

Discussion on Measures to Promote the Cooperation between Colleges and Enterprises in International Trade Major of Higher Vocational Education

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Abstract: Owing to the popularization of compulsory education in China, the overall literary literacy of the whole people has been significantly enhanced, and the requirements for talents in society are also getting higher, which has increased the employment difficulty of college graduates to a certain degree. As a crucial institution for fostering application-oriented talents, colleges can not only enhance the teaching quality and efficiency, but also effectively solve the employment problem of students if strengthening school-enterprise cooperation. Based on this, with the major of international trade as the main body, this paper deeply analyzes the strategies of school-enterprise cooperation, aiming to enhance the teaching quality and promote the better progress of students.

1. Introduction

Owing to the progress of economic globalization, more and more vocational colleges begin to add international trade majors. To effectively enhance the teaching level and quality of international trade, deepen students' recognition of international trade, strengthening school-enterprise cooperation in the teaching process, enriching teaching resources, and providing students with a practice platform can better enhance students' professionalism^[1]. Therefore, colleges should fully focus on the significance and value of school-enterprise cooperation, and actively develop and deepen cooperation with enterprises.

2. Overview of School-Enterprise Cooperation

School-enterprise cooperation is a talent training activity carried out by schools and enterprises for students. There are two leaders in school-enterprise cooperation, the school and the enterprise. And there is a complementary relationship between schools and enterprises. Specifically, in the school-enterprise cooperation, the enterprise provides the school with teaching equipment, technical support and financial support needed for teaching, while the school aims to provide targeted teaching and training for college students according to the talent needs of enterprises. Through the school-enterprise cooperation mode, colleges have achieved the teaching goal of fostering students' professional skills and practical abilities through enterprises, and enterprises have achieved the goal of acquiring practical talents that meet the needs of their posts through schools. Therefore, in school-enterprise cooperation, schools and enterprises can create a win-win situation^[2].

3. Significance of College-Enterprise Cooperation in International Trade in Higher Vocational Colleges

3.1 Solve the Employment Problem of Students to the Greatest Extent

Owing to the increasing number of graduates year by year and the increasing demand for talents in society, these have virtually increased the employment difficulty of college graduates. The cooperation model can deal with the employment problem of college graduates to the maximum degree. By developing school-enterprise cooperation in international trade, colleges can introduce

the needs of foreign trade enterprises for talents into the actual teaching content, so that students can fully recognize the actual progress of enterprises and the specific requirements for talents, so as to guide students to adjust their learning direction and train students to learn professional knowledge^[3]. In addition, vocational colleges and foreign trade enterprises can also jointly develop teaching practice activities in summer and winter vacation, so that students can use their professional knowledge and skills to go deep into the actual international trade work. This can not only foster students' practical ability and professional quality, but also enable students to fully recognize their own shortcomings in the actual work process, so as to promote students to develop independent learning based on their own shortcomings after returning to campus. The teaching practice activities carried out through school-enterprise cooperation are also conducive to guiding students to make specific plans for their future careers, and imperceptibly guiding students to make efforts according to their own career plans, which, to a certain degree, is conducive to solving the employment problems caused by students' unclear career goals.

3.2 Effectively Change Teaching Methods and Teaching Concepts

As far as the current teaching situation of colleges in China is concerned, many teachers still use traditional teaching models and concepts^[4]. The traditional teaching mode is mainly embodied in the indoctrination teaching mode of teachers' speaking and students' listening, and teachers focus more on the explanation of theoretical knowledge, while ignoring fostering students' practical ability. As a course with both theoretical knowledge and practical operation, the traditional teaching mode of international trade has seriously hindered the enhancement of students' ability. The school-enterprise cooperation model can effectively solve this problem. Through the practical opportunities provided by foreign trade enterprises for students, teachers can change their teaching content and teaching philosophy, so that teachers can develop training and teaching in accordance with the practical activities of foreign trade enterprises. Teachers can also communicate and discuss with students in the teaching class by understanding the management mode and actual progress of foreign trade enterprises, and impart their own opinions and practical experience on the work of foreign trade enterprises, so as to enhance students' practical operation ability and professional skills and push their better progress.

3.3 Realize the Common Progress of the School and the Enterprise

On the one hand, the school-enterprise cooperation mode can promote the school to innovate the talent training mode, enrich the teaching resources, and help the school to continuously enhance and innovate the teaching concept and teaching methods. The school-enterprise cooperation mode can also help the school talent training program meet the needs of the society for talents, and thus help graduates to deal with employment difficulties to the maximum degree^[5]. On the other hand, the school-enterprise cooperation mode can help foreign trade enterprises to foster practical and innovative talents that meet the needs of the post, reduce the energy and cost of enterprises in talent recruitment, increase the reserve of enterprise talents, thus improving the efficiency and quality of enterprise management, and promoting foreign trade enterprises to further achieve the goal of sustainable progress.

