

Research on the Teaching of Foreign Trade Documents Based on Ability Standard

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ABSTRACT. *Foreign trade document is a course of operation skills, which involves a wide range, has strong practicality, is based on theory and characterized by practice. First of all, it introduces the characteristics of foreign trade documents course, and analyzes the problems existing in the teaching of foreign trade documents course. Finally, according to the existing problems, the paper puts forward some suggestions on the teaching of foreign trade documents.*

KEYWORDS: *Foreign trade; Documents; Teaching; Ability*

1. Introduction

With the rapid development of the world economy and the sharp increase of domestic economy and trade, the demand of foreign enterprises for foreign trade personnel has exploded. Foreign trade merchandiser is a new position subdivided in China's foreign trade business industry. At present, many domestic foreign trade merchandisers are held by enterprise executives, salesmen, documentaries and so on. Although they have practical operation ability, they lack systematic and complete professional background of merchandising and are not fully competent for the work of merchandising. Therefore, the society urgently needs a large number of merchandisers with professional theoretical knowledge and operational skills to undertake this task. The course content of "foreign trade document business" offered by international trade specialty is to explain the professional knowledge and operation skills of the merchandiser.

2. Characteristics of Foreign Trade Document Business Courses

Foreign trade documents refer to the documents and documents involved in foreign trade, that is, documents, documents, certificates, etc. in international settlement, and rely on these documents to handle the payment, transportation, insurance, commodity inspection and foreign exchange settlement of international goods. The "Foreign Trade Document Business" course is an important core course for international trade majors. It is a practical and highly applicable business skills course. It is a core professional skills course that combines international trade expertise with professional English. Therefore, the course of "Foreign Trade Document Business" also has strong foreign-related characteristics. This course combines theory and practice, focusing on the types, uses, restraints, and applications in foreign trade of import and export documents. Through specific theoretical methods, multimedia presentations, and case teaching methods, students are required to master the documentation. Type, role, content, control method, auditing skills and relevant basic theories and points to be mastered in the production process, familiar with the foreign trade document business circulation procedures, master the operation and management of foreign trade documents, and be able to master the documentation System skills. The characteristics of the "Foreign Trade Document Business" course requires that students of international trade majors should enter the study after finishing other related professional courses. Therefore, students should master the following requirements:

3. Foreign language ability

3.1 Due to the Strong Foreign-Related Nature of Foreign

Trade Document Business, students are required to have a good command of foreign languages, especially business English. The "Foreign Trade Document Business" course not only requires students to read in English, but also requires students to produce documents in English, especially in corporate foreign trade documentaries also requires communication with customers, and this communication usually uses English and Business

correspondence. Therefore, the course “Foreign Trade Document Business” not only emphasizes the students' mastery of the ability to produce English documents, but also requires the application of business spoken language skills and mastery of business correspondence writing skills.

3.2 Expertise

The characteristics of the “Foreign Trade Document Business” course requires that students of international trade majors should enter the study after finishing other related professional courses. Therefore, students should have expertise in courses related to international trade. The course content of “Foreign Trade Document Business” focuses on explaining the relevant knowledge of document control and modification, and the knowledge of international trade theory related to it requires students to learn and master in advance. For example, the terminology of international trade is explained in the course of “International Trade Practice”. In the course of “Foreign Trade Document Business”, it will not be explained, but directly applied to the signing of contracts.

4. The Problems of Foreign Trade Document Courses

Due to the characteristics of the course “Foreign Trade Document Business”, there have been some significant problems in teaching.

4.1 English Level of Students

One of the most significant characteristics of the course is the language requirements, especially English. The course of foreign trade documents is a course related to foreign trade, so it is naturally inseparable from English. It can be said that most of the documents are in English, but English is not the mother tongue. When many students face a large amount of business English, the content exceeds their own actual level, resulting in the loss of interest in the course of foreign trade documents. Even some students even reject the theoretical knowledge of foreign trade documents, and do not take the initiative to study subjectively, resulting in poor learning effect. Foreign trade talents have a very important ability is foreign language ability. More than 99% of documents involved in import and export business are made in English, which requires that foreign trade documents personnel must have a strong English level, and must be able to skillfully complete the production of documents in English, which must be based on the strong professional English ability of business personnel, which requires foreign trade documents The Ministry of education documents also stipulate that the proportion of bilingual teaching courses in the total number of economic management courses should reach 30%. Due to the continuous progress of modern technology, especially electronic products are constantly updated. Some students rely on the translation of mobile phones and other electronic products, neglecting the mastery of English vocabulary. In the real foreign trade business, due to the complexity of foreign trade documents, once the foreign trade merchandiser has a poor command of professional vocabulary, the understanding of the contract and other related documents may deviate, resulting in the interruption of documents in a certain business link, and then unable to connect with the content, the whole collapse. The course of foreign trade documents belongs to the course of economy and trade, so many colleges and universities carry out bilingual teaching. This requires students to accumulate more English words, especially to master the understanding and application of business English words. However, due to various reasons, students often use the Chinese translation of documents to complete the practical operation of document filling. This kind of teaching effect is not ideal. Many students can't understand the most basic foreign language contract, letter of credit and main documents, so that they can't complete the production of documents. This kind of bilingual teaching makes the students who are more exclusive of English more resistant to the contents of foreign trade documents course.

