

## **Exploration on the School-enterprise Cooperation Mode of International Trade Professionals in Higher Vocational Education**

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**Abstract:** Carrying out school-enterprise cooperation is an important way to train high-level talents. Countries have gradually explored some effective methods in the construction of school-enterprise cooperation. The school-enterprise cooperation of higher vocational international trade should be combined with the professional characteristics, and in the case of meeting the actual needs of enterprises, it will contribute to the development of service enterprises, and it will be attractive to enterprises. The good relationship between school and enterprise cooperation can be realized.

### **1. Introduction**

With the continuous globalization of the economy, the degree of openness in China is also deepening, and the demand for foreign trade talents is increasing year by year. All higher vocational colleges have set up international trade majors to train and export foreign trade talents. However, from the perspective of actual training results, most graduates of international trade majors are difficult to directly engage in foreign trade enterprises and cannot quickly adapt to the needs of foreign trade jobs. Therefore, a more in-depth exploration of the talent training mode of higher vocational international trade is an urgent task for the construction of international trade in higher vocational colleges [1].

### **2. Problems in the Training Model of International Trade Professionals**

The school-enterprise cooperation of international trade has always presented a state of “school fever, business cold”. The school has always shown a high enthusiasm for cooperation with enterprises, but the enterprise has responded with indifference and the cooperation between schools and enterprises It shows a situation that is lively and difficult to do. There are three main reasons for this: First, the willingness of service companies in schools is not strong. In school-enterprise cooperation, schools often want companies to accept student internships or accept teachers to train, and so on. However, little is known about what kind of services they can provide to enterprises. This makes the school in a state of constant cooperation but difficult to give back, and also dampens the enthusiasm of enterprise cooperation. Second, the company pays attention to short-term interests. Lack of awareness of cultivating talent for society. Because the business concept of the company is more realistic, it pays attention to short-term interests and lacks the sense of responsibility for cultivating talents for the society. The company believes that accepting students' internships, training and training students, but not necessarily staying in this unit, at the end of the time to make wedding dress for others, or even cultivate competitors. Third, even if enterprises do not cooperate with schools and enterprises, they can easily introduce talents they need from other sources. Therefore, companies are often reluctant to cooperate with schools and enterprises.

From the current situation of school-enterprise cooperation in international trade majors of higher vocational colleges, even if the school-enterprise has signed a cooperation agreement, the company accepts student internships, but it is difficult to accept large-scale due to practical reasons such as the size of the enterprise and the position setting. Interns, and for the sake of trade secrets, it is difficult to let them contact the core content such as customer information during the student internship. Students can't really carry out the post. The internship often lacks value, which leads to

the conclusion of engineering. Inconsistent, school-enterprise cooperation flows in form, and there is no practical effect.

### **3. Development of Domestic School-Enterprise Cooperation**

As early as 1958, when Chairman Mao read the "Instructions on Education Work", he proposed the education policy of "combination of education and production labor", and wrote a new chapter of school-enterprise cooperation in running schools after the founding of New China. In the 1980s, with the deepening of reform and opening up, school-enterprise cooperative education was really emerging in China, and vocational schools were reformed. This work-study mode has been implemented for more than 30 years, and it has been successfully explored in the long-term practice. The practice of teaching combined with the combination of education and production labor has trained a large number of highly skilled personnel for the country. In March 2006, the Ministry of Education issued the "Opinions on the Trial of Work-study Combination, Work-study and Part-time Reading in Vocational Colleges", which requires that "all vocational colleges should vigorously promote the cooperation model of school-enterprise cooperation and establish and improve the system of work-study and half-reading" . In the "National Medium- and Long-Term Education Reform and Development Plan" (2010), it is emphasized that it is necessary to "mobilize the enthusiasm of industry enterprises, formulate laws and regulations for promoting school-enterprise cooperation, and promote the institutionalization of school-enterprise cooperation. Encourage industry organizations and enterprises to hold vocational schools and encourage them. Enterprises receive student internship training and teacher practice, and encourage enterprises to increase their investment in vocational education [2]."

