Research on the Training Mode of Cross-border E-commerce in Applied Undergraduate Colleges

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Abstract: With the expansion of the cross-border e-commerce industry, the demand for cross-border e-commerce talents has also increased. In order to better meet the requirements of cross-border e-commerce in regional economic development, applied undergraduate colleges should master the new demand of cross-border e-commerce and improve the talent training mode. Based on the author's learning and practical experience, this paper first analyzed the status of the talent cultivation of cross-border e-commerce in colleges and universities, and then proposed the innovative design of talent training mode of cross-border e-commerce from the perspective of educational content module, talent training mechanism and teacher team construction.

1. Introduction

Cloud computing and big data have driven the rapid development of cross-border e-commerce. Under the new situation of the Belt and Road Initiative and Thirteenth Five-Year Plan, new demands are proposed for the talent cultivation of cross-border e-commerce. With the continuous innovation of technology, enterprises are developing faster and faster, and the demand for students becomes diversified. There will be more problems in the implementation of the project-based teaching, which requires us to continuously study and explore it in depth, and continuously improve students' comprehensive professional ability. As an emerging industry, cross-border e-commerce will continue to maintain rapid development in the future. Therefore, applied undergraduate colleges should fundamentally realize the importance of serving local economy to their own development, and know the demand of regional economy for cross-border e-commerce talents. They need to innovate the talent training mode of cross-border e-commerce in real time, continuously optimize the construction of teaching content, training mechanism and teacher team construction, and closely integrate talent training with the overall development of the country and regional economy.

2. The Status of the Talent Cultivation of Cross-border E-commerce in Colleges and Universities

2.1 Curriculum without features.

Under the new situation, most colleges and universities in China have realized that the rapid development of cross-border e-commerce industry has generated great talent demand. Therefore, they have set up cross-border e-commerce majors, but most of them ignore that cross-border e-commerce is a comprehensive and professional major, which takes the local economy as the basic point. Many universities in Hangzhou did not conduct in-depth research on the characteristics of local core industries and regional economic development when setting up cross-border e-commerce majors. They are basically the same in terms of talent training programs, training objectives and curriculum. Some universities in Hangzhou have only added e-commerce in international trade courses and they have not offered special service courses or courses that reflect professional innovation. Majors without features will lack competitive advantage and talents of cross-border e-commerce are exactly the same, and it is difficult for them to meet the actual needs of economic development in various regions under the Belt and Road Initiative.

2.2 Relatively simple teaching methods.

Today, cross-border e-commerce activities are complex and changeable. In addition to professional knowledge and skills, cross-border e-commerce talents also need professional literacy, such as operational ability, management ability and communication ability. However, many college teachers in Hangzhou still teach in the form of lectures and pay attention to the teaching of books at this stage. This kind of teaching method can consolidate the professional foundation of students in a short period of time, but it may emphasize the position of teachers and ignore students. This is bad for cultivating students' independent learning ability and comprehensive practical ability. In addition, although Hangzhou colleges and universities have set up training courses in the talent training program of cross-border e-commerce, there are few training sessions, insufficient monitoring of the practice process, and inadequate communication with the cooperating enterprises. It is difficult for students to apply what they learned to real use. There is no practical operational experience in cross-border e-commerce transactions in real scenarios. After they get the job, the company has to spend time and energy to conduct second training for the incumbents. At present, the teaching methods and concepts of cross-border e-commerce majors in most universities in China still lag behind the market demand, and cannot cope with the all-round challenges faced by cross-border e-commerce under the Belt and Road Initiative.

2.3 Inadequate cooperation.

In order to improve the adaptability of cross-border e-commerce talents to the international environment, some colleges and universities have consciously carried out international talent cooperation training programs. However, due to the limitations of subjective and objective conditions, the cooperation in the curriculum, teaching content, teacher arrangement and interaction between Hangzhou universities and foreign universities is limited. Management mechanism is imperfect. There are few opportunities for students to study abroad. They can only understand cultural customs and trade habits of countries and regions along the Belt and Road by virtue of books or lectures. It is not good for the effective sharing of international teaching resources and cannot satisfy the common needs of many countries along the Belt and Road for quality cross-border e-commerce talents. It can be seen that the current international talent cooperation and training projects have not achieved the expected results, and the depth and the space of cooperation and exchanges between international universities needs to be further expanded.

