

Teaching Problems and Reform Innovation of International Trade Majors in Colleges under the New Environment

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Abstract: *With the in-depth implementation of China's opening-up policy, China's foreign trade has been comprehensively enhanced, and the development vitality of some enterprises engaged in foreign trade business has been continuously strengthened. In this regard, China needs to continuously cultivate more professionals engaged in international trade, which will certainly usher in a new reform and innovation for the relevant majors of some colleges and universities. This paper mainly discusses the innovation of international trade education from the perspective of general universities, and analyzes the problems and obstacles, and then proposes corresponding countermeasures.*

Keywords: *International trade major; Teaching problems; Reform and innovation*

1. Introduction

With the continuous development of China's foreign trade, many institutions of higher education are offering courses related to it one after another. From the level of education system, this has a brand new requirement for students' learning ability and practical ability. Therefore, it is necessary to further enhance the quality of practical teaching, and gradually improve job skills training to ensure that the professional level of students continue to improve, and further promote the overall development of China's foreign trade. Then in the international trade professional teaching innovation activities, will certainly usher in some resistance and restrictions, we need to implement its targeted analysis and discussion, and then summarize a series of scientific and perfect response strategies.

2. The problems in the teaching of international trade nowadays

2.1. Lack of teaching practice experience of professional teachers

Due to the continuous development of the country's higher education career, the professional quality of teachers of international trade majors is constantly improving, however, they are generally teaching directly after graduating from university, most of them lack practical experience in participating in trade work, so they often appear in teaching activities such as reading from a book, resulting in obstacles to the enhancement of the relevance, practicability and effectiveness of teaching activities, and most students are unable to Deeper understanding of the professional courses intensifies the boring and tedious nature of teaching the courses.

2.2. Professional courses emphasize theoretical knowledge, and practical teaching content is insufficient

Nowadays, most of the international trade courses in higher education are taught in an old-fashioned way, and basically still take the method of "board book + lecture", even if some international trade case studies are interspersed, students can only passively listen to the theoretical knowledge level and can not be combined with the actual trade process. This teaching mode makes students lose their motivation to learn, and the knowledge of professional courses is not sufficiently absorbed.

In addition, for the students of international trade, practical training courses are essential, but most colleges and universities have serious problems of going formal in the practical training courses. Many

schools in the process of creating practical training base and looking for practical training software, did not really play the function of practical training teaching, and even some schools configure the simulation of practical software and trade actual business has a certain distance. For example, the Simtrade foreign trade practice platform in the international trade practical training course has a template for each step of foreign trade document filling operation, and the machine is used to judge the score, without teacher supervision and guidance. Based on this, many students tend to have paper and other situations, will feel that the practical training content is more boring, the formation of the practical training mentality, almost not much attentive to the practical assessment, resulting in a serious lack of their practical skills ^[1].

2.3. Lack of "bilingual" teaching for oral language development

In carrying out the actual business of international trade, the importance of English is more important, especially the spoken language. However, many students are "dumb" in spoken English, and many colleges and universities ignore the teaching of spoken English. In the current English teaching in colleges and universities, there is a general lack of attention to the teaching of spoken English, and even some teachers have problems in spoken English. This leads to the fact that students are very good in English listening and reading, and can pass the Grade 4 and 6 exams with excellent results, but they cannot express themselves fluently in English speaking, and their speaking ability is poor.

At the same time, in the university, the teachers' supervision of students is much less than before, coupled with the poor self-discipline of most students, the majority of students lack the self-awareness of improving spoken English. And in the international trade course assessment, the test papers are mostly in Chinese form, there is no English board, let alone the assessment of spoken English, which does not reflect the importance of English in international trade courses. But for international trade students, in the future in the practical work inevitably have to communicate with business partners in spoken English, which requires the teaching mode in international trade to pay attention to the oral section ^[2].