The Ministry of Education and the Ministry of Finance also stated in Document No. 8 of 2010 that local governments and industry enterprises should jointly establish higher vocational colleges and explore the establishment of board of directors or councils of higher vocational colleges to form talents, process co-management, results sharing, and responsibility. The system of close cooperation in running schools should promote the deep cooperation between schools and enterprises, enhance the vitality of running schools, implement the responsibilities of teachers in close contact with enterprises, guide and motivate teachers to actively serve enterprises and society, carry out technological research and development, promote the transformation of scientific and technological achievements, and achieve mutual benefit. A win-win situation.

The formulation of these policies indicates that the school-enterprise cooperation training model has been officially rolled out at the national level and has entered the stage of full implementation. School-enterprise cooperation is an important direction for the development of current vocational education. At present, the main modes of cooperation between higher vocational schools and enterprises in China are: the alternating form of engineering and learning, the "2 + 1" talent training mode, the order talent training mode, the training, the scientific research, the employment type, the dual fixed life mode, the former school and the factory, and the combination. The local economy is fully cooperative, and the enterprise-based cooperative school-running style and so on. In general, these school-enterprise cooperation models closely integrate students' theoretical study with practical operations, enhance the interaction between enterprises and schools, and promote the current economic development.

### **4. The Analysis of Problems Existing in the School-Enterprise Cooperation of Professional Trade**

From the perspective of the cooperation between schools and enterprises at home and abroad, the successful foreign vocational education basically has the strong support of the government, and even the school-enterprise cooperation is regulated in the form of legislation, which provides a strong guarantee for the development of vocational education. In China, in recent years, school-enterprise cooperation has been a direction of vocational education development at the government level. Facing the late school-enterprise cooperation and combining the characteristics

of international trade profession, I believe that there are mainly the following problems in the school-enterprise cooperation construction [3]:

Enterprises are pursuing efficiency, and their profit-seeking nature determines that if there is no income or too little income in the process of school-enterprise cooperation, the company is not enthusiastic about the cooperation intention. At present, China does not give preferential treatment to cooperative enterprises in the system, and enterprises lack cooperation motivation. Most of the foreign trade positions are highly operational, and the students' hands-on ability is insufficient. The enterprises need to send special personnel to guide them. The student internship is more and more busy for the enterprise, which affects the work efficiency of the enterprise to some extent.

In addition, foreign trade work can be exposed to the company's core business secrets, such as customer information, price information, etc., which also determines that companies are not willing to recruit interns, even if enrolling interns, leaving less space for students to practice. The continuity of foreign trade work has made most enterprises unwilling to hand over the business to the students of informal employees. These factors have led to the current form of cooperation between schools and enterprises in many higher vocational colleges, such as finding foreign trade enterprises. Sign a cooperation agreement, hang a plaque of a cooperative base, or ask some foreign trade companies to give students some business introductions, take students out to visit the field, etc. These cooperation modes are relatively simple and cannot be achieved so that students can actually enter professional activities. These cooperations have not achieved an optimal combination of educational resources, and there is still a gap between the school-enterprise cooperation in the true sense.

The cooperation between schools and enterprises in higher vocational education is not only an educational behavior but also a market factor. Benefits are the point of cooperation between the two parties. Some professions, such as hotel management, require a large number of first-line service staff. Higher vocational students meet their talent needs, so school-enterprise cooperation. In the process, the company is highly motivated. However, for international trade, accounting majors, etc., because the company receives fewer interns, it is difficult to conduct large-scale internships, and the internships in different foreign trade enterprises are high, the management costs are high, and the safety of students is difficult to master. School-enterprise cooperation such as "order training" is not easy to carry out, which restricts the deep cooperation between schools and enterprises to a certain extent.

Although the state has vigorously promoted vocational education in recent years and has made school-enterprise cooperation an important direction of vocational education, it is necessary to bring together two different stakeholders to achieve a win-win situation among students, schools and enterprises. It is necessary for the government to play an intermediary and service role in the cooperation between higher vocational schools and enterprises according to national conditions. From the current point of view, the role of the government is often stuck in the policy propaganda and guidance. The government has no relevant supporting policies for promoting the institutionalization of school-enterprise cooperation and cooperation with enterprises. For example, there is no incentive for enterprises involved in school-enterprise cooperation. In terms of taxation and other preferential treatments, enterprises have no incentives. For a profession that is difficult to carry out school-enterprise cooperation like Guomao, it will affect the cooperation between schools and enterprises to a certain extent [4].

