

Curriculum Reform of Customs Clearance and Inspection Practice Based on the Cultivation of Applied Talents

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Abstract: The *Customs Clearance and Inspection Practice* is a compulsory course for students majoring in International Economics and Trade, which is a very practical and operational course. Its function is to enable students to master the basic principles of customs clearance and inspection and customs clearance business, and train students to engage in the basic professional ability of customs clearance service for imported and exported goods. In order to promote the transformation of ordinary undergraduate universities into application-oriented ones, optimize the structure of talent cultivation, and accelerate the cultivation of urgently needed talents in modern industries, Based on the requirements of training applied talents, the paper puts forward some reform suggestions based on the current problems of the course *Customs Clearance and Inspection Practice*, including the opening of special practical teaching tasks, the enrichment of course assessment methods and the improvement of teachers' practical ability etc. It is hoped that the students' ability to apply their knowledge and practice in customs clearance and inspection can be improved.

1. Background of the Reform of *Customs Clearance and Inspection Practice* Course

In 2017, China's 13th Five-Year Plan for National Education Development emphasized that universities should highlight the characteristics of undergraduate education and teaching reform for the cultivation of applied, inter-disciplinary and skill-oriented talents [1]. The *Customs Clearance and Inspection Practice* is a compulsory course for students majoring in International Economics and Trade, which is a very practical and operational course. Its function is to enable students to master the basic principles of customs clearance and inspection and customs clearance business, and train students to engage in the basic professional ability of customs clearance service for imported and exported goods. At the same time, this course is based on the background of import and export customs clearance and inspection work, with political, technical, law enforcement and foreign-related characteristics. However, the existing teaching orientation of *Customs Clearance and Inspection Practice*

Analysis is unclear. The emphasis is still on the learning of basic theory, and the teaching of the course is teacher-oriented, without providing students with sufficient practical operation platforms and opportunities, resulting in the insufficient exploration of students' practical ability and

professionalism [2]. That status quo is not in line with the requirements of applied talent training in undergraduate institutions.

2. The Main Content of the Reform of the Course *Customs Clearance and Inspection Practice* and the Solution to the Main Problems

2.1. Teaching Orientation Deviates from the Goal of Training Applied Undergraduate Talents

Customs Clearance and Inspection Practices is one of the core courses of International Economics and Trade. In the teaching process, it is necessary not only to teach the basic theoretical knowledge of international trade, but also to enable students to understand the workflow of customs clearance and inspection of goods in import and export, to master the necessary business skills, and to train students to solve practical problems, so that students can be qualified for future employment. However, the current course of *Customs Clearance and Inspection Practice* in colleges and universities has problems such as an emphasis on theoretical knowledge lectures and a lack of practical teaching. That cannot effectively play the social practicality of the course, and also does not meet the requirements of training applied talents in International Economics and Trade [3]. Therefore, the course *Customs Clearance and Inspection Practice* should be reformed by combining the requirements of practical application ability of students for the cultivation of applied talents.

2.2. Teaching Resources and Platform are Limited and Cannot Satisfy the Requirements of Supporting Customs Processing Technology

The teaching resources and platform of the course *Customs Clearance and Inspection Practice* are influenced by many factors such as school, major and course characteristics etc. At present, the teaching resources of the *Customs Clearance and Inspection Practice* course are mainly traditional ones[4], including teaching books, reference books, multimedia teaching, a case library, a laboratory and some free internet resources. Some software in the course can be used for simple data processing tasks, but individual software is too old for data matching. And there is no platform or software dedicated to *Customs Clearance and Inspection Practice* courses. The existing teaching resources are temporarily unable to meet the needs of processing and analyzing a large amount of customs data. Some of our existing software development companies have developed corresponding practical training software, such as "Single Window". However, due to the limited financial budget, the universities can only conduct a trial run and cannot extend it to teaching on a large scale, failing to realize the wide application of network data technology in the analysis and teaching of *Customs Clearance and Inspection Practice*.

