

Research Scheme for the Talents Training Mode of Combining Work with Learning in International Trade Specialty of Higher Vocational Colleges

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Abstract: The combination of work and study is an innovative teaching mode in vocational colleges, which can effectively enhance students' professional ability and overall quality. However, there are some deficiencies in the talent training mode of combining work with learning in international trade major. Based on this, this paper makes a specific analysis of its existing problems, and comes up with corresponding enhancement and implementation strategies, hoping to help foster more high-quality foreign trade talents.

1. Introduction

Owing to the sustainable progress of China's economy and society, China's foreign trade has been growing, and more and more local enterprises have entered the international market and participated in the global economic competition. Foreign trade enterprises' demand and requirements for talents are constantly increasing, which requires that talents have a solid professional foundation and good professional quality^[1]. The international trade major can foster high-quality, business savvy, management and other foreign trade talents for the society by developing the talent training mode of combining work with study, which is greatly crucial for promoting the progress of China's foreign trade industry.

2. Problems Existing in the Combination of Work and Learning of International Trade Major in Higher Vocational Colleges

2.1 Students' Majors Do Not Match Their Internship Posts

Currently, there is a prominent problem in students' practice in many colleges, which is that students' practice posts are not aligned with their majors. This not only hinders the promotion and progress of students' professional abilities, but also leads to the formalization of the combination of work and learning, the failure to achieve the purpose of practical teaching, and the failure to effectively exercise students' professional qualities and abilities^[2]. This is mainly because there are many business secrets involved in the work of international foreign trade enterprises, so foreign trade enterprises only arrange core work for students with employment image, which leads to that students with ordinary employment image cannot engage in work related to their majors, which greatly reduces the effectiveness of internship. In addition, since interns cannot sign legally effective labor contracts with enterprises, once the internship period is over, students are likely to find other enterprises to work. Therefore, most foreign trade enterprises will not provide core posts for interns.

2.2 Large Number of Students, Few Internship Posts

Owing to the popularization of quality education in China, the number of graduates is increasing. In the training mode of combining work with study for international trade majors in colleges, there will be problems such as insufficient internship posts and too low post levels. However, small and medium-sized foreign trade enterprises are generally able to accept students for internships, and

there are not many idle jobs, so it is difficult to accept a large number of students for internships at one time^[3]. Generally, a foreign trade enterprise can only accept three or four students for internship at a time. However, with the increasing number of students studying international trade, it is very difficult to find internship positions for students only depending on the school. The mismatch between the number of students and the internship positions has become a prominent contradiction.

2.3 Enterprises' Low Enthusiasm for Combining Work with Learning

The foundation of promoting the talent training mode of combining work with study is the cooperation between schools and enterprises. As the two main bodies of the combination of work and learning, schools and enterprises can achieve win-win results by strengthening cooperation. Schools are public welfare talents training units, while foreign trade enterprises are profit-oriented units^[4]. In the actual school-enterprise cooperation, the enthusiasm of students is high, but the enthusiasm of enterprises is not high. Therefore, how to effectively inspire the enthusiasm of enterprises to combine work with learning and effectively coordinate the interests between schools and enterprises has become a crucial prerequisite to promote the talent training mode of combining work with learning. In the actual work-study combination talent training, the school should show the utmost sincerity, take the enterprise talent demand as the teaching goal, and deepen the reform of teaching content, so as to foster targeted talents for enterprises and stimulate the enthusiasm of enterprises to participate in the work-study combination.

3. Training Mode of Combining Work with Learning for International Trade Major in Higher Vocational Colleges

3.1 Define Talent Training Objectives

The goal of talent training is a scientific guide for the smooth and effective implementation of all teaching activities. Only by defining the goal of talent training can we focus on optimizing teaching content, innovating teaching forms, and effectively improving teaching quality and efficiency^[5]. Therefore, if the international trade major wants to implement the talent training mode of combining work with study, the first task is to define the talent training objectives. First of all, the international trade specialty should combine the regional economic progress level and social talent demand, take the service-oriented social and economic construction as the goal, and strengthen the compatibility between the talent training goal and social talent demand. Only in this way can we ensure that the follow-up teaching content is not divorced from the actual content. Secondly, the international trade major should also adhere to the talent training mode of combining work and study, which is based on the market demand and the post employment standard, to ensure that the teaching objectives and content are consistent with the work content of foreign trade enterprises, so as to foster high-quality application-oriented talents for foreign trade enterprises, reduce the training time of enterprise talents, and enable students to take their posts directly after graduation.

