

Research on Strategies for Cultivating Cross Border E-Commerce English Talents in Technical Schools under the Background of School Enterprise Cooperation

Liping Zhi

*College of Business and Economics, Guangdong Technician College of Light Industry,
Guangzhou, 510315, Guangdong, China*

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Abstract: With the deepening development of global economic integration, cross-border e-commerce is playing an increasingly important role in international trade, and the demand for English talents is growing day by day. Technical schools, as an important channel for cultivating practical applied talents, are of great significance in the field of cross-border e-commerce. This paper aims to explore the strategies for cultivating cross-border e-commerce English talents in technical schools under the background of school enterprise cooperation, and conduct in-depth research from curriculum design, teaching methods, and practical aspects to meet the demand for high-quality English talents in the cross-border e-commerce industry.

1. Introduction

With the rapid development of information technology and the continuous integration of the global economy, cross-border e-commerce has gradually emerged and become an important component of international trade. In this context, the demand for talents who master foreign language skills such as English is becoming increasingly significant. Technical schools have the advantage of cultivating practical and applied talents, but in traditional concepts, technical education is often limited to the field of traditional craftsmanship. With the development of the times, technical schools need to constantly innovate and actively expand the field of talent cultivation that keeps up with the times. Cross border e-commerce is a promising field. Based on the model of school enterprise cooperation, technical schools can better integrate educational resources and construct strategies for cultivating cross-border e-commerce English talents.

2. The current situation of cultivating cross-border e-commerce English talents in technical schools

Against the backdrop of rapid global economic development and rapid technological advancements, cross-border e-commerce, as an important component of international trade, is rapidly emerging. However, China's technical schools are still in the initial stage of cultivating cross-border e-commerce English talents, and there are a series of problems and challenges.

Firstly, technical schools have relatively limited resource investment in English education, which limits the quality and depth of English talent cultivation^[1]. Technical schools, as an important component of vocational education, have long placed greater emphasis on cultivating students' practical skills, while English education is often marginalized. This traditional concept has led to insufficient resource investment, affecting the quality and depth of English talent cultivation. The relative weakness of the teaching staff is one of the limiting factors. Compared to ordinary universities, technical schools invest less in recruiting and cultivating English teachers, resulting in a gap in the professional literacy and teaching level of teachers. In addition, the update speed of teaching equipment and textbooks is relatively slow, which cannot meet the rapid development needs of cross-border e-commerce. In the information age, English education needs to be combined with modern technological means, and this also requires corresponding investment.

Secondly, technical schools urgently need to update the content and teaching methods of English courses to meet the needs of cross-border e-commerce. Traditional English courses often focus on imparting basic knowledge, but in the field of cross-border e-commerce, students need more practical skills and professional knowledge. However, current teaching content and methods often cannot meet this demand. In the practical work of cross-border e-commerce, students need to master professional knowledge such as business negotiation, marketing, international trade regulations, and also have the ability to communicate and exchange with international partners^[2].

Thirdly, the demand for English talents in the cross-border e-commerce field is increasingly strong, but there is still a gap in meeting the market demand for technical schools. With the acceleration of globalization, cross-border e-commerce has become an important way of international trade, placing higher demands on English speaking talents. However, the English talents cultivated by technical schools often find it difficult to meet the market demand. On the one hand, the talents cultivated by schools often lack business knowledge and practical experience, making it difficult to be competent in the field of cross-border e-commerce. On the other hand, the market's demand for English talents with practical operational skills far exceeds the supply, leading to an imbalance in talent supply and demand.

Finally, the English talents cultivated by technical schools often lack practical application abilities. In traditional English education, excessive emphasis is often placed on learning grammar and vocabulary, while neglecting the cultivation of practical communication and application abilities. However, in the field of cross-border e-commerce, practical application capabilities are crucial. English talents not only need to have a good language foundation, but also need to be able to fluently use English in practical work such as international trade negotiations, contract drafting, and market promotion. However, current English education often fails to meet this demand, resulting in students feeling inadequate in practical work after graduation.

3. Strategies for cultivating English talents under the school enterprise cooperation model

In the field of cross-border e-commerce, the school enterprise cooperation model provides an innovative English talent training strategy for technical schools. Through close cooperation with enterprises, technical schools can better meet market demand and cultivate English talents that adapt to industry development.

