

Analysis of the Talent Training Model for Cross border E-commerce in Higher Vocational Education under the Background of “Job Course Competition Certificate”

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Abstract: In April 2021, the National Vocational Education Conference proposed to promote the integration of “job course competition certificate” and improve the quality of education. This new concept reflects that in the context of the new era, in addition to requiring professional knowledge and skills, there is a greater emphasis on valuing the practical abilities and comprehensive qualities of talents. The comprehensive education model of on-the-job course competition and certification is a new innovative education mode at present, and it is a comprehensive education mechanism of vocational education and teaching reform. The purpose is to cultivate more high-quality technical and skilled talents and comprehensively improve the quality of technical and skilled talent training. This article explores the training mode of cross-border e-commerce talents in vocational colleges under the background of “job course competition certificate”.

Keywords: On-the-job course competition certificate; Cross border e-commerce talent; Training mode

The “job course competition certificate” refers to the combination of professional and corresponding job positions to set up courses, connect vocational qualification certificate examination courses with professional course teaching, achieve the combination of courses and certification, integrate courses with vocational qualification certificates, promote teaching and learning through competitions, thereby enhancing the practicality and professionalism of the professional curriculum system, and targetedly improving students’ abilities related to job positions, so that the cultivated talents can better meet market demand, and also accelerate the adaptation of talents to the development of the times. With the gradual opening up of the global market and the increasing convenience of cross-border logistics, more and more enterprises are expanding their overseas markets through cross-border e-commerce, and the demand for cross-border e-commerce talents in the market continues to grow. Therefore, cross-border e-commerce majors have very objective development prospects, and many vocational colleges have launched related majors. However, there is a shortage of cross-border e-commerce talents and high job mobility in the market. To change this situation, vocational colleges need to combine the background of “job course competition certificate” to change the talent training mode, constantly explore new teaching modes, and cultivate more high-quality talents that meet market demand.

I. Develop courses based on job positions

In the “job course competition certificate” integration model, the job refers to the employment position, which means that the curriculum system in the talent training plan is formulated based on the job requirements. This requires a full understanding of the responsibilities and job requirements of the corresponding positions in cross-border e-commerce, and the development of professional courses and practical training courses closely related to the job content, so that students can acquire the basic business skills required for the position in advance, enhance their employment competitiveness, and lay a foundation for their future entry into the workplace. The cross-border e-commerce major is an emerging field that has emerged in response to the development of economic globalization. Graduates of cross-border e-commerce majors in vocational colleges are capable of engaging in practical business and management of cross-border e-commerce in foreign-related economic and trade departments, various enterprises, and related units. Their main positions include platform operation and data analysis, visual design, network customer service, and other related work in cross-border e-commerce.

To fully understand the job responsibilities and characteristics of these positions, vocational colleges can organize professional teachers to conduct discussions through enterprise visits, online consultations, and searching for information, analyze the requirements for job skills, and then optimize talent training plans and offer corresponding professional courses based on skill needs. The cross-border e-commerce major has strong practicality and high requirements for students’ practical operation ability. However, most of the cross-border e-commerce majors in vocational colleges are still in the exploratory stage, and most of the teachers have not engaged in related positions in their majors. Some of the existing teachers are from traditional e-commerce, while others are from majors such as computer science, management, and information engineering who have transferred to cross-border e-commerce majors. They lack corresponding practical experience and cannot quickly grasp the teaching focus when facing practical professional job skills, nor do they understand the specific market situation. The practical ability of cross-border e-commerce teachers needs to be further improved. Therefore, vocational colleges can encourage teachers to intern at companies in related industries, gain a deeper understanding of job requirements and characteristics, and make scientific improvements to teaching content, making job courses more targeted and efficient. In addition, vocational colleges can also hire entrepreneurs, executives, and other professionals from cross-border e-commerce related industries to serve as lecturers on campus. Through lectures or public courses, students can receive professional training for their positions. Students can not only enhance their job-related literacy and skills, but also obtain more authoritative information and consultation, timely grasp the latest industry trends, and prepare themselves in advance. After graduation, they can quickly adapt to their positions and accelerate their career development.

II. Integrating certificates into the curriculum

Some specific positions in the cross-border e-commerce industry require employees to hold relevant certificates, such as document clerks, international freight forwarders, etc., to ensure that students' professional knowledge and skills meet the basic standards for engaging in this profession. However, obtaining relevant skill certificates requires students to spend a lot of time preparing. Under the integration of "job course competition certificate", universities should integrate certificates into their courses, so that students can obtain certificates while completing professional courses, thereby improving the efficiency of talent cultivation. At the same time, we should actively leverage the role of teachers. The integration of courses and certificates, as well as the integration of content, is the key. The instructor should first clarify and analyze the professional qualification certificates, skill level certifications, and industry standards of their major, and gain a deep understanding of the qualifications and ability requirements of practitioners in the cross-border e-commerce industry. Incorporate elements of vocational qualification assessment into the curriculum design to ensure that the course learning content conforms to vocational qualification standards, and closely integrate skill certification requirements with classroom teaching. By organically integrating the requirements of skill certification with professional courses and using skill certificates as learning outcomes, we aim to cultivate students' ability to comprehensively apply professional skills in solving practical and complex problems, and continuously optimize the curriculum content. Secondly, subject teachers should actively participate in authoritative and valuable vocational skill certification exams, obtain certification certificates, and participate in the evaluation process of skill certification, in order to familiarize themselves with the standards and evaluation requirements of skill certification.

