

Research on E-commerce Entrepreneurship Training in Higher Vocational Colleges in the New Retail Era

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Abstract: Under the new retail background, the e-commerce entrepreneurship training model faces new challenges. This article takes higher vocational colleges as the starting point, puts forward new requirements for e-commerce majors in new retail, analyzes the current status of talent training models in higher vocational colleges, and focuses on restructuring the curriculum system, improving teaching methods, optimizing teacher strength, and innovation. The way to practice the training system is to explore the path of cultivating entrepreneurial talents for e-commerce majors in higher vocational colleges.

1. Introduction

With the widespread application of the Internet and mobile Internet, traditional e-commerce is facing the dilemma of user growth and exhaustion of traffic dividends. According to research data, the growth rate of China's online shopping market is rapidly slowing down, from 70.2% in 2011 to 25.4% in 2017 and only 20.4% in 2018. Therefore, in 2016, Ma Yun proposed at the Ali Yunqi conference that "the era of pure e-commerce has passed, and the next ten years will be the era of new retail." One month later, the General Office of the State Council also issued the Opinions on Promoting the Innovation and Transformation of Physical Retailing, emphasizing: "Insist on demand-led, innovation-driven, adjust business structure, promote cross-border integration, and guide Brick-and-mortar retail companies are gradually improving their informatization level, integrating offline logistics, service, and experience advantages with online business flow, capital flow, and information flow to expand the intelligent and networked omnichannel layout. "

New retail is based on the Internet, and through the use of advanced technology such as big data and artificial intelligence, the company upgrades the production, distribution and sales process of goods, and then reshapes the structure and ecosystem of the industry. New retail model with deep integration of modern experience and modern logistics. The key to new retail is to promote the integration of online and offline, change the antithetical relationship between traditional e-commerce and retail formats, and complete the optimization and upgrade of the e-commerce platform and physical retail stores in the commercial dimension.

With the in-depth development of China's Internet +, China has entered a new retail era of e-commerce. The field of e-commerce has become the main position for mass entrepreneurship. Many vocational colleges in China have realized the importance of the training of e-commerce students and continued to conduct e-commerce. Professional reforms and innovations, and various vocational colleges have successively carried out modern entrepreneurial talent training and education based on the background of e-commerce. The purpose is to better connect effectively with social employment needs and solve employment problems. The scientific construction of the entrepreneurship curriculum system in higher vocational colleges is the basis for student entrepreneurship education. Effective implementation of entrepreneurship courses can cultivate and enhance students' entrepreneurial spirit and ability, and ultimately achieve the purpose of promoting student entrepreneurship and employment. How to construct an effective e-commerce entrepreneurship curriculum system has become an urgent subject for research in the professional entrepreneurship education of higher vocational e-commerce.

2. New Retail Requirements for E-Commerce Entrepreneurship

The connotation of new retail is mainly reflected in the following three aspects: First, through the multi-dimensional integration of online, offline and logistics, and the application of data technology, the online information flow, capital flow, offline experience and logistics Service is more efficient and faster. Second, technology-driven. Production, supply, storage, and sales in the entire retail process rely on big data, artificial intelligence, cloud computing and other technologies to achieve precise marketing, product selection, and scenario construction. Third, new retail is based on consumption. This is the core and is committed to providing consumers with satisfactory, efficient and even more accurate service than expected. It can be seen that although new retail is a new retail model, its commercial essence is still retail. It is to provide consumers with omni-channel and comprehensive services in the era of consumption upgrade and data-driven.

CBNDData (First Financial Business Data Center) in conjunction with Taobao University's "2018 New Retail Talent Development White Paper" shows that the blowout development of new retail has gradually made the problem of shortage of new retail talent gradually emerged, and talent reserves and competition have become corporate competition. Second battlefield. According to the connotation of new retail, new retail puts forward new requirements for the training mode of e-commerce entrepreneurship. First, e-commerce talents need to be proficient in online and offline retail channels to provide quality services to their customer base. Under the new retail background, enterprises are tightly integrated online and offline. E-commerce entrepreneurs need to switch between online and offline at any time according to the needs of the enterprise or customers to ensure the rapidity of service processes. Second, e-commerce entrepreneurs need to fully master data technology and accurately capture customer needs, so that companies can make effective arrangements in the process of production, supply, storage, and sales to achieve consumer insights and rationally allocate corporate resources. Third, by using cloud computing and intelligent technologies to serve customers efficiently, e-commerce merchants can use cloud computing and intelligent technologies to generate links and interactions with customers in advance, predict customer needs, guide customer consumption, and improve customer experience.

