

Countermeasures for Improving Students' Innovative and Entrepreneurial Ability in Cross-border E-commerce Teaching from the Perspective of the Belt and Road Initiative

Shengnan Chen

School of International Business, Zhejiang International Studies University, Hangzhou, Zhejiang, 310023, China

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Abstract: The Belt and Road strategy is an integral part of China's national strategy. During the implementation of this strategy, a new mode of international trade based on online platform transactions-cross-border e-commerce came into being, which provided impetus for the realization of the strategic goal of the Belt and Road, and at the same time, it was also an effective means to realize international trade interconnection. At present, colleges and universities cultivate students' innovative and entrepreneurial abilities through the teaching of cross-border e-commerce, and reserve outstanding talents for the development of cross-border e-commerce industry from the perspective of the belt and road initiative. This paper first introduces the development characteristics and modes of cross-border e-commerce in the new era, then summarizes the significance of cross-border e-commerce innovation and entrepreneurship education and teaching, and objectively analyzes the problems. Finally, it explores the countermeasures to improve students' innovation and entrepreneurship ability in cross-border e-commerce professional teaching from the perspective of the belt and road initiative.

1. Introduction

Cross-border e-commerce refers to international business activities in which different customs transaction subjects carry out serial transactions, payment and settlement, logistics transmission and transaction completion based on e-commerce platform. At present, China's cross-border e-commerce is in a stage of rapid development. As one of the positions for cultivating talents of cross-border e-commerce, colleges and universities should dynamically innovate professional teaching methods and promote the development of innovative and entrepreneurial abilities of professional students, thus providing a driving force for the healthy operation of cross-border e-commerce industry and implementing the the belt and road initiative policy. It can be seen that it is of practical significance to explore this topic in depth, and the specific contents are as follows.

2. The Development Characteristics and Models of Cross-border E-commerce in the New Era

2.1 Characteristics

First, scale. During the supply-side structural reform, when the domestic demand of cross-border e-commerce increases, the transaction scale will expand, and with the imported goods flowing into the China market, it can meet the diversified needs of domestic consumers. Second, directness. Domestic and foreign enterprises directly trade with the market by means of diversified foreign trade platforms, which saves complicated procedures and export links, and greatly reduces the time cost and economic cost of the final transaction [1]. Third, a small amount of high frequency. Cross-border e-commerce supports real-time procurement, realizing small-batch procurement and fast-frequency transactions. Fourth, high profitability. After implementing the peer-to-peer trading model, compared with the traditional foreign trade industry, the cross-border e-commerce industry has expanded its profit space and significantly improved its profit rate.

2.2 Model

B2B, B2C, C2C and other business models are the most common in cross-border e-commerce, and these three business models have their own characteristics. If the B2B business volume is large, conduct trading activities around the offline mode; B2C distribution requires high requirements, and financial services are provided with the help of third-party payment tools, such as Alipay and PayPal payment systems. C2C products are rich in quantity and variety, and the trading mode is flexible, which can strongly attract users. With the gradual improvement of the state's support policies for cross-border e-commerce, the customs clearance supervision modes of cross-border e-commerce are increasingly detailed, including general export mode, bonded export mode, direct purchase import mode and bonded e-commerce mode [2]. From the characteristics and modes of cross-border e-commerce, we can see that the industry is in a vigorous development stage, and we should continuously import innovative and entrepreneurial cross-border e-commerce professionals to help the industry develop. Based on this, it is necessary to dynamically follow up the cross-border e-commerce innovation and entrepreneurship education and teaching activities, steadily improve students' innovation and entrepreneurship ability, and further develop the cross-border e-commerce industry with the help of talents.

3. The Significance of Cross-border E-commerce Innovation and Entrepreneurship Education and Teaching

3.1 Effectively cultivate cross-border e-commerce talents

Innovation and entrepreneurship education combines practice with theory to cultivate talents, and the main body of education and teaching is diversified, so it can make up for the talent gap in the market by exerting the effect of collaborative education [3]. In the teaching process of cross-border e-commerce innovation and entrepreneurship education, cross-border e-commerce talents pursue the goal of educating people based on multi-subjects. During this period, entrepreneurial resources and educational resources are shared, and an innovation and entrepreneurship service platform is built, and a team of innovative and entrepreneurial teachers is established to ensure that the talents cultivated in colleges and universities meet the market demand of cross-border e-commerce talents. Nowadays, colleges and universities are guided by the development needs and talent standards of cross-border e-commerce industry, scientifically formulate talent training programs, and develop teaching materials and courses in depth to better serve the cross-border e-

commerce talent training and highlight the teaching value of cross-border e-commerce innovation and entrepreneurship education.

