

Research on Practical Teaching Reform of International Economics and Trade Specialty in Private Undergraduate Colleges

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Abstract: although the major of international economics and trade is an economic major, it has strong applicability and needs more practical courses as the teaching content, and students are required to have certain operation ability. It can be seen that practice is the fundamental way to develop the major of international trade. At present, many private colleges and universities have also established this major, but the overall theory is still partial, and the practical courses are relatively backward, which is directly related to the lack of practical training base construction of private colleges and universities, the teaching method of practical training teachers and the teaching concept has not changed. Therefore, this paper analyzes some problems existing in the practice courses of international trade major in modern private colleges and universities, and puts forward specific solutions for reference.

1. Introduction

The development of world economic integration has changed the economic pattern, and China's emergence as an important economy in the world has brought an extremely important impact on the world economy. In such an environment, international trade major has also been built. In order to cultivate international trade talents suitable for China's economic construction, universities have actively made reforms and innovations in this major. At present, the international economy and trade demand for talents is great, and the demand for comprehensive quality of talents is getting higher and higher.

From the current teaching level of international trade major in private colleges, although some experts in the industry have been hired, they are still partial to theory and have few practical courses, which is undoubtedly not conducive to the employment of graduates. The social influence of private colleges and universities mainly depends on the employment situation. Therefore, teaching reform must be made to strengthen the practical teaching of international trade major and pay attention to the cultivation of students' practical ability.

2. Status Quo of Practice Teaching of International Trade Specialty in Private Colleges

2.1 The Theoretical Teaching Link is Separated from the Practical Teaching Link

There is not enough integration in the teaching content. The common problem in private colleges and universities is that theory and practice are forced to separate, theory teachers talk about theory, practice teachers talk about practice, leading to the separation of the two, lack of communication at the teaching level. In addition, the theory and practice of teaching progress, a lot of theory lesson the teacher finished, practice curriculum still in progress, theory and practice of teacher understanding of the course, each other to practice course content cannot follow theory, can't timely adjust to practice course, students learn up in the clouds and fogs, not conducive to the improvement of field.

2.2 The Training Base of International Trade Major in Private Colleges is Backward

First of all, there is too little content about practical training in the international trade major

textbooks of private colleges, which leads everyone to ignore the importance of practical training, and the construction of practical training bases and teachers is even backward. For example, practical training on documents is rarely mentioned in the course, but the content of this link is particularly important, but it is particularly weak in teaching, and there is no practical training site for documents. When the student of international trade major is textual research (if declare customs member card, documentary member card) these are the knowledge point that wants most very, and obtain employment to later having vital effect.

2.3 The Courses Are Independent and Not Systematic

Case teaching is an important way in the theoretical teaching process. Through case teaching, students can quickly master how to deal with various problems in enterprise foreign trade. In addition, through cases, let students form groups to discuss and explore, which is conducive to improving their knowledge mastery, improving their knowledge system and enhancing their interest in learning. But in actual teaching, many professional class teacher simply teaching according to the textbook content, also from their own point of view to design case teaching, neglect the needs of students and subjectivity, causing students haven't really participate in case teaching, case of the course are independent of each other, no system, failed to deliver the good fusion between different subjects.

3. Countermeasures to Improve the Practical Teaching Effect of International Trade Specialty in Private Colleges

3.1 Attach Importance to Practice Teaching and Increase the Investment in Practice Teaching

Private colleges and universities must pay attention to the needs of national economic construction, rebuild the curriculum structure of international trade specialty, and increase the proportion of practical courses. For example, practical courses such as international trade practice, international settlement, documents and customs declaration can be added, and these courses should have at least 2/3 of the rectification period. For schools with experimental sites, the opening hours of sites should be extended, and schools without sites should be actively built. Teachers are encouraged to design more practical practical courses in addition to the curriculum content, so as to improve the enthusiasm of professional teachers to carry out practical teaching and help students to master more practical operation ability.

3.2 We Will Ease Financial Pressure through Multiple Channels and Strengthen the Construction of Practical Teaching Bases

Strengthen the construction of the training room in school, increase investment to optimize and improve the hardware and software equipment of the training room, pay attention to the quality of equipment, update the software information in time, and help students to understand the industry development and technology application in the first time.

Long-term development of institutional cooperation. Schools should actively build off-campus training bases and reach agreements with enterprises to build long-term and stable practice bases. Colleges and universities cooperation is in line with the modern social benefit and win-win mechanism, cooperation by colleges, schools can be informed to the demand of choose and employ persons of the enterprise, the difficulty and the development of the enterprise goals, provide support for the business enterprise at the same time, can be targeted teaching, optimize the course content and course arrangement, according to the demand of choose and employ persons of the enterprise, to realize the goal of cultivating, orders To provide enterprises with excellent, professional, in line with the needs of the enterprise talents, while solving the employment problem. Enterprises can also provide technical support and send outstanding managers to schools to give lectures or participate in practical teaching when schools need them.

3.3 We Will Strengthen the Construction of Double-Qualified Teachers

In addition to perfect teaching facilities and training sites, the faculty is also a key factor to

determine the quality of teaching. To this end, private colleges and universities should cultivate the ability to engage in practical teaching and foreign trade theory knowledge of higher level of “double-qualified” teachers. The school can start from the management, promulgate the classroom incentive mechanism, encourage teachers to participate in the double teacher training, and give certain subsidies and rewards, but also can reform the assessment system, comprehensive assessment of teachers' theoretical and practical level, encourage everyone to improve in all directions. The school should know how to go out, encourage school teachers to take part-time jobs in enterprises, but also invite in, from the enterprise to hire some excellent professionals to do part-time teachers in the school, guide practical teaching, and seek common development and progress.

3.4 Professional Teachers Coordinate and Make Unified Teaching Cases

Teaching cases of specialized courses are the key to help students improve their knowledge understanding and play an important role in the teaching process. In teaching, we should cooperate with teachers of various courses to develop case teaching that belongs to students and is suitable for students, which is extended beyond textbook knowledge. Therefore, I suggest that teachers in a professional group sit together, communicate and discuss with each other, and creatively make a set of exclusive cases based on the complete and systematic import and export business procedures. This set of cases can be placed in the campus network, students in addition to learning in the classroom teaching, but also to the campus network independent learning. Case is based on theoretical teaching. In order to guarantee the unity of theory and practice teaching, teachers need to grasp the key and difficult points of theoretical knowledge on the whole and connect them with actual production. The effect of case teaching will naturally be greatly improved.

In addition, it is suggested to strengthen school-enterprise cooperation, organize students to visit and inspect foreign trade enterprises resident in the school, conduct on-site teaching based on production cases of enterprises, enhance the practicality and visibility of case teaching, and strengthen the connection between theoretical knowledge of various professional courses and actual production process.

4. Conclusion

The change of the world economic pattern promotes enterprises to constantly improve themselves and strive for integration with the world. Therefore, the demand and requirements of enterprises for international talents are also constantly increasing. As the main position of talent export, colleges and universities should actively explore new course teaching mode, and build cooperative school-running and institutional cooperation mechanism connected with enterprises. On this basis, we should strengthen the cultivation of practical operation ability of international trade talents, and strengthen the development and cultivation of innovative ability of talents, so as to make efforts to cultivate comprehensive international trade and economic talents.

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