Research on the Cultivation of Foreign Trade Talents in Applied Universities under the Background of Digital Trade

Xiang Lingyan, Huang Jiaqing

Wuhan Technology and Business University, Wuhan, Hubei 430000, China

Keywords: Digital trade, Foreign trade talents, Personnel training, Integration of industry and education

Abstract: With the penetration of Internet technology into the field of international trade, China's cross-border e-commerce has developed rapidly, which has greatly promoted the transformation and upgrading of our traditional international trade mode, resulting in the birth of digital trade. This new trade form with great development potential. The development of digital trade urgently needs professional talents as support. This paper describes the development of digital trade in China, analyzes the main difficulties faced by application-oriented universities in foreign trade talent training, and puts forward the improvement measures of application-oriented universities in foreign trade talent training mechanism, so as to adapt to the needs of foreign trade industries and enterprises employment needs.

1. Introduction

The rapid development of information technology and Internet communication technology has promoted the rapid transformation of the traditional economy to digitalization. Foreign trade is an important part of the national economy and has also been deeply affected by digitalization. Driven by digital technology, digital trade can flourish. Data shows that, as an important part of digital trade, the export scale of cross-border e-commerce reached 8.03 trillion yuan in 2019 alone. Even in the first half of 2020, which was hit by the epidemic, the customs cross-border e-commerce supervision platform entered the market. Exports increased by 26.2%, providing new impetus for my country's export trade. It can be seen that the development of digital trade provides increasingly important support for achieving high-quality development of the national economy.

Digital trade generally refers to using the Internet as the basis and digital exchange technology as a means to provide both supply and demand with digital electronic information required for interaction, so as to realize an innovative business model that uses digital information as a trade standard. Shanghai Academy of Social Sciences announced in 2019 The "Global Digital Trade Promotion Index Report" shows that China's digital trade currently lags behind Europe, the United States and Japan, and is in the initial stage of development. However, as a new engine and new kinetic energy for my country's foreign trade growth, it has huge development potential.

2. The Dilemma of Digital Trade Talent Training

Digital trade provides a new path for my country to improve the level of trade competitiveness, and the upgrading of industries requires the support of professionals. In order to promote the continuous development of digital trade, new types of digital trade talents have become "just needed." Accenture's "Chinese Enterprises Digital Transformation Index" released in 2018 pointed out that the lack of digital talents has severely restricted the digital transformation of Chinese enterprises. According to calculations by the education department, the shortage of artificial intelligence talents in my country exceeds 5 million, and the domestic supply-demand ratio is 1:10, which is a serious shortage. The demand for digital trade talents is increasing. As a new direction and new model for the development of foreign trade, digital trade puts forward new requirements for relevant practitioners; as the main export position of trade talents, colleges and universities are also facing new challenges. Digital trade proposes to the training of international trade talents for colleges and

  DOI: 10.25236/ermss.2021.049

universities. However, the current training of trade professionals mainly focuses on the teaching of professional knowledge, which is difficult to match with the society's increasing comprehensive quality requirements for talents, and faces many problems. The training of digital trade talents in colleges and universities mainly faces the following dilemmas.

2.1 The Target Positioning of Talent Training is not Clear Enough

Although many colleges and universities that have opened international trade majors are based on the "National Standards for the Training of Undergraduate Talents in Trade and Economics" by the Ministry of Education, they have not combined their own professional characteristics and school positioning, so that the talent training goals. The positioning is not clear enough and the homogeneity is serious, which affects the output quality of digital trade talents.

2.2 Personnel Training is out of Touch with the Industry

The booming development of digital trade in my country has made relevant companies increasingly urgent for talents. In recent years, the annual demand for digital trade has exceeded 2 million. Digital trade is a relatively new business model that requires dual-skilled talents who can proficiently use international trade knowledge and master e-commerce skills. However, the current colleges and universities still focus on cultivating trade talents based on the traditional model, and the cross-border e-commerce practice and training conditions of some colleges and universities are not yet complete, which can no longer meet the needs of foreign trade companies. At the same time, the training of talents for new industries and business models in universities is often relatively lagging, which has exacerbated the mismatch and serious disconnection between talent output and the digital trade industry.

