

# Exploration on the Reform of Experimental Teaching System and Teaching Methods of International Trade Major in Colleges and Universities

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**ABSTRACT.** *The major of international trade in colleges and universities is one of the important disciplines for cultivating innovative and compound talents. It is very important in the process of talent training in colleges and universities. Experimental teaching is an important means to achieve the goal of training talents in international trade. However, the scattered, unsystematic experimental teaching system and outdated teaching methods of international trade in colleges and universities hinder experimental teaching from playing its due role. Therefore, this article is based on the questionnaire research method, interview method and teaching practice accumulation, through sorting out the main problems, and putting forward relevant countermeasures and suggestions, which is of great significance for cultivating high-quality international trade talents and promoting economic and social development.*

**KEYWORDS:** *international trade major, experimental teaching, teaching method*

## 1. Introduction

Higher education has gradually entered the stage of popularization and popularization. At the same time, the school-age population of higher education is showing a downward trend. It requires diversification of higher education types and higher quality. In addition, higher education should also adapt to economic development, technological revolution, and industrial transformation and upgrading. Needs to continuously improve innovation capabilities and play a leading and supporting role in economic and social development[1]. The international trade major is a discipline with strong application and entrepreneurial nature [2]. Naturally, we must follow the development of the times, change the talent training model, and cultivate innovative and compound talents that meet the needs of society. Experimental teaching is a key link in cultivating applied and compound talents. Reasonable and effective arrangement of experimental teaching content can not only

mobilize students' subjective initiative and deepen professional basic knowledge, but more importantly, stimulate students' innovative thinking and exercise innovative ability.

At present, many international trade majors in colleges and universities have successively opened many experimental courses, but in actual teaching, experimental teaching is only an aid to theoretical teaching, there is no independent teaching system, and the teaching methods follow the traditional mode and cannot meet the requirements of talent training [3]. Based on the information obtained from questionnaires and interviews, the experience of participating in the experimental teaching of international trade in relevant colleges and universities, and the positioning based on the training of international trade professionals, this article analyzes the problems of the experimental teaching system and teaching methods in order to build a systematic international trade major experimental teaching system, reform teaching methods, and actively promote the reform of experimental courses for international trade majors.

## **2. The main problems of experimental teaching system and teaching methods**

### ***2.1 The teaching system is not systematic and the level is not clear***

Many international trade majors in colleges and universities take experimental courses for the sake of experiment. Although experimental courses are set up, they are often only improved in the aspects of infrastructure and equipment software. Such courses are still attached to theoretical courses and have not received enough attention [4]. The curriculum is also more chaotic and not systematic. In the survey, it is found that some college experimental courses are conducted before or at the same time, the students lack of theoretical support and background, and it is difficult to understand the experimental requirements, and the effect of experimental courses is greatly reduced. In addition, the international trade professional experiment has attracted the attention of colleges and universities. The basic experimental courses of foreign trade correspondence, trade practice, customs declaration practice, e-commerce and other professional basic experimental courses are basically set up, but the experimental settings of basic courses are ignored. It is found that some schools rarely or basically do not arrange the experimental courses of statistics, econometrics and other basic courses [5]. Moreover, most of the experimental courses in colleges and universities are mainly single subject experiments, lack of interdisciplinary and comprehensive experiments, and there is no way to talk about the exploratory and innovative experimental courses.

### ***2.2 The content of experimental teaching course has the phenomenon of repetition or overlapping***

It is because of the lack of unified planning and design for the experimental courses of international trade major, which results in the repetition or overlapping of

the course contents. For example, the international trade practice experimental course includes a whole set of overall foreign trade business processes, such as looking for partners, negotiating and negotiating, signing import and export contracts, organizing source of goods, customs declaration and inspection, collection of payment for goods [6]. There are similar or identical knowledge points in foreign trade correspondence, foreign trade documents and other courses, and the experimental contents are basically the same. Through the investigation, we find that the repetition rate of the experimental teaching content of international trade specialty in colleges and universities is high. What's more, there are differences or contradictions in the knowledge points explained by teachers, which leads to students' confusion.