3.2 Vigorously develop the integration mode of production and education.

The teaching process of cross-border e-commerce innovation and entrepreneurship education can help the integration of production and education, which is a new talent training model and conducive to teaching reform. At present, the training of theoretical talents and applied talents is progressing simultaneously, which requires the combination of cross-border e-commerce industry development and talent education in colleges and universities, which is a prerequisite for the integration of production and education [4]. As we all know, cross-border e-commerce innovation and entrepreneurship education involves a lot of knowledge, and it is practical. Practicing the integration mode of production and education in the education and teaching stage is conducive to rallying the strength of schools and enterprises, participating in the cultivation of cross-border e-commerce dual-innovation talents, building a destiny community of cross-border e-commerce innovation and entrepreneurship education, and finally delivering high-quality, high-level cross-border e-commerce talents to the society.

4. The Current Cross-border E-commerce Professional Teaching Students' Innovation and Entrepreneurship Training Problems

The cross-border e-commerce industry is in a critical period of transformation. In order to accelerate the pace of transformation, we should attach importance to professional education and teaching. At present, colleges and universities pay attention to cultivating students' innovative and entrepreneurial ability in the teaching of cross-border e-commerce. However, due to the lack of education and teaching experience, there is a gap between the improvement effect of students' innovative and entrepreneurial ability and the expected requirements. The following analyzes the cultivation of innovation and entrepreneurship ability of professional students from many aspects, and provides direction for the formulation of problem-solving strategies in the future.

4.1 The talent training scheme is not perfect.

In the teaching process of cross-border e-commerce, the established talent training scheme is too single, and the existing talent training scheme is out of touch with the cross-border e-commerce teaching strategy and the actual situation of students, which fails to play a guiding role in professional teaching practice, resulting in a great discount on the effect of cultivating students' innovative and entrepreneurial ability [5]. In addition, the content of the talent training program is not detailed enough, and the guidance provided for the teaching of cross-border e-commerce specialty is not specific enough, which reduces the utilization rate of professional education and teaching resources to a certain extent, and finally leads to the high-cost and low-efficiency talent training situation, which is not conducive to deepening the reform of professional teaching and is difficult to continuously provide outstanding talents for the development of cross-border e-commerce industry.

4.2 The curriculum system of cross-border e-commerce specialty is single.

Colleges and universities attach importance to the employment and entrepreneurship of professional students, especially for cross-border e-commerce majors. Teachers often make career planning courses scientifically. However, only a few teachers really pay attention to the teaching

effect of career planning courses and optimize the curriculum system. From the reality, the guidance of cross-border e-commerce career planning courses is not in place, and the existing employment guidance and entrepreneurship guidance are not systematic, which will undoubtedly affect the curriculum study and career planning of professional students, leading to the difficulty of employment and entrepreneurship of professional students. In addition, this has a negative impact on the competitiveness of cross-border e-commerce enterprises, which will eventually weaken the market advantage of enterprises and narrow the economic profit space of enterprises [6].

4.3 School-enterprise cooperation is weak.

Nowadays, there is a gap between the training effect of dual-innovation ability and the expected requirements in the teaching process of cross-border e-commerce. From the perspective of education and teaching subjects, the cooperation between schools and enterprises is not strong enough, and the workload of school education and teaching subjects is relatively large, which weakens the quality and effectiveness of students' dual-innovation ability training due to the lack of strong support from enterprise subjects. Influenced by exam-oriented education, college teachers always impart theoretical knowledge to students, with the ultimate goal of enriching students' knowledge reserves and improving their grades. Although universities and social units work together to build a practice base, there are few opportunities for professional students to really participate in the practice of the base [7]. After cross-border e-commerce talents enter the society, they will weaken their post competence and gradually weaken their self-confidence because of lack of theoretical knowledge, low level of professional skills and inadequate combination of theory and practice. Their performance in the development of cross-border e-commerce industry is not calm and outstanding, and they are easily eliminated by society in a short time, and they cannot contribute to the healthy development of cross-border e-commerce industry.

