

Research on the Construction of Course Groups System of Applied Talents Training for E-Commerce

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Abstract: With the rapid development of China's e-commerce industry, the demand for e-commerce talents is growing. However, some studies have shown that the employment rate of e-commerce students is not ideal in recent years. One of the important reasons is that colleges and universities on e-commerce professional training curriculum system is not reasonable. Based on the analysis of the e-commerce curriculum system, this paper puts forward a new type of e-commerce application-oriented talents training course groups system with characteristics, and further points out how to build the course groups, which can provide reference for the development of E-commerce in Colleges and universities.

Introduction

With the rapid development of e-commerce in our country, the application of e-commerce in enterprises is more and more frequent, which brings great business opportunities to enterprises. Under this social background, it is necessary to clarify the curriculum objectives of e-commerce and clarify new construction ideas. Under the guidance of educational objectives and core competence, this requires that courses should be integrated and reformed to build a curriculum system for cultivating applied talents of e-commerce to adapt to the new situation.

1.Problems and Analysis of the Curriculum System of E-commerce of Traditional Applied Undergraduates

1.1Independence of Technology and Commerce, without Reflecting Professional Characteristics

The goal of cultivating talents for e-commerce of applied undergraduate requires students to be able to skillfully use the theoretical knowledge of business economy, and also have the corresponding knowledge of computer information technology. This also determines the content of e-commerce curriculum system, which includes business and computer technology, and the two related courses need a good integration[1]. However, in fact, the two are independent in the current curriculum system, and there is no corresponding relation between the two, and the two kinds of knowledge are not integrated and cross-applied in teaching.

1.2Unclear Orientation of the Curriculum System, and Unreasonable Schedule

In the curriculum construction of e-commerce, many colleges and universities fail to orientate or do not clearly orientate the curriculum system according to the social needs. Moreover, the schedule of the curriculum is not reasonable enough. E-commerce is an interdisciplinary specialty, and with limited time and energy, students need to learn a lot of knowledge. However, in the time allocation of professional courses, some local schools do not combine the social needs and the actual situation of schools, but just make a simple patchwork at will. The cohesion and systematicness between courses are not close.

1.3 High Repetition Rate of Curriculum Content in Curriculum System

Generally speaking, e-commerce is divided into four categories: business, computer technology, entrepreneurship and innovation, and comprehensive experiments. There are also many courses of each type, especially theoretical course groups of business, but some of these theoretical course groups are repetitive in content. However, at present, these repetitive contents are not deleted or integrated in the teaching process, which causes a high repetition rate of teaching contents, a waste of teaching resources and affects the progress of students' learning.

2. The Proposal of Curriculum Group System of E-Commerce Major of Applied Undergraduates

The construction of e-commerce curriculum group system should first consider the goal of talents training. It should be oriented to meet the social needs, optimize the knowledge units within the group curriculum, avoid the repetition and omission of each other's content, and strengthen the cultivation of practical ability. With the advancement of teaching, it is necessary to expand and deepen the understanding and application of knowledge, and gradually realize the coincidence with the training objectives.

2.1 Analysis on the Orientation of Applied E-commerce Talents Training

The curriculum system construction of applied undergraduate e-commerce should be based on the objectives of talent training. The following table is based on the objectives, types and directions of training. Only by clarifying the orientation of the training of e-commerce talents, can we build a more comprehensive curriculum group system for the training of applied e-commerce talents[4].

Table 1 Analysis on the Orientation of Applied E-commerce Talents Training

Objectives	To be familiar with the characteristics of today's electronic information age and understand the development direction of e-commerce, master the basic theoretical knowledge and business skills involved in e-commerce, and be able to plan, develop, manage and maintain e-commerce system
Types	To be divided into technology type and business type, and focus on technology and business types to train e-commerce talents in applied undergraduate
Directions	To demand a great number of e-commerce talents, like all kinds of enterprises, websites and governments. Colleges and universities should make clear the direction of students' employment according to their own situation and the development of local economy.

2.2 Analysis of Enterprises' Demand for E-Commerce Applied Talents

(1) Demand characteristics

E-commerce is a compound interdisciplinary major, which includes management, economics, computer information technology and other contents. Thus, modern enterprises have higher requirements for e-commerce talents, and they must have a keen economic analysis ability, but also have certain website planning and production capabilities. Generally speaking, e-commerce applied talents should have the following two important characteristics: pragmatic and compound.

(2) Demand type

E-commerce enterprises' demand for talents is also the same as the development of e-commerce, which shows diversified development. Thus, in order to adapt to the development of e-commerce industry, the construction of e-commerce course groups should also take into account the types of talent needs of enterprises. Operation, technology and promotion are still the most urgently needed talents, and meanwhile, the demand for supply chain management talents is also increasing year by year. Because of the continuous development of the e-commerce industry, the demand types of enterprises for e-commerce talents will also constantly change. Thus, the curriculum construction can provide effective basis, and the needs of enterprises should be constantly studied and analyzed.

2.3 Focusing on the Training of Practical Ability

Apart from the theoretical curriculum design, the curriculum group system of applied e-commerce talents training should also focus on the design of practical curriculum. The professional ability of e-commerce applied talents is made up of theoretical knowledge and practical ability, and in order to highlight the application, it should strengthen the cultivation of practical ability. When constructing the e-commerce curriculum group system, the theory and practice should be combined and integrated into the curriculum group system. It is necessary to transform the theoretical knowledge taught by traditional teachers into cooperative learning. In the process of cooperative learning, the understanding of knowledge is deepened and the hands-on ability is enhanced. Combining theory with practice can help students develop their professional ability and comprehensive quality.

