

Analysis of Teaching Reform of Cross-Border E-Commerce Practice Based on “Course Ideology and Politics”

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Abstract: In order to integrate ideological and political education into the current teaching process of Cross-border E-commerce Practice, we can improve the level and quality of teaching through a perfect and comprehensive teaching model, and constantly enrich and optimize the teaching content before, during and after class, so as to achieve the teaching goal of cultivating students' comprehensive and professional qualities. This paper analyzes the teaching reform of "cross-border e-commerce practice" based on "curriculum thinking and politics".

1. Introduction

The course of Cross-border E-commerce Practice mainly takes business English as the core content of the professional course. Through the actual survey of graduates and the current e-commerce industry, the content of the course of Cross-border E-commerce Practice should be optimized and improved. By integrating the ideological and political courses into the teaching process of "Cross-border E-commerce Practice", students' professional level and comprehensive quality can be improved, and students can play their economic and social value in the later work.

2. Analysis of the importance of curriculum ideological and political education

2.1. Curriculum ideological and political reform should be carried out under the background of professional talent training

The course of Cross-border E-commerce Practice in colleges and universities is mainly aimed at cultivating high-end, high-quality, application-oriented and comprehensive technical talents engaged in cross-border e-commerce business. Most students will directly face overseas customers after graduation. They have high requirements for practitioners. They should have high professional quality, comprehensive quality and sense of social responsibility while having the correct political direction. Through the scientific and reasonable implementation of ideological and political education in the curriculum, students can be guided to establish correct values and ideas, and then cultivate students' good professional ethics and professional quality, so as to implement the educational concept of

"moral and technical education" in the process of cross-border e-commerce talent training.

2.2. The course content determines the necessity of ideological and political education in the course

Because the course "Cross-border E-commerce Practice" contains a large number of ideological and political elements of the course, for example, in the process of explaining the cross-border e-commerce platform, students can introduce foreign trade frictions and the transformation process of foreign trade, so that students can cultivate their national and cultural self-confidence through analysis, investigation and summary;[1] For the selection module of cross-border e-commerce, students can understand the relevant concepts of "Made in China" and "Brand Export" efficiently while clarifying the selection specifications, so as to establish national self-confidence; With regard to the content related to the release and optimization of e-commerce products, students can independently open stores, decorate and beautify the stores, and continuously optimize and improve the products through scientific and rigorous data analysis, so as to improve students' aesthetic ability and cultivate students' work character of excellence and due diligence; For the content of cross-border e-commerce promotion, students can combine the actual impact of the current COVID-19 on the Cross border E-commerce Practice to cultivate new development ideas. In general, the in-depth implementation of curriculum ideology and politics in the cross-border e-commerce practice class can cultivate students' moral quality and promote traditional Chinese culture.

2.3. The quality of teachers determines the feasibility of ideological and political education

At present, the teaching concept and teaching method of e-commerce professional teachers directly determine whether the ideological and political education of the course can be implemented in the class of Cross-border E-commerce Practice. Most of the teachers of Cross-border E-commerce Practice have high political and comprehensive literacy, high professional level and rich practical experience, and can actively introduce advanced education methods and teaching methods in the teaching class of Cross-border E-commerce Practice, thus completing the ideological and political education of the course. However, due to the influence of traditional inertia thinking, there are still some professional teachers who cannot integrate the ideological and political education content of the course in the teaching class of Cross-border E-commerce Practice. Therefore, professional teachers should further enhance their professional and comprehensive qualities, and correctly recognize the importance of curriculum ideological and political, so as to integrate responsibility and social core values into the teaching process, so as to cultivate a group of high-quality and high-level professional talents with "both moral and technical" for the society.

3. Teaching design of Cross-border E-commerce Practice based on curriculum ideology and politics

3.1. Analysis of students' learning situation

Generally, the teaching of Cross-border E-Commerce Practice is mainly carried out in the middle of the study. Students can find problems in the learning process in a timely manner by means of questionnaires or summarizing previous teaching experience, and then continuously optimize and improve the process and methods of e-commerce operation and promotion, so as to prevent students from being unable to complete the teaching content due to lack of learning enthusiasm and initiative.[2] Specifically, most students do not have the corresponding brand awareness and cannot judge the quality of products. At the same time, students are easy to give up if they encounter

difficulties in the learning process, and some students will steal online articles through plagiarism in the learning process. In view of the above problems, colleges and universities should strengthen the analysis of learning situation, and then cultivate students' integrity of seeking truth, innovation, honesty and responsibility.