4. Measures for School-Enterprise Cooperation of International Trade Major in Higher Vocational Colleges

When training applied talents for the society, colleges mainly include teaching objectives and teaching contents, and school-enterprise cooperation is a crucial way to achieve this goal. The international trade major has its own characteristics, which to some extent determines the mode and effect of school-enterprise cooperation. Therefore, colleges should combine education and the quality of students, choose the appropriate school-enterprise cooperation mode, and foster more foreign trade talents for the society.

4.1 Formulate Talent Training Plan for Colleges According to the Company's Progress Goals and Needs

In the context of school-enterprise cooperation, the talent training plan is formulated through joint participation and discussion between the school and the enterprise. Therefore, the talent training program are supposed to be based on the actual progress of the cooperative foreign trade enterprises and the future progress goals, combined with the progress goals and needs of enterprises to develop targeted talent training programs. The talent training program will be reflected. Specifically, the talent training plan formulated by the school-enterprise cooperation should develop teaching activities for students according to the progress needs of enterprises and talent needs. For instance, the requirements of foreign trade enterprises on the type of talents, knowledge level, vocational skills, professional quality and the number of talents should be clarified, and then included in the talent training objectives to carry out targeted teaching activities^[6]. During actual teaching activities, students' practical ability and overall quality should be fostered through school-enterprise practice activities based on the fostering of students' professional skills and quality. The school should also actively mobilize teachers to prepare textbooks with the characteristics of the cooperation talent training program, so that teachers and students can have teaching materials for reference and learning. School teachers should also actively enhance and innovate their own teaching methods and ideas, and implement the talent training program into the actual teaching content. This can not only meet the talent needs of foreign trade enterprises, but also enhance the pertinence and practicality of international trade teaching, better enhance the professional level of students, and strengthen the effect of the cooperation.

4.2 Enrich Teaching Resources under the Mode of School-Enterprise Cooperation

To cooperate with foreign trade enterprises on international trade, colleges should also enrich teaching resources and let teachers exchange and learn with enterprise employees, so as to enrich teachers' professional quality and practical ability. Specifically, colleges can invite the staff of foreign trade enterprises to go deep into the school to teach students the experience and practical skills in enterprise work, help students better recognize and master professional knowledge and skills, and know the enterprise working mode and management system under the explanation of enterprise staff, so as to make plans for their own career progress. Schools can also let teachers go to foreign trade enterprises to experience and learn, so that teachers can personally recognize the actual work process of foreign trade enterprises and the requirements and standards for international trade professionals. Teachers can also learn practical knowledge and professional skills that are not available in books in their work, thus enriching the knowledge system. In this way, teachers can continuously enhance and innovate their own teaching methods and objectives according to the practical experience and professional skills they have learned after returning to school, so that the teaching content can better meet the students' learning needs and the progress needs of enterprises, thus improving the students' professional skills and overall quality and promoting their progress^[7].

4.3 Enhance the Participation of Foreign Trade Enterprises in Teaching

To strengthen the effect of school-enterprise cooperation, fully play the maximum value, and ensure that the talents trained by the school meet the needs of enterprise jobs, the participation of foreign trade enterprises should be enhanced in actual education and teaching. For instance, in the recruitment process, foreign trade enterprises can participate in the preparation of entrance examinations. As international foreign trade enterprises have certain requirements for English, foreign trade enterprises can formulate English test papers in the entrance examination, then assess the students' English level, and select the objects that enterprises need to foster according to the assessment results. After the selection of enterprise training objects, vocational colleges should develop specific enterprise training courses for students. However, it should be carried out under the premise of ensuring that students' professional courses will not be affected and will not be violated, so as to better enhance students' professional ability and professionalism. Based on this, colleges should enhance the teaching participation of foreign trade enterprises in actual teaching if they want

to strengthen the cooperation between schools and enterprises of international trade specialty and enhance the cooperation effect.

5. Conclusion

To sum up, it is very necessary to promote the school-enterprise cooperation of international trade major in colleges. This is not only an inevitable trend of deepening reform and progress in the field of education, but also a crucial way to enhance the quality and professionalism of teaching and enhance the employment rate of vocational college students. Therefore, colleges should combine with the progress trend of international trade, choose enterprises that are consistent with their own educational goals to cooperate, so as to foster targeted and high-quality international trade professionals for the society.

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