

Study on the Reform of International Trade Education Based on Application Ability

Taking Comprehensive Local Colleges as an Example*

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Abstract—The current "shortage of labor" of foreign trade enterprises and the social problems of "difficulty in employment" of international trade students are in essence a reflection of the traditional higher education personnel training and social demand misplacement. This is also an important aspect of the current reform of the labor supply side. At present, most local comprehensive colleges and universities are transforming to "application-oriented" talent training goals. This article analyzes the major problems in the current international trade courses, and uses the opportunity of the industry-university cooperation and co-cultivation issued by the Department of Higher Education of the Ministry of Education. Through the platform of school-enterprise cooperation, it proposes targeted reform measures to promote the development of international trade talent training.

Keywords—international trade; teaching reform; application ability

I. INTRODUCTION

With the continuous development of the social economy, the development trend of economic globalization has become increasingly apparent. The data shows that from the decade of 2007-2016, China's total import and export volume has been growing steadily, and the interdependence and interaction between China's economy and the world's economy have continued to increase. Affected by the global financial crisis in 2008, China's foreign trade volume declined significantly in 2009 and steadily rebounded. In 2015, due to the influence of external demand, costs, and prices, China's total import and export volume fell sharply, with trade restrictions and trade frictions emerging. In order to better participate in economic globalization, in March 2015, the country proposed the "The Belt and Road" development strategy, jointly establishing "The Belt and Road" commitment to the interconnection of Asia-Europe-Africa continent and the nearby oceans, and establishing and strengthening partnerships between countries along the route, building a comprehensive, multi-level, and comprehensive interconnection and interoperability network to achieve diverse, autonomous, balanced, and sustainable development across countries along the route. Under the new

situation, how can China better participate in international trade and how to promote the faster and better development of China's economy through foreign trade? These problems have brought about more severe test on the development of high-quality international trade talents who have kept pace with the times in the universities.

In recent years, the rapid development of China's foreign trade has made the status of "International Trade" in teaching more and more important. This course has also become a popular course for economic majors in universities and colleges. However, the "China University Student Employment Report 2014" by the McKeith Institute shows that graduates engaged in international economics and trade are at high risk of unemployment, that is, they have large unemployment, low employment rates, and low wages. This situation is due to the fact that the supply of college graduates in this specialty is sufficient, resulting in a greater supply of society than required; at the same time, however, the relevant foreign trade companies are in the embarrassing situation of lacking people and unable to recruit suitable talents. This obvious status of structural unemployment is thought-provoking. The current social problems of "labor shortage" and "difficulty in employment" coexist, which is essentially reflection of the traditional higher education personnel training and social demand misplacement. This is also an important aspect of the current labor supply-side reform. Therefore, how to cultivate excellent international trade talents adapted to the needs of the society is a problem and test that we are facing in the education of colleges and universities.

Most local comprehensive colleges and universities have relatively large gaps in terms of faculty strength, school time and experience with major domestic universities. The result is that the students who have been trained do not have a solid foundation in professional theoretical knowledge as students of key universities such as Shandong University. The international trade talent training model was formulated with reference to foreign trade and foreign language colleges. The differentiation was so small that students did not have foreign trade or foreign language colleges in their professional skills and practical ability, and they did not even learn advanced vocational students. At present, most local comprehensive colleges and universities are shifting to the goal of training "applicable" talents. They must maintain a better advantage

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than students in higher vocational colleges, and must also make up for the disadvantages of students' weaker practical abilities. This is precisely the goal of the "International Trade" curriculum reform. International trade can be used as a point of reform to better advance the comprehensive reform and qualitative change of the "point-line-face" of local comprehensive institutions.

II. RESEARCH STATUS

At present, the research on teaching reform of international trade courses is mostly based on the following aspects:

A. Research for Different Types of Colleges and Universities

Fang Li and Mao Xiaoming (2015) pointed out that local comprehensive colleges should start from the actual situation, accurately locate the training objectives of talents, explore new modes of personnel training, carry out teaching reforms, and cultivate high-quality talents with market competitive advantages and adapt to social needs according to foreign trade job groups. Jiang Heping (2016) pointed out that local colleges and universities should adhere to the professional ability training as the guide to carry out the reform and construction of international trade courses, and it is also a major measure for local colleges and universities to improve the quality of education. Yang Jie (2015) pointed out that there are still many problems in the teaching of international trade courses in domestic colleges and universities. Taking Yunnan Agricultural University as an example, the problems in the teaching of international trade courses in agricultural colleges and universities are analyzed, and recommendations for teaching reform are proposed. Xu Wei (2013) proposed the adoption of diversified teaching models and strengthened teaching reform proposals for the construction of "dual-qualified" teachers, aiming at the common problems in current international trade practice teaching in colleges and universities.

B. Research Using Different Methods

Mou Xiaogang and Xia Hongya (2015) analyzed the problems existing in the current international trade course teaching process through the questionnaire survey method, and combined with their own teaching experience to propose innovations in the teaching reform of international trade courses. Fu Haixia (2015) analyzed the importance of training the ability of teachers, the transformation of student roles, and the relationship between case teaching and course teaching in the course of international trade curriculum reform based on case teaching.

