

Teaching Practice and Exploration of Foreign Trade Document Practice Course Enabled by Digital Technology

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Abstract: Based on the educational idea that "the foundation of a university is to cultivate morality and cultivate people", this paper takes the practice course of foreign trade documents as an example to discuss how to integrate the three-dimensional teaching objectives of knowledge impartation, ability cultivation and value guidance into the professional course. With the rapid development of education informatization, the traditional teaching mode has been unable to meet the needs of modern education. Through the use of digital technology, innovative teaching methods, and the persistence of students' learning results-oriented, the paper puts forward a specific path to implement this teaching concept, aiming at improving the teaching quality of foreign trade documents practice courses and cultivating students' professional quality and professional ethics. In the future, we will continue to deepen the reform of teaching, improve the curriculum system, improve the quality of teaching, and make greater contributions to training more high-quality talents with international vision and professional literacy.

Keywords: Digital Technology, Foreign Trade Documents, OBE, Bloom's Teaching Objective Classification Theory, Flipped Classroom

1. Introduction

Digitalization is widely recognized as having a positive impact on the effectiveness of education globally, making it more efficient, equitable, personalized and flexible. More and more teachers often use multimedia teaching equipment such as computers, projectors and electronic whiteboards, and more than half of them regularly use the course resources of network teaching platforms [1]. It is an important mission in the field of education to adhere to reform and innovation and accelerate the reform of education in the information age. We should make full use of the advantages of modern technology, promote the reform and innovation of personnel training mode, and realize the organic combination of large-scale education and personalized training [2].

Since the advent of the Internet, the impact of technology on education has increased dramatically, and digital transformation has not only brought challenges to the development of vocational education, but also brought unprecedented opportunities. The concept of Results-based Education (OBE) emerged in the 1980s, and was first applied to the field of engineering education by developed countries such as the United States, Canada and Japan. Since 2013, China's engineering universities have successively applied the OBE concept from the aspects of personnel training mode reform, training program design, professional certification and so on [3]. At the teaching level, many teachers have applied OBE concept to curriculum reform and achieved good results [4].

With the in-depth development of globalization and the rapid progress of science and technology, the foreign trade industry is also facing a series of opportunities and challenges. More and more enterprises have begun to open up new markets with e-commerce platforms, and technological means such as big data analysis, blockchain, and artificial intelligence have also provided unprecedented help for the development of foreign trade. Foreign trade practitioners need to continue to learn to adapt to the needs of foreign trade development in the new era. "Foreign Trade Documents Practice" course is a required professional core course for international economics and trade majors, docking foreign trade documents clerk, customs declaration and freight forwarder and other positions. The work of foreign trade documents has the characteristics of large quantity, wide range, strong timeliness, high quality requirements and strong externality. Based on the application of digital technology and the concept of

OBE, this paper takes the practical course of foreign trade documents in our school as a case to explore the implementation path of the course, so as to solve the problems existing in the current teaching and provide implementation suggestions for international trade courses.

2. Overall Design Ideas of the Course

Under the concept of "Internet + course" [5], the course of "Practice of Foreign Trade Documents" adheres to the student-centered approach [6], combines various teaching methods such as PBL and CBL, and carries out flipped classroom teaching relying on the information platform and the comprehensive practical training simulation system of international trade skills. It adopts immersive game-based teaching to take advantage of college students' high dependence on the Internet [7]. Cultivate its mood, cultivate its sentiment. Through "classroom + network + practice", the "knowledge transfer" and "value leading" are coordinated and unified. This course is committed to building a close relationship between job requirements and curriculum system, work tasks and teaching content, and through systematic teaching arrangements, help students successfully realize the transformation into professional talents. We give full play to the educational and guiding role of professional courses, not only imparts professional knowledge and skills, but also guides students to establish a correct world outlook, outlook on life and values, lays a solid moral foundation for them, and shapes lofty professional ethics and professional spirit. At the same time, we focus on cultivating students' global vision and critical thinking, so that they have the ability to think independently and solve problems in the context of globalization, and lay a solid foundation for their future careers.

3. Overall Design Plan of Ideological and Political Course

We should adhere to the "student-centered" teaching concept, through the implementation of the Outcome Based Education (OBE) guidance, teaching, performance, practice, competition integrated teaching model, step by step to achieve the "knowledge transfer + ability training + value guidance" education goals. This mode not only ensures that students master the core knowledge, but also focuses on cultivating their practical ability and innovative thinking, while guiding them to form the right values and comprehensively improve the comprehensive quality of students (see Figure 1). Relying on the information platform to carry out courses, the use of digital means to collect, store and use data, so that teaching can be truly rational, evidence-based, and traceable [8].

