

Research on Teaching Reform Strategy of International Trade Geography Course in Applied Colleges and Universities

Ling-zhi peng¹, Ye-yunTang^{2,*}

¹Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

²Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

*Corresponding Author

Keywords: Application-oriented undergraduate colleges, International trade geography, The teaching reform

Abstract: In today's world, no country can be completely independent of the world economy. With the more and more frequent foreign business exchanges in China and the increasingly fierce international competition, it is required that talents engaged in international trade activities have compound comprehensive ability and quality. As a qualified foreign trade practitioner, in addition to mastering strong professional skills, domestic and foreign laws, regulations and practices, computers and foreign languages, they must also have a certain understanding of the market characteristics, industrial structure, local customs and even natural conditions of the target country. In order to achieve the desired teaching effect in the teaching of international trade geography in applied undergraduate universities, it is necessary to conduct in-depth research on the teaching concept, teaching means, teaching methods and teaching reform ideas according to the characteristics of the specific courses and the teaching errors and existing problems in practice.

1. Introduction

After China's successful entry into the World Trade Organization, with China's foreign business exchanges more and more frequent, the international competition is increasingly fierce, the demand for international trade activities of talents with compound comprehensive quality. As a qualified foreign trade and international logistics professionals, in addition to master the strong professional skills, laws and regulations and practices at home and abroad, such as computer and foreign language knowledge and skills, must also be on the foreign trade, industrial structure and the market characteristics of the local customs and habits, and even have certain knowledge of natural conditions, spatial thinking ability at the same time, from the perspectives of all kinds of all kinds of international trade geography things and phenomena and the reason of the formation, development and change rules. For this reason, some applied universities in China have opened courses of international trade geography for foreign economic majors such as international trade and logistics management. International trade geography as a practical According to the characteristics of the special course and the challenge of teaching error and reform in practice, this paper probes into the teaching idea, teaching means, teaching method and teaching reform thought of instrumental subjects.

2. The Nature and Characteristics of International Trade Geography Course

2.1 International Trade Geography is a New Frontier Interdisciplinary Subject

As a new course, the course of international trade geography arises at the historic moment in the development of China's foreign trade and economic trade. It belongs to the marginal interdisciplinary discipline between international economics and economic geography. International trade geography studies the basic conditions and characteristics of different markets in different countries and regions in the world, their positions in international trade, as well as different commodity structures in different markets, supply and demand, exchange, transportation and sales

[1].As a marginal interdisciplinary, international trade geography with double subject on international economics and economic geography features, on the one hand, as a geographical discipline, international trade geography has the characteristics of regional and differences, and significant space characteristics, the characteristics of profoundly affect the circulation of commodities to the content and structure of regional distribution, and other combinations provided;On the other hand, as a subject of economics and trade, it is dynamic and social This feature requires its close contact with the current international economic and trade situation, to adapt to the needs of foreign trade development in different periods.Through teaching of the course, make students establish the concept of international trade space (regional) and consciousness, in different areas to understand the characteristics of natural and humanistic geography, differences and global pattern, on the basis of understanding the world in the formation and development characteristics of regional economic system, the system to understand and master the world's major countries and regions, industry layout, regional characteristics, the characteristic of foreign trade and economic development changes, familiar with the layout of the international trade is closely related to the world trade transportation, as well as our country foreign trade transport geography.It should be said that this course will lay a necessary foundation for students to participate in the future practice of foreign trade.

2.2 International Trade Geography is a Comprehensive Professional Basic Course

Many geographical things or phenomena in work and life are affected and restricted by many factors. When examining these things or phenomena, we must have a comprehensive perspective of analysis.It is very important for foreign trade personnel to grasp the geographical environment. Analysis from the perspective of trade and import is conducive to understanding the distribution of commodities in the world, so as to rationally and effectively allocate the world resources and reduce the import cost.From the perspective of trade export, it is beneficial to effectively explore overseas markets Field, reduce the phenomenon of trade obstruction caused by different customs and habits;From the perspective of trade and transportation, it is helpful to choose the best mode of transportation and transportation route, and reduce the transaction cost.Through studying this course, students can study the spatial flow formed by the production, transportation, trade and consumption of food, major cash crops, oil, coal, important minerals and cutting-edge technologies, and highly processed commodities based on the distribution of productivity and economic development levels in various countries and regions of the world.Since transportation is the medium of international trade, the study of world routes, ports, merchant ships, railway trunk lines and air transportation is also one of the components of the study of international trade geography.Free ports, free trade zones, exports Special economic zones, such as export processing zones, free border zones, transit zones and bonded warehouse zones, are special forms to promote international trade. The study of their functions, conditions, types and layout is also an important part of international trade geography.

