

# *Talent Training Mechanism of School Enterprise Cooperation for Economic and Trade Majors Based on Obe Mode*

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**Abstract:** Talent training program is the key to determine the quality of talent training. With the new trend of foreign trade development and the change of demand for foreign trade talents derived from new formats, it is urgent to introduce OBE concept to optimize the traditional talent training program of international economy and trade. In this paper, the existing ways to realize the talent training of school enterprise cooperation of economic and trade majors are sorted out. Based on the analysis of the causes of the problems existing in the school enterprise cooperation of economic and trade majors in Colleges and universities, the research group puts forward the countermeasures and suggestions for the talent training of school enterprise cooperation of economic and trade majors in Colleges and universities.

## 1. Introduction

With the in-depth development of education and teaching reform in Colleges and universities, school enterprise cooperation has become an important part of talent training mode in Colleges and universities. School enterprise cooperation can make full use of both internal and external resources, provide real practice teaching environment for economic and trade professional training, and improve the quality of talent training. With the wide application of Internet technology, cross-border e-commerce has rapidly become a new format to drive the growth of foreign trade. The new trend and new format of foreign trade development inevitably put forward new requirements for the professional knowledge, ability structure and professional quality of foreign trade talents. It objectively requires the introduction of OBE's advanced education concept and the adjustment of the traditional training program of international economy and trade talents. On the basis of learning from and summing up the practical experience of peers, combined with the ongoing practice of school enterprise cooperation, this paper tries to explore the specific ways and means of talent training suitable for school enterprise cooperation of economic and trade majors.

## 2. The Rise of Obe Concept and Its Practice in China

OBE (outcome based education) is also called ability oriented education and goal oriented

education. As an advanced education concept, it emphasizes that the goal of teaching design and teaching implementation is the learning achievement of students through the education process. After years of theoretical and practical exploration, it has formed a relatively complete theoretical system and implementation mode, which has become the mainstream concept of education reform in the United States, Britain, Canada and other countries. OBE emphasizes making specific talent training plan based on learning achievement, establishing professional talent training objectives, developing talent training process and reasonably designing graduation requirements on the basis of referring to the demand of social and economic development for talents. The learning outcomes in OBE are not only the knowledge and information learned by students, but also the abilities that can be applied to practice, as well as the values or other emotional factors that may be involved. The result is not only the students remember, know and understand, but also internalized to the students' heart. And this is what our knowledge imparting education has not achieved.

From the perspective of teaching strategy, OBE It emphasizes what the students have learned rather than what the teacher has taught. It thinks that the cognitive ability embodied in the understanding of the content is much more important than the memory ability embodied in the memory of the content. It requires students to expand their ability from solving fixed answer problems to solving open problems, and requires students to exercise and show their ability by completing challenging tasks . In general, OBE pays more attention to what abilities students develop through learning, especially high-level abilities such as creative thinking ability, analysis and comprehensive ability, planning and organization ability, rather than just what knowledge they learn through learning, let alone what knowledge teachers teach. It can be seen that in order to cultivate innovative and entrepreneurial talents and meet the challenge of the new industrial revolution to higher education, China's higher education also needs to be guided by the concept of achievement oriented education, and gradually change the traditional education concept and mode<sup>[1]</sup>. Although the results oriented education is initially applicable to engineering education, its concept is also applicable to other disciplines and majors, including applied economics and international economy and trade. Since the 1990s, some domestic universities, including Shantou University, have begun to explore the use of OBE concept to transform the traditional education mode, especially in the field of engineering education. In June 2016, at the International Engineering Alliance conference held in Kuala Lumpur, China's engineering education major was also certified as an international undergraduate major under the background of OBE mode. Since then, more and more universities, disciplines and majors have begun to use OBE concept, and constantly improve the effectiveness of China's higher education.