As far as domestic research is concerned, there are not many studies on the reform of international trade courses for local comprehensive universities. Different schools have different teaching methods, different forms of reform, and the effects of reforms received are not the same. In light of this, the author takes the reform of the international trade curriculum as an example and hopes to use the opportunity of the industry-university cooperation and co-cultivation issued by the Department of Higher Education of the Ministry of Education. Through the platform of school-enterprise

cooperation to conduct an in-depth study and analysis of international trade courses, and put forward some targeted and constructive reform measures, and effectively promote the development of international trade talent training.

III. PROBLEMS IN THE TEACHING OF INTERNATIONAL TRADE COURSES

A. Teaching Content

The content of international trade courses is divided into two parts: international trade theory and international trade practice. The theoretical part is often the content of classical and modern classical theories. The content of contemporary new trade theory is lacking, and there is a lack of timeliness. Nowadays, many experts and scholars have studied the issue of trade theory in a special way. However, the results of these studies have rarely appeared in the currently used international trade textbooks, and the subject content has been updated slowly. Many international trade books are heavy theoretical and light practice, and most of the practical contents are on paper, general, and lack of practical training. This part of the content is also very abstract for students. The consequence of this is that students have little or no interest in the content of the course. In the course of the study, students neither review the old nor learn the new, and the learning effect is not good. Therefore, it is very important to choose a suitable international trade textbook or to produce a highly applicable international trade courseware. In addition, professional English in international trade is a big problem for students. Of course, it does not rule out the students' weak foundation in English and the difficulty in learning. However, there are also factors that do not pay enough attention to this aspect of learning.

B. Teaching Methods

With the development and popularization of computer technology, the application of multimedia technology in teaching has become commonplace. Electronic lectures and multimedia courseware are basically popularized in the classroom. This way of teaching will make the content of the classroom teaching more vivid, clear, and systematic than a simple board, and should receive better teaching results. However, this is not the case. The multimedia courseware is very comprehensive according to the content of the textbooks. However, such students will have a certain degree of dependence and inertia. They will not be able to concentrate on the class or will not be able to keep up with the teacher's speed. They will just wait for the courseware to be copied. The lesson is not as good as before. In addition, the teaching methods are also relatively single. In classrooms, most of them are blindly indoctrination-type teaching. Students only learn passively and only complete after class homework to cope with it. The learning effect is often less effective. Moreover, this traditional teaching method is conducive to the transfer of theoretical knowledge, but it is not conducive to the transmission of knowledge and the cultivation of the ability of knowledge, but also is not conducive to the student's enthusiasm.

C. Assessment Style

Most of the international trade course assessments are divided into two parts, the final grade and the peacetime grade. The usual assignments are completed under the teacher's unsupervised class. The validity of the results is worth discussing. The subjective and objective questions in the final exam questions mostly follow the book content. As long as the students carefully review in accordance with the requirements of the teachers before the exam, they can generally pass the exam. This kind of assessment can't find out the students' mastery of the curriculum. This kind of memory inspection is very different from the students' ability to think about problems and solve problems.

D. Teaching Package

At present, the practical teaching of international trade courses at local comprehensive universities is relatively weak. First, there is a lack of simulation labs. Students cannot master, digest and absorb the knowledge they have learned, and cannot use them flexibly. Second, even if some schools purchase some basic supporting software, the use rate is also low; there are fewer off-campus practice bases and students cannot be assigned to foreign companies or companies for internships. Theory and practice are often out of line. Students lack the opportunity to combine theory with practice. When it comes to employment, they will inevitably have slow or poor performance.

E. Teachers

Professional teachers lack experience in foreign trade practice and are out of touch with actual foreign trade business, which is not conducive to the content of practical courses. Many professional teachers either directly stay in school after graduation or apply directly to colleges and universities as teachers. Although theoretical knowledge is well mastered, but there is no practical experience in foreign trade, it may be difficult to teach in the course of international trade practice. Some teachers have talked the course many years but never touched real foreign trade business, and have not seen letters of credit, invoices, bills of exchange, etc. in foreign trade business. When teachers with no practical experience are teaching, their understanding of the contents of the book is limited to the surface of the text. The understanding of students is evident.

IV. COUNTERMEASURES AND SUGGESTIONS ON INTERNATIONAL TRADE TEACHING REFORM

The international trade course is a comprehensive subject that is both theoretical and practical. It should combine theory with practice, comprehensively train students' practical training skills, and train high-quality applied talents who can adapt to job requirements. However, judging from the current situation, there are obvious deficiencies in the teaching system of trade practice courses, which results in students lacking the ability to practice in practice, which greatly restricts the realization of curriculum training objectives. Therefore, we must give full play to the respective advantages of school teachers and business experts, establish a mechanism for joint development and construction of schools and enterprises, and

attract deep participation from business experts. This is the only way for the reform of international trade courses.