3. The Challenge of International Trade Geography Course Teaching Reform

3.1 Teachers Are Not Professional and Professional Quality is Not High

High quality international trade geography education is inseparable from high-quality teachers.Restricted by the current talent training mechanism and talent recruitment mechanism in China, there are almost no teachers with geographical background in the current international trade geography course, and most of them are teachers with international trade or other professional background who are concurrently.The subject of international trade geography belongs to departmental geography, and the subject level is 4 or below, which is related The talents of this course are usually from the graduate students majoring in world economics and economic geography and the undergraduate students majoring in geography education. However, the corresponding talents of these majors are rarely engaged in the teaching of international trade geography in the departments of economics and trade in colleges and universities.In addition, International Trade Geography is generally set as a professional elective course with 2 credits, that

is, 2 classes per week. In addition, there are not many classes offering this course. The importance is not obvious. For the above reasons, most of the international trade geography courses in universities are taught by teachers with other professional backgrounds.

The subject of international trade geography itself has the characteristics of both international economics and economic geography. In the teaching of international trade geography in colleges and universities, some international trade geography teachers have not learned geography themselves, and do not understand the distinctive regionality and difference of geography, but they just start to teach this course through self-study or simple training. Other professional background of the teachers of the course teaching has the shortage of natural: on the one hand, some teachers lack of the geography and the understanding of international trade geography curriculum system, they are in the process of teaching are often just listed a series of geography knowledge to the student, and cannot use of geography space thinking mode to analyze the phenomenon of international trade and related questions, not systematically using the unique geography teaching methods to organize classroom teaching; On the other hand, the professional teachers of International Trade Geography themselves lack the application of this course in the profession. A considerable part of the teachers lack the awareness of the importance of this course to the students' future career development, and even think that this course occupies credits and should not be included in the course offering plan. Therefore, the reform and development of international trade geography teaching in colleges and universities often stagnate.

3.2 The Training of International Trade Geography Talents Lacks Scientific Planning

International trade is a comprehensive major integrating theory, skills and knowledge, which has been more and more widely accepted by the majority of college entrance examination examinees. Its development is relatively mature, and with the development of international trade and multinational corporations in China, it shows strong vitality. The development of international trade major depends on high-quality teachers and compound talents for a long time. However, the ever-changing international trade environment and the intense pressure of employment competition also bring new challenges to the cultivation of international trade students in application-oriented universities. At present, there are problems in the training of international trade talents in applied colleges and universities in China, such as the major and course training objectives do not meet the demand of the post, and can not meet the vocational ability requirements of the employment post. The key reason lies in the lack of unified planning and standardization of talent training. The curriculum reform of international trade geography also has such a prominent problem. Its development depends on the overall quality of teachers, and the quantity and quality of talents directly affect the survival and development of the major. Therefore, to strengthen the training of talents in international trade geography is not only an urgent and important work, but also a long-term systematic project. It is necessary to formulate a scientific and reasonable talent training plan on the basis of extensive and full investigation. The plan includes medium and long term goals, specific standards and requirements, training priorities and training measures for the construction of teachers and personnel training.

4. The Misunderstanding of International Trade Geography Course Teaching

4.1 Emphasis on Geography Knowledge Imparting, Not on Inspiration and Guidance

The traditional teaching concept of geography is that geography is the accumulation of geographical knowledge, but ignores the science and theory of geography. In fact, the subject of geography not only includes geographical objective things and phenomena occurring at any time, but also includes the understanding of its deep regularity, such as the distribution and structure characteristics, regional differences, the distribution of productive forces and other laws. But the traditional "cramming" teaching method is a kind of simple knowledge inheritance, disadvantageous. In order to enlighten students' thinking. At present, the geography course is not paid enough attention from the country and universities. Teachers generally follow the books when

teaching, and students have no pressure or interest in learning. In the long run, it is difficult to improve the teaching quality of international trade geography course, to achieve the teaching goal of applying theory into practice and cultivating high-quality skilled talents. Although the current application-oriented college education emphasizes the cultivation of practical operational ability, its curriculum reform essentially still focuses on the improvement of students' memorization ability, and still focuses on memorizing geographical knowledge [2], while neglecting the analysis and inspiration of geographical laws.