4.4 Innovation and entrepreneurship practice activities are not rich enough.

The cultivation effect of cross-border e-commerce majors' dual-innovation ability is not satisfactory, which is related to the single practice of dual-innovation. Nowadays, most teachers focus on theoretical teaching, and the practice activities of innovation and entrepreneurship are formally organized. Even if they carry out practical activities, they fail to dynamically observe students' practical performance, and the feedback they get lacks comprehensiveness and authenticity, so they cannot provide specific guidance for improving their innovative ability [8]. Based on the practice of dual-innovation, teachers of cross-border e-commerce major are less innovative in the content and form of activities, and the practice activities are not closely linked with students' reality and teaching reality, which weakens the educational value of practical activities to varying degrees, resulting in the short-term stagnation of the dual-innovation ability of cross-border e-commerce major students. In the long run, the balanced development opportunities of professional students will be missed, and the teaching efficiency of cross-border e-commerce specialty education will gradually decrease, which is not conducive to the stable development of China's cross-border e-commerce industry.

4.5 Cross-border e-commerce teachers are not professional enough

At present, the cross-border e-commerce teachers are not strong enough, which will be in a passive state for professional teaching activities and the development of professional students, which will hinder the improvement of professional students' innovative ability and is not conducive to the sustainable development and stable operation of the cross-border e-commerce industry.

Judging from the actual situation, colleges and universities have made little efforts in the construction of high-quality teachers, and the number and structure of teachers majoring in cross-border e-commerce are unreasonable. There are very few professional teachers who really meet the requirements of academic qualifications, professional quality and skills, which means that the learning needs and progress needs of students majoring in cross-border e-commerce cannot be met in time. From another point of view, professional teachers with lack of knowledge and low quality can't guide students correctly, and it is difficult for the cross-border e-commerce majors to make up for the talent gap and meet the needs of social employment better. In the long run, the teaching quality of cross-border e-commerce specialty will drop sharply, and the students of cross-border e-commerce specialty will lack the ability of innovation and entrepreneurship.

5. Countermeasures to Improve Students' Innovation and Entrepreneurship in Cross-border E-commerce Teaching from the Perspective of the Belt and Road Initiative.

In the implementation stage of the belt and road initiative policy, the cross-border e-commerce industry contributed to the implementation of the policy. However, the training of cross-border e-commerce talents needs to be carried out in a process. Therefore, it is necessary to continuously improve the innovation and entrepreneurship ability of students majoring in cross-border e-commerce and explore feasible countermeasures to enhance their innovation and entrepreneurship ability.

5.1. Improve the talent training program

The teaching activities of cross-border e-commerce specialty are carried out in an orderly way, and it is necessary to get specific guidance from the talent training program to ensure the process of cross-border e-commerce talent training and gradually improve the innovation and entrepreneurship ability of professional students. In the scheme formulation stage, students' differences should be fully respected, and the cross-border e-commerce education and teaching strategy from the perspective of the belt and road initiative should be closely combined to ensure the integrity and effectiveness of the scheme [9]. Not only that, but also the training objectives of cross-border e-commerce professionals should be refined. Teachers should scientifically formulate career planning plans based on students' learning needs and employment status. Nowadays, cross-border e-commerce enterprises are developing flexibly, and the transformation speed of enterprises is fast and the direction is very diverse. Formulating suitable training programs for cross-border e-commerce professionals can not only alleviate the employment pressure of students, but also enable students to find their own positions in the cross-border e-commerce industry, show their personal values in their work and create comprehensive benefits for enterprise development. Based on this, colleges and universities should dynamically pay attention to the development status of enterprises, comprehensively predict the trend of cross-border e-commerce, rationally adjust the talent training program, provide practical guidance for talent training practice, and finally promote the professional development of students.

