

Design And Research On The Reform And Practice System Of International Trade Professional Courses

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Abstract: With the reform and opening up in modern times, the rapid development of international trade profession has met the needs of current social development to a large extent. With the in-depth development of society, the international trade major has gradually shown its shortcomings. Under the training of courses, the content and teaching are all outdated. It has been unable to keep up with the pace of social development and cannot meet the needs of modern society. And development. The purpose of this article is to research and design the reform practice system of the international trade professional curriculum. On the basis of defining the connotation of China's higher vocational education and the essential characteristics of the international trade profession, this article takes the international trade practice major as a case, and analyzes its international trade practice major courses to find out its current problems and explore them. The root of the problem. And according to the rationality of its value orientation, it analyzes the knowledge, ability and quality structure of the students of the major, and proposes that the methods and ideas of the reform practice system of the international trade practice major should follow the current social needs and should be in the preparation of relevant courses. Have a reasonable value orientation. The experimental results show that the reform design of the international trade professional curriculum can more effectively realize the training of talents in universities and improve the competitiveness of graduates in the job market.

1 Introduction

Entering the new era, more and more college majors, especially international trade majors, are positioned more and more clearly [1]. "Service-centered, employment-oriented", "training high-quality application-oriented talents for production, construction, service-oriented and front-line management needs" are the increasing demands of professional services to the local economy [2]. At present, the professional ability of international trade majors is generally not high, and some students are not interested in learning, lack of learning initiative, and they are tired of learning [3]. Teacher classroom scheduling is difficult, students' participation is narrow, and the teaching effect is not good [4]. The school focuses on cultivating students' professional knowledge and abilities, and oral communication teaching has been weakened [5]. In terms of teachers, teachers' educational concepts and methods are generally relatively backward, and the content of the courses is far away from the life situation of students, resulting in low willingness of students to participate in the classroom [6]. In addition, the compilers are not very thorough in the preparation of the international trade professional courses. They only hold a simple concept of professional ability and ignore the actual needs. They have an inaccurate understanding of the professional characteristics of the international trade and professional online job knowledge, resulting in the international trade professional courses. There are many problems in the preparation of the program, such as relatively inaccurate professional positioning, unreasonable course structure, course evaluation lies in the form, and course implementation is subject to certain restrictions [7].

In the early stage of economic reform, there was a large demand for international trade talents in society, which made the supply of international trade professionals in short supply. Domestic universities opened up international trade majors, resulting in a surplus of international trade talents

in just a few years [8]. Coupled with the slowdown of the global economic growth and the Southeast Asian financial crisis, the hot scene of the international trade profession has gone forever [9]. Only in recent years, some retail giants in Japan, Europe and the United States have entered the Chinese market, which has injected vitality into professional employment in International Trade [10]. Although the development of the international trade industry has encountered a good opportunity, it does not mean that all international trade talents will be accepted by large enterprises [11]. For international trade professionals, not only requires a certain number of years of practical experience, but also needs to master the latest professional knowledge, and all abilities must be possessed. This article looks for reasons for this situation, and conducts in-depth design and in-depth design of the reform of international trade professional courses. Research [12].

The work of this article is to reform and innovate from the teaching system and curriculum docking positions, discuss existing problems, and reasonably allocate international trade professional knowledge courses. From theory to practice, the teaching content of professional courses should be developed in the direction of the skills involved in the work. Cultivate the professional ability of the students, for the college students who are about to graduate, they can quickly find a job with their own major company.

2. Proposed Method

2.1 The reform of the international trade professional curriculum system is inseparable from professional ability

The curriculum development of the international trade major of higher vocational education should be based on the professional competence of international trade and the public courses of general higher education as the basis. According to the description of the international trade professional post, analyze the professional competence, and obtain the knowledge, ability and quality required for the international trade professional post. To select teaching content, construct a curriculum structure, and form a curriculum system. The system focuses on the comprehensive professional ability and knowledge of international trade practice, dilutes the systematicness and integrity of theoretical teaching disciplines, focuses on theoretical application examples and scope, practical application and management norms; practical teaching dilutes the verification of theories, and focuses on professional positions in international trade The adaptability and comprehensiveness of skills are the transition bridge for students' future career development. All course teaching and quality evaluation standards of international trade practice major should be centered on comprehensive professional ability, and all international trade major teaching work should take the students' corresponding professional ability as the starting point and end point.