2.3 The Curriculum is not Reasonable Enough

There are three problems in the current international trade professional curriculum: "old, wide and narrow". First, the curriculum system is still based on traditional trade theory and practice, and it has not been able to update knowledge in a timely manner to adapt to the fast-developing new digital trade model; secondly, the curriculum system is too broad, the professional characteristics are not prominent, and the direction is not clear, resulting in Students have a relatively shallow grasp of the core knowledge of digital trade and lack competitiveness; in addition, some courses are too discrete to form an organic digital trade course group, resulting in student learning knowledge that is not systematic and there are gaps in knowledge. The unreasonable curriculum setting has severely restricted the training effect of digital trade talents.

2.4 The Teachers are Relatively Weak

As an emerging discipline, there is a shortage of teachers with a background in digital trade. Although some colleges and universities have opened relevant courses, most of the teachers in the course have transformed from their original majors, and their own knowledge system is not comprehensive, and even some teachers are still "teaching and learning". At the same time, teachers lack practical experience in digital trade. When teaching knowledge, they are often in a state of "talking on paper", which seriously affects the teaching effect.

3. Strategies for Cultivating Foreign Trade Innovation and Entrepreneurship Talents under the Background of Digital Trade

3.1 Build a professional curriculum system oriented to vocational application ability

The professional curriculum system is an effective carrier and fundamental guarantee for the goal of talent training. When constructing the curriculum system, according to the survey results of social talent needs to locate the training goals of the professional talents, not only to clarify the specific jobs and main tasks of the industry chain post group for the students of the major in the future, but also to analyze and explore the specific requirements of the jobs And a detailed work process, and then develop a series of courses around the professional application ability required by the post, and

formulate the direction and focus of the relevant course teaching design and implementation, and finally implement the core teaching content that is closely related to theory and practice.

3.2 Select Excellent Teaching Materials, Optimize Teaching Content, and Build a Digital Resource Library

In terms of teaching materials, schools and enterprises cooperate to develop new teaching materials that cater to the current needs of social talents and cultivate new teaching materials that are in line with the actual situation of the job. The school-enterprise cooperation textbook is to carry out project-based teaching according to the foreign trade business process in the work position. The teaching steps and content of the compilation and design are directly drawn from the company's excellent real cases, giving students intuitive results. In terms of teaching content, from the perspective of ability training, rewrite or revise the curriculum standards, overall design and unit design, curriculum assessment plan, curriculum ideological and political implementation plan and other materials that are more in line with students' professional innovation and entrepreneurship ability training; the core curriculum theoretical teaching content Appropriate sorting, selection and integration are carried out, and teaching plans and teaching tasks are arranged according to specific jobs and workflows. In addition, build a digital resource library of electronic courseware, electronic lesson plans, exercises and test paper libraries, micro-class teaching videos, typical business materials or samples, learning documents or videos, etc., so that the teaching content can be vividly displayed, which can not only stimulate students' interest in learning and Motivation, and frees students’ knowledge learning and skill training from time and space constraints, truly enabling this professional course to achieve "multiple results with half the effort" effect.

3.3 Innovative Teaching Mode, Incubating Innovation and Entrepreneurship Projects

After adjusting the curriculum system and optimizing the teaching content, the implementation of "task-driven, project-oriented" practical teaching in a simulated virtual environment of a simulation company not only increases students' hands-on operation ability, cultivates foreign language professional application ability, but also improves professional innovation and entrepreneurship ability. The teaching effect is very significant. In the professional course teaching, let a number of students set up a simulation company in the name of a cooperative group, and self-designed Chinese and English company names, addresses, and 50 to 80 characters company introductions. Students can conduct N import and export operations under the simulation company and repeatedly simulate simulation projects. Training and job task operations. Students can enter the background website to browse and learn while performing skills operations, and work together to discuss and solve operational problems encountered in groups. During the training process, the training teacher not only has to carry out each group inspection and classroom management monitoring, but also assists them in solving their puzzled operation problems at any time.