5.2 Optimize the cross-border e-commerce professional curriculum system

In order to improve students' innovative ability of cross-border e-commerce, we should make full use of course teaching activities. In this regard, teachers should dynamically master the training requirements of key innovative ability from the perspective of the belt and road initiative, and understand the post competency requirements of cross-border e-commerce talents, so as to reasonably set courses and optimize the course structure to meet the diverse needs of students'

knowledge learning. In the new era, the content of cross-border e-commerce professional courses is increasingly rich, and relevant policies and regulations, entrepreneurship planning, cultural communication and other courses are included. At the same time, the construction of information courses and teaching materials is put on the agenda, which provides reliable theoretical support for professional students' innovation and entrepreneurship practice. In addition, we should enrich the curriculum forms of cross-border e-commerce. Under the background of Internet+education, we should adopt new teaching modes such as massive open online course and micro-class, so that students majoring in cross-border e-commerce can concentrate their classroom attention and meet their learning needs anytime and anywhere. When teachers start the online course of massive open online course, the content of the course includes the consolidation of basic knowledge and special exercises, so that students can have a solid knowledge in diversified exercises and enrich the cross-border e-commerce business experience in different situations, thus arousing students' enthusiasm for learning and accumulating rich knowledge for future cross-border e-commerce work [10].

5.3 Further promote school-enterprise cooperation

During the period of dual-innovation education and teaching, school-enterprise cooperation is essential, and the dual-innovation ability of talents can be improved through the collaborative education of schools and enterprises. Under the background of the belt and road initiative's policy, the quantity and quality of cross-border e-commerce professionals' demand have been greatly improved. Education and teaching by universities alone can't better improve students' innovative ability, which requires the assistance of enterprises. The two sides have established a long-term and stable cooperative relationship, successfully completing the task of improving cross-border e-commerce majors' innovative ability, so that the trained cross-border e-commerce talents have strong post competence, thus making up for the talent gap in the market. In order to strengthen the connection between universities and enterprises, it is necessary for both partners to communicate frequently and exchange more, adjust the cooperation plan according to the situation, and serve the improvement of cross-border e-commerce majors' innovative ability through resource sharing. From the students' point of view, we can get the guidance of double tutors, consolidate and extend knowledge in practical activities on the basis of theoretical knowledge learning. And the students' innovation and entrepreneurship ability in cross-border e-commerce can be improved. In terms of course teaching, colleges and universities employ experienced employees from enterprises to participate in the compilation and creation of teaching materials for cross-border e-commerce majors and improve the teaching system. From the perspective of cross-border e-commerce industry development, adjust the curriculum structure, optimize the teaching system, and improve the teaching quality of cross-border e-commerce professional education [11]. Moreover, colleges and universities organize symposiums and exchange meetings, and invite experts, technicians and outstanding employees from cross-border e-commerce enterprises to come to the school to explain, so as to help professional students clear away the blind spots of knowledge, so that students can be familiar with the dual-innovation ability needed for the development of cross-border e-commerce industry as soon as possible, and students can adjust their career plans and entrepreneurial plans accordingly. In addition, we should build a practice base of school-enterprise cooperation, such as building a training room, hiring professional teachers and enterprise employees to give guidance, dynamically observing the performance of cross-border e-commerce majors in training, and improving the education plan of the practice base as appropriate. Colleges and universities should also formulate class management regulations with reference to enterprise employment standards. At the same time, professional teachers should adjust talent training programs and formulate cross-border e-commerce talent training programs based on the actual situation of professional students,

so as to truly realize the educational purpose of combining theory with practice. In a word, the mode of school-enterprise cooperation in educating students has a high practical value in improving the double innovation ability of cross-border e-commerce majors. In order to maximize the effectiveness of school-enterprise cooperation in educating students, schools and enterprises need to work together and cooperate tacitly to achieve the goal of improving the double innovation ability of cross-border e-commerce majors well and quickly.