### ***2.3 The teaching methods are outdated and lack of innovation***

Through investigation and interview, it is found that there are still some old and single teaching methods in the experimental teaching of international trade major, such as "indoctrination", "lecture" and "cramming". Many experimental courses in colleges and universities are basically in the static simulation scene. The experimental training has evolved into the "exercise training field" of textbook knowledge. Students only passively accept low-level and mechanical exercise training, and lack of dynamic simulation training of real business scene. This type of teaching method cannot give full play to the initiative and creativity of students, and it is difficult to form skills training that meets the needs of career development, and it is also difficult to adapt to the rapid development of the times and the demand for talents in the employment market [7].

### ***2.4 The subject of teaching is single and lack of complementarity***

In the teaching of experimental courses, the instructors are basically young teachers in colleges and universities, lack of cooperation experience with enterprises and relevant functional departments. Professional teachers usually stay in the university to teach after graduation from a doctor's degree. They have a solid theoretical foundation, but they lack the experience in the actual work department, so they are unable to guide the students to practice the specific business process. Although some schools organize university teachers to work in enterprises and relevant departments for training, it is helpful for university teachers to guide some single subject experiments, but after all, the time and training content are limited, so it is difficult for experimental teachers to effectively guide comprehensive and innovative experimental courses.

## **3. Construct a systematic experimental teaching system for international trade majors**

In order to change the phenomenon of scattered, unsystematic, and repetitive course content of the experimental courses of the international trade major,

combined with the disciplinary characteristics of economics and the characteristics of the international trade majors, we can try to build a systematic experimental teaching system based on higher education institutions at different stages, teaching is implemented in three experimental modules: basic skills, professional comprehensive, and innovative experimental modules [8]. On the surface, these three modules are independent and independent of each other. In fact, they are related to each other, from basic to professional, from shallow to deep, from easy to difficult.

### ***3.1 Basic skill experiment***

This type of experimental course focuses on the training of basic theories and basic skills. Through the training and mastery of individual course skills, it lays the foundation for subsequent experimental courses for training practical and innovative abilities [9]. It is suitable for opening such courses in the lower grades of colleges and universities. The contents of the experimental courses mainly include the basic categories of computer technology and the major categories of professional foundation. Among them, the basic categories of computer include computer operation, network software application, etc.; the basic categories of professional include econometrics, foreign trade documents, foreign trade correspondence, e-commerce network technology, etc. The goal of the basic skills experiment course is to train students to use computers to process data and information, and to master the basic knowledge and professional skills of international trade.

### ***3.2 Professional comprehensive experiment***

This type of experimental course focuses on broadening the knowledge structure of students and cultivating students' ability to master the knowledge of international trade and economics subjects. They are suitable for the junior year. The content of the experimental course must first set up comprehensive international trade experiments, through the planning of different functional areas in the simulation laboratory, such as business negotiation area, import and export exhibition area, production area, customs area, freight area, commodity inspection area, bank and insurance area, create simulation work scenes in the foreign trade management area, where students virtual play different roles as importers and exporters, banks, shipping companies, customs, commodity inspection, insurance, etc., combined with the basic knowledge of international trade related courses, and complete the search for customers [10]. Negotiations and consultations with customers, establishment of trade relations, organization of production, organization of freight, insurance, inspection and customs declaration, production of documents, tax rebate and other major foreign trade businesses, understand and be familiar with a complete set of foreign trade procedures, and master import and export business skills. Second, set up interdisciplinary comprehensive experiments, such as marketing experiments, business management sand table experiments, business management decision simulation experiments, etc. This type of experiment requires students to have a high

level of comprehensive literacy. They must not only understand and be familiar with the knowledge of the international trade major, but also be able to use management, sociology and other international trade-related disciplines to complete such experimental courses, students who have spare capacity can choose this type of experiment course.

### ***3.3 Innovative experiment***

This type of experimental course focuses on training students' ability to "practice what they have learned", actively explore and think about professional knowledge, and turn passive learning into active learning and an important way to transform theory into practice. The content of the experiment can be carried out with the help of actual work and scientific research training. Specifically: First, encourage students to participate in open laboratory projects, participate in teacher scientific research projects, college student scientific research training projects, college student innovation and entrepreneurship training projects, etc., to expand experimental teaching in multiple directions and channels content. Through these methods, students not only independently participate in literature retrieval, experimental demonstration, data analysis, experimental summary, and familiarize themselves with the scientific research training process, but also deepen their understanding of professional knowledge during the participation process, and promote the comprehensive and coordinated development of knowledge, abilities and accomplishments. The second is to organize and guide students to participate in international trade-related competitions, such as the "Internet +" college student innovation and entrepreneurship competition, the international trade elite challenge, the international business negotiation competition, and the foreign trade billing competition. Participating in these competitions helps students get in touch the actual working procedures and the accumulation of rich practical experience are conducive to improving the students' ability to analyze, solve, and deal with problems, and lay a good foundation for smooth employment and faster integration into the work position in the future.