3. Analysis of the necessity of implementing innovative reforms in the curriculum of international trade

3.1. Curriculum reform is a necessary path to accomplish teaching and learning goals as soon as possible

When colleges and universities are training professionals during the period, it is very important to strengthen the construction of the curriculum. According to the research of some educational scholars, it is found that the essence of the current curriculum teaching is to create a perfect personality system, to ensure that it can promote the comprehensive development of professional practice courses, and to combine the realization of goals with the teaching content. In this regard, it is of great importance to improve the structure system of curriculum education in the university education system in order to promote the development of the university talent training business.

3.2. Curriculum innovation belongs to the basic needs of the training of professional talents in international trade

For the development of the international trade, it stands from the perspective of curriculum development, it is important for the teaching staff to master advanced professional knowledge to ensure that the latest market information can be delivered and instilled to students. For example, for some businesses related to cross-border e-commerce and customs declaration and taxation, it is important to understand the latest market information and industry policies. In this regard, the role of universities need to strengthen the curriculum innovation, so that students can be the first to grasp the practical knowledge of international trade, and further understand the market prevailing international trade and management skills. These relatively rich and sound theoretical knowledge and practical applications are very important, and through continuous innovation and reform, and constantly improve the basic conditions of the international trade curriculum, which is a necessary means to improve the curriculum system, to stimulate students' desire to explore, improve the professional level of students is very helpful ^[3].

4. The implementation of innovation in international trade teaching specific measures

According to the analysis of the above, in the current development of international trade teaching

career, it is necessary to combine the problems in the industry to carry out targeted analysis and discussion, and gradually optimize the corresponding innovation mechanism, so as to truly promote the overall development of China's international trade education career.

4.1. Apply diversified teaching mechanisms to improve the original teaching model

International trade practice activities, belonging to a professional course closely related to international trade activities, must focus on the cultivation of students' practical skills and professionalism. In this regard, in the daily teaching activities, it is necessary to introduce interactive teaching mode, but also need to create a heuristic teaching system, teachers need to improve the original teaching model, the use of diversified teaching methods to give a response.

With reference to the teaching methods of professors of international trade in the business school of Jiangnan University, the collaborative cooperative seminar teaching method was mainly introduced in the teaching, and the specific measures are as follows:

- The teacher proposes a topic and students conduct a group discussion. The teacher combined with the classroom content to put forward relevant issues to encourage students to discuss collectively, so that students can form their own teams and choose a cooperative seminar in the face of the teacher's choice of topics related to international trade courses, using the seminar to create a relatively active learning atmosphere, stimulate students' interest in discussion and desire to learn, improve the enthusiasm for international trade courses, encourage students to actively participate in the seminar activities, improve cognitive and discriminatory skills on the issue.

- Set up independent learning boards and course papers. Teachers design a series of topics for students according to the course teaching requirements, encourage students to take the initiative to go through the materials, organize relevant materials, and then write papers, which can help students integrate the knowledge they have mastered and improve their independent learning ability, absorb the knowledge more thoroughly, and is a positive impetus to cultivate students' research spirit and professional knowledge ability. Teachers can also understand students' mastery of knowledge through the papers written by students, and discuss with them to increase teacher-student interaction.

- Encourage students to explain in class. After determining the seminar selection, the group will work together to complete the PPT production and then explain it in class. Teachers and students can cultivate students' sense of exploration and gradually enhance their ability of independent exploration by swapping positions in their daily teaching activities, which is obviously helpful to improve students' language expression.

4.2. Adjust the assessment mode and increase the assessment link

The traditional form of international trade course assessment is mostly taken in closed-book mode, the usual score only occupies 30% of the weight, the form of a single boring, students treat the examination with a surprise psychology, the psychology of coping. Increase the weight of the usual score of the assessment, with a diversified teaching mechanism, the usual score is broken down into a number of indicators, giving the corresponding value, such as group seminars, PPT presentation performance, the quality of the paper, etc. The student's usual grade can be made up of the following components:

- My individual performance in the seminar group and the overall performance of my seminar group in class discussions.

