

Analysis and Study on the Experience-Based Teaching Mode of International Trade Major Based on Simulation Experiments

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Abstract: Due to the Market Demand for Graduates of International Economics and Trade Majors is Far Less Than Expected, the Jobs of Graduates of This Major Are Not Closely Related to International Economic and Trade. Such a Result May Reflect, on the One Hand, the Erroneous Estimation of People's Demand for the Talent Market, on the Other Hand, It Also Shows That the Construction of International Economic and Trade Majors in Some Colleges and Universities Does Not Meet the Real Demand for the Talent Market. on the Basis of Summarizing the Existing Related Research Results, a Three-Dimensional Reform is Proposed Specifically for the Teaching Model of International Economics and Trade Majors, with a View to Further Optimizing the Teaching Effect of the Major as a Whole: the Course Method of “International Trade Experiment” in Many Undergraduate Colleges Basically Experienced Five Stages of “Manual 'Analysis Tree' Experiment → Demonstration and Replication Experiment → Simulation and Experience Experiment → Simulation Experiment → Comprehensive Innovation Experiment”. the Phenomenon of Lack of Professional Knowledge of Software Programmers, Uneven Utilization of Experimental Platforms, and Failure of Experimental Courses to Effectively Serve the Local Economy Are Common in Domestic Universities' “International Trade Experiment” Courses. to This End, We Should Improve the Comprehensive Ability of the Instructors, Expand the Group of Trade Experiment Courses and Introduce a Qualification or Examination System.

1. Introduction

The development of international trade methods, the evolution of trade driving forces, and the increase in economic and trade frictions put forward multi-link, multi-channel, big data and system-wide practical operational requirements for foreign trade. At the current stage, the undergraduate education plan and curriculum arrangement are converging, and the experimental teaching link is weak, which makes a structural deviation between the supply of international trade graduates and the demand of the foreign trade talent market [1-3]. The Max Employment Report states that more and more international trade graduates have entered private enterprises and small and medium-sized enterprises since 2015, and these enterprises pay more attention to short-term benefits, and have seriously underinvested in new employees' job training or post-education. Companies consider work efficiency and trade secrets, and are usually reluctant to provide internships for their students. As a result, undergraduates who are undergraduate in international trade each year face a “difficult employment”, and foreign trade companies are feeling “difficult to recruit”.

In order to improve the practical operation skills and business response skills of international trade students, more and more universities have begun to introduce “international trade experiment” courses[4-5]. In recent years, more investment has been made in experimental facilities and experimental systems, and governments at all levels from the central to the local level have also carried out construction of national or provincial demonstration laboratories in economics[6]. Therefore, this article attempts to sort out the upgrade path of the “international trade experiment” method, and at the same time summarizes the common problems of the “international trade experiment” curriculum of domestic colleges and universities, and gives suggestions. The implementation of three-dimensional teaching requires teachers to foresight, grasp the phased and

localized teaching requirements from the dynamic needs of the market and the future development of students, as well as the overall situation of the professional teaching, so that the entire professional teaching process becomes a whole, organic. The connected and systematic education sequence makes professional teaching a systematic project that allows students to acquire professional knowledge and abilities, so that each teaching link runs on the overall track.

2. System

In various practical teaching links such as inside and outside the school, experimental training and internships inside and outside the curriculum, it combines knowledge transfer, ability training, and quality education in one, and integrates many methods such as manual, scene, electronics, simulation, and experience, and engages students. The need for various capabilities in international business activities has made the experimental content from shallow to deep, simple to complex, passive operation to active design, or simulation to innovative comprehensive use, gradually deepening the depth, breadth and comprehensiveness of experimental teaching content. It constitutes a diversified experimental teaching method and method system that is inclusive and mutually beneficial.

From teacher-based management to student-based management, in the experimental teacher team, the student “little teacher” is equivalent to a full-time or part-time experimental teacher. In addition to the full-time management team, the role of student self-management and independent management team is highlighted. In order to help refine students' professional literacy and “two innovations” consciousness, improve and enrich students' business practice ability and subject competition level, and meet the needs of talents in regions, markets, and enterprises.

Enable students to transform from passive receivers of knowledge to problem explorers, and use learning methods such as information collection, software operations, role experience, and teamwork to make their learning content not only from the classroom and teachers, but also from libraries, the Internet, and other Learning partners, while teachers become designers, organizers, managers, and mentors of learning activities, serving the development and expansion of student abilities. Table 1 shows the Modularization of experimental system for international trade based on guidance of student capacity.

Table 1 Modularization of Experimental System for International Trade Based on Guidance of Student Capacity

Module	Project	Number of experiments	Type
International Business Communication	Business English Application Ability Training	5	Basic
	International Business Audiovisual	11	Comprehensive
	Foreign trade simulation internship	12	comprehensive
International Business Process	Foreign trade document production	6	Basic
	International Freight Forwarding Management	5	Basic
	Insurance Practice Simulation	5	Basic
International Business Electronic	E-commerce	4	Basic
	Customs EDI declaration	3	Basic
	Online trade simulation internship	4	Basic
	Commercial Banking Business Simulation	6	Innovative

In the three-dimensional teaching model, the goal of teaching international trade students is three-dimensional, including not only knowledge goals, but also ideological education goals and ability training goals. For example, in order to better carry out the classroom teaching activities of the international trade professional basic theory course of “International Trade”, we can design the following knowledge goals in advance: through classroom lectures, students can systematically learn the basic knowledge of international trade theory and policy, and follow up. The latest developments and trends in the international economy, especially in the field of international trade.

