

Exploration and Research on Cross-border E-commerce Training Path: Taking Jiangxi University of Finance and Economics as an Example

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Abstract: In order to implement the school-running concept of "integration of production and education", cross-border e-commerce on-campus training projects based on school-enterprise cooperation are being carried out in various universities across the country. However, in the specific practice of event training, there are still many bottlenecks that need to be resolved. This article takes Jiangxi University of Finance and Economics as an example, summarizes the bottlenecks encountered in the "Platinum Cup" competition, and proposes corresponding solutions to promote its further development. The development of the e-commerce school-enterprise cooperation training room provides a reference to better promote the integration of production, education and entrepreneurship.

1. Introduction

Cross-border e-commerce, as an important part of the State Council's deepening of the reform of "delegation, regulation, and service" in the field of foreign trade, has an important impact on promoting the stability and quality of my country's foreign trade and adapting to the new trend of the industrial revolution. In April 2020, the executive meeting of the State Council further deployed and improved the promotion policies for new business formats such as cross-border e-commerce. These policies continue to encourage the release of cross-border e-commerce policy dividends from the macro level and accelerate the transformation of foreign trade. This shows that cross-border e-commerce has become a new driving force for China's economic growth by virtue of its advantages such as large profit margins, small operating costs, and simplified transaction procedures.

Nowadays, traditional small and medium-sized foreign trade companies are transforming and upgrading, and emerging cross-border e-commerce companies are in a highly developed stage. The companies are very short of compound talents, especially companies that combine international trade and e-commerce businesses. The high requirements of enterprises for the comprehensive quality of talents and the low supply of the talent market have restricted the development of China's cross-border e-commerce industry to a certain extent. Therefore, how to reform the talent training

model in accordance with the needs of the industry in major universities to improve the practical ability of students has become an important topic..

2. Situation Analysis

With the popularization of the Internet and the rise of cross-border consumption concepts, global users' demand for high-quality cross-border e-commerce continues to grow and the scale of overseas online shopping users continues to expand. With the successive introduction of cross-border e-commerce promotion policies in various countries, cross-border e-commerce has entered a new stage of rapid development[1]. At the same time, personalized talent training is the pillar and source of change for the development of cross-border e-commerce, which includes a talent training system, a talent service system, and an innovation and entrepreneurship support system. They are all important ways to promote the cultivation of personalized professionals and enhance the competitiveness of China's cross-border e-commerce[2].

Nowadays, foreign trade companies not only favor talents with engineering backgrounds and interdisciplinary technical talents familiar with e-commerce, but also pay more attention to talents with innovative and entrepreneurial capabilities[3]. At present, China's related research on the types and levels of talent needs mainly focuses on the scale of demand and the connotation of demand. Regarding the scale of enterprises' demand for talents, Chen Zhuyun (2017) took private enterprises in Zhejiang Province as a research entry point and found that each cross-border enterprise needs to recruit 9 grassroots talents on average. It is estimated that a total of 24 relevant talents will be needed in 2 to 3 years[4]. The specific connotation of talent demand is closely related to the type of enterprise. For example, transaction-oriented enterprises formed by the transformation of traditional foreign trade enterprises mainly require talents with sales, foreign language, operation and other business capabilities, while service companies pay more attention to product design, project planning, and risk control capabilities[5].

Starting from the environment, development status and outstanding problems faced by cross-border e-commerce, we can draw specific paths for training multi-language service-oriented talents, in order to adapt to the cross-border development of e-commerce and promote the development of cross-border e-commerce[6]. At the same time, with the continuous development and growth of the "Internet +" economy, the biggest bottleneck and challenge for cross-border e-commerce to connect to the global market is the lack of talents. Therefore, the cultivation of personalized talents has become a major issue for the government, education, and business circles to solve the talent demand gap[7]. To keep up with the pace of cross-border e-commerce, cultivating high-quality cross-border e-commerce talents needs to actively explore new paths for the cultivation of personalized innovative and entrepreneurial talents for cross-border e-commerce in colleges and universities. Finally, a new type of cross-border e-commerce personalized innovative and entrepreneurial talent training system will be formed[8].

