive integration of online and offline resources, and develops the depth and breadth of the integration of production and education, intuitively and physically and systematically present the campus operation of cross-border e-commerce. By giving students dual-subject identities (student identity and enterprise employee identity), students can experience a complete job training system, create a campus innovation and entrepreneurship ecosystem, and unite enterprises, schools and students to create a collaborative system, which are superb diplomas, skilled skills, decent jobs and enough money to earn; create three platforms for schools, namely teaching practice platform, skills improvement platform and scientific research platform; create two platforms for enterprises, namely, students as employees and operations as teaching. Students in the project operation center have an average monthly income of about 2,000 yuan, which not only exercises job skills, but also solves the living expenses during school. At present, the talents of cross-border e-commerce in my country mainly come from international economics and trade, e-commerce, business English and other majors. The relevant positions of cross-border e-commerce have higher requirements for professional knowledge, but judging from the current cross-border e-commerce talent training in colleges and universities, the teaching content of colleges and universities, from the compilation of textbooks, printing, to teaching, has been far behind without the development of cross-border e-commerce, the teaching content is relatively backward, and there is a phenomenon that it is out of touch with professional positions.

B. Problems and measures in the construction and operation of e-commerce clusters

Taking the e-commerce major as an example, its teaching content is more inclined to the development, operation, management, and maintenance of the platform, while the teaching content of transnational trade, English communication, supply chain and other aspects is still relatively difficult. Cross-border e-commerce as a complex industry, involving various courses such as trade, management, marketing, advertising, e-commerce, international business law, etc., but the curriculum of most colleges and universities lags the speed of industry development and still stays at the traditional international trade theory and practice, foreign trade correspondence and other courses. Therefore, the talents cultivated cannot meet the speed of industry development.

In addition, the curriculum of cross-border e-commerce in colleges and universities is more theoretical. Compared with liberal arts courses, the discipline of cross-border e-commerce pays attention to the operation and application of the platform and has higher requirements for practical application. However, due to the lack of funds and other conditions, some colleges and universities have limited supporting information resources such as laboratories, internship training platforms, innovation, and entrepreneurship centers, which makes students unable to transform theoretical knowledge into practical skills in a timely manner, weakening the competition of students' force. Gradually solve the problems and difficulties in converting real projects of enterprises into productive training projects of bases.

Through the integrated practical teaching and innovation and entrepreneurship of the school and enterprise, promote the mutual benefit and win-win situation of multiple parties involved in the construction and operation of the base, realize the sharing of material and intellectual resources between higher vocational colleges and enterprises, and integrate the concept of vocational education and enterprise management. Combining the needs of industry talents with professional training, we will jointly cultivate high-quality skilled talents that meet the needs of society. Consolidate the curriculum construction and improve the quality of professional teaching. The college is deeply integrated with the settled e-commerce companies. Based on the cognition of general post ability, according to the course system offered by the college and the cognition job requirements of the company, it summarizes the career growth rules of e-commerce majors, and clarifies the career demands of students and the impact of existing jobs. The level requirements of the knowledge and ability required by students, and then sort the typical work tasks in the professional field according to the position and teaching training needs, and then summarize the "post-student action field", and the enterprise tutor will transform the action field into the learning field and integrated into the entire curriculum construction and training system and made concrete through the design of teaching situations.

Enterprise managers and school professional teachers form a teaching team to develop professional core courses and basic courses. They can use the existing network teaching platform and resource library of Henan Jiao tong Vocational and Technical College to upload, edit, accumulate, organize, use, and update resources, etc. Achieve the goal of effectively combining the college's curriculum construction with the needs of enterprises. Set up cross-border e-commerce study tour practice courses and go to corresponding cross-border e-commerce industrial parks, cross-border e-commerce platforms (such as Alibaba, Dunhuang.com), foreign trade enterprises,

bonded Study tours in port areas, bonded logistics parks, and comprehensive bonded areas, as well as on-the-spot research and investigation, to understand the actual situation of current international trade. Through study tours, students can promote cross-border e-commerce knowledge and practice, broaden their professional horizons, and improve cross-border e-commerce skills.

CONCLUSION

Since cross-border e-commerce needs practical, application-oriented, and compound talents, in the process of cultivating cross-border e-commerce talents, application-oriented undergraduates should clarify their own educational goals, increase the integration of production and education, and increase the proportion of practical courses, the implementation of diversified teaching modes, and the strengthening of the "double-qualified" teaching staff. In addition to the sharing of high-quality educational resources along the "Belt and Road", the implementation of "Silk Road" study abroad and the development of research topics and exchanges, innovative education should also be implemented. Export new models, such as jointly developing open courses for language intercommunication, and jointly promoting the "Silk Road" teacher training, to serve the economic development of countries and regions around the "Belt and Road" and play the role of a link between China and countries and regions along the "Belt and Road".

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