Firstly, vocational schools can provide students with more practical and targeted education by optimizing the English curriculum under the school enterprise cooperation model. Against the backdrop of the booming development of cross-border e-commerce, technical schools should redesign their curriculum content to closely align with practical needs. The course can start from basic business English and gradually delve into various fields of cross-border e-commerce, such as international marketing, cross-border payments, e-commerce law, etc. This course design will help

students excel in various English communication tasks in future cross-border e-commerce work. At the same time, practical cases and industry dynamics are introduced to make the course more practical. For example, by analyzing real cross-border e-commerce cases, students can better understand the connection between theoretical knowledge and practical operations, and improve their problem-solving abilities. Students will be able to learn from case studies how to respond to international market competition, address regulatory issues related to cross-border trade, and address challenges in cross-border e-commerce operations. Professional English courses should also be strengthened to cover the English communication needs of different fields. Professional courses such as Business English, Online Marketing English, and Cross border Payment English can help students master specific terminology and expressions in certain fields, and improve their communication skills with international customers and partners. These professional courses will provide students with more accurate English skills, enabling them to communicate more confidently with international partners in the cross-border e-commerce industry. The optimization of curriculum will enable students to have stronger English communication and practical application abilities in the field of cross-border e-commerce, better meeting market demand^[3]. By closely integrating practical business, students will be able to excel in English communication and achieve success in cross-border e-commerce.

Secondly, under the school enterprise cooperation model, technical schools can introduce innovative teaching methods to cultivate students' ability to solve practical problems. Traditional classroom teaching can be combined with project-driven teaching, allowing students to apply their knowledge in practical projects. This method can stimulate students' interest and motivation, and enhance their learning experience. Students can participate in simulated e-commerce operation projects, from product planning to market promotion, and use English for team collaboration and communication. Through practical operation, students can better understand the course content and cultivate problem-solving abilities. This practical teaching method helps to combine classroom knowledge with practical applications, enabling students to better cope with challenges in real work scenarios. Situational teaching is another innovative method that allows students to engage in English communication in real business scenarios, improving their language expression and communication skills. For example, students can play different roles in virtual business meetings, give English speeches and interact, and exercise their coping skills in cross-border business negotiations. This teaching method enables students to better adapt to the actual work environment and enhance the English communication skills required in the cross-border e-commerce field. By introducing these innovative teaching methods, technical schools can better cultivate students' practical problem-solving abilities, enabling them to have stronger adaptability and innovative thinking in the field of cross-border e-commerce.

Thirdly, through cooperation with enterprises, technical schools can provide students with opportunities such as internships, practical training, and project cooperation, enabling them to have a deeper understanding of the operational models and market demands of cross-border e-commerce. Students will have the opportunity to participate in practical operational projects for cross-border e-commerce enterprises, from market research to promotion planning, and collaborate with enterprise employees to solve practical problems. This practical process not only applies the knowledge learned to practical work, but also cultivates students' practical operation ability, teamwork spirit, and innovation awareness. In the practical process, students need to collaborate with team members and divide tasks to cultivate teamwork and communication skills. Through interaction with enterprise employees, students can also understand the challenges and opportunities in practical work and accumulate valuable practical experience. Technical schools can also collaborate with enterprises to hold cross-border e-commerce competitions, entrepreneurship projects, etc., allowing students to exercise their innovation ability and teamwork spirit in practice. Through practical operation, students can not only better understand the course content, but also cultivate the practical operational skills

required in the field of cross-border e-commerce, laying a solid foundation for future career development. The close cooperation between technical schools and enterprises provides students with a broader development platform, enabling them to learn and apply in a real environment, and providing more high-quality English talents for the cross-border e-commerce field.

In summary, the English talent cultivation strategy under the school enterprise cooperation model is a comprehensive system, covering the optimization of curriculum design, innovation of teaching methods, and strengthening of practical links. Through the organic combination of these strategies, technical schools can cultivate English talents who meet the needs of cross-border e-commerce, providing strong support for industry development. This close cooperation model combines the educational resources of the school with the actual needs of the enterprise, enabling students to better integrate into the actual work environment and prepare for their career during the learning process.

4. Case Analysis: Practice of School Enterprise Cooperation in a Technical School

In the current rapid development and internationalization trend of cross-border e-commerce, cooperation between technical schools and enterprises has become particularly important. The following is an analysis of a cooperation case between a technical school and a cross-border e-commerce enterprise to explore the specific practice of English talent cultivation under the school enterprise cooperation model.

This technical school is located in the city center and focuses on cultivating various practical talents. With the rise of the cross-border e-commerce industry, schools have realized the urgency of cultivating English talents who can adapt to the development of this industry. Therefore, the school actively collaborated with a leading cross-border e-commerce enterprise, aiming to optimize the English talent training program and improve students' comprehensive quality and practical application abilities through the school enterprise cooperation model.

In order to meet the growing demand for English talents in the cross-border e-commerce field, the technical school focuses on optimizing the English curriculum. In this context, the school has introduced a new course - Business English Practical Course, and has hired professionals from cooperative enterprises as course instructors. This course not only covers basic business English knowledge, but also emphasizes the close integration of practical business operations, covering key areas such as international market research, contract drafting, and cross-border negotiations. By introducing practical cases, students can gain a deeper understanding of the application of theoretical knowledge in practical operations, thereby cultivating the ability to solve practical problems. This optimized curriculum not only enhances students' ability to apply English, but also enables them to better adapt to the challenges of cross-border e-commerce.

