

Research on Improving Engineering Construction of International Trade Talent Cultivation with Industry Education Integration

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Abstract: With the requirements from development, it is proposed to "accelerate the construction of first-class universities and first-class disciplines, and realize the connotative development of higher education", and the National Conference on Education requires colleges and universities to "focus on the cultivation of innovative, composite and application-oriented talents". Applied undergraduate colleges and universities in international trade need to promote the construction of disciplines and specialties, deepen the reform of education and teaching mode, and cultivate innovative and applied talents in line with the market and the needs of the times through the collaborative education of industry, academia and research.

Keywords: Industry Teaching Integration; Applied Undergraduate; International Trade; University Enterprise Co-Built Training Centre

Industry teaching integration and school enterprise cooperation are the key to the transformation and construction of applied colleges and universities. The construction of "application-oriented" colleges and universities aims to cultivate talents with both theoretical foundation and professional skills, so as to make the talents of colleges and universities more adaptable to the market. The specific mechanism of industry-teaching integration and operational thinking should be changed to face the society, bridge with the society, and communicate with enterprises. The transformation of private colleges and universities should rely on their own unique advantages, private colleges and universities compared to public colleges and universities in the main difference between school running, management, leadership system

is different, different sources of funding, and social contacts are different. Private colleges and universities in carrying out the construction of applied colleges and universities should take advantage of the flexibility of the system to take the lead in promoting the transformation of applied colleges and universities. "Applied is in the middle of the two ends of the academic and skills, both theoretical foundation and skills. This requires full-time teachers in universities and excellent talents in enterprises to participate in the integration of industry and education, so that private colleges and universities can cultivate the applied talents needed in today's market.[1]

1. The Necessity of Industry-Teaching Integration in Private Undergraduate Colleges and Universities

Applied undergraduate education as a type of general undergraduate higher education system, to achieve its connotative development is currently an important strategic task of higher education, to complete such a strategic task, the deep integration of industry and education is an inevitable trend, the way to go. Through the mode of industry-teaching integration and collaborative education, colleges and universities cultivate high-level applied technical talents with core competence, which conforms to the needs of industrial development and the market demand for talents.[2]

1.1 The Need to Build Applied Undergraduate Colleges and Universities and to Build National First-Class Undergraduate Programmes

It is an inevitable trend for private undergraduate colleges and universities to move towards the construction of applied undergraduate education. The source of students of private undergraduate education is a bit worse than that of public

undergraduate education, and the qualifications of the students are uneven, and many of them have serious bias. The top 500 enterprises and state-owned enterprises are not willing to recruit to the private undergraduate, to improve the professional skills of students, so that students can combine the theoretical knowledge they have learned with the specific requirements of the practical skills of enterprises, and to improve the overall employment quality of students, is the need to build applied undergraduate colleges and universities. Private undergraduate colleges and universities have a short history of establishment, and it is difficult to compare them with public ones in terms of teachers' strength and funding, while private applied undergraduate education is an important part of China's higher education, therefore, to build a good private applied undergraduate education, it is necessary to carry out the integration of industry and education and the co-operation between schools and enterprises.

At the same time, Guangdong college of Science and Technology (GDIST) has built a training centre for international trade, which is also a requirement for GDIST to participate in the evaluation of national first-class undergraduate majors and for international trade to take part in the business accreditation. The hardware and software conditions of the training centre for the integration of industry and education of international trade majors are one of the important indicators for business accreditation, and we are striving to build the international trade major as a first-class undergraduate major in the country as soon as possible and pass the business accreditation, so as to contribute to the long-lasting development of the university.