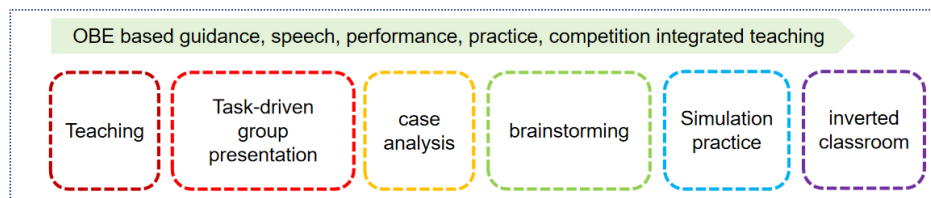


Figure 1: Integrated teaching diagram

Through the study of this course, students are equipped with the comprehensive operation ability of handling foreign trade documents independently, and can fully engage in a series of foreign trade documents such as certification, document preparation, document examination, document submission, and archiving, so as to meet the demand for document talents in the traditional foreign trade industry, cross-border e-commerce, overseas warehouse and other new foreign trade formats and models [9].

3.1 Optimization of Teaching Objectives

With the continuous development of global trade, especially the strengthening of trade facilitation and digitalization trend, the practical courses of foreign trade documents also need to be constantly updated and improved to better adapt to the new trade environment [10]. Traditional teaching pays too much attention to theoretical knowledge, but neglects students' practical operation ability. The optimized teaching objectives pay more attention to practical links, through simulation operations, case analysis and other ways, so that students can master the production of documents, review, modification and other practical operations.

3.2 Optimization of Teaching Content

With the introduction of digital technology, the way for teachers to obtain teaching resources has become more extensive [11]. Teachers can use network platforms, databases and other resources to obtain the latest information on the production, review and management of foreign trade documents, and introduce the latest industry standards and new technologies (see Figure 2), so that students can better adapt to the needs of actual work.

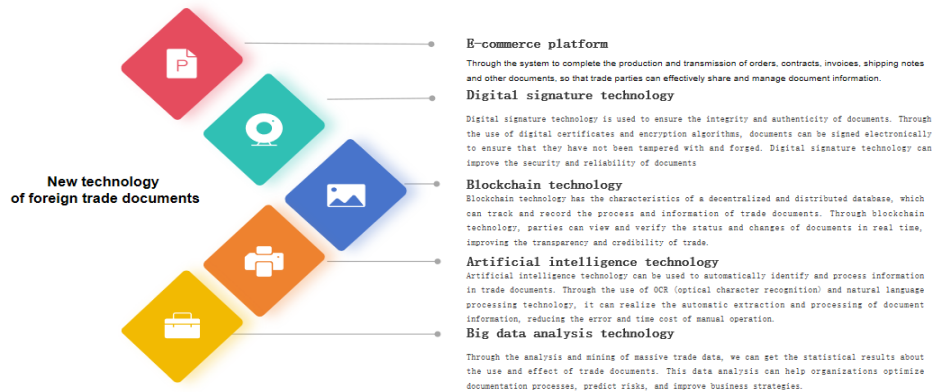


Figure 2: New technology of foreign trade documents

3.3 Optimization of Teaching Organization

The optimization of teaching organization is the key link to improve the teaching quality of foreign trade documents practice course. With the support of digital technology, the teaching process can be more flexible and efficient, and better meet the learning needs of students (shown in Figure 3).

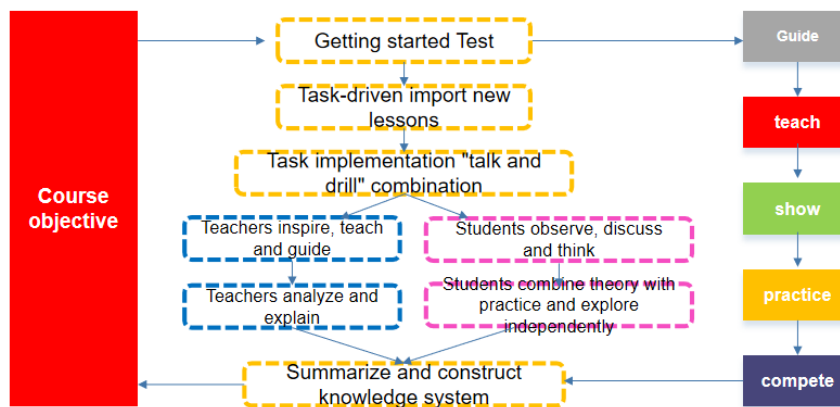


Figure 3: Teaching process

4. Implementation Path of Curriculum Digitization Construction

4.1 Build a New Normal of "Internet + Curriculum"[3], and the Curriculum Highlights Multi-Dimensionality

The concept of "Internet + curriculum" has become an important concept of curriculum reform in the era of digital economy. This course relies on the information-based platform to carry out flipped classroom teaching, actively promotes the new normal of education with the coordinated development of online and offline, and makes full use of "Internet +" teaching tools and resources such as the Internet, micro-lessons, MOOC, video and software to optimize the presentation of course content, knowledge imparting, classroom interaction, group discussion and classroom management. The fragmented Internet information is organically integrated into the content system of professional

curriculum education, so as to achieve the dialectical unity of systematic communication and fragmented communication, and create a multi-channel and all-round education environment.

