

# Research on the Optimization of the Training Mode of E-commerce Professionals under the Background of "1+X" Certificate System

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**Abstract:** With the introduction and implementation of the 20 articles of vocational education, the integration of "1+X" certificate system and vocational education has been gradually strengthened, and the training mode of specialized talents has changed significantly. Under the social environment where the online economy is in full swing and the e-commerce talent gap is huge, the training mode of e-commerce professionals should be optimized in combination with the "1+X" certificate system to better meet the needs of students and socio-economic development. This paper first analyzes the "three-phase" relationship of the "1+X" certificate, and then discusses the current situation and improvement strategies of e-commerce professional talent training in combination with teaching practice, hoping to help e-commerce professional talent training.

**Keywords:** "1+X" certificate system; Electronic Commerce; Training mode of professional talents; optimization

The "1+X" certificate system is an important measure to promote the development of vocational education. Its application in the training of e-commerce professionals highlights the characteristics of vocational education types, and strengthens the consistency between the quality of talent training and the needs of online economic development. Applying the "1+X" certificate system to the teaching of e-commerce majors, cultivating students according to certain standards, and issuing academic certificates and vocational skill grade certificates they have obtained during their graduation will not only promote the standardization of e-commerce talent training, but also more comprehensively reflect the students' learning experience and professional ability development level.

## 1. "1+X" certificate "three-phase" relationship

### 1.1 Differences between "1" and "X"

#### 1.1.1 "1" and "X" are relatively independent

The "1" in the "1+X" certificate system refers to the academic certificate, and the "X" refers to the vocational skill level certificate. When applying this system to the training of e-commerce professionals, it is necessary to clarify the relative independence of "1" and "X". To be specific, their evaluation standards, licensors and management norms are different, which determines that they have different validity periods and credibility. First of all, it is the difference between the issuing subjects. The issuing subject of "1" is the education administrative department, while the "X" is the vocational education social training evaluation organization with corresponding qualifications. Secondly, there is a difference between the acquisition method and the evaluation standard. To obtain the "1" certificate, you must complete years of continuous systematic learning tasks, complete the required credits, reach a certain level of practice, and complete the corresponding graduation design. The time taken to obtain the "X" certificate is relatively short. Learners only need to receive short-term training, and the level of operating skills and professional knowledge reaches the "X" certificate standard and pass the evaluation. Based on the above two factors, "1" has a high social credibility and can be effective for life, which is currently widely recognized as a talent training form and evaluation standard. "X" has a relatively weak social credibility and a relatively short period of validity, but can more clearly reflect the professional skill level of talents.

#### 1.1.2 "1" is different from "X" in nature

The two are academic certificates and vocational skill grade certificates, which play a basic role in the development of students and promote the level of vocational skills. "1" is unique, while "X" can include several types of vocational skill grade certificates at different levels, which can represent students' vocational skill level and their comprehensive abilities in career development and vocational activities.

### 1.2 The same point of "1" and "X"

#### 1.2.1 Consistent education and training objectives

The training objectives of "1" and "X" are consistent. From this perspective, it is highly feasible to apply the "1+X" certificate system to the training of e-commerce professionals. First, both serve students. They need to improve their comprehensive ability and post (group) quality, strengthen their sustainable development ability, and meet the requirements of students' employment for professional ability development to varying degrees. Second, as a whole, the two constitute a new model of modern vocational education, which can play a synergistic role in the training and assessment of students' professional abilities. Third, both of them alleviate the domestic structural employment contradiction and adjust the balance between supply and demand of professional talents by enriching students' professional knowledge accumulation and cultivating students' post quality. They need to jointly serve the major strategic deployment in the field of

people's livelihood.

### 1.2.2 The same educational audience

"1" has the same educational audience as "X". Applying the "1+X" certificate system to the training of e-commerce professionals has an audience base, which can significantly improve the quality of talent training. Specifically, the service objects of both can include vocational college students, industry and enterprise personnel, and other social members, which determines that the application of the system in the teaching of e-commerce has a broad audience foundation and can be widely used in the teaching of related courses.

### 1.2.3 "1" and "X" are interrelated

"1" and "X" are closely linked and need to complement and rely on each other to play a synergistic role in the development of students. The interrelation between them has promoted the formation of the "1+X" standard system. In this standard system, "1" lays the foundation for students to obtain "X", and "X" is the expansion of "1", which can promote the development and improvement of students' professional ability. In the quality structure of specialized e-commerce professionals, "1" is in a subjective and fundamental position, representing the overall development of students in moral, intellectual, physical, aesthetic, labor and other aspects, as well as the level of professional education they receive. "1" focuses on solving the problem of sustainable development of students; "X" represents the situation that students receive vocational training and obtain vocational qualifications, focusing on solving the problem of vocational skills development. The combination of the two and the formation of the "1+X" standard system provide important support for the development of vocational education and the transformation of e-commerce talent training mode. When integrating "1+X" into the training of e-commerce professionals, it is necessary to explore relevant practical measures aimed at the consistency of talent training quality and online economic development needs, and the mutual unity of talent training and student development needs.