4.2 Pay Attention to Classroom Teaching, Ignore Extracurricular Teaching

Although international trade geography is an instrumental subject, due to the lack of practice of international trade geography, students can only understand geographical things and phenomena and analyze the laws in a virtual environment at most. As far as traditional geography teaching is concerned, the need of "exam-oriented education" in high school often limits students completely to the classroom, but only this form is not enough. One of the outstanding characteristics of geography is the spatial and dynamic nature of the geographical environment as the learning object of geography. Due to geographical things and geographic phenomena have been moved into the classroom observation and play, which makes the geography teaching in imparting knowledge, developing intelligence, cultivation of skills and is limited by some in the classroom teaching, theory with practice to a certain extent caused by section, not well to complete the tasks as described in the syllabus, therefore, must be It is closely combined with extracurricular teaching.

4.3 Emphasize Its Attribute of Economic Discipline, Ignore Its Attribute of Geographical Discipline

As a bordering interdisciplinary subject, international trade geography has both the attributes of economics and geography. Mainstream economics studies how to optimally allocate and make full use of scarce resources in a variety of alternative uses so as to satisfy people's needs and desires to the greatest extent. Geographical discipline has obvious regional and dynamic, international trade geography is trying to economic and trade law, under the action of seeking economic and trade activities of the general rule of location and space organization, its unique regional difference and dynamic characteristics of profoundly affect the resources circulation regional distribution and structural characteristics and its dynamic change rule. The current teaching and textbook compilation of international trade geography often ignore the characteristics of its geography, and often focus on describing the configuration and utilization of various resources, and the regional differences and dynamic change characteristics are not much discussed, or even ignored.

5. Countermeasures and Suggestions of Teaching Reform of International Trade Geography Course

International trade geography teaching reform should be to avoid the pitfalls of traditional teaching, by inspiring students' space thinking, strengthen their understanding of international trade geography things and phenomena, learn from the human and nature, time and space and so on the many kinds of Angle to analyze all kinds of international trade geography things and phenomena of the cause of the formation, development, change and laws. Specifically, we should do it from the following aspects:

5.1 To Transform the Teaching Concept of International Trade Geography in Universities from Top to Bottom

Adhere to the principle of "student-centered", the most urgent problem to be solved at present is to stimulate students' interest in learning, so that students want to know about geography knowledge, and then think about where geography knowledge should be used in their major. Then I will further discover the difficult problems in international trade geography, supplement and apply geographical knowledge to solve international trade problems, and achieve the purpose of learning international trade geography as a professional knowledge and common sense of life and work. Geography course

has a strong theoretical knowledge and practical application, international trade geography is a professional basic course for international trade, logistics, business English and other majors. Therefore, the design of subject courses must serve for the profession, and at the same time must also serve for the applied undergraduate education itself, which is what we usually say "to serve for the profession, to serve for employment". As international trade geography involves a wide range of knowledge, students are required to understand and memorize a lot of content. In addition, the attribute of instrumental subjects itself requires students to master the degree not only to memorize but also to flexibly use.