3.4 Improve the Training Environment and Highlight Practical Training Links

Implement the experimental training construction plan inside and outside the school, and improve the project operation and training teaching conditions. As a talent training unit, try to make students “zero distance” after graduation, try to incubate independent innovation and entrepreneurship projects in the school, introduce the realistic job tasks of the enterprise into and out of the classroom, and highlight the cultivation of students' entrepreneurial and innovative ability. This requires schools to improve the environment for the use of network equipment, increase the Internet speed, increase the purchase of simulation training software, and increase the utilization rate of the network teaching platform and training operation platform, thereby improving the effectiveness of classroom training.

3.5 Integration of Production and Education Competitions to Enhance Students' Innovation and Entrepreneurship Capabilities

The first is to strengthen school-enterprise cooperation, jointly develop courses, teaching materials, and provide teachers and students with practical opportunities. In teaching, students who have achieved an excellent mastery of theoretical knowledge can successfully complete the training project

after several twists and turns in the simulation training process. Similarly, students who have perfect operations on the campus training platform will encounter some difficult problems that cannot be solved quickly after graduation. After all, in the process of classroom teaching and training, there is no external environment (the external environment of the actual business cannot be simulated), and cannot face the ever-changing business atmosphere, and the business diversity, complexity, and professionalism cannot be reflected. Therefore, we still need to increase school-enterprise cooperation, expand the scope of off-campus practice training bases, and establish a long-term and effective cooperation mechanism with them, so that professional teachers and students can go to the company for training or internships, so that students have more opportunities to enter the real corporate environment Increase perceptual knowledge and learn professional skills on the spot.

The second is to form a teaching system of "promoting learning with competition, promoting teaching with competition, and promoting reform with competition". The vocational skills competition is a planned and organized mass competition that combines the actual work of industry production and operation and focuses on operational skills and the ability to solve practical problems. Vocational skills competition is a platform for students of vocational colleges to show themselves and improve themselves, and it is also an important test of the achievements of education and teaching reform in various colleges and universities. Stimulate students' interest and enthusiasm through vocational skills competitions, create a positive learning style and school spirit; promote the transformation and integration of vocational skills competition results and teaching resources, promote professional education and teaching reforms in higher vocational colleges, and reform teaching plans and teaching Content and teaching mode, build a unique teaching system and mode, realize the training of vocational college students to become first-line skilled talents that meet the needs of enterprises and society, and further enhance the social service function of vocational colleges.

4. Conclusion

In summary, under the development situation of digital trade, combined with industry positions and work tasks, a training platform is introduced to carry out "task-driven, project-oriented" practical teaching under simulation virtual projects, actively develop school-enterprise cooperation and encourage participation in various competitions. A teaching system of "promoting learning by competition, teaching by competition, and reform by competition" will be formed to further enhance students' innovation and entrepreneurial ability and foreign language professional application ability, so as to cultivate compound skilled talents in line with the current economic and social development situation.

References

[1] Fu Bin, Hua Shuchun, Zhang Jun. Research on the Dilemma and Countermeasures of Digital Trade Talent Training. Jiangsu Science & Technology Information, Vol.36, No.12, PP. 66-68,2020.

[2] Yuan Yuan, Qu Liang. Research on the "Trinity" Cross-Border E-Commerce Talent Training Mechanism of Government and Enterprise under the Background of Digital Trade. China Economic & Trade Herald, No.1, PP.35-38,2021.

[3] Zheng Xiaomei. Development Status, Problems and Countermeasures of Digital Trade in China. Straits Science, No.9, PP. 98-102+112,2021.

[4] Fan Qi, Zhu Zhouhang. "Internet Plus" Training Mode of China World Trade Center Professional Applied Talents. Education and Teaching Forum, No.22, PP. 185-188,2021.

[5] Yuan Yongyou, Wang Yun. Discussion on the Cultivation of International Trade Talents under the Background of Globalization -- Taking the International Trade Innovation Experimental Class as an Example. Foreign Economic Relations & Trade, No.04, PP. 149-152,2020.