3. Status Quo of E-Commerce Entrepreneurship Training Model in Higher Vocational Colleges

Under the wave of new retail development, the overall environment of e-commerce has undergone tremendous changes, new ideas, new technologies, and new positions have emerged endlessly. The existing e-commerce entrepreneurship training model of higher vocational colleges faces the following challenges.

The training of e-commerce talents in colleges and universities follows the traditional e-commerce talent training program, and the curriculum has not been changed in accordance with the development of the times. Although the names of courses offered by various universities are different, they basically include professional courses such as "e-commerce", "website design and webpage production", "network marketing", "image processing and production", and "logistics management", "Marketing" and other auxiliary courses. But in the new retail era, in addition to the knowledge and skills of these courses, big data analysis, artificial intelligence, etc. are becoming increasingly important. Currently, fewer vocational colleges offer such courses. In addition, the textbook selection of existing courses is relatively backward, and the technical content designed in the textbook is close to outdated. All these cause the status quo of talent training in colleges and universities lags behind the demand for talents in enterprises and society.

Due to the late start of entrepreneurship education in higher vocational colleges, coupled with the gap in the infrastructure and level of schooling of higher vocational colleges, it has not been possible to form a curriculum system for entrepreneurship education with higher vocational characteristics. Typical cases explain analysis, entrepreneurship development, and other teaching modules are scattered in individual semesters to study. Entrepreneurship courses have not been incorporated into entrepreneurship training programs, and they have not been linked with the majors

studied by students. This has led to courses Lack of directionality, professionalism and pertinence, did not effectively improve students' entrepreneurial thinking and ability.

Because students have different professional backgrounds, the same course will also produce different teaching effects. When the content of the course is compatible with the specialty of the student, the student will have a sense of identity and obtain good learning results; when the content of the course is different from the professional background, then these students will be unfamiliar with the teaching context of the course, which will make the entrepreneurship course useless. It is naturally impossible to learn knowledge from entrepreneurship courses. This kind of entrepreneurship courses that fail to match the majors studied by students directly lead to the islanding of entrepreneurship education courses.

With the rapid development of the Internet today, students' learning methods have undergone significant changes. Fragmented learning, autonomous learning, and blended learning are prevalent, and MOOC, micro-learning, and online live broadcast have become increasingly popular. Although many colleges and universities carry out online and offline teaching, flipping classrooms, and information-based teaching competitions, they are actually talking on paper and have not been implemented. The existing teaching methods are still mostly classroom lectures + hands-on exercises, plus multimedia equipment, case teaching and software teaching. This duck-ducking teaching mode is relatively old and boring, and it is difficult to attract students' enthusiasm and learning interest in class. The effect is not ideal.

In the process of entrepreneurship education in higher vocational colleges, there is also a lack of theoretical explanations to cultivate entrepreneurial practical skills. Regardless of the content of textbooks or the emphasis on teaching, it has failed to achieve an effective fit between entrepreneurship education and vocational education. In the actual teaching process, just explaining entrepreneurial success stories, holding entrepreneurial lectures and seminars, etc., only to make students remember some theoretical knowledge of entrepreneurship education and other theoretical knowledge, it has little effect on the practical guidance of students' entrepreneurship and its significance. Although some vocational colleges hold entrepreneurship skills competitions, students participate in the competition at a low level and are not guided by instructors with practical experience in entrepreneurship, which has little effect on the promotion of entrepreneurial skills.

Faculty is the key factor that determines the quality of teaching in higher vocational colleges. In the assessment of higher vocational teachers in China, only multiple certificates such as teacher qualification certificate and vocational qualification certificate can be used to obtain employment qualifications in higher vocational colleges, which has led to uneven teaching levels in many colleges. In the context of new retail, in addition to requiring students to have more knowledge and skills, it is not a small challenge to teachers' professional ability. E-commerce teachers must not only be proficient in traditional e-commerce content, but also master new technologies such as big data and cloud computing. Teachers need to establish the concepts of life-long learning and constant learning, keep up with the pace of the times, and master new knowledge and technologies.

At present, although higher vocational colleges have many dual-teacher teachers, the number and quality of entrepreneurship education teachers need to be improved. Most entrepreneurial education is undertaken by counsellors. These teachers do not have professional entrepreneurial education training experience, and the entrepreneurial knowledge structure needs to be optimized. The theoretical level of entrepreneurial knowledge needs to be improved. In addition, the faculty structure of the entrepreneurial course is unreasonable, the entrepreneurial practice is weak, it does not have actual entrepreneurial experience, and it is relatively lacking in entrepreneurial skills and entrepreneurial experience. It can only be taught in traditional theories. Guidance to students' entrepreneurial practice.