1.2 Channelling Foreign Trade Talents for the Economic Development of Guangdong, Hong Kong and Macao Greater Bay Area

Guangdong, Hong Kong and Macao Greater Bay Area is one of the most open and economically dynamic regions in China. The construction of the Guangdong-Hong Kong-Macao Greater Bay Area is a necessity to promote the formation of a new pattern of comprehensive opening up in the new era. The Greater Bay Area has a large number of various large and medium-sized enterprises and a superior location for foreign trade, and the cultivation of applied foreign trade talents is very important for the economic development of the Greater Bay Area. There are

many private colleges and universities in China, and there are more than 20 private undergraduate colleges and universities in Guangdong Province alone, which are fully capable of conveying a large number of applied foreign trade talents for the economic development of the Greater Bay Area.[3] The integration of industry and education, school-enterprise cooperation, that is, for enterprises to train the foreign trade talents they need, but also for private colleges and universities to run the strength of the school is a win-win situation for both enterprises and schools.

International trade is increasingly merging with the realm of cross-border e-commerce, providing small and medium-sized enterprises (SMEs) with greater access to markets. Through e-commerce platforms, enterprises can break through geographical restrictions and easily carry out international trade. In addition, with the continuous improvement of logistics, payment and other supporting services, the transaction costs of cross-border e-commerce are also gradually reduced, bringing more room for development for enterprises. Along with this, the demand for such related talents in the international trade industry is also growing rapidly, and a lack of practical talents has emerged. The development of applied undergraduate colleges and universities in line with the characteristics of international trade is not only the development of such institutions own needs, but also the mainstream of international trade teaching development. Industry-teaching integration of personnel training mode is to adapt to the current trend of the development of international trade industry, training in line with the requirements of the times the development of practical talents effective way.

1.3 The Need to Enhance the Employment Rate of College Students

Traditional undergraduate just learning theory, with the development of industrial economy, students learn the theory and social practice can not be combined, the expansion of colleges and universities over the years, after 2000, the number of college graduates each year broke 1 million, and year by year growth, to 2020 reached 8.7 million in 2022 is reached 10.76 million. Numerous college students are unemployed upon graduation. In recent years,

millions of college students join the army of graduate school every year, and graduate school has become a haven for many college students to avoid employment, and college students think that they can find a high-paying job if they go to graduate school. However, after three years of postgraduate studies, many people find that they are faced with the embarrassing situation of not being able to find a job. There are too many graduate students in the market, and the employment situation is still very serious. The talent training mode of industry-teaching integration, during the school period to give students training in enterprise practice skills, graduation counterparts employment, after the training of students will not face the employment that is unemployed, or the starting point of the dilemma of getting a meager salary.[4]

The courses taken in international trade cover a wide range of specialisations. For example: international marketing, introduction to e-commerce, money and banking, management, insurance, accounting and so on. However, there is no in-depth study of a particular speciality, and the skills required for students' employment are not closely followed by the needs of the industrial economy for training. Coupled with the U.S.-China trade war and the impact of the post epidemic era, as well as most of the domestic enterprise product homogenisation is serious, the brand degree is not strong, most of the strength of a single enterprise is relatively weak, all of these are on the cultivation of international trade professionals to bring more challenges to the international trade professional employment rate is not very good.[5]

2. The Main Ways and Existing Problems of Private Colleges and Universities in The Integration of Industry and Education in the Training of International Trade Professionals

2.1 Establishment of School-Enterprise Co-Built Practical Training Centre as the Main Way of International Trade Professional Talent Training

According to the requirements of the Ministry of Education's teaching high letter [2018] No. 5 document "Notice on the construction of the national virtual simulation experimental teaching project", to carry out the construction of the national virtual simulation experimental teaching project is an important initiative to

deepen the in-depth integration of information technology and education and teaching, to expand the breadth and depth of the experimental teaching content, to extend the time and space of experimental teaching, and to improve the quality and level of experimental teaching, Guangdong Institute of Technology The international trade profession has established school-enterprise co-construction practical training centres such as intelligent overseas marketing centre, overseas marketing jitterbug centre and live cross-border e-commerce marketing centre. The teaching software of the school-enterprise co-construction practical training centre is proposed to be developed based on virtual simulation high-end data decision-making experiments. Through years of work experience by the professional elite enterprise teacher classes, completely in the context of simulation, role-playing, top practical training, so that students come into contact with the entire economic and social operation of the process, and can consciously collect and analyse all the economic operation of the data, through the analysis of data to verify the application of economic business in real life, completely allowing students to participate in the classroom, the real real realization of the student-led practical teaching mode, to enhance students' practical skills. Enhance students' enterprise practice skills.

