

# Formulation Principles and Implementation of Curriculum Standards of International Trade Practice

Bing Xia

International Business Department  
Hainan College of Foreign Studies  
Wenchang, China

**Abstract**—*International Trade Practice* is one of the professional curricula generally offered by business and foreign trade majors in various colleges and universities. As the most important curriculum framework document, curriculum standards act as the key guide for teaching. When setting standards for this curriculum, it is necessary to accord with three principles, i.e., distinguishing the major and the curriculum standards, unifying the logical structure of the curriculum standards and contents. Under the guidance of the three principles, the characteristics of the *International Trade Practice* curriculum should be combined to formulate curriculum standards for the needs of talent training in colleges and universities.

**Keywords**—*International Trade Practice; Curriculum standards; Formulation principles; Implementation*

## I. INTRODUCTION

Curriculum standards are the framework document of a curriculum, and it is the dominant idea of a curriculum. In the process of formulating the curriculum standards, it is necessary to strengthen the ideology and theorem, and give full play to the function of curriculum standards as a theory to guide the classroom teaching practice. When formulating the curriculum standards, it is necessary to correctly position the relationship between the majors and the curriculum standards, and proceed from the academic situation of the institutions and teaching departments to correctly and scientifically plan the macroscopic layout of the curriculum standards.

## II. FORMULATION PRINCIPLES OF CURRICULUM STANDARDS OF INTERNATIONAL TRADE PRACTICE

### A. Distinguishing between curriculum standards and professional standards

It is important to avoid entering a misunderstanding when developing curriculum standards, that is, confusing curriculum standards with professional standards. Some of the project indicators covered in the curriculum standards are also covered in the professional standards, but even the same indicator is not applicable to a curriculum that is applicable to a major. For example, in the curriculum standards and professional standards, the common project indicators are the ability goal

and quality goal. For a major, it will take two to three years to develop a student's ability to achieve a certain ability and achieve a certain quality. Due to the relatively short curriculum period, the ability and quality of a student provided by a certain curriculum are different in extent compared with that of a major[1]. For example, the *International Trade Practice* major requires students to have the spirit of teamwork. However, in the process of the students' entire three-year study, some curricula are purely skilled training, which cannot exercise students' teamwork ability, such as English of Freight Forwarding, Document for Foreign Trade, etc. Therefore, when formulating the curriculum standards, it is necessary to distinguish the curriculum standards from the professional standards, and at the same time, it is not possible to separate the two. The shaping of a professional student's ability literacy is achieved through the completed curriculum system and the three-year academic cycle. The curriculum system is composed of several curricula. Without the ability goal created by the micro-curriculum, the ability goal set by the macro-major can't be realized.

### B. Unifying the logical structure of the curriculum standards

Curriculum standards consist of several projects, which are not independent of each other, but are organized around the competency requirements of the curriculum, and there must be a certain logical relationship among each project indicator [2]. For example, there exists very close logical relationships among projects such as competency requirements, important and difficult points and time allocation. The ability mentioned in the competency requirements must be reflected in the important and difficult points, and also in the time allocation accordingly. Taking trade terms in the *International Trade Practice* curriculum as an example, trade terms, as the most important knowledge points in the *International Trade Practice* curriculum, are related to almost all curriculum chapters and modules, so the trade terms must be allocated a large number of class hours when designing, which takes a relatively large proportion of total class hours. In addition, trade terms can also be used for import and export quotations, so that the knowledge point of trade terms is also the important and difficult point, which will take a larger proportion in time allocation than that of other knowledge points and chapters. The payment method is also another important content of the *International Trade Practice* curriculum. Since students

usually have little access to financial instruments such as promissory notes, money orders and checks in daily life, and are unfamiliar with payment methods such as telegraphic transfer, collection and letter of credit. Therefore, it is necessary to increase the number of class hours in this part to give students a greater amount of time to learn this part of knowledge.

### C. Proceeding from the learning situation of curriculum standards content

Curriculum standards are the most important teaching guidance document of a curriculum. Before each curriculum standard is formulated in each college and university, the national education authorities at all levels, as well as the ministries and commissions, have also issued some curriculum standards. Printing and issuing these curriculum standards do not mean that each institution independently formulates curriculum standards that meet the actual standards of each institution. The curriculum standards issued by the competent education authorities at all levels are based on the height of the state and industry, and from a macroscopic perspective. However, in the teaching, it is implemented in various colleges and even in various classes, which is implemented at the micro-level. Therefore, no curriculum can formulate a universal standard for curriculum standards. It must be combined with the actual situation of the institutions implemented, including local economic development level, industrial layout, quality of students and other factors, and they will affect the formulation and implementation of curriculum standards, even the same curriculum offered by different teaching departments of the same institution should reflect differences in standards [3]. In the formulation of the specific project indicators of curriculum standards, it should reflect the differences among different institutions, such as the College English curriculum, which is one of the most popular public curricula in colleges and universities in China. Most of the students who apply for foreign language colleges and universities are students who are good at English. Therefore, the English level of each major in foreign language colleges and universities is generally higher than that of other types of colleges and universities. Even in the same foreign language college, there are great differences in the mastery of English vocabulary among students of different majors. Therefore, the formulation of curriculum standards cannot be generalized, but has to reflect differentiation.