- The quality of the papers I write in independent learning activities.

- Attendance, classroom performance, etc.

4.3. Promote the professional development of "dual-teacher" teachers

To gradually cultivate and improve students' practical handling ability, it is necessary to gradually cultivate and improve the practical application of the role. In the teaching activities of universities, teachers need to be arranged to observe and study in trade enterprises, and even understand the daily business operation process of enterprises without affecting the daily teaching activities, and enhance their practical application ability by directly participating in the import and export business processing activities. In this way, teachers can avoid problems such as "talking on paper" and ensure the comprehensive integration of theory and practice. In daily teaching activities, teachers can combine their

own feelings and thoughts with daily teaching contents, thus enhancing the infectious and persuasive power of teaching contents. Moreover, teachers in colleges and universities should carry out teaching and research activities with some foreign trade enterprises, invite some professionals working in banks, commodity inspection and customs to give lectures in colleges and universities, introduce to students some of their experiences in practical work and teach them the latest business knowledge, so that students can grasp some practical information dynamically [4].

4.4. Encourage students to participate in practical and event activities and create internship bases

The traditional teaching mode does not focus on the classroom practical activities, can not really cultivate students' application skills. In this regard, to ensure that international trade business knowledge can be intuitively absorbed and systematically digested by students, it is necessary to gradually increase the proportion of practical courses in the process of teaching relevant courses in universities, and encourage students to participate in more practical events, not just limited to practical training software and machine operation, for example, Jiangnan University Business School organizes international trade students to participate in the POCIB National Foreign Trade Competitiveness Competition every year. For example, the competition organizes international trade students from various schools to negotiate international trade sales contracts and experience the skills of writing English correspondence for inquiry, offer, return and acceptance, so that students and students can practice and compete with each other to improve students' motivation and motivate them to apply theoretical knowledge to practical operations.

At the same time, create a diversified and comprehensive experimental platform and build an international trade practice simulation laboratory to help students to be able to master some practical skills more objectively, such as: analysis of trade documents, business customs clearance, commercial inspection and tax refund, etc. Teachers should also do guidance and supervision to mobilize students' enthusiasm. Finally, if the conditions allow, the school needs to actively carry out cooperation activities with trade enterprises, create internship bases, encourage students to actively carry out internship activities in enterprises, which can fully grasp the international trade practice process, and gradually improve the practical application of students.

4.5. Development of bilingual teaching of international trade

For the application of international trade practice courses, English language skills are very important for the development of international trade business, in the teaching of international trade, should open the "bilingual" mode of education, improve the students are English. Therefore, in the teaching of international trade courses, language teachers with professional backgrounds abroad are hired to provide students with a beneficial language environment, so that students can truly understand the application of relevant terminology abroad. At the same time, in order to be able to improve students' English speaking ability, so that students become qualified international trade professional high quality personnel, teachers should combine the teaching of international trade English with English application, improve English ability, add English assessment in the traditional assessment mode of international trade related courses, speaking exercise, to promote the effective development of bilingual teaching, so as to improve students' English expression ability and enhance the whole The teaching quality of international trade majors [5].

5. Conclusions

There are four main problems in the teaching of international trade at the present stage, namely, the lack of practical experience of professional teachers, the emphasis on theory rather than practice, and the neglect of cultivating students' oral expression ability. In this regard, to further strengthen the reform of the curriculum mechanism, it is necessary to promote the comprehensive cooperation between universities, teachers and students, through continuous improvement of the curriculum teaching mechanism, enriching the teaching content, carrying out practical teaching activities, carrying out "bilingual" teaching, adopting diversified teaching modes, actively carrying out practical activities and creating internship bases, adjusting the assessment. We will promote the innovation and reform of international trade teaching in general colleges and universities, enhance the quality of teaching as much as possible, cultivate more international trade talents in line with the market demand, and ensure the sustainable development of China's foreign trade business.

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