## 2. Teaching status of e-commerce major in higher vocational education

### 2.1 Lack of practical teaching scenes

With the rapid development of e-commerce, traditional teaching content and implementation methods have been difficult to meet the needs of students' professional quality development. Teachers need to introduce more cutting-edge e-commerce work scenarios to enable students to more contact with cutting-edge work tasks, environments and methods. In fact, the current construction of most practical teaching facilities has a certain lag, which is difficult to meet the needs of building rich practical teaching scenes, hinders the setting of practical content, leading to its obvious limitations. For example, the lack of practical teaching scenes causes that some practical skills can only be taught to students through theoretical teaching; Some experimental courses need to be carried out in the form of group cooperation teaching, and the number of members in each group is relatively large, resulting in less opportunities for students to contact relevant software and equipment, which is difficult to lay a solid foundation for them to obtain the professional certificate "X".

### 2.2 Less comprehensive training content

Influenced by teachers, equipment and other factors, some vocational colleges mainly focus on single subject practice content, while the arrangement of comprehensive training content is relatively small. There is a gap between the development of students' practical operation ability and the demand for online economic development. In addition, the syllabus of some vocational colleges did not specify the standards of vocational ability training at each practice stage, which hindered the standardized development of talent training and made the curriculum arrangement more arbitrary. Under the superposition of the above two factors, there is a lack of connection between e-commerce practice teaching and the "1+X" certificate system, which affects the achievement of talent training objectives.

### 2.3 Lack of students' learning initiative

With the strong support of the state, the problem of difficult enrollment in vocational colleges has been gradually solved. However, some colleges have the problem of "leniency in admission and leniency in outflow", which leads to uneven quality of talent training and relatively low social recognition of graduates. The relevant research results show that a considerable number of parents send their children to vocational schools because their children's exam results are not satisfactory. Many students choose e-commerce majors not out of interest, but because they follow the trend and follow the arrangements of their families. In this case, the students' learning initiative is naturally insufficient, and the application effect of the "1+X" system in the training of e-commerce professionals is difficult to improve.

### 2.4 Inadequate matching between school talent training and enterprise post demand

According to the survey on the career development of students majoring in e-commerce, a considerable number of students are confused about their future. They frequently change jobs after taking up their jobs, or they are engaged in jobs that do not match their majors. This is mainly due to the following reasons: First, the compilation cycle of textbooks is long. When teachers and students get textbooks, they often lose touch with the online economic development to a certain extent, resulting in a low degree of matching between the teaching content and talent training standards and the job needs of enterprises; Second, some teachers are from school to school, lacking practical experience in e-commerce related work, not familiar with online store operation, promotion process and technology, and

lacking big data application awareness and experience, which affects teachers' practical teaching; Third, some colleges and universities lack appropriate teaching platforms, which affects the connection between teaching content, process and actual e-commerce posts, resulting in students' lack of access to the backstage of mainstream e-commerce platforms such as Vipshop, Pinduoduo, JD, Tmall, Taobao, etc.

### **3. Teaching Reform Strategy of E-commerce Major in Higher Vocational Education under the "1+X" Certificate System**

#### **3.1 Co construction and sharing of resources to enrich practical teaching scenes**

First of all, connect the e-commerce course standards with the professional qualification certificate standards, set up typical learning tasks and students' ability training objectives for key posts and key work areas on the production line, and promote the application of the "1+X" certificate system in professional talent training programs, so as to achieve the goal of enriching practical teaching content and methods. Secondly, vocational training content will be integrated into the teaching content of the course, and the teaching content and talent training standard of e-commerce core courses will be improved in combination with the professional skill level standard. That is to say, it is necessary to set up e-commerce teaching content for the actual production process and flow of enterprises, guide students to obtain corresponding "X" certificates according to the category of post modules, and promote the wide application of enterprise education resources in practical teaching; In combination with the actual demand of the industry development for e-commerce talents, improve the communication mode between professional courses and relevant vocational skill qualification certificates, and promote the connection between the training standards of students' practical ability and the talent employment standards. Thirdly, it is necessary to promote mutual recognition of learning achievements, that is, to promote mutual recognition of school learning achievements and social training achievements through standardized practice curriculum.