At the beginning, a class of international trade majors was selected to replace one of the classes with a class of school-enterprise co-construction of practical training centre, and to take credits. But this can't let the students of other classes to participate in the enterprise skills training, and let the students less a course. Later on, the entire international trade students voluntarily enrolled in the principle of forming a new class, enrolled in the students to produce a practical training centre course related to the work as a condition of participation. And the class is held on Wednesday evening, not taking up the students' daytime class time.

2.2 Problems in the Training of International Trade Professionals in Private Colleges and Universities with Industry-Teaching Integration

2.2.1 Teachers need to be upgraded

Private colleges and universities have uneven teacher strength, and many teachers are graduated to colleges and universities, and do

not have enterprise practice experience. The integration of industry and education requires recruiting executives or managers from enterprises to come over to give students lessons to train their skills is not easy. The staff of enterprises attend classes in private universities only as part-time teachers with low remuneration, so it is difficult to recruit teachers from enterprises, especially the excellent technical talents and industry management talents from enterprises. Teachers from enterprises do not have experience in teaching classes, and it is a challenging lesson for them to teach students the skills of enterprises. How to build a good "dual-teacher" faculty remains to be explored.

2.2.2 Lack of laboratories with appropriate equipment and teaching materials for industry-teaching integration practical training centre

With limited financial resources, Guangdong college of Science and Technology (GDIST) has set up laboratories of school-enterprise co-built training centres such as Intelligent Overseas Marketing Centre and Live Cross-border E-commerce Marketing Centre. The School-Enterprise Co-construction Training Centre is a functional, practical and multidisciplinary supporting integrated marketing centre, which is the main component of the on-campus integrated training base to enhance students' practical skills. However, it is unable to meet the needs of enterprise teachers for some practical equipment. In the process of building the practical training centre, the chairman and manager of the enterprise who came to class gave each student in a class a live selfie stick to be used in class. The school does not have a special fully equipped training room for live e-commerce. The enterprise teachers do not have relevant teaching materials or courseware for the integration of industry and education, and the contents of the classes are all PPTs made by the enterprise teachers themselves.

2.2.3 The participation of college students is enthusiastic, but it is not in line with the talent cultivation programme.

The university-enterprise joint construction of practical training centre is for the training of undergraduate students, which is to choose a theoretical class in an undergraduate class to replace the class in the practical training centre. However, not all students in a class were

interested in participating and were not highly motivated to attend the class. Later, in one semester, the principle of voluntary participation of undergraduate students was adopted to form a university-enterprise co-construction of the practical training centre. Students who have been promoted to undergraduate education are very enthusiastic to participate, but they cannot do so because students who have been promoted to undergraduate education do not meet the requirements of the talent training programme. These students study two-year courses full-time in school, so they are not allowed to participate in the university-enterprise co-construction of practical training centres.

2.2.4 Students have high requirements for the internship environment of enterprises

After the training in the university-enterprise co-establishment training centre, the students have to go to enterprises for a semester of practice in the first semester of their senior year. Colleges and universities contacted a number of enterprises to provide venues for students to practice, the first choice of enterprises to provide free food and accommodation, try to provide better food and accommodation conditions to the students. However, the students are not satisfied with the accommodation environment, students want to live in a good environment of the single room, do not want to live in the school as in the multi-person dormitory. However, it is difficult to find single flats that are willing to provide a better environment. The chairman of a company in school-enterprise cooperation, who serves as a key faculty member of the Industry-Education Integration Training Centre of Guangdong college of Science and Technology, said that many students nowadays can't take a little bit of hard work, and it is difficult for them to change from their status as students to the work arrangement and intensity of the enterprises.