3. Construction of Curriculum Group System of Applied Undergraduate E-commerce

3.1 Framework Structure of E-commerce Curriculum Group System

From the structure of the existing curriculum group, it generally includes three levels: the basic level, the advanced level and the target level. The basic level usually studies professional basic course groups to lay a solid foundation for the following study, while the advanced level is made up of relevant professional course groups, and the target level is to reflect the final training objectives of the curriculum[2]. With this guiding ideology, it is necessary to combine the guidelines of the e-commerce professional course groups offered by the Teaching Guidance Committee of the Ministry of Education for universities, and give consideration to the characteristics of applied undergraduates. Then, the curriculum is divided into the group of e-commerce basic skills, the group of e-commerce platform construction, and the group of e-commerce practice innovation and entrepreneurship training. The name of the curriculum group and its corresponding structure hierarchy are shown in Table 2 below:

Table 2 The Architecture of E-commerce Curriculum Group

Structural Hierarchy	Curriculum Group of Basic Skills	Curriculum Group of Platform Construction	Curriculum Group of Practice Innovation and Entrepreneurship
Target level	Develop e-commerce business operation and network marketing ability or customer data analysis ability, and lay the foundation for the formation of e-commerce applied ability	Develop the ability of e-commerce website construction and system development, and lay the foundation for the formation of business planning creativity and entrepreneurship ability	Develop the ability of e-commerce operation planning and e-commerce entrepreneurship ability, and initially form the comprehensive applied ability
Advanced level	E-commerce services, network marketing, data mining	Platform development, website system construction and management	E-commerce planning, curriculum design, comprehensive experiment
Basic level	E-commerce introduction, e-commerce logistics, network payment and settlement, e-commerce security	Web page production and website construction foundation, Java language, database principles	E-commerce entrepreneurship, e-commerce case analysis, supply chain management

3.2 Advantages of the Curriculum Group Structure of E-commerce

Due to the complexity of e-commerce, students need to learn several courses of a group related to e-commerce. In the case that students have limited time and energy, if they cannot systematically study the knowledge of these courses, it may cause the phenomenon that students "learn one course

and forget one course", which is exactly the disadvantage of the traditional curriculum system. However, the architecture of the e-commerce curriculum group can solve this problem to some degree. It divides course groups with the same teaching objectives into the same curriculum group for systematic learning and teaching, which is good to enhance students' knowledge learning and deepen their understanding of different course groups.

4. Main Contents of E-commerce Curriculum Group Construction

4.1 Construction of Teaching Materials

The content of e-commerce teaching materials cannot be updated timely, which is the fundamental problem that leads to the fact that the final results of talents training seriously lag behind the development of the industry. Meanwhile, the courses in the group are integrated by adding or deleting the relevant courses, so the teaching materials should also be adjusted accordingly. Thus, it is the first task to organize the experts who compile the teaching materials to cooperate with enterprises to develop, to cooperate with other universities to develop teaching materials and to introduce foreign high-quality e-commerce teaching materials. Only in this way, students can learn relevant professional content systematically and coherently in a short time, with a wider knowledge range and no repetition.

4.2 Construction of Teachers

The integration of the courses itself increases the requirements for the teaching quality and ability of teachers in systemic and practical aspects. Strengthening the construction of teachers is also one of the main contents of the construction of e-commerce curriculum group, and the construction of teachers can be carried out in many ways. The example are like encouraging teachers to conduct in-depth exchanges with enterprises, conducting research, seminars and learning, cultivating "double-qualified" teachers comprehensively, encouraging teachers to attend various latest conferences on professional development and e-commerce development to improve their professional level, and actively mobilizing teachers to attend high-level conferences and professional teaching visits and exchanges with other universities to learn advanced teaching concepts and methods.

4.3 Construction of Practice Teaching

In the training program, it needs to expand the class hours or quantity of experimental teaching courses, actively explore the practice mode of combining production, learning and research, and promote students' understanding of the actual operation of society and enterprises. In this way, students can strengthen their training of network entrepreneurship ability, improve the ability to solve business problems and team collaboration ability by using the network. For the practice of curriculum experiments, simulation internships, graduation design, etc., we must reorganize the relationship among the various experimental courses. It is quite necessary to establish a multi-level practice teaching system, as shown in Table 3.

Table 3 Multi-level Practice Teaching System

In-class verification experiment	To be used for students' understanding, verification and simulation of professional knowledge, simulate to participate in various links such as e-commerce activities, and verify the important theories of theoretical teaching
Project practice	To be freely combined by students, and then divided and cooperated to complete multiple projects such as website construction and online entrepreneurship, enable students to deepen their overall understanding of enterprise information construction and operation from their respective perspectives, and improve the ability to analyze and solve problems comprehensively and enhance the sense of teamwork
Off-campus internship	To refer to letting students go out of the campus, go to the off-campus practice base to participate in practice, exercise working skills, understand the development of

5. Conclusion

Although the cultivation of e-commerce talents and the construction of the curriculum system have made some progress, the construction of the curriculum system is still worthy of long-term study. Only by continuously improving the curriculum system of e-commerce, can students' professional level and practice ability be fundamentally improved and students' needs for talents be satisfied to the greatest degree. This is also the starting point and final destination of the social research on e-commerce talents training and curriculum system construction.

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