#### **3.2 Improve the operation guarantee mechanism of "bank enterprise integration" and optimize the comprehensive training content**

##### **3.2.1 Professional Construction Steering Committee of University Enterprise Joint Construction**

With the guidance committee of professional construction jointly built by schools and enterprises as the starting point, we will refine the participation mode of industry elites in e-commerce talent training, optimize the way to play their educational advantages, and provide necessary guarantee for the setting of comprehensive training content. For example, higher vocational colleges can cooperate with the e-commerce backbones of excellent local enterprises to discuss the implementation of the "1+X" certificate, the orientation of professional talent training, the job needs of enterprises and other issues that both parties are concerned about, and determine the way for industry elites to participate in e-commerce talent training based on the relevant discussion results. The clear participation mode is conducive to giving full play to the advantages of e-commerce professional training, providing valuable advice and educational resources for the integration of "1+X" certificates, and promoting the construction of post practice platform, training scenes and task design to meet the actual talent needs.

##### **3.2.2 Reform the talent training mode of "multi certificate financing"**

Vocational education can serve the development of regional economy and play a good supporting role in the economic development of the current line. Vocational colleges should understand the needs of relevant enterprises for standardized e-commerce talents, reform the "multi certificate financing" talent training mode, and adjust the balance between talent supply and demand. For example, the content of practical training, the proportion of class hours and the elective courses should be adjusted according to the professional qualification content and the enterprise requirements. For this vocational college, it is necessary to carry out research activities on the talent needs of local and surrounding enterprises and the positioning of enterprises for the "1+X" certificate, and then determine the "X" professional qualification certificate and its grade that e-commerce students need to obtain in combination with relevant research data, so as to purposefully cultivate students' post competency and qualification.

##### **3.2.3 Integrate typical cases of enterprise production into the teaching of "1+X" courses**

Refer to the training standards and teaching contents specified in the "X" certificate to integrate the typical e-commerce post cases in the enterprise production into the teaching, promote the improvement and standardization of the teaching module design, and help students master the typical application methods of e-commerce knowledge in practice scenarios. These typical cases of enterprise production can not only be used as teaching resources in project-based teaching and online open teaching to promote students' professional quality from the level of comprehensive application, but also can be used as materials to integrate into theoretical knowledge teaching, so as to promote the innovation of teaching content, situation and tasks, and improve the interest and timeliness of theoretical knowledge teaching content.

#### **3.3 Integrate career planning education and strengthen learning initiative**

First of all, some students entered vocational schools because they failed in exams, their parents' suggestions, "following the trend" and other reasons. They did not have a clear understanding of the future development direction and vocational education, so they lacked goals and initiative in the learning process. For students who are confused about the future and are not interested in learning after entering

the university, vocational colleges can integrate career planning education into the training of e-commerce professionals, help students understand their majors and future prospects, and encourage them to strengthen their learning objectives and establish a good learning attitude. This is extremely important for students' professional course learning path and career development path. Secondly, "wide in and wide out" and strong differences in students' foundation are also important factors that affect students' learning atmosphere. Teachers can appropriately infiltrate career planning education according to students' level, guide students to adopt correct employment concept in the process of imparting students' e-commerce knowledge, and use it as an engine to boost students' active learning. For example, the integration of career planning education can cultivate students' pioneering spirit, family and country feelings, research spirit and dedication, promote them to "do what they do and love what they do", and promote online economic development by virtue of the unique ability advantages of vocational students.

### **3.4 Promote the construction of training facilities and equipment, and improve the matching degree with the job demand of enterprises**

Vocational colleges should actively promote the pilot construction of relevant skill level certificate assessment, improve the construction of training facilities and equipment and assessment methods according to the content of the "x" certificate, and improve the matching degree between e-commerce talent training and enterprise post needs. For example, colleges and universities should strictly follow the specific requirements of the training evaluation organization to increase investment in the configuration of training software and hardware, examination system, improve the configuration of training facilities and equipment, and promote the construction of pilot certificate assessment sites; Deeply integrate the certificate assessment content into the professional skills courses, set up training modules including information flow promotion, SEM promotion, SEO optimization, online store promotion, operation data analysis, online store customer service management, online store basic operation, online store decoration, online store opening and other practical contents, and promote the organic connection between "1" and "X".

## **4. Conclusion**

In a word, vocational colleges need to constantly optimize the training mode of e-commerce professionals based on the background of the "1+X" certificate system, so that it can better meet the needs of online economic development and play a regulatory role in the balance between supply and demand of professionals. As a teacher, we should understand the "three-phase" relationship of the "1+X" certificate and the current teaching situation of e-commerce major, promote the innovation of e-commerce talent training mode, enrich students' learning gains, and help them better adapt to the online economic development environment.

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