3. The Operational Bottleneck of the Training Project

Currently, there are few national cross-border e-commerce professional competitions, but as a new format of international trade, cross-border e-commerce is increasingly being supported and valued by policies. In accordance with the positioning of cultivating applied talents, the International Trade Department of Jiangxi University of Finance and Economics mobilized teachers and students to participate in the first "Platinum Cup" Challenge in 2020 to further improve the quality of applied talents and create a highland for the cultivation of applied talents in international trade. The competition is divided into undergraduate group and vocational group. The former assesses simulation practice on Amazon, and uses "X-Mall" software as the competition platform. The latter

assesses simulation practice on AliExpress and uses "Our Mall" software as the competition platform. The events are all remotely contested, and players can perform online operations on the designated server.

The competition requires the team to complete all the operating skills of the e-commerce platform store on the simulation platform, and independently simulate the operation of a cross-border e-commerce store. Participants need to innovate cross-border e-commerce marketing models, including product release, marketing management, and after-sales management. The competition not only examined the students' mastery of the basic operations and platform rules of the cross-border e-commerce platform, but also tested talents based on corporate standards. The competition has successfully become a bridge connecting enterprises and school students, forming a mutual education platform for mutual cooperation between the two parties, and reaching a win-win model for schools and enterprises. However, in the course of the competition, the following problems still exist.

3.1. Single Course Training Form

JUFE organized this "Platinum Cup" competition training in the form of online lectures, and corporate instructors demonstrated the operation through the online platform. Participants can watch and ask questions in the event group in real time, and teachers can answer questions. Although the problem of unifying the free time of offline teaching students is avoided through live broadcast and recording, it also brings about the problem of not being able to use roll call and sign-in to ensure that each student is truly involved in the training. At the same time, some students cannot watch the live broadcast, so their doubts about the training content cannot be effectively resolved. The form of online teaching is less restrictive, and it is difficult to fully mobilize students' learning initiative. Therefore, students' attention is insufficient, and their learning attitude is lax and negative, which ultimately prevents high-quality competitions. In addition, a single form of training for a long time will make students lose the joy of learning. Eventually, the phenomenon of students not attending classes gradually appeared, and the number of participants in the training decreased gradually.

3.2. Students' Lack of Enthusiasm for Participating

As the main participants, students need to be trained before the actual competition. However, compared with the school's rich and interesting campus activities, training is often boring. In the long and intensive training process, students tend to gradually lose their interest and enthusiasm for participating, which ultimately makes it difficult for the competition to be carried out effectively. Furthermore, the rules and regulations and reward system of the first "Platinum Cup" are not perfect, making it difficult for students to participate in the competition in a short time. The number of participants pales in comparison with other national competitions. The actual number of participants in the 2020 "Platinum Cup" competition is 94, but the actual number of participants in the training is less than 70. The number of people who actively participated in questioning during the training was also quite small. According to the background data, there are only 44 students who log in to their accounts after the training to conduct simulated training operations. This shows that the students are not enthusiastic about the event and pay little attention to it.

3.3. The Low Quality of Teaching

On the one hand, corporate training instructors lack systematic teaching. It is undeniable that corporate instructors have sufficient practical and application skills, but most of them do not know First of all, corporate lecturers lack experience in systematic teaching. Although corporate mentors

have sufficient practical application skills, most mentors do not know how to teach professionally. Most tutors only teach through simple demonstration operations and are not good at using more convenient and efficient teaching methods such as courseware. Secondly, the teaching process is too free, the corporate tutors did not collect feedback from the students in time, and the students' problems after class could not be solved in place, resulting in students not being able to learn and operate effectively. From the platform data, it can be seen that more than half of the students did not carry out simulated business operations. The reason is that after one training, most students still do not fully understand the platform operation process. It can be seen from the voting of the event group that 81% of the students hope to conduct the second training, but the later training has not been carried out.

3.4. Lack of Practical Resources in School

At present, most teachers in the faculty team that cultivate cross-border e-commerce talents are often not proficient in e-commerce theoretical knowledge, and lack practical experience, which causes the students to be trained to be out of touch with the practical needs of the enterprise. In the course of this competition, due to the lack of e-commerce-related teachers in schools, the number of teachers provided in the school is very small. At the same time, the tutors also lack practical experience and have little understanding of the operation skills of e-commerce platform stores and how to simulate the operation of cross-border e-commerce stores, so they cannot provide timely help and guidance to all teams. Each team does not have its own individual instructor, so that students' problems cannot be effectively solved.