At present, the teaching aids for e-commerce majors in most vocational colleges are computer rooms, hardware and software training, which cannot be compared with the real environment of enterprises. The new retail emphasizes the deep integration of online, offline and logistics, centering on the consumer experience, and the students in the computer room can only have a brief understanding of what they have learned through the training simulation software, and cannot be

linked to the corporate practical training. . Therefore, the form and content of training need to be changed.

At present, higher vocational colleges in China lack support for entrepreneurship courses, have not formed a department responsible for various issues of entrepreneurship education, rarely create entrepreneurial incubation bases, and many students have no opportunity to participate in entrepreneurship practice. In terms of the development and setting up of entrepreneurship courses, many higher vocational colleges offer them as elective courses, and there is no entrepreneurship course that integrates professional characteristics in depth. All these are the lack and weakening of the guarantee mechanism and curriculum system.

4. The Path of E-Commerce Talent Training in Higher Vocational Colleges Under the Background of New Retail

The law of social relations of education requires that education must be adapted to the development of society, and the training of talents must be adapted to the needs of talents in modern economy and social enterprises. In the new retail era, the development of e-commerce is changing with each passing day. If higher vocational colleges use a stable talent training program as the guidance document of the curriculum system, it is easy to cause a serious disconnect between the training goals and social needs. Therefore, the author believes that the training mode of e-commerce talents in higher vocational colleges needs to restructure the curriculum system with "new retail" as the carrier. The biggest differences between new retail and traditional e-commerce are mainly reflected in information technology, business models, product production, logistics and transportation. From this analysis, the curriculum based on new retail must add the following two aspects: (1) Information technology curriculum system. According to the characteristics of new retail, emerging technologies such as data mining, artificial intelligence (AI), and cloud computing are important foundations for realizing new retail restructuring the supply chain. Therefore, the above courses need to be offered in the e-commerce entrepreneurship training curriculum system to ensure that students master the new Modern information technology needed for retail. (2) Practice curriculum system. New retail emphasizes the close integration of online, offline, and logistics. It is necessary for colleges and universities to provide students with sufficient practical opportunities to strengthen their practical ability.

Under the new retail background, the skills and quality requirements for e-commerce professionals in vocational education have changed tremendously, not only the expansion and improvement of professional skills, but also the updating of ideas and patterns. Because the focus of traditional e-commerce talent training goals is often the network marketing job group with network promotion as the core, the website and store operation job group with operation as the core, the online customer service job group with customer service as the core, and the online Entrepreneurial-oriented comprehensive job group. Therefore, in terms of courses offered, although the names of different vocational colleges are different, they basically cover core backbone courses such as "e-commerce", "Internet marketing", "image production processing", "web design and website construction" and other such as " Marketing ", " Management ", " Logistics Management "and other professional ability support courses. If you simply superimpose courses such as "Retail Management", "Commodity Display", and "Store Operation", it will obviously cause too many class hours, and it will inevitably cause duplicate content. The talent training plan serves as the guidance document for talent training in higher vocational colleges and should not be changed frequently. However, in the context of new retail, the development of e-commerce is changing with each passing day. The stable version of talent training programs for 3-5 years often results in a disconnect between training goals and social needs. Therefore, a matrix "small module" course architecture can be adopted. According to the requirements of vocational ability and quality, the knowledge points and skill points that might have been covered in several courses were extracted, so that it became an independent knowledge or skill module.

The key to the effectiveness of the curriculum lies in the classroom. The entire curriculum of the e-commerce major in higher vocational education can be divided into basic courses, professional

courses, and practical courses. For these three different characteristics of the curriculum, teachers need to study targeted teaching methods rather than generalization. Basic courses are mostly lecture-oriented and need to be implemented with scientific and rigorous knowledge transfer methods. However, the basic courses are so boring and boring that it is difficult to attract students' interest. It is necessary to increase the interest and flexibility of the classroom and deepen the "project introduction, task-driven" teaching mode. Professional courses focus on the combination of theory, practice and case, and synergy of scenario teaching to improve the efficiency and professionalism of teaching. The practical curriculum needs to strengthen the unity of teaching, learning, and practice, combining pre-class preview, operation in class, and self-practice after class. According to the characteristics of new retail, courses with strong professional and practical characteristics can be set up in training rooms, enterprise stores, etc. to create a working environment for students.