3.2 Formulate Talent Training Plan

Under the guidance of the talent training objectives, the international trade specialty should also develop a talent training program, carry out full market research and analysis in combination with the actual needs and requirements of the society for international trade talents, recognize the professional skill requirements and quality requirements of the society for the graduation of higher vocational education, and develop a talent training program based on the actual job requirements of the international trade specialty^[6]. For instance, the main work of international trade is to conduct business cooperation with foreign enterprises, which requires the staff to have good oral communication skills and a certain level of English. Therefore, in the actual teaching activities, colleges should focus on training and improving students' English level and communication ability. Moreover, colleges should also build core courses in combination with international trade work processes, take business processes as the main line, work tasks as the basis, and post skills training as the goal to foster outstanding graduates who can meet the needs of social and economic progress.

3.3 Optimize the Teaching Process

In the teaching activities of international trade major in colleges, we should focus on the cultivation and promotion of professional skills and quality. First of all, colleges should broaden the teaching subject, break the traditional teacher-led mode of teaching, and invite experts and scholars in the field of international trade, backbone elites to the school to give lectures, exchange meetings, and serve as teachers. Colleges can also communicate with experts in the international trade industry to prepare school-based courses, enhance the professionalism and practicality of teaching, and practically realize the integration of production, teaching and research. Secondly, in the process of curriculum setting and enhancement, colleges should also develop task-driven and project cooperation-based teaching systems based on the talent needs of foreign trade enterprises and the employment standards of jobs, with the work process as the main line, to enhance students' professional ability and quality. Finally, colleges should also reflect practicality in the teaching process, and enhance the professional level of students by enriching teaching practice cases, carrying out simulation training and other contents. The teaching case resources can be based on the actual business of foreign trade enterprises, which can not only ensure the authenticity and accuracy of the content, but also enhance the teaching operability.

3.4 Focus on Teaching Practice

Teaching practice can be divided into two types, namely, on-campus practice and off-campus practice. It is a crucial platform to promote the talent training mode of combining work with learning. Practical teaching can help students internalize the knowledge they have learned into practical momentum, which is greatly crucial for enhancing students' professional skills [7]. Therefore, when carrying out teaching practice activities, we should further refine the practice contents and projects, explore the practice methods and means, integrate the teaching resources inside and outside the school, and develop in-depth school-enterprise cooperation. First of all, build the practice base in the school. Colleges should strengthen the investment in practice bases and constantly enhance the teaching equipment and technology related to international trade. Teachers should guide students to practice and learn in combination with the actual teaching content, so as to strengthen students' recognition and mastery of professional knowledge. Secondly, build an off-campus practice base. Colleges should seek cooperation with foreign trade enterprises through various channels and measures, collect internship posts and opportunities for students, arrange students to develop work-study alternation activities in foreign trade business activities, and exercise students' working ability.

3.5 Develop Characteristic Textbooks

The teaching material is a crucial carrier for the effective transmission of teaching content, and also a crucial basis for ensuring the effective progress of teaching activities. Therefore, the international trade specialty should develop the characteristic teaching materials of combining work with study through school-enterprise cooperation. First of all, in the construction of professional textbooks, colleges should invite international trade experts to participate in the compilation of textbooks. Professional teachers and industry experts should jointly develop characteristic textbooks, and enhance the practicality of teaching content in combination with job needs, actual work processes, etc. Secondly, in the process of compiling teaching, colleges should also focus on the combination of theory and practice. On the basis of ensuring the perfection of theoretical knowledge, they should increase the proportion of practical content, highlight professional activities, and reflect the pertinence of posts. Finally, when developing characteristic textbooks, colleges should also compile textbooks in combination with the learning ability and needs of students majoring in international trade to enhance teaching feasibility.

3.6 Build a Professional Team of Teachers

To promote the talent training mode of combining work with study, we should also build a professional team of teachers. First of all, colleges should actively introduce and recruit

international trade experts and elite cadres to develop training activities for teachers. Colleges should also provide teachers of international trade with opportunities for further study, enterprise practice and other work, encourage professional teachers to enhance their own abilities, and effectively enhance the teaching level of international trade. Secondly, colleges should also adopt the talent training mode of combining work with study to strengthen the in-depth communication and cooperation between professional teachers and enterprise employees. For instance, teachers and enterprise employees jointly carry out international trade professional teaching activities, develop teaching courses and textbooks, and jointly conduct practical guidance teaching to enhance the professionalism and practicality of international trade teaching.

4. Conclusion

To sum up, the implementation of the talent training mode of combining work with learning is a crucial way to effectively promote the international trade specialty and social needs in colleges. Only in this way can we foster high-quality foreign trade talents with solid professional foundation and good professional quality. Therefore, colleges should perfect the talent training mode of combining work with study in combination with students' abilities and the needs of enterprises, so as to enhance the teaching quality and efficiency and push the better progress of students.

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