3.2. Clear teaching objectives

Colleges and universities should combine the actual needs of the cross-border e-commerce industry, develop a more scientific and reasonable talent training program based on the actual learning situation of students, clarify the classroom teaching objectives, and then cultivate a group of high-quality professionals with high character, understanding theory, and understanding practice for the society.

3.2.1. Define the quality training objectives

In order to develop a more scientific and reasonable classroom teaching content of "Cross-border E-commerce Practice" based on the ideological and political perspective of the curriculum, it is necessary to cultivate students' patriotism and national self-confidence, improve students' aesthetic ability and the ability to distinguish product quality, so that students can have the moral and comprehensive qualities of due diligence, honesty and trustworthiness in their work, Then help students to clarify their own development goals in the future career development process.

3.2.2. Clear knowledge training objectives

In the process of implementing the ideological and political teaching of the course, colleges and universities should let students know the latest cross-border e-commerce platform in time, be able to master the selection, sales rules and promotion skills of cross-border e-commerce platform, and be able to fully grasp the e-commerce payment method and logistics delivery method, so that students can have a higher professional level and meet the actual development needs of society.

3.2.3. Clear ability training objectives

First of all, cross-border e-commerce talents based on the ideological and political perspective of the curriculum should be able to correctly analyze and select a more scientific and reasonable third-party cross-border platform, and then be able to complete the corresponding platform selection work, and can properly promote the selected products, so as to complete the sales of goods, and then improve students' online entrepreneurship ability and professional level.

3.3. Clarify teaching difficulties

Based on the ideological and political perspective of the course, the selection and promotion of teaching products of Cross-border E-Commerce Practice is complex and diverse. How to correctly and reasonably apply the rules and promotion methods of cross-border e-commerce platforms and complete the operation and sales of commodities is a difficult point in the current teaching process of Cross-border E-Commerce Practice.

3.4. Improve and optimize the teaching plan

In order to effectively solve the problems existing in the teaching process of Cross-border E-commerce Practice, we can improve the quality and level of teaching through two-way integration teaching method from two aspects of professional guidance and ideological guidance.

3.4.1. Professional guidance

In this process, colleges and universities should combine the actual needs of the cross-border e-commerce industry, take the real task as the guide, adhere to the student-oriented teaching principle, and use the case analysis and task-driven teaching mode to guide students' independent learning, cultivate students' heuristic thinking, and improve students' professional level and comprehensive quality through research-based learning, heuristic learning, cooperative learning and other relevant teaching methods.

3.4.2. Ideological guidance

Teachers of cross-border e-commerce practice teaching should cooperate with ideological and political teachers to prepare lessons, so as to explore the ideological and political elements contained in professional courses, improve and optimize the existing professional course teaching resource base by creating a perfect, unified and standardized ideological and political platform for courses, and create a collective moral integrity. The comprehensive education goal of integrating professional quality.

4. Specific implementation plan of cross-border e-commerce practice teaching based on curriculum ideology and politics

4.1. Achieve the goal of cultivating character through research-based learning

By implementing the research-based learning model, students can use online and offline research to truly understand the operating principles of e-commerce cross-border platforms. Only products that have been registered on the platform can be sold on third-party platforms. At the same time, students can study local local products and make scientific and reasonable analysis of the sales volume and other relevant data of the products, so that students can understand the economic value and social value of domestic brands, so as to cultivate students' national self-confidence and achieve the ideological and political goal of shaping character.