2.2 Analysis of the knowledge and ability structure of international trade professional posts

Professional posts require certain knowledge, technology, skills, methods, attitudes, and experience, that is, the knowledge, abilities and qualities that professional personnel should possess. Based on extensive investigations and interviews, the Curriculum Professional Committee of Jiangxi Foreign Languages and Foreign Trade Vocational College believes that the requirements of the international trade professional position are: (1) computer application ability, (2) information collection and information processing ability, (3) business English practical application ability, (4) Ability to sign and perform domestic sales contracts, (5) Commodity procurement ability, (6) Network marketing business promotion ability, (7) Marketing ability, (8) Enterprise accounting analysis ability, (9) Logical analysis and management ability , (10) Risk management ability, (11) Thinking innovation ability, (12) Career key ability. Professional job knowledge includes (1) basic knowledge of politics, geography, law, foreign languages, computers, etc., (2) business English listening, speaking, reading and writing knowledge, foreign trade product knowledge, foreign trade business knowledge, international commercial practices, document production, etc. Knowledge. Professional job quality includes (1) political quality, (2) team spirit, (3) physical quality, (4) pioneering and innovative spirit, (5) social responsibility awareness, (6) professional ethics and

ethics. The international trade professional curriculum reform group is guided by the professional function analysis method, and on the basis of the professional knowledge, abilities, and quality investigations that the international trade professional should have, each level of ability is decomposed, and each level should be formulated with corresponding multiple specific projects. Skill requirements, according to the requirements of skills, determine the corresponding modules, establish course modules, that is, the improvement of the corresponding ability elements of each module corresponds to several courses, through modular courses can effectively improve students' personality characteristics and development needs, and adapt to the labor market Supply and demand make the curriculum development keep pace with the times.

2.3 Flexible use of modern teaching methods and means

The requirement of employers for graduates majoring in international trade is practical and comprehensive business capabilities. The teaching method reflects the value orientation of the curriculum, so the international trade practice major should train students. Only by mastering the skills of first-line jobs and having the professional ability of sustainable development can meet the needs of professional positions. Teachers should take the professional ability as the direction, break through the traditional teaching methods, follow the principle of "practical training, theory and practicality", integrate theory with practice, start teaching, turn students' passive learning into active, adopt the methods that arouse students' interest and improve students' enthusiasm Diversified teaching methods.

3. Experiment

3.1 Experimental Object

Based on the essential characteristics of my country's international trade profession, this article matches the courses and knowledge content of international trade students. The course knowledge should be applied to the positions that students enter after graduation, so as to achieve ability training and job needs. International trade professional courses should also be close to professional-related knowledge certificates, which requires reasonable arrangements for the addition and deletion of courses. The reform of professional courses requires not only the establishment of courses, but also diversified teaching methods in schools.

3.2 Experimental method

(1) Case teaching method. For example, a teacher in a class on writing accurate business documents of a letter of credit can tell the truth about the serious consequences caused by the negligence of a letter by the international trade staff, and enhance students' perceptual understanding, that is, choose a case, and through case teaching, students can be realistic. Improve the ability to analyze and solve problems in the work cases.

(2) Simulation teaching method. Simulation teaching is about the development of students' subjectivity and promoting their active learning. For example, in the scenario of establishing a business relationship, students are allowed to act as negotiators of import and export enterprises, etc., the classroom is arranged as a negotiation place, and the transaction negotiation is conducted in English, and the transaction contract is signed for simulation practice. This will help students deepen their understanding of the nature of foreign trade careers and their job requirements, enhance their interest and feelings for foreign trade career positions in an immersive and realistic work environment, and shorten the period for students to adapt to the future career environment.

(3) Task-driven teaching method. "Task-driven" is a teaching method based on constructivist teaching theory, task-oriented, teacher-led, and student-oriented. Choose 2-3 work tasks in the project training. While completing the tasks, consolidate students' professional abilities through knowledge links, case analysis, and task exercises. In the teaching process, improve students' professional ethics and professional quality, and guide Students learn how to research problems, find ways to solve problems, cultivate students' innovative ability, and finally let students think,

analyze and solve problems independently.