## III. PRACTICES OF STANDARDS FORMULATION FOR INTERNATIONAL TRADE PRACTICE CURRICULUM

### A. The overall pattern of curriculum standards

The overall design of the curriculum standards should include the basic conditions, nature, the positioning and function, the objective, the overall design, the content of teaching and the allocation of time, teaching methods and teaching methods, and assessment methods of the curriculum. Each project includes a specific project sub-columns. For example, the curriculum objectives include knowledge objective, competency goal, and quality objective. The assessment methods include a number of scoring standards and

assessment rules. In short, the overall pattern of the curriculum standards reflects the overall design of the curriculum, and it is the framework document guiding the lecture and the action guide for teachers' teaching.

### B. Basic information of the curriculum

The basic information of the curriculum includes the curriculum code, curriculum name, applicable major, workload, assessment method, curriculum type, recommended materials and so on. This part is a brief introduction to the entire *International Trade Practice* curriculum standards. As for the applicable majors, the *International Trade Practice* curriculum is one of the core curricula of the foreign trade and economics major. Since there are relatively many majors offering this curriculum, and each major has different academic situations and requirements for foreign trade knowledge, for example, most of the business English majors also offer this curriculum. Since the business English major belongs to foreign language major, and students have a good foundation of English. English is their most important employment force, therefore, many domestic colleges and universities will teach the *International Trade Practice* curriculum as a bilingual curriculum for business language major such as business English major. In some qualified institutions, the curriculum can also be taught in English. There will be differences in the *International Trade Practice* curriculum for those non-language majors. If the purpose of this curriculum is to simply understand, then the number of professional curriculum hours will be relatively small, the teaching materials will not be very professional, and the assessment mode is mainly for examination. In short, the number of class hours and the corresponding recommended textbooks will vary with the applicable majors, and it is necessary to set the curriculum standards in a targeted manner for each situation.

### C. The positioning and function of the curriculum nature

In the positioning and nature of the curriculum, *International Trade Practice* curriculum is one of the most important professional core curricula of the international trade major, and it is the first professional curriculum offered by most colleges and universities for freshmen who major in international trade major. Some colleges and universities also arrange this curriculum as the first professional curriculum for those who major in business English, custom clearance and international transportation, global business and other related business majors. At the same time, the *International Trade Practice* curriculum is also a pre-requisite curriculum for Foreign Trade Documents Practice, Foreign Correspondence and International Freight Forwarding Agent. The *International Trade Practice* curriculum is mainly based on the formulation and performance of foreign trade contracts and focuses on the main terms of foreign trade contracts. Based on being familiar with foreign trade processes, the knowledge of foreign trade can be used to analyze and solve the actual problems of foreign trade from the perspective of a foreign trade practitioner [4].

In the function of the curriculum, the curriculum plays an important role in students' understanding of the foreign trade industry and employment, fostering professional interest in learning, and shaping their "business thinking". As the first

professional curriculum for foreign trade major students after entering the colleges and universities, it undertakes the important task of letting students understand the industries and jobs in the future and build confidence as well as enthusiasm for the curriculum and future foreign trade work. In addition, since the knowledge learned in the *International Trade Practice* curriculum is the content that students have never learned in the high school stage, therefore, the curriculum is not only the teaching of knowledge but also the influence of the foreign trade environment. Through the words and precepts taught by teachers, students are allowed to experience the various aspects of the foreign trade industry in the classroom. This curriculum also requires students to change their roles from a student to a foreign trade practitioner as soon as possible, and think about practical problems from the perspective of the foreign trade practitioner, so that they can equip themselves with the business thinking that a businessman should have.

#### D. Curriculum objectives

The curriculum objectives mainly include three objectives: knowledge goal, ability goal and quality goal. The knowledge goal mainly refers to the contents and knowledge that will teach to students through learning this curriculum. The knowledge objective should not be too detailed, but just list the most representative knowledge, or display in the form of knowledge modules. For example, there is no need to display the common English words for foreign trade that students need to master in the form of a word list. The ability goal is the extent that students need to master the knowledge. The ability goal strives to express accurately, such as which knowledge points need to be remembered, which knowledge points need to be mastered, which knowledge points need to be understood, which knowledge points need to be skilled, etc. The expression of different vocabulary shows the difference in the requirements for knowledge ability, so it is necessary to consider each word carefully. If the knowledge goal and the ability goal are means, then the quality goal is the ultimate attribution of the curriculum. The ultimate goal of designing curriculum standards is to let the students have certain qualities through learning the curriculum. Therefore, the quality goal is the core, and the sameness of the quality goal positioning must be avoided. Only by grasping the actual situation of students in colleges and universities can the targeted quality goal be formulated, otherwise it will be unrealistic.