4.2 Lack of Teachers' Practical Experience

The business of foreign trade documents is a very important link in the process of import and export trade, so the course of foreign trade documents involves a wide range of knowledge, involving a series of professional courses in the training of international trade professionals; in addition to international trade majors, business English, cross-border e-commerce and other majors will mostly offer such courses. From the perspective of teachers, most of the current foreign trade documents course teachers are from international trade, international business, or business English background, and the teachers should have comprehensive knowledge; they can teach according to their aptitude, and carry out the teaching of foreign trade documents according to the

characteristics and training objectives of different majors. Many teachers who teach this course in Colleges and universities are from school to school, and they directly enter the school to teach after graduation, lacking the practical experience of front-line enterprises. In the course of teaching, we also tend to pay more attention to theory and avoid giving priority to others. Compared with other courses, the most obvious feature of foreign trade documents course is its strong practical operation. Therefore, the foreign trade documents course teachers put forward high requirements. In the course of teaching, we should not only attach importance to the teaching of theory, but also give a thorough explanation to the documents themselves and the details in the process of circulation. The comprehensive ability of teachers is one of the key factors for the success of teaching. Many of the current foreign trade documents teachers have not received professional training and assessment, most of them come to work after graduation from University, have not practiced in real foreign trade enterprises, and the content they master is theoretical knowledge in books. What they teach students is not their own real enterprise experience, which leads to vicious circulation. Teachers are too rigid in the classroom, foreign trade documents course is boring, teachers can not use more teaching methods and teaching methods to attract the attention of students, but lecture according to the book, there is no practical course, teachers' ability is stagnant, students' level is also seriously affected. In the process of practical teaching, the teachers are not aware of the details of some practical foreign trade documents operation, so they can not guide the students well, so the cultivation of "post ability" becomes difficult to achieve.

4.3 Curriculum Issues

In the course of curriculum setting, due to the limited hours set in the training program and the lack of practical training conditions and other constraints. The operation of document theory and practice is not very well integrated. And "foreign trade documents" is a technical and practical course, so we should pay special attention to practicality in the classroom content. Because the circulation of documents is a dynamic process, it is difficult to realize in the simulation process of teaching. In the process of document circulation, there are many uncertain factors and uncertain situations. In addition, many teachers lack practical enterprise experience, so they are not very clear. Therefore, in the process of teaching, this area has become a rarely touched field. However, in the actual work, the document flow process and time nodes play an important role in the whole international trade process. So we must strengthen it in the process of teaching reform. In the teaching process, we pay too much attention to the theoretical knowledge, and teach the basic knowledge, basic principles, and even the commonly used document management and rules in place, but after all, they are just talking on paper, not integrated into the enterprise, and the students can't start at once when they get to the actual job. At the same time, some of them put great emphasis on practical teaching, the result is that students "know what it is, don't know why it is" in practical operation, which is very unfavorable for students' future learning and development.

5. Suggestions on the Teaching of Foreign Trade Document Business

Ability based education not only requires students to acquire the ability to engage in a specific occupation or post, but also pays more attention to training students to cope with the complex and changeable environment, quickly adapt to the post and the key ability of cross occupation with frequent occupation conversion.

5.1 Curriculum Adjustment

The integrated curriculum teaching plan includes: a) Adjust the content of relevant courses. It mainly includes that the syllabus and teaching plan for students' professional skills training should be adjusted and modified in time; the repetitive or cross curriculum content should be merged or adjusted according to the needs of professional skills training; the teaching plan involving professional skills training can be jointly checked and confirmed by professional talents of enterprises. b) As the course of foreign trade document business has the characteristics of comprehensive discipline, it should be set up after the completion of the core professional courses. If this course is offered in advance, many students do not have a professional foundation, and encounter great difficulties in teaching and skill training, resulting in the students' mastery of the documents is only superficial and cannot be carried out in depth. c) The proportion of theoretical and practical teaching hours should be adjusted appropriately according to the training objectives of professional skills, and the assessment methods of courses should be optimized. At present, the practical teaching hours of undergraduate courses are generally low. Taking the international trade major of our university as an example, the total hours of its core course "foreign trade documents business" are only 48 hours, and it is difficult to achieve many professional skills training involved in this course.

