

Reform of Practical Teaching in International Economics and Trade Majors Based on School Enterprise Cooperation

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Abstract: With the upgrading of industries, and the continuous promotion of intelligence, informatization, and industrialization, society has put forward new requirements for talent cultivation. To cultivate more high-level skilled talents who can adapt to social and economic development, industry needs, and job requirements, research on the mechanism of integrating industry and education has become a focus of undergraduate education research. Based on this, the article analyzes the current situation of cooperation between universities and enterprises, and combines it with the actual situation of Beijing Institute of Fashion Technology to analyze the problems existing in student internships and practical training under the background of industry education integration. It explores new ideas for industry education integration and proposes feasible and effective new models of school enterprise cooperation. Teaching practice has shown that the new mechanism of school enterprise collaborative education is feasible, and school enterprise cooperation and industry integration will play an increasingly important role in undergraduate education.^[1]

With the development of the economy, the demand standards for talents by enterprises are constantly changing, posing new requirements for higher education talent cultivation. Classroom teaching alone is no longer sufficient to meet practical needs, therefore, the process of talent cultivation in universities must ensure effective and deep participation of industries and enterprises.

1. Problems with the current internship teaching mode

At present, the main way for most universities to practice is to organize students to visit enterprises and institutions related to their majors, where students can directly contact the production line. However, this approach tends to be superficial, making it difficult for students to translate theoretical knowledge into practice and meet the needs of cultivating innovative talents.

1.1. Limited internship funding

In recent years, due to the increasingly tense international situation, the funding for art colleges has become increasingly tight, and the per capita internship funding for students has been decreasing year by year. The cost of students going to practice bases in other places has not been resolved,

resulting in the situation where students pay for their own internships organized by the school, leading to a shortage of effective internship time. [2]

1.2. Incomplete internship assessment and evaluation system

At present, the final assessment of internships in most universities is mainly based on the internship reports submitted by students. However, most of the internship reports describe the internship process and content mechanically, without thinking steps, and the internship content cannot be effectively combined with classroom learning content. Moreover, teachers lack unified standards in evaluation, and there is blindness in the teaching and learning of internships between teachers and students.

1.3. Internship content is disconnected from theoretical content

Each major in a university has its own characteristics and characteristics, and students can only learn basic general knowledge when visiting the factory, which cannot correspond to the content of the student's curriculum system. This results in poor correlation between the content and characteristics of enterprise internships, and the professional knowledge learned by students on campus cannot be effectively verified and practiced in enterprise internships. Theoretical learning on campus is completely disconnected from the content of enterprise production internships. Therefore, the poor correlation between internship content and professional curriculum system seriously weakens the role of internships.

1.4. The willingness of enterprises to accept student internships is not high

The main production purpose of enterprises is to pursue the maximization of profits. Short term internships for students have little effect on the production and operation activities of enterprises, and instead increase workload. Moreover, the main internship locations for business students are not in the production process of factories, but in management positions. However, these positions generally cannot accommodate a large number of interns, so student internships are still limited to horse watching and fancy visits.

2. Exploration of internship teaching reform

Based on the above issues, the International Economics and Trade major of Beijing Institute of Fashion has been studied and explored as a first-class major in Beijing, exploring different cooperation models with enterprises based on professional and school characteristics: integrated internship and employment cooperation, project research, and school enterprise co construction. Internship employment integration cooperation is targeted by cooperative enterprises to provide internship positions for students. Those who pass the internship period can become formal employees. Currently, cooperation has been established with clothing and clothing enterprises; The research topic is jointly determined with the enterprise; School enterprise co construction refers to conducting offline research with the contracted internship base Hebei Xindadong Textile Company, actively exploring various forms of school enterprise cooperation models.

2.1. School enterprise cooperation alleviates the problem of low willingness of enterprises to accept

In response to the low willingness of enterprises to accept interns, we actively develop school enterprise cooperation bases. By jointly applying to establish an internship base with enterprises

directly related to this major, students can understand the needs of enterprises in product research and market expansion, form corresponding topics, and use their learned knowledge to help enterprises conduct market research and international trade pattern analysis. While improving their theoretical knowledge application, enterprises can also obtain the necessary information, achieve win-win situations, and the cooperation model can be more sustainable.

2.2. Improve the assessment and evaluation system

In response to the issue of imperfect assessment and evaluation mechanisms, this major has added an enterprise mentor evaluation section based on the professional internship teaching outline and traditional attendance and internship reports. After the student's enterprise internship, it is organized by the enterprise supervisor, and the grading teacher is the student's production internship enterprise supervisor. Before the production internship, explain the course objectives to the students and send the course outline to them. During the internship, communicate the course outline objectives in depth with the enterprise supervisor to ensure that the enterprise supervisor understands and understands the production internship objectives of this major. After the internship, the enterprise supervisor provides grades based on the student's performance, the teacher provides grades based on the quality of the student's internship report, and then combines attendance to obtain a comprehensive score.