3.5. Lack of Selection and Supervision System

The competition is open to the whole school and adopts the form of free registration without reasonable selection. Therefore, most participants are not familiar with the e-commerce profession and cannot effectively formulate marketing strategies. In the later period, companies and schools did not effectively monitor and supervise the schedule. The company's tutors did not use homework or tests to test students' learning conditions, and the school did not form a better incentive mechanism. As a result, a large number of students have idle platform accounts, which leads to a waste of teaching resources and platform resources.

4. Corresponding Countermeasures

4.1. Improve Training Program

To solve the problem of a single form of training, you can start by formulating a thorough and detailed training plan and strengthening plan. Through investigation and testing, a variety of training forms and methods with different focuses are selected and screened, thus playing a two-pronged role. In the current post-epidemic era, online training is positioned to cultivate interest and enhance awareness, and focus more on offline training forms with multiple interactions, multiple forms, and strong interaction, such as tour lectures, corporate training, etc. .

4.2. Formulating a Reward and Punishment System

In order to form an excellent school training team with excellent competitiveness and innovation, the school first needs to formulate reasonable and effective reward and punishment measures. For example, a credit exchange and credit reward system can be formulated to stimulate students'

enthusiasm and initiative for participation. Secondly, the organizer can negotiate with partner companies outside the school, and strive to achieve substantive rewards for the successful use of the team's innovative results in the enterprise, such as taking a percentage from corporate profits as a team reward. Third, adopt punishment mechanisms for serious violations of the training system, such as ideological education and deduction of credits.

4.3. Adjust Teaching Content

In order to cultivate talents more effectively, the four sides of schools, enterprises, society, and the government need to cooperate. Firstly, we should focus on the effective combination of theory and practice, and focus on the importance of the role of corporate mentor. At present, the internal training environment in colleges and universities is still not perfect. Bringing the favorable factors in the external environment into the campus can further improve students' in-depth knowledge and practice of the e-commerce industry. Secondly, the government needs to vigorously support the school's talent training policy, provide guidance on the direction of training, resource tilt, policy support, and financial subsidies. Lastly, industry associations should also actively participate in talent training, actively organize school-enterprise activities, increase industry exchanges, and promote student skills to match the needs of future companies.

4.4. Cultivate a Team of Dual-Qualified Teachers

The training team is committed to cultivating compound talents in the e-commerce industry. In order to achieve this goal, it is not only necessary to discover outstanding student members with strong comprehensive qualities, but also to improve the quality of team instructors. On the one hand, it is necessary to build a complete and innovative talent training structure and model. On the other hand, experienced instructors can guide students to combine theory with practice, and teach students practical skills. In summary, strengthening the training and education of teachers, ensuring that teachers have cutting-edge knowledge, a keen eye for the times and a unique thinking attitude are the keys to ensuring the success of the event.

4.5. Improve Supervision Mechanism

Regarding the problem of imperfect selection and supervision mechanism, it is first necessary to find the crux of waste, idleness or abuse of competition resources in the process of teacher and student participation. The organizer must combine experts and other competition experience and rules to strengthen and improve the selection and supervision system step by step. By checking the understanding and interpretation of the existing rules and regulations, rules and evaluation methods of the participants and selections in the process of participating in the competition, it can help and promote the participants to better understand the competition process and project purpose. Ultimately regulate the behavior of participating, refine the competition items and avoid the omissions caused by subjective factors.

5. Conclusions

The model of school-enterprise cooperation to form a training team has unique advantages and innovations, and is in line with the current development trend of the times and the demand for Internet talents. This model not only helps students develop their own skills according to the needs of society, but also helps companies to more effectively select talents, expand their human resource reserves, and enhance their competitiveness. However, there are still many bottlenecks and

difficulties in the training process. Therefore, companies need to further enrich the training methods and content to increase the enthusiasm of students. Schools should actively assist companies to establish a clear reward and punishment system to avoid waste of resources. Instructors need to continuously improve their own teaching level to improve training effects.

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