### **3. The Current Situation of Talent Training of School Enterprise Cooperation for Economic and Trade Majors in Colleges and Universities**

#### **3.1 A Typical Model of Talent Training Mode of School Enterprise Cooperation in Economic and Trade Majors in Colleges and Universities**

1. “School enterprise entity cooperation” mode. Enterprises move part of the operational links to schools, or students directly enter the enterprise to participate in the process of enterprise management. The integration of professional theory learning and professional skills learning, the integration of learning and practice, and the integration of student identity and company staff identity are realized. 2. School enterprise joint training mode. Schools and enterprises jointly set up “order class”. Enterprises select students to set up “order class” according to the employment plan and employment standards, assign special personnel to be responsible for the pre job skills training and corporate culture cultivation of “order class” students, and accept the internship of “order class” students. Enterprises also provide grants, scholarships, etc. 3. Enterprise cooperation mode. The

enterprise transmits the information of the personnel training specifications to the school, and the school formulates or revises the personnel training plan according to the personnel training requirements of the enterprise; the school and the enterprise jointly build the specialty construction Steering Committee to jointly plan the specialty setting, reform the curriculum and teaching materials, and design the teaching process; the enterprise accepts the internship of students and the professional practice of teachers<sup>[2]</sup>. The above-mentioned talent training mode of school enterprise cooperation for economic and trade majors effectively integrates school resources and enterprise resources, expands school running space, and improves the quality of professional education. In particular, students get vocational guidance, employment information and employment help, and improve their employability.

### **3.2 Problems Existing in School Enterprise Cooperation of Economic and Trade Majors in Colleges and Universities**

In recent years, the school enterprise cooperation of economic and trade majors in Colleges and universities has achieved certain results, but there are still many shortcomings. Most colleges and universities economic and trade professional school enterprise cooperation personnel training basically stay in the shallow level. Practice teaching is the key link of economic and Trade Specialty Teaching in Colleges and universities, and school enterprise cooperation is an effective way to realize practice teaching. At present, the biggest problem of economic and trade graduates in Colleges and universities is the lack of practical work experience. The internship in enterprises is the best way to improve the operation skills of economic and trade majors in Colleges and universities. The internship experience in related jobs will be of great help to the employment of students after graduation<sup>[3]</sup>. The survey shows that although the concept of school enterprise cooperation in talent training has been widely accepted by the society, due to the imperfect supporting system, insufficient support, inflexible talent training program, and the lack of enthusiasm of enterprises and students, the school enterprise cooperation is more at the level of contract, with single mode, superficial and deep-seated Cooperation.

## **4. Development of Talent Training Program for International Economy and Trade Major Based on Obe Concept**

### **4.1 Scientific Determination of Talent Training Objectives**

Scientific determination of talent training objectives is the core content of talent training program. The goal of personnel training is to describe the expected career achievements that students can achieve in a reasonable time after graduation, and is the basic basis for formulating graduation requirements, forming curriculum system and carrying out teaching activities. In order to accurately meet the new demand of foreign trade development for talent training, Minnan Normal University International Economic and trade professional organization has carried out a half year survey on the employment demand of foreign trade enterprises. The survey found that more than 80% of foreign trade enterprises have different demand for foreign trade talents from the traditional trade era, which can be summarized as follows: (1) in terms of professional knowledge requirements, master the theoretical knowledge of international economy and trade; understand the domestic and foreign trade policies and market conditions; have professional knowledge of international business such as market marketing and channel development. (2) In terms of capability structure, it is required to have solid import and export business ability, cross-cultural communication ability, overseas marketing channel development and control ability and other international business development ability, skillfully operate various cross-border e-commerce platforms, and have operation and

promotion ability; Using modern information technology office, can use office software; proficient in English; have the ability to find and solve problems. (3) In terms of professional quality, they should have the spirit of teamwork and sharing, innovative thinking and spirit, correct values and good professional ethics. On the basis of fully understanding the employment needs of foreign trade enterprises, combining with the internal needs such as the school's development orientation and professional development requirements, and following the reverse design principle, we have determined the talent training objectives of the new international economy and trade major as: practicing the socialist core values, having good ideological quality and moral cultivation, and mastering the basic knowledge and foundation of international economy and trade major This theory and method, to understand and grasp the operation mechanism and development law of international economy and trade, to master the operation skills of traditional international trade and cross-border e-commerce, to have solid English knowledge and skills, to skillfully use modern information technology, to have good communication, coordination ability and innovation and entrepreneurship, has become an application platform with global vision to meet the needs of China's modernization construction It is a kind of innovative, compound and innovative talents<sup>[4]</sup>.