A. Teaching Content

As a basis for colleges and universities to talk about the content of international trade, it is a solid foundation. In addition, in the course of teaching, the collection, sorting, and updating of related materials in this class can integrate more complete and timely teaching content and exercise. These contents can be shared with enterprises; practical operations are the weak links in colleges and universities. Professionals with practical experience are required to come to the school for instruction or classes, or our school sends professional teachers to companies for longer-term practical training to expand their own practice knowledge and improve their own practice level.

B. Teaching Methods

We can do a combination of "online and offline." The so-called "offline" course is also a way of teaching in class. Classroom teaching can be more flexible and more innovative, such as flipping the classroom and double-teaching classrooms to guide students to participate more; and "online" is an electronic platform jointly constructed by schools and enterprises. On this electronic platform, in addition to professional teaching courseware, classification or chapter test question banks, and knowledge development areas, it is more important that we have professional international trade professionals explain the practical operation of the video or companies decomposition video of the practice negotiations so that the students can practice and consolidate the contents of the professors after class.

C. Teaching Package

On the one hand, schools can purchase some matching software to build situational simulation laboratories, but it needs the guidance of enterprise professionals, most of the supporting software is idle because most of them are unskilled, ineffective, or cannot be used, so they are urgently needed the guidance of professionals, that will make this part of the laboratory "live"; on the other hand, schools can use the means of school-enterprise cooperation to allow students to directly enter the company's internship, which can improve the teaching effect firstly. Second, if both parties have intentions, it is also possible to achieve employment after graduation, and achieve a "win-win" situation for students and universities and enterprises.

D. Teachers

In the long run, it is very necessary for university teachers to go to companies to receive unprofessional professional training. Socio-economic development is so fast that we college teachers must keep up with the social development situation and we must constantly update and improve our knowledge system, especially for teachers who specialize in teaching international trade, marketing, etc., should develop toward "dual-qualified" talents.

V. CONCLUSION

To sum up, in order to further deepen integration of production and education, school-enterprise cooperation, and improve the quality of application-oriented personnel training, schools and enterprises mainly cooperate in the following aspects, as shown in Figure 1. In recent years, local colleges and universities have actively responded to the requirements promoting the transformation and development of local undergraduate colleges put forward by the Ministry of Education. They have conducted effective integration of production and education and practice of school-enterprise

cooperation among various professional groups in schools. Some have also formed a "Professional Platform Council", "Application-type Personnel Training 333 mode" and other effective top-level design and implemented program. Local comprehensive colleges and universities must constantly update their educational concepts, continue to deepen education reform, actively play the main role, and boldly practice, innovate, and promote multi-pronged efforts to promote professional, curriculum, and faculty development in order to promote school education and teaching. Then school education and teaching work and the training quality of applied talents will be promoted to a new level.

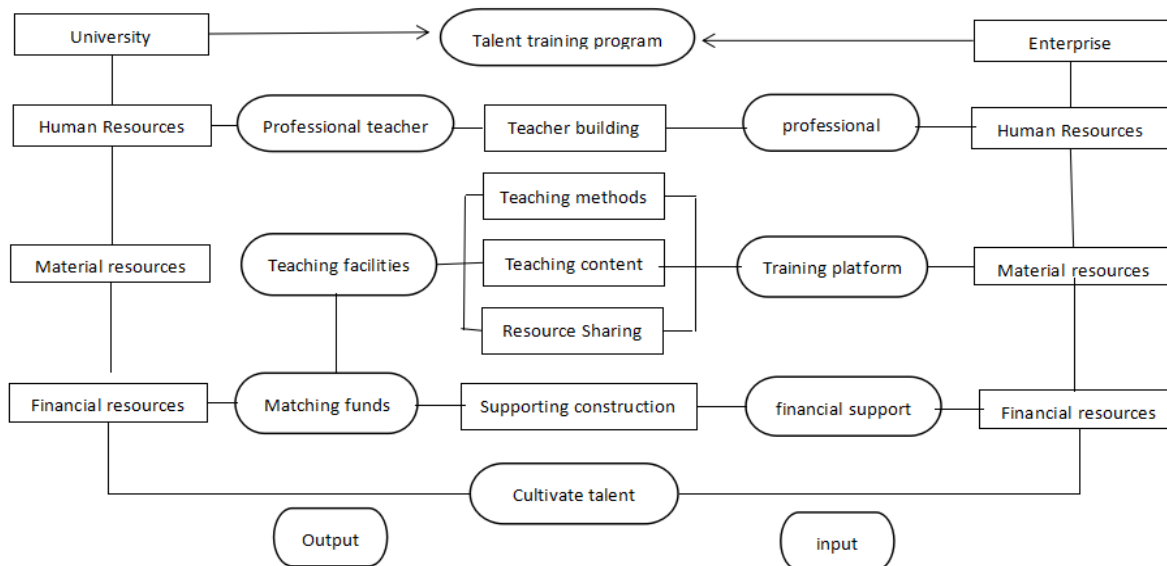


Fig. 1. School-enterprise cooperation training model.

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