

Analysis on the Talent Training Mode of "Applied, Professional and Personalized" for Trade Economics Major

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Abstract: The Internet economy puts forward new requirements and challenges to the talent training mode of Trade Economics major, which cannot only stay at the unilateral level of knowledge transmission. The Trade Economics major of Qilu Institute of Technology (hereinafter referred to as QIT) began to recruit students in 2009. In 2015, it was rated as the dominant characteristic major of private undergraduate colleges in Shandong province. After years of development, the Trade Economics major has made positive and beneficial exploration in the talent training mode, realizing the talent cultivation "applied, professional and personalized". The article interprets the connotation and realization way of the talent model of Trade Economics in QIT, and summarizes its professional characteristics, so as to further promote the construction of Trade Economics and the reform of talent training mode.

Introduction

With the emergence of Internet economy and the advancement of Supply-side reform, the economic situation under the new normal has increasingly high requirements on Trade Economics major. It requires not only professional knowledge, but also understanding of the Internet economy, with innovative spirit and ability, cross-industry business model. The quality requirement is very important to the development of modern commerce [1].

Since setting up Trade Economics major in 2009, QIT has been adhering to the idea of high starting point and high standard, emphasizing the combination of domestic and foreign trade and attaching importance to the application of modern trade technology.

Connotation of "Applied, Professional and Personalized" Talent Training Mode

"Applied, professional and personalized" talent training mode emphasizes application-oriented, student-oriented, quality-based, ability-centered, school-enterprise collaborative innovation and seamless connection.

Based on the market demand, according to the requirements of regional economic and social development, design reasonable and feasible talent training programs and provide high-quality education services;

Enterprises participate in the revision of talent training programs, co-construction of teaching resources, and provide students with practical courses that not only meet their own interests and development, but also meet the requirements of the industry, strengthen the training of practical ability, and realize the seamless connection between professional talents and enterprise needs;

Respect students' personality development, teach students in accordance with their aptitude, actively promote task-driven teaching reform, improve students' comprehensive quality, and cultivate applied trade and economics professionals to meet market demands [2].

The Way to Realize the Talent Training Mode of "Applied, Professional and Personalized" for Trade Economics Major

The talent training mode carries out reform and innovation from the perspective of cultivating "applied, professional and personalized" talents. First, strengthen the cultivation of students' practical ability, innovation and entrepreneurship ability, and improve their comprehensive application ability; Second, improve students' vocational skills and qualities to meet their career development needs; Third, respect students' independent consciousness and meet their individual development needs [3].

Reform and innovate the talent training program, cultivate good moral cultivation and higher vocational skills, master trade and trade related knowledge, be proficient in professional knowledge, have good communication skills and innovation under the premise of respecting students' individuality consciousness. Entrepreneurial spirit, applied, professional, and personalized talents with an international vision and a complete knowledge system.

Strengthen the reform of the curriculum system, standardize the curriculum categories, build characteristic courses, pay attention to the cross integration of disciplines, adapt to students' personalized learning needs, and cultivate students' independent learning ability; Optimize and integrate the teaching content, set up professional comprehensive practice courses, innovation and entrepreneurship courses, career guidance courses; Relying on school-enterprise cooperation, enterprises are actively promoted to enter the classroom, and "I face to face with entrepreneurs" activity is carried out to enable students to understand the current situation of the industry development and the requirements of professional ability, and constantly improve their professional adaptability.

Strengthen the construction of "double-qualified" teachers, build a professional teaching team with "double-qualified" quality, reasonable structure and combination of full-time and part-time teaching, which is led by professional leaders and principals of courses and composed of key middle and young teachers. Hire professional talents as part-time teachers from relevant industries and enterprises, establish a stable team of part-time teachers in enterprises, and reflect professional cutting-edge knowledge and new industry trends in teaching.

Actively promote school-enterprise cooperation and strengthen the construction of off-campus practice base. Enterprises participate in the revision of talent training programs, co-construction of teaching resources, and provide off-campus internship places and posts for students, strengthen the training of practical ability, and realize the seamless connection between professional talents and enterprise needs [3, 4].