## 4.2 Clearly Define Graduation Requirements

It is the internal guarantee to make the talent training plan to define the graduation requirements. Graduation requirements are the specific description of the professional knowledge, ability structure and professional quality that students should master when they graduate, that is, the concrete embodiment of the learning achievements that students should achieve when they graduate. According to the training objectives, we should focus on what students can do, while the graduation requirements should focus on what students can have. Graduation requirements reflect the goal of talent training comprehensively, which is a powerful guarantee to achieve the goal<sup>[5]</sup>.

## 4.3 Corresponding Construction of Curriculum System

The corresponding construction of curriculum system is an important support for the formulation of talent training program. From OBE Starting from the concept, the curriculum system design should aim at achieving the students' learning achievements, take adapting to the students' growth path as the direction, take ensuring the integrated development of students' professional knowledge, ability structure and professional quality as the guiding concept, construct the curriculum system supporting diagram corresponding to the training objectives and graduation requirements, and clarify the role of each course in realizing the training objectives and meeting the graduation requirements And contribution, forming the Trinity mapping matrix of “training objectives graduation requirements curriculum system”. Specifically, the curriculum system is divided into three modules: general education, professional education and practical education. Each module includes many courses corresponding to professional knowledge, ability structure and professional quality. The three Module Curriculum groups have distinct gradients and are connected with each other, forming a complete traceable and sustainable system.

Compared with the traditional curriculum system, the new curriculum system has the following characteristics: (1) strengthen the cultivation of international business ability, cross-border e-commerce business ability and innovation and entrepreneurship ability. Corresponding to the cultivation of international business ability, courses such as international investment, international business geography and international business negotiation are added; corresponding to the cultivation of cross-border e-commerce business ability, courses such as introduction to cross-border e-commerce, operation of cross-border e-commerce platform and comprehensive training of cross-border e-commerce are added; corresponding to the cultivation of innovation and

entrepreneurship ability, courses such as introduction to cross-border e-commerce are added “Foreign trade entrepreneurship practice”, “innovation and entrepreneurship financing” and other courses. (2) Highlight practical teaching and integrate innovation and entrepreneurship education. The practice course module is redesigned, and the practice course and practice link are added to increase the proportion of practice teaching credits to 24% of the total credits. At the same time, relying on the existing cross-border e-commerce laboratory, the cooperation mechanism with the E-Commerce Association of Xiangcheng District of Zhangzhou city is constructed, the cross-border e-commerce enterprises of Zhangzhou city are introduced to participate in it, the product resources and logistics channels of docking enterprises are fully utilized to undertake the projects entrusted by enterprises outside the school, and the students are guided to carry out real cross-border e-commerce business transactions, so as to cultivate the students' innovation and entrepreneurship ability in actual combat. (3) Construct collaborative curriculum system. Straighten out the relationship between courses, on the basis of analyzing whether the knowledge points of each course are complementary and deepening or simple and repetitive, reorganize and optimize the teaching content<sup>[6]</sup>. For example, “international trade practice”, “international settlement” and “foreign exchange business and management” have some overlap in the teaching contents of foreign trade payment settlement, foreign exchange and exchange rate risk. Through the discussion and cooperation between teachers, we can distinguish the teaching contents from the key and difficult points, so as to achieve both full coverage and emphasis, and effectively improve the teaching efficiency and results.

## 5. Conclusion

In order to meet the new trend of the development of foreign trade and the new changes in the demand for foreign trade talents, the traditional talent training program of international economy and trade is bound to be adjusted. Discussion on the introduction of OBE The concept optimizes and adjusts the talent training program of international economy and trade, highlights the student-centered and learning achievement oriented, forms the one-to-one correspondence of training objectives, graduation requirements and curriculum system, and realizes the organic combination of professional knowledge, ability structure and professional quality training, so as to cultivate foreign trade talents to meet the practical needs of foreign trade transformation and upgrading.

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