

Exploration on Embedded Practical Teaching Mode of Economy and Trade Major in Higher Vocational Colleges

Liu Yang

School of Economics and Management, Jinan Engineering Polytechnic, Jinan, 250000, China

Abstract: *As a new teaching mode, the embedded practical teaching mode has been adopted by some colleges and universities and professional directions as an applied specialty construction and practical teaching reform method in recent years. In view of the cost of carrying out offline practical activities outside the school in the context of the epidemic situation and the guarantee for the learning hours of theoretical knowledge of professional courses, this study chose the computer task of foreign trade training platform as the main means, and found that the time cost of embedded practical teaching mode based on online training platform was low by embedding practical teaching modules into the pilot courses and rationalizing and continuously optimizing the teaching syllabus and technical methods. The course has strong applicability and operability, and can improve students' enthusiasm for learning, promote the firmness of mastering professional knowledge and practical application ability. At the same time, it plays a positive role in expanding the teaching vision and skills of professional teachers, as well as improving the application value of the curriculum system. In the future research on practical teaching mode, further exploring the logical structure and technical connotation of embedded practical teaching mode will have better teaching research significance and promotion and application value.*

Keywords: *Training Platform; Higher Vocational Colleges; Major in Economy and Trade; Embedded Practical Teaching*

1. Current situation and problems of practical teaching mode of economic and trade courses in higher vocational colleges

In recent years, with the continuous improvement of the requirements of the education department and the vast number of employers for the practical ability of the graduates of the economic and trade vocational colleges, the investment of the economic and trade majors in the training of international composite application talents has been increasing, and remarkable achievements have been made in the construction process of the applied curriculum system, the proportion of practical teaching links, and the construction of the infrastructure needed for practical teaching. However, there are still many bottleneck problems that need to be solved urgently in terms of the integration and connection of different teaching modules, the structural rationality of the curriculum group and the internal links of the curriculum, as well as the extent and skills of the application of practical teaching methods and technologies, in order to promote the sustainable development of the practical teaching level and the training level of compound applied talents and the improvement of the ability to self-benign adjustment.

1.1 It is difficult to observe the learning effect and progress of practical courses

At present, the practical courses offered by the School of Economics and Management and the School of Business and Economics, as well as the courses embedded with practical modules, are mainly distributed in the curriculum group of international trade and international business majors of modern business services, such as international trade practice, tax practice, cross-border e-commerce simulation operation, accounting intelligent software, international settlement, customs practice, international logistics and supply chain management, intelligent accounting comprehensive training and other related courses. Among them, except for traditional practical experimental courses such as accounting intelligent software, which need to complete the whole teaching process entirely with the help of laboratories, there is no significant difference between other practical courses embedded in practical courses and those recently added to practical links in terms of syllabus and teaching content

settings, and there are no uniform requirements for the embodiment and assessment of practical teaching. This has led to the fact that most practical courses still adopt the traditional classroom teaching method and the written examination examination method.[1]

As for the actual application environment and methods of courses such as tax practice and cross-border e-commerce, as well as the operation processes and precautions of international logistics, transportation, warehousing, insurance, customs declaration and other foreign-related businesses, it is difficult to achieve in-depth understanding and effective application of relevant knowledge points through classroom teaching without simulated practice drills. Even if students obtain high scores in the written examination, they often copy the rules and regulations mechanically.[2] It is impossible to effectively observe the students' practical ability through their scores, so it is necessary to rationalize the teaching methods, teaching environment, supporting platforms and corresponding assessment methods of relevant practical courses in the teaching reform, in order to ensure that several links are effectively connected in the whole course teaching path.

1.2 Students' enthusiasm and participation in curriculum learning are not high

A complete accounting business is a complex and orderly information system and operation process. Any omission or mistake in any link will lead to the operation failure of the final result, thus leading to incalculable business losses. Under the traditional classroom teaching environment and assessment mode, teachers can only let students understand the knowledge points involved by teaching relevant terminology rules and legal provisions, while business processes and related links can only be shown to students through flow charts. It is difficult for students to intuitively feel the accounting elements and related operation effects without the real practice environment, nor can they feel the application environment and value of the knowledge points learned. It can only be related to the definitions of terms and rules in the written examination, which will inevitably lead to the negative psychology of "dragon slaying" and affect the learning enthusiasm and sense of achievement in the practical course link.

1.3 It is difficult and costly to carry out traditional offline practice within the scope of courses

Under the current talent training mode of higher vocational colleges, there are only two ways for students majoring in economy and trade to have the opportunity to participate in the practical operation of enterprises: extracurricular practice and graduation practice. In one way, students can participate in various college students' social practice projects in their spare time or holidays, and learn about and participate in the operation mode and development status of relevant industries of their majors through research visits and short-term practice. However, due to the differences in students' individual learning practice ability and interest preference, as well as factors such as learning career planning and the scale of practical projects, the extracurricular practice mode can only be implemented among a certain proportion of students, and cannot involve all professional students; While the graduation practice link is in the second semester of the third year of college, while most practical professional courses are set up in the freshman and sophomore years of college. The long time interval makes it difficult for students to quickly combine the professional knowledge they have learned and flexibly apply it to the practice work, and missing the integrated study period of professional courses also makes the practice link unable to feed back on the learning and understanding of theoretical knowledge.

2. Construction and implementation of embedded practical teaching reform scheme based on online training platform

In view of the problems existing in the current domestic practical teaching mode and the limitations of offline practical activities in the context of the epidemic situation, this research mainly relies on the foreign trade and international business training software to achieve the reform scheme of the embedded practical teaching system for economic and trade majors. Through the design and embedding of practical teaching modules in the pilot courses, the impact on students' practical level and professional course results is finally detected. This project is mainly carried out from several aspects, such as curriculum system design, curriculum teaching design, teacher team construction, curriculum assessment design and practical teaching attempt under online teaching mode.