#### E. The overall design of the curriculum (important and difficult teaching points)

Since the *International Trade Practice* curriculum is a combination of theory and practice, it is necessary to separate the important and difficult points of theoretical teaching from those of practical teaching when setting important and difficult teaching points.

As for the important points in theoretical teaching, the core content of *International Trade Practice* curriculum is the use of international trade terms, so international trade terms must be the important point of the curriculum. Since the content of trade terms is abstract, the method of "case study of knowledge points" and "corporation study of materials" can be used in the

process of explaining. Each trade term can be converted into a case to explain, so that students can understand trade terms with examples from their own lives, such as the difference in price composition between CFR trade term and FOB trade term is very similar to the payment in advance and the payment on delivery in Taobao.

The difficult point of the theoretical teaching part is the export quotation. Since most students are liberal arts students who are not interested in the content involved in the calculation, so it is necessary to change their thinking and convert the foreign trade quotation into a domestic quotation when explaining some of the contents, and convert the import and export of foreign trade goods into a simple commodity such as mineral water. By buying and selling a bottle of mineral water, the abstract calculation indicators such as cost and profit in the complex export quotation are incorporated into the case.

As for the important point, using payment tools, it can use promissory notes, bills of exchange, checks and other payment instruments from the actual work of enterprises as case materials for practical operation.

In the *International Trade Practice* curriculum, the payment method is difficult for students to understand. The most difficult method for payment is the letter of credit. The letter of credit knowledge is also the most difficult knowledge point of this curriculum, mainly because of the large amount of dedicated English used in letter of credit. In order to learn the letter of credit well, it is necessary to concentrate the high-frequency vocabulary in a letter of credit template, and use the template to draw inferences and make connections.

#### F. Teaching content and class time allocation

In this part, all the teaching contents in the *International Trade Practice* curriculum are divided into several modules, and teaching activity design and teaching task arrangement are carried out for each module [5]. The task module can be divided into eight modules: industry introduction, commodity terms, trade terms, import and export budget, international cargo transportation, international cargo insurance, payment and transaction methods. Each module designs a corresponding teaching activity and arranges teaching tasks around the teaching activities. For example, in the commodity terms module, several teaching activities such as naming the foreign trade commodity, describing the quality of goods in life, collecting data to find foreign trade commodity bar codes and using different weights and measures for different countries can be designed, and then tasks can be arranged for quality terms, quantity terms, and packaging terms.

#### G. Teaching methods and teaching means

The *International Trade Practice* curriculum mainly adopts teaching methods such as lecture teaching method, heuristic teaching method and case teaching method.

(1) Lecture teaching method. Based on the fact that students do not have pre-requisite curriculum, students have never learned most of the professional nouns and concept in the curriculum and it is very difficult for students to prepare for

and review after class. Therefore, teachers are required to teach this curriculum mainly.

(2) Heuristic teaching method. This curriculum is a practical curriculum. Some of the chapters included can connect with students' reality and inspire students to learn. For example, the characteristics of liner shipping can be combined with bus, chartering, taxi, cargo insurance and the experience of students themselves.

(3) Case Teaching Method [6]. This curriculum is the first professional curriculum after the students entering the college. Since the students do not have any prior knowledge of trade before, many knowledge points of trade need to be explained vividly through a large number of cases. At the same time, the case can also let students know how to use the knowledge points they have learned.

#### IV. SUMMARY

Under the premise of clarifying the difference between the curriculum and the positioning of international trade professionals, the curriculum standards of *International Trade Practice* can be put into practice based on the basic information of the curriculum, the nature of the curriculum, the positioning

and function of the curriculum, the objectives of the curriculum, the overall design of the curriculum, the teaching contents and class time allocation, teaching methods and teaching means, and assessment methods.

#### REFERENCES

- [1] Zhang Qiong. Research on Docking of the International Business Professional Curriculum Standards and Professional Post Skills Standards - Taking the International Trade Practice curriculum as an Example[J]. Technology Vision, 2018(10), 125 - 126.
- [2] Zhao Fang. Research on the International Trade Practice Teaching Reform Based on Professional Ability[J]. Modern Economic Information, 2018(08), 428.
- [3] Wang Aijia. Research on the Cultivation of Applied Talents Majored in International Trade Under the New Situation[J]. China Business Theory, 2019(06), 250 - 251.
- [4] Luo Xuan. Research on the Training Path of Applied Talents Majored in International Trade Under the Background of the Belt and Road Initiative[J]. Market Modernization, 2019(04), 70 - 71.
- [5] Ou Xijing. Research on Reform Contents and Methods Based on the International Trade Curriculum[J]. Market Modernization, 2018 (08), 56 - 57.
- [6] Kuang Zengjie. Research on the Case Teaching Method in the Teaching of International Trade curriculum[J]. Foreign Trade, 2017(05), 145 - 147.