4. Discussion

4.1 Professional qualification certificates and main jobs corresponding to the combination of positions and certificates

These reforms have made the International Trade major adapt to the needs of international trade professional positions to a certain extent, but the current situation is: on the one hand, the demand for foreign trade talents in the fast-growing import and export industry is increasing, and on the other hand, the international trade graduates The employment situation of students is not optimistic. There are many reasons for this abnormal phenomenon of the contradiction between supply and demand. The problem in the reform of the professional curriculum of China's trade practice is a reason that cannot be ignored. The data collected through online inquiries about relevant certificates and responsibilities of professional positions are shown in Table 1.

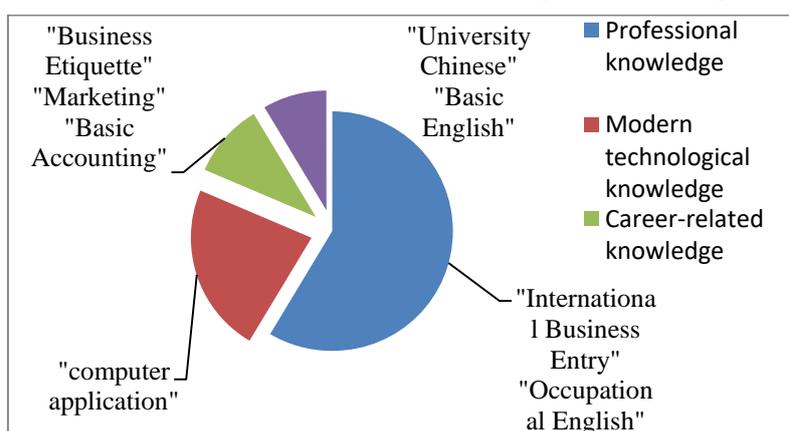
Table 1. Correspondence table of post and certificate combination

Career position	Main task	Vocational qualification certificate
Foreign trade merchandiser	Follow up customer order process	International business merchandiser qualification certificate certified by the Ministry of Commerce
Foreign trade document clerk	Document production and review involving foreign business	Qualification Certificate of International Business Documents Certified by Ministry of Commerce
Foreign trade clerk	Foreign customer development and market business development	National Foreign Trade Salesperson Qualification Certificate certified by the Ministry of Commerce
Inspection staff	Apply to arrange inspection of imported and exported goods	Qualification certificate of inspector certified by China quality inspector

4.2 Allocate the proportion of professional courses from the knowledge and content level

According to the training objectives of the course, the courses of the international trade major are divided into three levels, namely, vocational culture basic courses, vocational technology courses and vocational skills courses (including "Business Etiquette", "Marketing", "Basic Accounting", "University Chinese ", "Basic English", "Computer Application", "Introduction to International Business", "Occupational English") etc. As a higher vocational education, the international trade practice major should divide the courses into vocational culture basic courses, vocational science and technology courses, and vocational skills courses. The proportion of international trade professional courses is allocated at the level of knowledge and content, and the specific allocation is shown in Table 2.

Table 2. International Trade Professional Knowledge and Corresponding Courses



5. Conclusion

This article takes the professional practice curriculum to follow the professional practice curriculum to embody the concept of "thick theory and emphasizes foundation", and conducts a comprehensive analysis with the reform of the international trade professional practice curriculum as an example. Mainly after clarifying the training specifications of international trade design professionals, combining with the international trade industry market demand investigation and analysis, drawing on the advanced experience and achievements of international trade professional education at home and abroad, finding out the problems of the international trade professional practice courses. Through analysis and adjustment, the reform of the international trade professional course system was carried out under the guidance of the employment-oriented principle, and case teaching was carried out to enhance students' operational ability, from the formulation of practical curriculum standards, the improvement of practical conditions, and the improvement of the quality of the teaching team. We started to carry out comprehensive reforms to bring the learned knowledge to practical work through master's degree study, broaden our working thinking, improve our work ability, and provide help for the development of our international trade profession.

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