5.2 Construction of Teaching Staff

The purpose of introducing talents before the transformation is to have high academic qualifications and professional titles, so as to prepare for further upgrading to a research university. After the transformation, the application-oriented universities should not pay too much attention to academic qualifications and professional titles in the operational and practical courses of foreign trade documents, and should vigorously attract foreign trade practitioners into the teaching staff. The school can also hire enterprise personnel as part-time teachers to teach students practical experience in combination with the actual situation of the enterprise. Please come in and go out is the “right arm” for the formation of the double teacher team. While introducing talents, schools should seek various ways to improve teachers' practical skills. Such as sending teachers to foreign trade enterprises for investigation and study. The school should also establish a long-term cooperative relationship with foreign trade enterprises. When teachers encounter problems that cannot be solved in teaching, they can timely consult the personnel of foreign trade enterprises, and can also strengthen the construction of a double division team. The full-time teachers in the school enter the practice of enterprises. Teachers can take advantage of their spare time, winter and summer vacation to practice in enterprises. Another way is to introduce part-time teachers. Off campus part-time teachers are often active in the front line of enterprises, with rich practical experience, which can bring different career and content to the campus document teaching. On the one hand, teachers should have solid professional theoretical knowledge, high academic level, and be able to better complete theoretical teaching; on the other hand, they should have industry background, rich professional practice experience, strong comprehensive application ability, and be able to better complete practical teaching tasks. The specific methods are as follows: encourage the existing teachers to actively engage in the teaching and scientific research of foreign trade documents and foreign trade correspondence, actively learn and participate in the relevant professional training of foreign trade documents and the latest business development of foreign trade correspondence, and practice their internal skills in the front of professional theory and practice; with the help of external forces, on the one hand, through the outside industry experts to lecture, enter the classroom, depending on Frequency teaching and other ways to participate in the course teaching, make up for the shortcomings of the school teaching team in the latest business practice; on the other hand, increase the enterprise practice experience of the team teachers, strengthen the in-depth cooperation between the teachers and the enterprise partners of production, learning and research, and constantly promote the cooperation and exchange of production, learning and research.

From the current practical teaching mode, the school leading teaching mode is mainly based on the practical training software platform, and the enterprise leading and school enterprise cooperative teaching mode is mainly based on post distribution and practical operation. At the same time, the following professional skills teaching mode is established in combination with the increasingly popular professional skills competition: a) We should make full use of the teachers and the existing training software platform to develop the application skills and lay the foundation of practical operation; b) Using professional skills competition to consolidate professional theory and professional skills and stimulate students' motivation to learn professional skills; c) By using the resources of practice base, we can enhance students' perceptual knowledge of professional skills, stimulate their initiative in learning, and further improve their ability and level of skill application.

5.3 Strengthen School Enterprise Cooperation

Using the school enterprise cooperation platform, further improve the level of professional skills, and test the students' mastery level of professional skills and the effectiveness of professional skills training and social needs. In the future development of foreign trade document teaching, we should start from the reality, combine the enterprise mode, break the traditional teaching mode, and create a new teaching mode. First of all, we should actively connect with enterprises, work out cooperation mechanism together, promote the practicality of teaching, and achieve a teaching mode centered on skill level and practical ability, assisted by the examination of vocational qualification certificate; second, schools should abide by the relevant rules and regulations of enterprises, and enterprises should also give real information to schools, both of which are based on the premise of good faith, and the teaching mode of foreign trade documents should be changed from In the theoretical knowledge, we should take the practical route, improve the cooperation mode, and achieve mutual benefit and win-win results. Thirdly, we should actively “bring in and go out”. The school can invite the relevant professionals of the enterprise to give lectures or trainings in the school, and tell the actual working process of the enterprise. Students can better learn the content that is not in the book. At the same time, the enterprise can also use the vacation time In order to better improve their own level in the future, we should organize students to

practice in enterprises, let them feel the practical process of foreign trade documents and understand the whole process.

6. Concluding

The development of foreign trade documents teaching is not only an essential course, but also a core course for foreign trade related majors in China. It plays an indispensable role in mastering the theoretical knowledge of students and training various professional documents skills. At present, there are still some problems in the teaching of foreign trade documents, which need more scientific development. In the future development process, no matter the curriculum construction, the teaching staff, or the school enterprise cooperation, we should make the teaching of the school more perfect, meet the actual needs, the enterprise can also get more talents, and achieve a real win-win situation.

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