2.3. Rigid Assessment Method

At present, the overall grade of the *Customs Clearance and Inspection Practice* course includes 40% of the usual performance and 60% of the performance of the final exam. The usual performance is scored by the lecturer, mainly based on the students' attendance, homework completion and class performance. The performance of the final exam depends on the score of the final lab report. On the one hand, this assessment method focuses on the final lab report results and on testing students' understanding of the contents in class, and it also focuses more on students' ability to remember the knowledge. Most students can achieve higher scores through a few days of intensive memorization of knowledge points and careful writing of lab reports, which is not conducive to the exercise and development of students' analytical skills and is not conducive to

stimulating students' creative thinking. On the other hand, it judges students' mastery of *Customs Clearance and Inspection Practice* courses through a lab report and students' usual performance, but ignores the consideration of students' knowledge application level and practical application ability [5]. In that way, it is easy to cause the phenomenon of high score but poor hands-on ability, which is not conducive to cultivating applied talents.

3. Suggestions to Improve the Teaching Effect of *Customs Clearance and Inspection Practice* Courses in Applied Undergraduate Institutions

3.1. Update the Customs Clearance Practice Platform and Update Teaching Materials with the Times

In April 2018, the Entry-Exit Inspection and Quarantine Bureau of China was officially merged into the General Administration of Customs and became one of the important departments of it, followed by the complete abolition of the Certificate of Inspection for Goods inward. After the unification of customs clearance and inspection, customs clearance operations will achieve the standard of "one declaration", "one inspection", and "one release". The former customs clearance and inspection systems are combined into one system: single window. The original software used in the Customs Clearance and Inspection course of most universities was purchased before 2012, and customs codes, clearance patterns, and operational exercises were stopped being updated in 2015. That will lead to a mismatch between teaching materials and software operations, and students cannot consolidate their knowledge in class. Therefore, in order to respond to the goal of cultivating applied talents, it is very necessary to update the *Customs Clearance and Inspection Practice* platform in a timely manner. Besides, the content of the teaching materials should be updated according to the latest development of the industry. Colleges and universities should theorize and integrate the latest development trends in the field of customs clearance into the course content according to the needs of employers for the competence and quality of talents as the basis of course teaching [5]. At the same time, teachers should focus on operational and practical content, set up a library of questions for application to support the course content, as well as create the corresponding conditions and environment for use, and strengthen the cooperation with industry enterprises to run schools and jointly build course practical training laboratories. Students will use the basic knowledge of *Customs Clearance and Inspection Practice* to analyse the statistical data of the import and export situation in China in depth according to the actual operation data of the enterprises [6], and dig out the hidden economic meaning behind it so that it can be used for the planning and operation decision of the import and export management of the enterprises.

3.2. Teachers of Professional Courses Are Transformed into "Double-Type Teacher".

In order to effectively cultivate students' practical application ability, teachers should first master the relevant operational skills. It is necessary for applied colleges and universities to cooperate with industrial enterprises to train teachers in *Customs Clearance and Inspection Practice* based on the actual job requirements, and to assess the teachers' teaching ability in certain ways, so that they can practice teaching after passing the assessment. In order to guide teachers to actively participate in course teaching training, applied colleges and universities need to establish reasonable rules and regulations [7]. For example, training hours can be exchanged with teaching hours in a certain proportion, so as to encourage teachers of professional courses to participate in training voluntarily and improve their practical application ability [8].

3.3. Change the Way and Means of Course Assessment

The course will change from a result-based assessment to a process-based assessment and a result-based assessment [9]. The conventional test paper assessment method is no longer suitable for assessing the students' ability to apply the knowledge of *Customs Clearance and Inspection Practice* course. And teachers should assess the students in the machine room, practical training room and other teaching places according to the demand for ability test. Specifically, teachers can give application-oriented questions, and students can operate for solutions. In short, teachers should pay attention to both the assessment of the operation process and the assessment of the examination results [10], so as to assess students' practical application ability in a comprehensive way, and to collect feedback on the assessment results as a basis for improving teaching contents and means.

4. Conclusion

Under the current requirements of application-oriented talent cultivation mode, the traditional course *Customs Clearance and Inspection Practice* cannot meet the practical needs of cultivating application-oriented foreign trade talents due to its single teaching format and rigid assessment methods. Therefore, it is necessary to actively explore corresponding curriculum reform measures to improve students' practical application abilities. Based on this, this paper proposes to establish special practical teaching tasks, reform course assessment methods, and improve teachers' practical abilities in the course of Customs Clearance and Inspection Practice. It is hoped that while teaching students theoretical knowledge, it can also enable students to improve knowledge transfer ability, so that they can better move towards society and adapt to job requirements after graduation.

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