In the selection of teaching tools, teachers can let students register accounts on teaching platforms such as mentoring careers, UMU interactive learning platforms, and blue ink cloud classes. Teachers create classes in advance, send learning materials to the platform, and students join Classes, preview in advance. As higher vocational students habitually play games, We-Chat, etc. In addition to the traditional PPT projection, teachers can also make cases and questions into HTML5 code in advance and send it to the student's mobile phone, so that the mobile phone and projection "big screen" without Switching between stitches makes the mobile phone a learning tool, which not only enhances interaction with students, but also meets the fragmented learning needs of students. Teachers can also make knowledge points and difficult points into micro-lessons, so that students can refer to the review.

The efficiency and level of higher vocational education depend on the quality and level of the teacher team. In the new retail era, the cultivation of e-commerce talents requires the integration and optimization of the teacher team, and the creation of a "dual-skilled" e-commerce professional teacher team with innovative entrepreneurship. At present, higher vocational education is out of touch with the actual combat of enterprises, and there is a big difference between the knowledge mastered by students and the process of enterprise practice. Schools should arrange teachers to work in the company every year to gain an in-depth understanding of the needs of the enterprise, and to learn the e-commerce knowledge and skills of modern enterprises in a targeted manner. It can integrate the knowledge taught in the classroom with the actual operation processes of the enterprise, so as to cultivate truly beneficial to the enterprise Development of professional talents. Higher vocational colleges can also adopt the method of joint training between schools and enterprises to bring the skilled artisans and practical experts of the enterprise into the classroom and build a professional and combined high-quality professional teachers. Enterprise experts introduce actual business cases into teaching, share and exchange work experience and experience, analyze and solve practical problems with students, make teaching content fit the actual situation, help students integrate, improve students 'ability to solve practical problems, and enhance students' future employment competition force.

The reform of the curriculum system in particular requires the support of a team of innovative and entrepreneurial teachers. The premise of implementing a matrix-based "small module" curriculum system is to balance teachers' academic titles, research directions, and specialty skills. The relationship between "electronic" and "business" should be handled well in the teaching team, taking into account "online" and "offline". Specifically, the first is to train dual-teacher teachers. Arrange teachers to work on the job, and learn the latest e-commerce operation skills of modern enterprises in a targeted manner, and rationalize the inconsistency between the knowledge taught by teachers and the practical operation process in the enterprise; second, enrich and improve the team of part-time teachers and guest professors. "Invite experts from enterprises" to analyze and solve practical problems with students, improve the ability of students in higher vocational colleges to solve problems, and enhance students' employment competitiveness.

Under the new retail background, strengthening practical training can meet the requirements of modern enterprises for students' ability. At present, most colleges and universities do not build e-

commerce training bases in schools, resulting in the practice in the school being basically impossible to complete. Based on this situation, schools need to invest funds to strengthen the construction of on-campus training bases to provide necessary guarantees for students' on-campus practice. In addition, strengthen school-enterprise cooperation and provide students with real opportunities for practice. In practice, students can realistically experience the corporate environment, be familiar with the actual operation mode and workflow of the enterprise, and further improve their practical ability. Higher vocational colleges should also actively encourage students to participate in competitions such as "Internet +", National Vocational Skills Competition, and "Internet Marketing Competition". For award-winning students, they can also be exempted from corresponding courses or credit deductions to encourage students to combine theory with practice to truly promote learning through competition and promote use of learning.

Reform and improve the classroom teaching model to reform and improve the classroom teaching model, we must first deepen the exploration of the "project introduction, task-driven" teaching model, integrate knowledge points and quality points into the curriculum content, increase the interest of the curriculum and improve Satisfaction. Combining the characteristics of new retail, two "richness" should be achieved in practice. First, enrich the choice of teaching places, set up classrooms in training rooms, stores, warehouses, etc., and strengthen work situations. Second, enrich the choice of teaching tools to achieve seamless switching between projection and mobile phone "big screen". Students in vocational colleges are accustomed to mobile games, We-Chat, etc., and mobile phones do not leave. In the past, the "blocking" method was often used, and the effect was not satisfactory. You can try to make cases, questions, etc. into HTML5 code and send it to the student's mobile phone, so that students can actively use the mobile phone in the learning place. Make micro-lessons, visualize knowledge points and quality points to meet the needs of students' fragmented learning.

5. Conclusion

New retail is the basic trend for the development of e-commerce in the future, and talent training is an important foundation for the development of new retail. At present, the training of e-commerce talents in higher vocational colleges has not kept pace with the development of the times. Therefore, it is necessary to further strengthen the reform of the training model of e-commerce merchants in order to meet the actual requirements of new retail development in the future. Higher vocational colleges can start to restructure the curriculum system, improve teaching methods, build a dual-teaching teaching team, innovate and practice the training system, and train students into multi-faceted and comprehensive development with new retail skills to meet the needs of society and enterprises for high-quality e-commerce talent.

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