The school has also taken innovative steps in teaching methods, providing more possibilities for students to develop practical problem-solving abilities. Taking project-driven teaching as an example, students participate in simulated cross-border e-commerce projects, from product planning to market promotion, and use English throughout team collaboration and communication. This situational learning approach not only enables students to better apply their knowledge to practical operations, but also cultivates their innovative thinking and teamwork spirit, laying a solid foundation for future career development. The widespread application of situational teaching also provides students with a more practical learning experience. By simulating real business scenarios and conducting English speeches and interactions in virtual business conferences, students can better exercise their expression and coping skills required in actual cross-border business negotiations. This innovative teaching method effectively compensates for the shortcomings of traditional classroom teaching, enabling students to more confidently cope with real workplace challenges.

Under the school enterprise cooperation model, the school fully utilizes the practical process and

provides students with richer opportunities. The school collaborated with enterprises to organize a series of practical projects, such as internships, practical training, and project cooperation. Students are not only able to participate in cross-border e-commerce operation projects of enterprises and experience various aspects of international trade firsthand, but also able to apply the English knowledge they have learned to practical work. This practical opportunity not only enhances students' hands-on abilities, but also enables them to have a deeper understanding of the operational models and market demands of cross-border e-commerce, and to be fully prepared for future career development.

After a period of school enterprise cooperation, students have made significant progress in English communication. They are not only able to fluently use English for cross-border e-commerce negotiations, but also have the ability to write business emails, contracts, and other documents. Most importantly, students have accumulated rich experience in cross-border e-commerce in practice, thereby deeply understanding the operational rules and potential opportunities of the international market. This has laid a solid foundation for their future employment and entrepreneurship, enabling them to develop more confidently in the cross-border e-commerce field. These positive training effects demonstrate the value and potential of the school enterprise cooperation model in English talent cultivation, providing valuable experience for other technical schools to learn from.

This case demonstrates that the school enterprise cooperation model has a positive effect on the cultivation of English talents in technical schools. By optimizing the curriculum, innovating teaching methods, and strengthening practical links, the school is able to cultivate English talents who meet the needs of cross-border e-commerce, providing broader opportunities for students' career development. However, continuous exploration and improvement are still needed to further expand the depth and breadth of school enterprise cooperation, in order to adapt to the constantly changing market demands and cultivate more excellent English talents for the cross-border e-commerce field.

5. Conclusion and outlook

Through school enterprise cooperation, technical schools have achieved significant results in cultivating cross-border e-commerce English talents. By optimizing the curriculum, innovating teaching methods, and strengthening practical links, students have not only made significant progress in English communication skills, but also accumulated rich experience in cross-border e-commerce practice, laying a solid foundation for their future career development. However, this is only a starting point, and technical schools still face many challenges and opportunities in the field of cross-border e-commerce English talent cultivation. With the continuous advancement of globalization, the demand for high-quality English talents in the field of cross-border e-commerce will continue to increase. Therefore, technical schools need to further increase resource investment and continuously optimize training strategies to meet market demand. Specifically, technical schools can further deepen cooperation with enterprises, fully utilize enterprise resources, provide students with richer practical opportunities, and enable them to better adapt to the actual work environment. At the same time, schools can also introduce more international teaching resources, expand students' international perspectives, and improve their cross-cultural communication abilities.

Looking forward to the future, technical schools will usher in broader development space and opportunities in cultivating English talents in the field of cross-border e-commerce. With the continuous innovation of technology and the rapid development of cross-border e-commerce, the demand for talents with excellent English communication and practical operation skills will increase day by day.

Firstly, technical schools can further integrate multiple resources and build more innovative training models. With the rapid development of information technology, technical schools can

combine traditional offline teaching with modern online teaching, adopting a blended teaching model. Through online learning platforms, students can learn anytime and anywhere, expanding their learning time and space. At the same time, technical schools can also explore personalized and customized curriculum settings, providing tailored English talent training programs based on students' interests and needs, so that each student can achieve their maximum potential. Secondly, technical schools can actively cooperate with international universities and enterprises to carry out international exchanges and cooperation projects. The cross-border e-commerce field has obvious international significance, so cultivating English talents with global competitiveness is particularly important. Technical schools can collaborate with foreign universities to carry out student exchange projects, providing students with opportunities to interact with different cultures and business environments, and improving their cross-cultural communication skills. At the same time, we will collaborate with cross-border e-commerce enterprises to carry out practical projects, allowing students to personally participate in international business activities, accumulate practical experience in cross-border e-commerce, and enhance practical operational capabilities.

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