4.2. Cultivate students' ability to distinguish quality by stimulating students' thinking

Specifically, colleges and universities can let students conduct independent analysis and exploration by playing relevant videos of the selected products, so as to carry out corresponding discussions according to the characteristics and advantages of the current scene and the actual needs of the market, and then select products and brands that are more suitable for cross-border sales. In this process, colleges and universities can conduct simulated e-marketing teaching through real case analysis, so that students can find the characteristics and advantages of the same products in the third-party cross-border e-commerce platform in a timely manner in the process of project cooperation, and then can identify the actual quality of products in a timely manner to improve students' ability to identify quality. At the same time, students should be proficient in the relevant skills of selecting products, so that students can identify the quality and quality of products, and then achieve the ideological and political goal of identifying quality.

4.3. Cultivate students' character through cooperative learning

In the teaching process of Cross-border E-commerce Practice, colleges and universities should organize students to carry out corresponding training software training, so that students can understand the actual working process and business scope of cross-border e-commerce business in

the actual operation process. Specifically, colleges and universities can build a good and harmonious practical operation platform and cross-border e-commerce studios, and divide students into groups according to the actual post settings in society, combined with the learning level and characteristics of students, so as to form an operation group, visual design group, and marketing promotion group, so that students can truly experience the actual operation of cross-border e-commerce in cooperation through the way of rotation training, Then cultivate students' practical operation ability. In addition, through the establishment of training platform and professional practice platform teaching, students can clarify the post requirements of cross-border e-commerce in the actual operation process, and then cultivate students' work attitude of excellence and due diligence, and help students establish a good moral character that is not afraid of difficulties and risks.

4.4. Build good character through learning and harvest

In this process, colleges and universities can carry out cross-border e-commerce skills competition, innovation and entrepreneurship competition, summer enterprise practice training and other activities regularly and regularly, so that students can truly experience the actual needs of cross-border e-commerce, and then cultivate students' good character of hard work, truth-seeking, pioneering and enterprising.

4.5. Establish and improve the assessment and evaluation system

In the process of teaching "Cross-border E-commerce Practice" from the perspective of curriculum ideological and political education, students' level should be comprehensively considered and evaluated from the aspects of students' professional quality, comprehensive quality, practical operation ability and other relevant aspects through the curriculum ideological and political observation points.

For the assessment of cross-border e-commerce knowledge, the teaching cloud classroom test can be combined with after-class homework, and then students can be comprehensively evaluated and assessed; For the cross-border e-commerce skills assessment, we can deepen the model of school-enterprise cooperation to enable enterprises to settle in the cross-border e-commerce platform, and according to the cross-border training software training, let schools and enterprises jointly develop the teaching objectives and assessment content of the practical training teaching link, and integrate the culture of the enterprises into the assessment and evaluation system of the "cross-border e-commerce practice" class through the way of mutual evaluation by two teachers, Through data assessment and group mutual assessment, students can be comprehensively and multi-level assessed and evaluated. Generally, the assessment indicators mainly include the following points; 1. The quality and level of students' research report. 2. The quantity and quality of products released on the cross-border e-commerce platform. 3. The decoration results of secondary school students' shops on the cross-border e-commerce platform. 4. The quantity and quality of marketing activities carried out in e-commerce platforms. 5. Sales copywriting level. 6. Sales quota and order quantity of products. 7. Customer's actual evaluation and ability to handle disputes. 8. The number of hits and exposure of stores and products. 9. Store operation data.

The assessment and evaluation of students' comprehensive and professional qualities can comprehensively consider students' learning attitude and participation in the classroom teaching process, so as to ensure that the assessment is more fair and impartial. In addition, according to the students' achievements in the e-commerce skills competition and innovation and entrepreneurship competition, they can be added points to the students' professional courses. In general, through multi-level and multi-angle assessment indicators, the assessment and evaluation system can be made more complete, reliable and fair. In the process of identifying students' innovation ability, competition

ability and practical operation ability, students' team cooperation ability, communication ability and innovation ability can also be comprehensively evaluated and analyzed.

5. Conclusion

In recent years, with the continuous development of China's cross-border e-commerce industry, it has put forward new demands for cross-border e-commerce talents. Colleges and universities should integrate curriculum ideology into the classroom teaching process of Cross-border E-commerce Practice, so as to reform and optimize the teaching content and teaching methods, and then establish and improve the curriculum teaching system of Cross-border E-commerce Practice from the perspective of curriculum ideology and politics, and cultivate a number of high-level and high-quality professional and skilled talents for the society.

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