4.2 "Trinity" Highlights Precision

Precision has always been the ideal and pursuit of education, but the large-scale education of class system tends to popularize education, and it is difficult to provide accurate teaching services for students. With the rapid development of digital technology and the continuous advancement of education informatization, modern education based on big data makes precision teaching possible. In the teaching process, teachers rely on teaching big data, timely grasp the teaching dynamics, and understand students' way of thinking, learning process and learning results. Teachers are no longer simple knowledge imparting and experience exporting, but knowledge sharing and secondary processing. The teachers of the curriculum team have pooled their wisdom, dug deep into the elements of education based on the professional knowledge content of the textbooks, compiled and updated the typical cases with The Times, not only extended and expanded the specialized courses, but also retained the essential attributes of the specialized courses, making the specialized courses in the same direction as the ideological and political courses in terms of educational function, and effectively made the teaching have a basis and rules to follow. It highlights the precision of teaching content. For example, when students in grade 2020 were learning the knowledge of transaction negotiation, it coincided with Meng Wanzhou's successful return to the embrace of the motherland after setbacks. The teachers of the research group introduced the Huawei Meng Wanzhou incident in a timely manner, and used big data and mind mapping to sort out the beginning and end of Meng Wanzhou's time, allowing students to intuitively understand the Sino-US trade war and the firmness and strength of the motherland. The strength of the moment is in the force, and the victory and defeat lies in the reason. Students are guided to correctly view the handling of Sino-US trade frictions.

4.3 Relying on Immersive Gamification Teaching, Curriculum Ideology and Politics are Prominent and Hidden

Relying on the comprehensive practical training simulation system of international trade practice skills, we can highly restore the real international trade business by simulating online international trade games. In this immersive and gamified teaching process, students can deeply understand the true meaning of curriculum ideology and politics and realize the application of knowledge. For example, the goods may be in distress during sea transportation, and the documents officer does not handle the insurance in time, and the goods will be lost once they are in distress. The object of the transaction may run out of order and may even delay payment. These are in the real work, through the simulation practice, the curriculum ideological and political goals into it.

5. Effectiveness of Curriculum Reform Implementation

This implicit and penetrating teaching can guide students to pay attention to major issues such as social events and domestic and foreign economic situations, enhance students' patriotic enthusiasm and national pride, improve students' international vision and critical thinking, and achieve certain results.

Focus on current hot issues, adhere to problem-oriented [4], stimulate students' learning initiative, and improve learning participation and completion. Teachers can not only be the mouthpiece of teaching materials, they should dare to break the periodicity of teaching materials and update the teaching content in time. In the network era, the teaching resources of social resources, we-media and schools are still integrated into one, and the channels for students to acquire knowledge are no longer single. Making good use of all kinds of app learning helps to improve students' ability to apply what they learn, and improve students' sense of learning gain and satisfaction.

Through the design of characteristic "sample research work", we show the great achievements we have made in the past 40 years of reform and opening up. By guiding students to participate in the investigation of the great changes that have taken place in the country over the past 40 years of reform and opening up, they can deeply appreciate the prosperity of the motherland and the beauty of life in practice, so as to enhance the profound emotion for the country. This practice not only makes the students more passionate about life, but also inspires them to maintain the aspiration of strengthening the country and practice the journey of serving the country. Through this teaching model, we aim to train foreign trade elites with global vision and critical thinking to contribute to the development of the

country.

Students have formed the habit of active learning. Students can actively participate in the discussion of classroom problems, participate in the discussion of topics in class and after class, have their own independent thinking and opinions, independent cognition, and have correct positions and concepts. We are committed to helping students establish a positive and correct world outlook, outlook on life and values through all-round educational guidance, and build a solid moral foundation for them. We pay attention to the integration of explicit education and implicit education, not only in the classroom to impart professional knowledge, but also through practical activities, social communication and other ways, imperceptibly cultivate students' professional ethics and professional spirit.

6. Conclusions

We always adhere to the concept of student-oriented education, focusing on the organic combination of learning, thinking and application. Through the effective implementation of two starting points - ideological value guidance and professional spirit into the professional curriculum, we strive to achieve a two-pronged approach in cultural education and moral education. This mode can comprehensively enhance the vocational competitiveness of students, enhance the vocational adaptability of students, and help students become excellent high-quality technical and skilled foreign trade talents, enterprise experts, industry experts and even national experts.

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