2.1 Design of embedded practice course system

The embedding of curriculum practice modules should be treated differently and systematically according to the nature of different courses, in particular, the principle of gradual progress should be observed, and attention should be paid to the level and systematicness of general education courses and professional education courses in the course opening time. In this study, we choose to use embedded teaching modules in two courses, Customs Practice and International Logistics and Supply Chain Management, which originally used traditional classroom teaching. The two courses above are foreign trade practice courses, which involve many practical business links, such as cargo declaration, transportation insurance, logistics warehousing, declaration of means of transport and manifest. In previous lectures, these parts can only be explained through hard concepts, rules and regulations. The business process and the whole document cannot be transferred to the examination paper in the assessment link. Through the combination of principle teaching and computer operation of training software in the chapters involving practice links, after three semesters of trial and continuous optimization and improvement, the shortcomings and dead spots in the previous teaching have been better remedied. While students first test the theoretical knowledge points in the commercial practice, teachers can quickly understand the students' mastery of professional skills through the feedback of system task completion, in order to adjust the teaching rhythm and method in time.

2.2 Design of teaching scheme for embedded practical courses.

The embedded practice curriculum is not implemented according to an absolute standard in the teaching process. The research team believes that the curriculum structure can be divided into three levels: classroom theory teaching, practical training platform operation, and enterprise practice or practice case teaching. As for the specific level proportion of each curriculum to carry out teaching activities, it needs to be determined according to the nature of the curriculum, the requirements of the outline, and the specific situation of teachers. Taking the course "Customs Practice" as an example, the knowledge system of this course is developed around a series of customs entry and exit activities under the supervision of the customs, focusing on goods trade. According to the different subject perspectives of customs declaration activities, the course system can be divided into three basic modules: regulatory agency (customs), customs declaration subject (customs declaration enterprise, consignee and consignor), and customs declaration object (entry-exit goods, articles and transportation tools). From the perspective of trade activity practitioners, the application and registration of customs declaration unit qualification, the entry and exit declaration of general import and export goods, the qualification filing of tax declaration processing goods and the entry and exit process operation have strong practical operation attributes, which are also links that are difficult to describe and display in the past classroom teaching. Therefore, we select the related task module to embed the corresponding chapters in the single window training software, and through the way of principle classroom teaching+process computer training, in order to promote the integrity of students' understanding of the curriculum knowledge system and the unity of knowledge and practice.

2.3 Examination design of embedded practice course

Considering the multi-level nature of embedded practical teaching courses, we should break the shackles of traditional assessment standards in the course assessment standards, and at the same time strictly grasp the proportion of practical links. For example, the business operation scores in the customs declaration training platform can be included in the final scores as usual scores or assessment links, and practical operation knowledge can be properly used as the assessment subject, but for professional theory courses, the practical links should not dominate. It is strictly forbidden to take the application ability of the practice link as the assessment standard. Taking the main experimental course "Customs Practice" of this project as an example, this course embeds a total of 8 practice hours in the teaching process of each semester, and arranges three training tasks through the single window platform of China's foreign trade. The score of each task accounts for 10% of the final total score. The following is the examination method and score proportion of this course (Table 1):

Table 1: Score proportion of course assessment embedded in online training tasks

	Assessment method	Scoring method	Proportion in the total score
Process assessment	Attendance, class answers and discussions	Ratio method	10%
	Achievement of practical training task in practice link	Ratio method	30%
Final assessment	Written examination	Ratio method	60%

2.4 Exploration of embedded practical teaching in online teaching environment

During the epidemic, because the school blocked students from entering the laboratory to operate, the course team and the school network center opened the LAN authorization outside the laboratory and personal account registration for students, so that each student can log in to the platform to complete the operation on his personal computer. Compared with the common problems of online teaching with the help of online live broadcast software, such as communication difficulties between teachers and students, low sense of student participation, difficulties in curriculum follow-up, and difficult observation of learning conditions, the embedded practical teaching in online mode is less affected by the teaching environment, and students can completely achieve the same online operation conditions as the laboratory under the condition of good network conditions. In addition, teachers can master the operation of student users in real time through the task background and communicate and feedback in a timely manner. According to the results of students' practical training tasks during online teaching, it is no different from the laboratory operating conditions. From the feedback of students, the learning enthusiasm and effect of embedded practical links are far higher than other forms of online teaching, which fully reflects the advantages of this teaching mode in operability and teaching effect.

3. Conclusion

With the deepening trend of economic globalization and regional economic integration in the post epidemic era, especially the smooth development of the the Belt and Road strategic initiative advocated by China and the signing and active promotion of the RCEP cooperation agreement, the development of China's international cooperation and foreign trade in recent years has shown an overall positive trend. However, the current international political and economic situation and the complexity and variability of the relations between major countries put forward newer and higher requirements for the comprehensive quality of foreign practitioners and the quality of talent training. At present, the degree of reform and application of embedded practical teaching in the economic and trade majors of higher vocational colleges is not high, and the mismatch between the society's strong demand for applied higher education talents has caused a huge talent supply and demand gap. In view of the advantages of college students' strong independent learning ability, strong adaptability to new things, and high interest in professional practice, the implementation of embedded practical teaching reform in the economic and trade majors and other majors with strong practical relevance in colleges and universities should have great development potential and practical significance. How to build a set of effective, adaptable and flexible combination of menu based, modular practical teaching scheme system is the basic guarantee for the promotion of embedded teaching reform scheme in different courses and professional directions, and is also the direction of the team's next practical teaching reform research.

References

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