2.3. Optimize production internship content

In response to the issue of disconnection between internship content and professional course content, in recent years, this major has signed internship bases with enterprises such as Hebei Xindadong Textile and Zhongyu Zhihui Technology (Xiamen) Co., Ltd. to develop internship content closely related to the core course content of this major based on the project. At the same time, a combination of online and offline methods will be used for internships. Mainly offline, supplemented by online. During online internships, we customize a foreign language workplace experience teacher position simulation for students based on the high English requirements of their major. Students choose internship content that suits their actual situation.

2.3.1. Confirmation of internship plan

After communication with the contracted internship base and in accordance with the requirements of our school's internship program, the internship plan for sophomore year is divided into three plans: on-the-job internship at a company, research internship on "overseas market analysis" with textile and clothing enterprises, and online "foreign language workplace ability experience" cloud internship.

2.3.2. Implementation method

Teachers have transformed into internship project mentors, students have become implementers of internship projects, and corporate mentors have also been added. The teaching location is no longer limited to the classroom, and there are three methods: online, offline, and a combination of online and offline. Both students and teachers can deeply participate in the internship process.

2.3.3. Internship grades

Internship collaborations with enterprises can fully reflect the effectiveness of students in terms of knowledge, abilities, and teamwork. In terms of the final score composition, participating companies will give a score based on the student's performance, and the student will submit an internship report to the on campus guidance teacher. The two scores will be combined as the final evaluation.

3. Establish a customized long-term cooperation model between schools and enterprises

Customized internship between schools and enterprises is an innovative cooperation model between schools and internship base enterprises, which changes the traditional mode of directly entering graduation internships in the fourth year and disperses internships from the first year to the fourth year. For example, a textile and clothing company that has signed up as an internship base can customize specific internship projects with the school. Starting from the first year of college, students can visit and learn from the company. In the second year, after learning some relevant professional knowledge, they can go to the company for training and training. In the third year, in addition to fellow students preparing for postgraduate entrance exams, students who are interested in the company can take up internships and receive corresponding compensation. In the fourth year, students who are interested can work and sign up with the company. In this way, the employees recruited by the company are those who have interned in the company throughout the entire university stage, which not only solves the problem of student internships but also reduces the mobility of personnel in the company.

4. Cases of school enterprise cooperation

As a clothing school, internships in the International Economics and Trade major closely collaborate with textile and clothing enterprises to explore issues related to international markets and trade patterns.

4.1. Internship format

- a) Enterprises propose research topics based on business needs.
- b) Students form teams, conduct research projects, and generate research reports.
- c) Evaluate the research report with enterprises.

4.2. Internship requirements

Be interested in denim brands and markets, possess certain international trade knowledge and data analysis skills, love research, and have good English skills.

4.3. Research topic

Topic 1: Global procurement analysis of well-known denim brands in the United States and Europe
Changes in global denim procurement volume, regional distribution and changes in procurement over the past five years, and future predictions for the four well-known brands in the United States and Europe (LEVI'S; AEO; ZARA; C&A).

Topic 2: Analysis of the global production and trade pattern of denim fabrics and denim clothing.
Regional distribution and production proportion of global denim fabric/clothing manufacturers, global denim fabric/clothing import and export (including major denim fabric/clothing import and export countries and their proportion), focusing on China, Bangladesh, Vietnam, Cambodia, Pakistan and Türkiye.

Topic 3: Analysis of import tariffs on cotton denim in the US and European markets.

The import tariff rate of cotton denim in the United States and the European Union, focusing on the tariff situation faced by products from China, Bangladesh, Vietnam, Cambodia, Pakistan, and Türkiye entering the United States and the European Union market, and the expected changes in the future, as well as the competition faced by China.

In short, internship and practical teaching is an important course to enhance students' practical abilities and an important way to cultivate foreign economic and trade talents in the context of new liberal arts. On the basis of analyzing the common problems in the process of production internship teaching in universities, this article preliminarily explores and explores the reform of production internship teaching.

The International Trade major of our school has achieved some results in alleviating the shortage of internship funds, low willingness of enterprises to accept students, disconnection between internship content and course content, and improper student internship attitudes by improving the internship assessment and evaluation mechanism, school enterprise cooperation, optimizing internship content, strengthening the psychological construction of teachers and students, and building a team of enterprise guidance teachers. This has further enhanced the function and role of internships.

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