## **5. Construction of the Training Mode of Talents for School-Enterprise Cooperation in International Trade**

The training goal is to train students to achieve certain talent quality standards by organizing students to learn professional knowledge in a planned and purposeful manner. In the past, the goal of talent training was proposed by the school unilaterally, focusing on the actual conditions of the school itself and neglecting the talent needs of the company. The "full-time school-enterprise cooperation" requires enterprises to participate in the talent cultivation process of the school from the very beginning. From the perspective of enterprises, the training objectives of talents mainly focus on three aspects: professional knowledge, individual ability and professional quality.

Professional knowledge means that enterprises require students to master the basic knowledge of professional knowledge and professional related financial, legal, management, accounting and other basic knowledge; in terms of individual ability, students are required to have specific operational capabilities for foreign trade operations, such as reviewing and modifying letters of credit. , the ability to control foreign trade documents and the ability to communicate with foreign businessmen; professional quality requires students to have good physical and mental health, basic professional ethics and teamwork. From the above analysis, the talent training goal combined with the needs of enterprises is more concrete and practical, emphasizing the complexity of knowledge structure, the comprehensiveness of the ability structure and the professionalism of individual quality.

After establishing a clear goal for talent training, the second step is to cooperate with schools and enterprises to develop a comprehensive talent training program. An applicable talent development program is critical to the quality of a professional's development. School-enterprise cooperation to develop talent training programs requires schools and enterprises to study various positions on the basis of full-scale research, based on the training objectives of talents, according to the actual situation of the school, combined with the trend and dynamics of industry development, from the perspective of professional job demand. The professional connotation and skill requirements, bold reform and innovation, the establishment of professional theoretical courses and practical curriculum systems, and continuous improvement in practice to explore the optimal talent training program.

A good talent development program must also be implemented in order to produce the desired results. In the traditional work-study combination talent training mode, it is usually the professor who is responsible for most of the theoretical courses. The enterprise teachers undertake the teaching tasks of a few concentrated practical courses. The division of labor is simple and the actual effect is not good. The "Full-time school-enterprise cooperation" model is not a simple repetition of the previous model. It requires deep cooperation between schools and enterprises. Enterprises should deeply participate in the whole process of implementing the personnel training program, develop teaching materials with the school, develop courses, and guide schools to establish actual combat. The training base can teach the school to the school; the school teacher should deepen the internship and strengthen the skills, can expand the business for the enterprise, provide staff training, and so on. To improve the existing talent training methods and improve the efficiency and effectiveness of personnel training, talent training is required. In the process of program implementation, schools and enterprises must work together and integrate deeply [5].

The best standard for testing the quality of school education is the recognition of the school graduates. Therefore, the introduction of enterprises into the campus and the cooperation between schools and enterprises to develop an evaluation system for talent quality will help the school to test its own school level and thus better Talent development services. Under the "full-time school-enterprise cooperation" mode, enterprises should participate in the evaluation of students in daily teaching as much as possible, especially the part that contains the practical teaching time, and the internship before the graduation of the students is a big test for the students. Through internships, enterprises must conduct a comprehensive assessment and appraisal of students' professional knowledge, individual abilities and professional qualities to test the effectiveness of the implementation of the personnel training program, and complete the final revision of the talent training model with the school.

## **6. Conclusion**

The school-enterprise cooperation model of higher vocational international trade enables students to obtain broader development opportunities, enhance students' employment competitiveness, improve the quality and quantity of students' employment, and build an open and flexible vocational and technical education system that meets social needs. Vocational and technical colleges have really shifted from academic education to vocational ability education, truly transforming the contradiction between talent structure and social needs in contemporary society, and making higher vocational and technical education become the mainstay of talent cultivation.

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