Characteristics of Trade Economics Talents Training in QIT

Talent Training Emphasizes Professional Quality Education and Highlights Application. Focus on talent training objectives and professional characteristics, strengthen professional quality education, highlight the application. Reasonably arrange professional courses to link up with each other, promote each other and expand effectively. Further optimization and integration of courses, marketing, international trade practice and other courses with the theme of "innovative thinking and quality training" to optimize, cultivate students' innovative and entrepreneurial thinking; We should integrate the curriculum groups, strengthen the reform of the comprehensive practice teaching, and carry on the series integration, so as to cultivate the students' professional practice ability.

Reform and Improve Practical Teaching Based on Professional Core Competence. According to the requirements of the society on the ability and quality of talents, we should increase the proportion of comprehensive practical courses, set up independent experimental courses, focus on cultivating students' vocational ability, consolidate and extend students' professional knowledge. At the same time, we should strengthen the process management and effect evaluation of the comprehensive practice course, and improve the quality of the practice course [3, 5].

Implement the Professional Tutor System. Equipped with professional instructors for each grade, specialized counseling for different types of students, using after-school or evening self-study,

to achieve personalized education for students, so that students can define the direction of professional development, according to their own interests, purposeful and planned Arrange the learning process, avoid the blindness and randomness of learning, realize the development of personality, and grow into an application-oriented talent with a high degree of autonomy and innovation.

Pay Attention to the Cultivation of Students' Practical Skills. Actively promote task-driven teaching reform in the teaching process, guide students to actively explore knowledge; pay attention to explore students' scientific research and innovation potential, attract students to participate in teachers' teaching and research projects; teachers guide students to participate in college students' innovation and entrepreneurship projects and SRT projects, so that students can With practical ability, it also has certain scientific research capabilities.

Strengthen School-enterprise Cooperation. Establish off-campus practice base, flexibly use enterprise resources, and strengthen the guidance for students' employment. Strengthen the investigation and selection of the practical teaching base, and establish a stable cooperative school-running unit combining production, study and research. Cooperative enterprises provide students with good off-campus practice conditions, and at the same time, select excellent personnel to teach some professional courses or make special reports for students of the major, so as to broaden their horizons.

Pay Attention to the Cultivation of Students' Professional Ability. Practice teaching plays an important role in training students' professional ability, followed by Jane and complex, from easy and difficult to cognitive law, at the beginning of the first to pass the entrance of cognition practice this professional have a comprehensive understanding, combined with theoretical courses and the professional direction of special skill training with comprehensive practical training, finally into enterprise practice, and complete the graduation thesis in the internship [4]. Specific ways include:

First, set experiment projects independently. The courses that provide independent experimental courses mainly include "Marketing", "International Trade Practice", "Business Negotiation", "E-Commerce", etc. Through the teaching software and simulation, students' corresponding professional abilities are cultivated.

Second, public practice. Public practice is uniformly arranged by the school, including military theory and training, ideological and political education practice, physical health and standard test, etc., so that students can form a correct outlook on life and values, form good physical exercise and hygiene habits, and lay a foundation for working after graduation.

Third, comprehensive practice. The comprehensive practice of Trade Economics major includes the following links: cognition practice, comprehensive training of domestic trade business, comprehensive training of cross-border e-commerce, economic and trade thesis writing, ERP practice, graduation practice, graduation thesis, etc. Part of the comprehensive practice projects are completed by relying on the school's economic and management experimental teaching center, and comprehensive training is carried out by using various simulation software. Graduation internship is independently chosen by students to meet individual needs and effectively enhance students' practical and professional abilities [5].

Fourth, innovation and entrepreneurship practice. Innovation and entrepreneurship practice mainly consolidates theoretical knowledge of innovation and entrepreneurship through various practical approaches, such as test and training of innovation and entrepreneurship thinking, brainstorming, thematic discussion, case analysis, expert lectures, practical simulation, policy guidance, etc. At the same time, actively create conditions, support students to establish and participate in innovation and entrepreneurship association, innovation and entrepreneurship science and technology associations and other activities, relying on the innovation and entrepreneurship park for college students. Encourage and guide students to apply the theoretical knowledge to innovation and entrepreneurship practice.

Conclusion

The new situation of regional economic construction and social development puts forward higher

requirements for the quality of trade economics professionals. The trade economics major of QIT will be active in the construction of teaching staff, the reform and innovation of talent training mode, and the cultivation of students' innovative and entrepreneurial capabilities. Explore, continuously improve the quality of personnel training, and cultivate more "applied, professional, personalized" high-quality trade and economic professionals.

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