5.4 Organizing diversified practical activities.

To improve the innovation and entrepreneurship ability of students majoring in cross-border e-commerce, it is necessary to obtain rich practical opportunities, so that professional students can truly show themselves in practical activities and adjust teaching methods according to the actual situation of students. Nowadays, practice and training are combined, cross-border e-commerce comprehensive training platforms Wish, ebay and Lazada are combined, and training platform and actual combat system are combined, and data and information are exchanged, which truly reflects students' learning situation and ability improvement. When designing practical activities, combined with students' personal situation, ensure that cross-border e-commerce professional practical activities are practical and effective. Generally speaking, students majoring in cross-border e-commerce should have the abilities of e-commerce website design, business communication, e-commerce marketing, etc. Professional teachers should start from the actual situation of students, reasonably arrange practical tasks, grasp the advantages and disadvantages according to the students' practical performance, and accordingly conduct targeted training, deal with problems efficiently, and help students improve their innovation and entrepreneurship ability in cross-border e-commerce business step by step [12]. Moreover, colleges and universities jointly hold cross-border e-commerce professional competitions, which enrich the competition content, innovate the competition form, comprehensively exercise students' practical ability and creativity, test their theoretical knowledge, and greatly improve their practical skills to achieve the teaching effect of applying what they have learned. For students, they can objectively realize their strengths and weaknesses in cross-border e-commerce theory learning, innovation and entrepreneurship in the competition, and then master learning skills in a directional and targeted manner, improve their learning initiative and comprehensive quality. In the skills competition, students can also feel the cross-border e-commerce situation, perform well in business knowledge learning and practical activities, give full play to their initiative, and make their innovation and entrepreneurship ability move to a new level. In addition, organizing online entrepreneurial activities in an orderly manner, cross-border e-commerce enterprises attach importance to talents' practical application ability and innovation ability, and organizing entrepreneurial activities by using network information technology and network platforms can not only save entrepreneurial costs, but also innovate traditional entrepreneurial models to ensure that the professional knowledge learned is applied to practice in a timely and efficient manner. During this period, students majoring in cross-border e-commerce will continuously strengthen their entrepreneurial awareness and enrich their entrepreneurial experience, and will be more active and proactive in their future entrepreneurial practice. In addition, the school should create innovative entrepreneurial opportunities for students to master the cross-border e-commerce operation mode in the new era.

5.5 The Formation of high-quality teachers.

In the implementation stage of the belt and road initiative policy, the education and teaching of cross-border e-commerce specialty is particularly necessary. In order to implement this work in an orderly manner, a high-quality and high-level teaching staff should be established to give correct

guidance to the improvement of professional students' innovation and entrepreneurship ability. At present, teachers of innovation and entrepreneurship education should enhance their professional ability, enrich their practical experience, and be competent for cross-border e-commerce professional work according to their personal situation. To this end, college students should establish a teaching guidance team and cooperate with full-time teachers and part-time teachers to provide new ideas and methods for improving their innovation and entrepreneurship. Colleges and universities dynamically grasp the development situation of cross-border e-commerce industry, understand the practical needs of students' innovation and entrepreneurship training, formulate targeted training programs for dual-qualified teachers, and reserve excellent teachers by means of theoretical training and practical activities. Among them, regular training for professional teachers can supplement teachers' theoretical knowledge reserves and broaden teachers' knowledge horizons. For practical activities, it is to provide cross-border e-commerce professional teachers with opportunities to visit enterprises and experience cross-border e-commerce business, strive to sum up teaching experience in practice, continuously improve teaching strategies, strive for good performance in cross-border e-commerce professional teaching, and achieve good results in improving students' innovation and entrepreneurship ability. For the established double-qualified teachers, it can provide talent support with strong comprehensive practical ability for the development of cross-border e-commerce enterprises [13]. In order to arouse the teaching enthusiasm of professional teachers, colleges and universities formulate a reasonable reward and punishment system, conduct regular performance appraisal, and closely link the assessment results with promotion and salary. After the teachers' teaching enthusiasm is stimulated, the theoretical knowledge of cross-border e-commerce specialty can be taught efficiently, and students can master the learning skills of professional knowledge. Teachers and students should strengthen communication, grasp students' demands in cross-border e-commerce innovation and entrepreneurship, truly analyze problems from the perspective of students, appropriately adjust the talent training plan, and provide students with methods that meet the actual needs, so that students can improve themselves and develop themselves in innovation and entrepreneurship.

6. Conclusion

To sum up, from the perspective of the belt and road initiative, the teaching of cross-border e-commerce specialty is promoted with high quality, and teachers pay attention to improving students' innovative and entrepreneurial ability in professional teaching, so as to reserve talents for the development of cross-border e-commerce industry and further implement the belt and road initiative policy. In the teaching process, we should improve the talent training program, optimize the curriculum system of cross-border e-commerce, further promote school-enterprise cooperation, organize diversified practical activities, and form a high-quality teaching team, so as to improve the innovation and entrepreneurship level of cross-border e-commerce students, better serve the development of cross-border e-commerce industry, and deepen the professional teaching reform.

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