## **4. Reform the experimental teaching methods of international trade majors**

### ***4.1 Innovative experimental teaching methods***

Change the teacher-oriented single teaching mode, highlight the student-oriented principle, combine the contents of the three modules of the experimental teaching system for international trade majors, and adopt differentiated teaching methods. (1) Basic skill experiment stage. The teaching method at this stage can follow the traditional teaching method to highlight the teacher's guiding role. The teaching method changes the teacher-led teaching model through discussion, interaction and other heuristic teaching. The students actively explore and research experimental projects. To lay the foundation for students to have a deep understanding of the basic knowledge at this stage and successfully carry out the next stage of

experimental courses. (2) Comprehensive skill experiment stage. The experimental teaching method at this stage highlights skill-oriented, traditional teaching methods cannot complete the teaching tasks at this stage, and diversified teaching methods are needed. Such as role playing, simulation, etc. The experimental instructor fully integrates experimental teaching equipment, teaching software and teaching network, moves the "enterprise" into the laboratory, and adopts a large number of information-based teaching models to experience various career scenarios for students, promote knowledge internalization and comprehensive quality improvement. (3) Innovative experimental stage. This stage focuses on cultivating students' innovative ability and is suitable for adopting research teaching methods. Each experimental course can be designed as a research project [11]. The experimental teacher provides experimental conditions and equipment, sets experimental goals and tasks, and students design experimental procedures and experiments by themselves. For the difficulties and problems that arise in the process, the experimental teacher guides the students to modify and adjust the hypothesis and verify the experimental results. In this stage, the experimental teaching continuously exercises and improves the students' ability to think independently and actively acquire knowledge and skills.

#### ***4.2 Diversification of teaching subjects***

The main body of the experimental course teaching can introduce the teaching concept of "please come in" and "go out" simultaneously [12]. On the one hand, inviting or hiring outside experts, enterprise personnel, personnel from functional departments, etc. to serve as experimental course instructors, and participate in the experimental course teaching process in the form of on-site guidance and lectures; on the other hand, experimental instructors can organize and lead students to foreign trade companies, commodity inspection, customs, freight companies and other field visits to enhance students' sensory awareness. For example, some colleges and universities' international trade majors set up customs declaration practice experimental courses, co-organized mobile classes with local customs, familiarized with customs business processes on the spot, and invited professionals to give on-site explanations. The students were impressed and the learning effect was remarkable. "Please come in" and "go out" at the same time. This teaching method not only helps students to truly and intuitively understand the working process of foreign trade business, personally feel the charm of foreign trade business, and increase their enthusiasm for learning, and more importantly, in the process of comparing theoretical knowledge with practice, students take the initiative to think about many professional issues and take these issues into professional courses, and the learning effects are significantly different.

#### **5. Conclusion**

Experimental teaching is an important part of the teaching curriculum of international trade majors and a key link in cultivating applied and comprehensive

talents. Through module definition and curriculum integration, an organic experimental teaching system with clear objectives, clear levels, and interconnectedness is formed, enabling experimental teachers to clarify curriculum positioning, experimental objectives, and actively explore experimental teaching methods. The students continue to improve their learning initiative in the gradual experimental teaching system enhance their comprehensive capabilities and provide guarantees for smooth entry and adaptation to jobs. In order to adapt to the development of the times, keep pace with the times and innovate, some colleges and universities actively construct a systematic experimental teaching system, and gradually deepen the reform of experimental teaching methods. Practice has proved that the construction of a systematic experimental teaching system of international trade and the reform of experimental teaching methods are in line with professional teaching the training goal plays an important role in promoting teachers' teaching ability and cultivating students' comprehensive quality and innovation ability.

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