According to the knowledge goals, the ideological education goals can be formulated as follows: classroom learning through theory and practice, so that students understand the internal changes in trade patterns and trade policies of countries in the world today and their possible impact on China's economic development, and understand the developed countries' implementation of trade against China. The root cause of protection is to establish a national awareness of clever use of the world market to vigorously develop the national economy. At the same time, you can design the ability training goals: (1) through teaching, preliminary training of students' ability to identify, analyze, summarize, and integrate theory with practice; (2) gradually train students to use historical and dialectical perspectives. And the ability to analyze some social phenomena and their laws of social development.

“Three-dimensional” has the connotation of multi-dimensional, multi-angle, multi-layer and multi-directional. The three-dimensional teaching model of international economics and trade is based on modern pedagogy, modern information technology and modern society's new requirements for the training of international economic and trade talents, emphasizing “learning as a process” as a new teaching model. The preliminary idea of a three-dimensional teaching model for international economics and trade majors is shown in Figure 1.

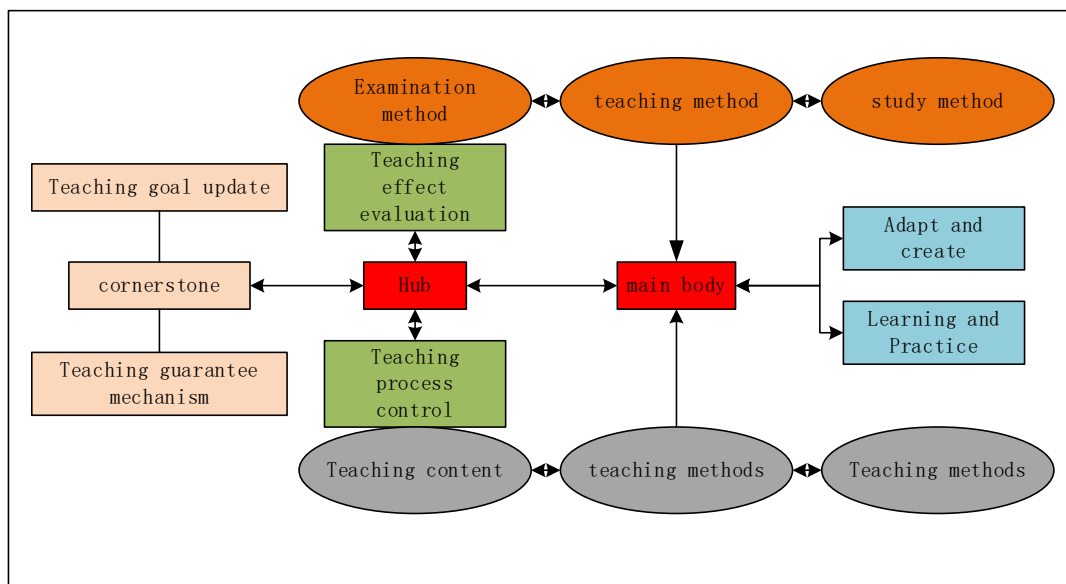


Fig.1 The Preliminary Idea of a Three-Dimensional Teaching Model for International Economics and Trade Majors

In the new era, international economic and trade talents must not only master the basic principles, basic knowledge and basic skills of international trade, have the ability to analyze and deal with practical business problems, but also be able to creatively use their knowledge and skills. These new requirements require us to change education concepts and attach importance to the cultivation of students' creative learning ability. In the reform of the three-dimensional teaching model, we encourage students to carry out creative learning, emphasize the subjectivity of students, and require students to not only obtain the knowledge taught by books or teachers, but also analyze the knowledge of teachers and books, raise questions, and be independent. Selective absorption; encourage students to take the initiative to learn, cognize, take educational content, and actively absorb the spiritual wealth accumulated by human beings.

According to the constructivist perspective of modern pedagogy, “learning is a process” (Jones MG, Brader Araje L, 2002), “knowledge is that learners take the initiative on the basis of their own experience through interaction with the outside world Constructing New Content (Von Glasersfield E. Radical, 1995) “. This is a process of positive experience, a process of active exploration, and a process of analysis, thinking, and creation. In this process, students are the subject of teaching practice and the active builders. The three-dimensional teaching model adopts a constructivist perspective, and advocates the use of a student-oriented proactive teaching method to change the

teacher-centered, innocent teaching model that simply imparts knowledge and emphasizes the interactive nature of the teaching process. The interactive teaching process is conducive to the establishment of an effective teacher-student communication mechanism. This is the basis and guarantee for establishing a good teacher-student mutual trust relationship, and it is to ensure the student body.

Students understand that learning is not just a simple increase in knowledge, but that each part of a person's existence will be interlinked with a certain learning experience, knowledge, and culture, and will cause changes in his attitude, personality (personality), and future choices. Make students have strict, self-reflective, creative thinking.

3. Conclusion

There is a serious imbalance between the number of supply and demand and the structure of supply and demand in the international economic and trade professional talent market. This will definitely promote the construction of professional laboratories and the corresponding reform of the experimental teaching system in Zhejiang local application-based universities. According to the model proposed by the author, it emphasizes the cultivation of students' ability, attaches importance to the modular construction of the system, and evaluates the scientific setting of experiments. Through the five stages of construction: start-up, standardization, improvement, optimization and maturity, the international trade experimental system is bound to be in practice China has been further improved.

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