5.2 Innovate Teaching Methods to Activate Students' Interest

Innovative teaching means is to use new media tools to display and teach. At present, teachers use more means mainly by PPT, Photoshop, Fresh, DVDCUT and other simple and easy to operate media software to replace the traditional blackboard writing and wall charts with computers. Teachers should master and skillfully use multimedia software. Multimedia teaching can vividly display a country's geographical environment through background music and a large number of pictures. Students can choose the transportation route with the most convenient transportation and the lowest freight by creating scenarios and imagining trade parties.[3] In this way, many contents of international trade geography will be more intuitive if they are presented in a dynamic image. The course also needs to use a variety of supporting facilities to increase students' interest in learning, such as the screening of videos related to each chapter in the class, such as the rise of the great powers and other documentaries. In addition, it can also make full use of network resources to introduce students to the websites related to the course of international trade geography, such as the world geography channel, the website of the Ministry of Commerce, etc., a free virtual globe software Google Earth developed by Google company. Google Earth combines satellite photography and aerial pictures into a virtual Earth. Its intuitiveness allows users to easily access the real 3D satellite pictures, landforms, scenes and buildings of all countries and regions in the world through this software. GE's unique 3D simulation can present the map information in the most intuitive way, and a series of multimedia assisted teaching methods are integrated into GE software. The application of GE in the classroom teaching of international trade geography not only improves students' enthusiasm for learning, but also helps students to have a direct understanding of various countries and regions. Some auxiliary functions of GE can also inspire students to analyze the relationship between a country's foreign trade situation and its physical geography.[4]

5.3 Adopt Interactive Teaching Mode to Create a Democratic and Dynamic Classroom Atmosphere

So-called interactive teaching, it is in the teaching of the teaching and learning bilateral exchanges, communication, negotiation and discussion, in equality, listen to each other, accept each other each other, each other frankly, on the basis of through rational persuade debate, even achieve different point of interaction, stimulate the initiative of the teaching, the development of creative thinking, in order to achieve a kind of teaching method to improve the teaching effect. Its advantages include exerting dual active role, reflecting dual leading effect, improving dual innovation ability and promoting dual influence level [5]. for example, in order to achieve a certain teaching purpose, divide students into several groups, can be in the previous lesson teaching to students a topic, each member in the team through the library, network, or other way to consult relevant literature, and then communicate with each other and report summary material form and then making PPT, the next time by each group elected a classmate to publicly issued a report, class students to ask questions and discuss report group. Through the active participation of students, the ability of teamwork, collecting, sorting and analyzing geographic information can be cultivated, and the students can also learn and share their knowledge in the participation. In the summary, the teacher sorted out the reports released by the students, sorted out their thoughts, analyzed the research objects of international trade geography from a theoretical point of view, achieved ideal results from point to aspect, and guided them to understand the status and role of a country or region in the world economy and trade from the perspective of geographical environment [6]. This

kind of interactive teaching method can be linked with the assessment and evaluation system to promote the scientific assessment, and the assessment of students' learning attitude, learning state, participation, communication and harmony can be taken into full consideration to improve the comprehensive ability of students.

5.4 Pay Attention to the Construction of the Teaching Staff and Curriculum Development

The reform of curriculum is inseparable from the construction of teachers. The construction of the international trade geography teachers need to broaden the sources of professional teacher, on the one hand, in addition to the course group was formed to “mentoring” mentoring the inherent faculty outside of the training, you also need to introduce a series of geography, the world economy's ordinary college graduates, has introduced for social work experience in international trade geography and meet the requirements of the teachers' qualification enterprise part-time teachers. In the aspect of curriculum development, teachers of characteristic majors should be organized to develop new characteristic textbooks and set characteristic curriculum objectives in line with the direction of reform.

6. Acknowledgment

Education and Teaching Reform Project of Hunan Province: Research on Teaching Method Reform of International Trade Geography Course Based on Network Platform (Project No. HNJG-2020-1260)

References

- [1] Huang Sencai, Dai Shigen. International Trade Geography [M]. Guangzhou: Jinan University Press, 2009.
- [2] Liang Jieyi. On the deepening of the teaching reform of international trade geography course [J]. Exam Weekly, 2013(9).
- [3] Yu Hongli. How to do international trade geography well [J]. Science and Education Innovation Guide, 2008(26).
- [4] Guo Yisui. Analysis on the Application of Multimedia Technology in the Teaching of International Trade Geography [J]. Journal of Nanjing Radio & TV University, 2013(2)
- [5] Fang Zhengsong. Interactive teaching: A breakthrough in the reform of university teaching model [J]. Journal of Hubei University of Economics (Social Science Edition), 2006(4).
- [6] Ouyang Yanrong. International Trade Geography Teaching Method Exploration and Practical Disability [J]. Teaching Teaching, 2010(9).