The rapidly changing global economy has led to dynamic changes in the demand for talent capabilities in the cross-border e-commerce industry. Universities should adjust their talent training goals and plans in a timely manner according to the changing demand for talent capabilities. By actively collecting the demand for cross-border e-commerce talent capabilities in the job market, regular expert seminars on cross-border e-commerce talent training should be held to determine talent training goals and optimize talent training plans in a timely manner. Consider how to arrange courses related to job certification, especially practical courses that need to be combined with certification. Courses must be designed based on job requirements and courses must be taught based on certification. Secondly, it is necessary to consider clearly stating the "dual certificate" requirement of "1+X" certificate as a graduation requirement for students.

III. Conduct professional skills competitions

Traditional vocational colleges lack practical teaching and practical application ability training in cross-border e-commerce talent cultivation. Although the relevant professional course content is constantly updated and improved, students' learning is limited to textbooks and classroom scope, resulting in learning gaps in their spare time and almost no practical opportunities for students. Despite possessing sufficient theoretical knowledge and relevant professional certificates, students often fail to meet the vocational requirements of the relevant positions after graduation, and lack the ability to think and solve practical problems in the face of the job. A large part of the reason for the lack of practical ability is that students did not receive sufficient training during their school years, and vocational colleges lack practical teaching resources in cross-border e-commerce. The school can only carry out some relatively simple practical activities, and students' abilities cannot be fully improved and exerted. Therefore, they lack industry competitiveness in their careers, leading to problems such as difficult employment and inability to adapt to their positions.

The industries and positions involved in cross-border e-commerce require strong operational skills. In addition to professional courses and relevant certificates, students also need to be exercised through practice, which involves the "competition" in the "job course competition certificate" model, that is, using competition to promote teaching and learning. Therefore, vocational colleges should fully understand the actual needs of relevant positions, combine them with classroom theoretical knowledge to carry out relevant practical activities or professional skill competitions, and allow students to participate in the design, planning, execution, and operation of practical projects. This will enable students to fully understand the industry's relevant practical operation processes, as well as the precautions and potential risks during the operation process. Encourage students to participate in cross-border e-commerce industry competitions and skill contests, and make full use of competition platforms such as SEG POCIB software as supplementary learning resources to help students better master the skills required for their positions.

Secondly, we should take the skills competition as the guide, fundamentally strengthen the reform of teaching practice and theoretical curriculum system, and practice the "three education" reform. Firstly, we should strengthen school enterprise cooperation, enhance the construction of dual teacher teaching staff, and face the education direction of all students and comprehensive development, so that the competition can truly become a driving force for vocational school teaching reform. The second is the integration of standards. The skills competition is a demonstration and benchmark for teaching, and its competition content represents the most typical and representative job content, but does not cover all the content of the position. Teachers reconstruct course content according to the competition model, refer to the standards of the competition, integrate and design teaching projects, assessment requirements, and evaluation standards of the curriculum, so as to make classroom teaching more closely related to practical work needs, improve classroom effectiveness and talent cultivation quality. The third is to expand the coverage of professional teachers' participation in the competition. Teachers should actively participate in the competition, participate in the competition, guide the competition, and research the competition. They should be familiar with the projects and scoring standards of the competition, flexibly apply the various standards of the competition to project teaching,

integrate the standards of the competition into the curriculum, and enable more students to master them.

IV. Strengthen school enterprise cooperation

There are common problems in current school enterprise cooperation, mainly reflected in unclear division of responsibilities, lack of guarantee in cooperation processes, and insufficient depth of cooperation, which only remain at the level of providing internship positions for vocational college students. The concept of “integrating job, course, competition, and certification” emphasizes the importance of industry education integration and school enterprise cooperation, focusing on the collaborative cooperation of multiple entities such as schools and enterprises to achieve optimized allocation of educational resources and improvement of talent quality. It can be seen from this that strengthening school enterprise cooperation is very necessary. In the era of information technology, cross-border e-commerce is a very promising and popular major. If vocational colleges want to cultivate more high-quality cross-border e-commerce talents, they need to strengthen communication with relevant enterprises, deeply understand the employment requirements of cross-border e-commerce related positions, fully utilize the advantages of school enterprise cooperation, cultivate cross-border e-commerce talents more targetedly, improve the quality of talents, and improve the employment situation of talents.

Vocational colleges are originally aimed at cultivating applied talents with higher education professional knowledge and technical skills, promoting student employment, and providing high-quality talents for enterprises in various industries. Under the integration of job, course, competition, and certification, the cultivation of cross-border e-commerce talents in vocational colleges requires close cooperation between schools and enterprises. The two can standardize the cooperation process, strengthen cooperation guarantees, and clarify the division of cooperation responsibilities through the formulation of contracts and other means. Enterprises can provide first-hand information on relevant positions for universities, offer more teaching resources and professional guidance, while vocational colleges can organize relevant professional skill competitions based on the current requirements of enterprises for cross-border e-commerce talents. This can not only improve students’ professional literacy, but also provide high-quality talents for cross-border e-commerce positions in enterprises.

Summary

In summary, the cultivation of cross-border e-commerce talents in vocational colleges under the integration of “job courses, competitions, and certificates” should focus on developing professional courses that meet the relevant needs of enterprise positions, expanding students’ certification channels, conducting professional skills competitions, enhancing students’ practical abilities, strengthening school enterprise cooperation, and truly achieving the goal of setting courses based on job positions, integrating courses with certificates, and promoting learning through competitions. Only in this way can we fully leverage the collaborative role of multiple parties in nurturing talents, improve the quality of cross-border e-commerce talent training, alleviate the shortage of cross-border e-commerce talents, and implement the fundamental educational task of cultivating morality and talent.

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