3. Countermeasures Analysis of the Problems of Cultivating International Trade Professionals in Private Colleges and Universities with Industry-Education Integration

3.1 Building a High-Level "Dual-Teacher" Practical Training Team

Firstly, the theoretical teaching teachers in school need to have practical experience in enterprises, and the school can actively encourage teachers to participate in the practice

of enterprises in the school-enterprise co-operation of this speciality. Secondly, the school-enterprise practical training centre is basically dominated by young teachers in colleges and universities, and teachers with high academic qualifications and titles should be encouraged to participate in the school-enterprise practical training centre. In addition, priority should be given to selecting highly educated enterprise expert talents to participate in the integration of industry and education and to increase the remuneration of enterprise teachers, which is conducive to the improvement of the quality of the training skills classes of the integration of industry and education and the mobilisation of the enterprise teachers' enthusiasm for the classes.

3.2 Build Laboratories with Appropriate Equipment and Buy or Write Teaching Materials for the Practical Training Centre of Industry-Teaching Integration

The senior management of the school should fund the construction of laboratories with complete hardware and software equipment and facilities, and improve the management system and norms of laboratories to provide a good laboratory environment. Let the enterprise teachers choose the teaching materials, and the school should fund the purchase of corresponding practical teaching materials for the students. Alternatively, teachers with senior or deputy senior titles in this speciality and expert staff from enterprises can prepare teaching materials suitable for our students to use in the integration of industry and education, as well as provide other teaching materials that combine theory and practice. The content of the teaching materials of the practical training centre for the integration of industry and education should be in line with the quality of employees and the skills of employees required by the enterprises that have established school-enterprise cooperation mechanisms with the universities.

3.3 Revision of the Talent Training Programme with the Participation of Post-Secondary Students

In the talent programme for post-secondary students, such students are not allowed to participate in the joint construction of practical training centres by schools and enterprises. Schools can modify the talent programme for

post-secondary students. After all, students who have graduated from the college are also to achieve employment, and they also want to achieve "high skills, high employment, high salary". So you can let some of the results or have won awards of the college students to participate in the school-enterprise training centre.

3.4 Psychological Counselling for Students

It is difficult to fulfil the students' request to live in a single flat with good conditions for internship. Large enterprises are not willing to go to private undergraduates to recruit, and small and medium-sized enterprises can hardly provide such good conditions, including those enterprises that have established school-enterprise co-operation mechanism with the university, and it is also difficult to meet the students' demand for living in bachelor's flats. It is understandable that students want to have private space, but university-enterprise co-operative enterprises can only try to provide multi-person staff dormitories with better environment. This requires counsellors and teachers to do psychological counselling to students, so that students understand the intentions of schools and enterprises, understand the difficulty of social internship work, and motivate students to study hard and work hard to adapt to the environment of the internship on the one hand, and work hard for their own future.

4. Conclusion

The teaching mode of industry-teaching integration of international trade majors can strongly improve the practical skills of applied undergraduate college students, colleges and universities and enterprises to cooperate and cultivate the foreign trade talents needed by enterprises, and enterprises then select students with excellent performance and good mastery of practical skills to enter the enterprise directly after graduation, which allows students to get familiar with the work requirements and environment of the enterprise faster, and creates value for the development of the enterprise, and strongly increases the employment and salary at the starting point of work. [6] This will help students to get familiar with the working requirements and environment of the enterprise, create value for the development of the enterprise, and increase the employment rate and salary of college students. This is a win-win

situation for both enterprises and students. The teaching mode of industry-teaching integration is an excellent choice and an inevitable development trend for private undergraduate colleges and universities to move smoothly towards the road of applied university construction.

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