3. Innovative Design of Talent Training Mode of the Cross-border E-commerce

3.1 Design of teaching content.

Many colleges and universities, especially applied undergraduate colleges, recognize the great demand for talents in the cross-border e-commerce industry. Some set up cross-border e-commerce majors and some add cross-border e-commerce courses or purchase cross-border e-commerce simulation software. However, the teaching content is simplistic and the curriculum is homogenized. It cannot meet the actual needs of cross-border e-commerce in the economic development of various regions under the Belt and Road Initiative. Applied undergraduate colleges should closely follow the actual needs and the actual development of the local economy to design teaching content modules. First is to continue to strengthen cross-border e-commerce practices, international maritime freight forwarding practices, customs clearance practices, international air freight forwarding practices and other professional core course modules to ensure provide solid professional knowledge to students. Second is to strengthen the teaching content related to professional quality and skills. Third is to set up curriculum module of minority languages along the Belt and Road, especially to strengthen the teaching of non-universal languages in East Asia, Central and Eastern Europe, the Middle East and Africa. Colleges needs to focus on the teaching of interpretation and translation, and strengthen the construction of language security and language platform. Fourth is to set up curriculum modules according to the leading industries in the countries along the Belt and Road, such as the teaching content of cooperation in agriculture, science and

technology, information, education, cultural relics protection and tourism. It is necessary to subdivide and prioritize the content of the courses. Fifth is to develop modules of information technology processing, website design, etiquette, communication and other related courses.

3.2 Design of talent training mechanism.

(1) Online and offline teaching: Traditional training model in colleges cannot meet the needs of cross-border e-commerce for new skills in the new era. It is necessary to combine MOOC with traditional classrooms. Teachers post teaching courseware, teaching videos, reference documents, assignments and other information online before the class to guide students to learn and think ahead of time. They can conduct online discussions regularly, select students as teaching assistants, preside over student discussions and exchange learning experiences and opinions with students. With the offline activities, the instructors, teaching assistants and students communicate with each other to answer questions. Finally, teachers assess student's homework and appraise students. Students assess teachers and the assistants evaluate student's homework. In the era of technology innovation with "Internet +", this teaching method can effectively promote the innovation of cross-border e-commerce training mode in applied undergraduate colleges, and break through the limitations of time and space. It enhances team coordination and self-knowledge construction. To a certain extent, the migration and expansion of knowledge has been completed, and the quality of cross-border e-commerce teaching has been improved. The author found in the survey that many colleges and universities currently train talents of cross-border e-commerce with traditional classroom teaching. Some arrange online teaching, such as micro-curriculum, MOOC, but the effect of flipping classroom is not ideal. The model of SPOC teaching deserves in-depth research. (2) Teaching with the laboratories and practice bases: The survey results show that the use of on-campus laboratories and practice bases for teaching is currently the main method used by many universities to cultivate cross-border e-commerce skills, but the application of this method in undergraduate colleges is still not widespread. Undergraduate colleges mainly complete the simulation practice with laboratory teaching software. In fact, the school practice base system is not dependent on school, it should also involve in government, industry and enterprises. Driven by the government, colleges will select cross-border e-commerce companies with strong social effects and good radiation effects, and actively introduce enterprises into the school. With the project promotion, schools conduct teaching in real business projects, introduce products of cooperative enterprises, and select corporate tutors to guide students to establish self-operated stores in Sumaitong, Amazon and other platforms, so that students can experience the operational processes of cross-border logistics, customs declaration and cross-border payment. This will help them explore the school-based training mode. (3) Developing a school-enterprise cooperation model: After field research on Zhejiang Orange Fruit Enterprise Management Consulting Co., Ltd. (hereinafter referred to as "Orange Fruit E-commerce Company"), the author was deeply touched. This is a successful training base for cross-border e-commerce talents. Many undergraduate colleges have established "3+1" cultivating mode with them. The training mode means that students study for 3 years in the school and go to the company in the last year, so that students can train practical skills and get paid on the real cross-border e-commerce platform. At the same time, we got the lay of the practical ability of the students of Jiangxi Yichun University who were being trained at that time. They operated all steps skillfully and expressed that this practical study is worthy of adoption by the school.

3.3 Design of the teaching staff construction.

The author finds that many cross-border e-commerce teachers in colleges and universities are mainly e-commerce or business English teachers. Applied undergraduate college teachers are an important support for the sustainable and stable development of colleges in the complex higher education situation in China. From the perspective of knowledge sociology, cross-border e-commerce teachers in applied undergraduate colleges need to realize their value and mission as intellectuals and they do not need conduct deep professional research. Therefore, cross-border e-commerce teachers must highlight the cultivation of application skills of cross-border

e-commerce on the premise of the necessary knowledge of cross-border e-commerce. We suggest that teaching tasks can be carried out in different directions based on the practical skill system. The teaching tasks can be shared according to the modules of trade, foreign language, computer and business. Each teacher seizes his own strength and gets trained according to the task module. For the incentive mechanism, the school need to consider a certain amount of entrepreneurial start-up funds for teachers according to the financial strength of the school. This can be scientifically designed according to the risk investment method.

4. Summary

Cloud computing and big data have promoted the rapid development of cross-border e-commerce. Under the new situation of the Belt and Road Initiative and Thirteenth Five-Year Plan, new demands are proposed for the cultivation of cross-border e-commerce talents. The independent college should fundamentally realize the importance of serving the local economy to its own development, and know the need of the regional economy for cross-border e-commerce talents. They need to innovate the training model of cross-border e-commerce talents in real time, optimize the teaching content, training mechanism and teacher team construction, and integrate talent training closely with the development of the country and the regional economy.

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