Research on cross-border e-commerce integrated cross-boundary talent training model based on school-enterprise cooperation

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Abstract: With the continuous development of globalization, cross-border e-commerce, as a new form of foreign trade development, has been rapidly developed in recent years under the influence of globalization. Therefore, the social market for cross-border e-commerce talent demand is growing. However, judging from the current training status of cross-border e-commerce talents in higher vocational colleges, there is a mismatch between them and the actual demand of social industries for cross-border e-commerce talents, which is mainly manifested in three aspects: knowledge, skills and quality. Therefore, it is necessary for major higher vocational colleges to actively explore a more scientific and effective new mode of training cross-border e-commerce talents, so as to improve the adaptability of cross-border e-commerce talents to industrial development. Based on this, this paper mainly carries out relevant research on the training mode of cross-border e-commerce cross-border compound talents in higher vocational colleges based on school-enterprise cooperation, for reference only.

Key words: Higher vocational colleges; School-enterprise cooperation; Cross-border e-commerce; Cross-border compound talents; Training mode

Nowadays, the development of cross-border e-commerce not only promotes the growth of China's social economy, but also significantly reduces the cost of foreign trade transactions in China, which is of great help to the upgrading and optimization of various industries in China. In 2022, the size of China's cross-border e-commerce market is about 15.7 trillion yuan, an increase of 10.56%, and the cross-border e-commerce transaction volume accounted for 37.32% of the total value of 42.07 trillion yuan of China's trade in goods in the year, which greatly promoted the transformation and upgrading of China's foreign trade. It can be seen that cross-border e-commerce plays an important role in promoting the high-quality development of China's cross-border trade. However, from the current point of view, China's cross-border e-commerce talent gap is large, and even shows a development trend of expanding year by year. Therefore, in order to solve the problem of talent shortage and further improve the quality of cross-border e-commerce professional talent training, major higher vocational colleges should shoulder the educational responsibility of cultivating cross-border e-commerce professionals.

1. The difference between the training of cross-border e-commerce professionals in higher vocational colleges and the industry's demand for talents

1.1 The difference of knowledge level

At present, the knowledge level of many students majoring in cross-border e-commerce in higher vocational colleges has not generally reached the level of "sufficient", and the students who have reached the level of "sufficient" are difficult to raise another level to reach the mainstream state. Moreover, on the basis of the needs of cross-border e-commerce, there are even fewer students who are widely involved in the study of knowledge content inside and outside the class and can integrate the knowledge and practical skills. Some students even fail to pass the basic examination of the school. However, the operation and development of today's cross-border e-commerce industry cannot be separated from composite talents with comprehensive knowledge and skills such as computer science, trade science and marketing science.

1.2 Comparison of skill level differences

Most students majoring in cross-border e-commerce in higher vocational colleges have strong ability in terms of operational skills, but relatively poor in terms of intellectual skills. The so-called operational skills mainly refer to the ability of students to operate cross-border e-commerce platforms, such as operating technology, focusing on micro-operation; While intellectual skills mainly refer to students' ability to discover, analyze and solve problems, including the ability of platform operation, innovation and entrepreneurship, focusing on macro operation. In order to ensure the sustained and stable development of China's cross-border e-commerce industry, it is necessary to have comprehensive and compound talents with good operational skills and intellectual skills as support and guarantee.

1.3 Quality level difference comparison

Each student's professional quality is different, and in the actual teaching of professional courses in some higher vocational colleges, the cultivation of students' professional quality even tends to be marginalized. In addition, as an important carrier for schools to carry out various cultural and sports activities, many activities carried out by schools are mainly to cultivate students' humanistic quality and enrich students' after-school life, relatively speaking, there is a lack of certain vocational elements. However, the cross-border e-commerce industry has higher requirements for the quality of its professionals and requires them to have a good sense of social responsibility.

2. The role of school-enterprise cooperation in promoting the training of cross-border e-commerce interdisciplinary talents in higher vocational colleges

2.1 Can contribute to the scientific cultivation of talents

Nowadays, many higher vocational colleges pay more attention to the teaching of theoretical knowledge for the training of professional talents. Even if some majors have practical links, the proportion of theoretical teaching is higher. Therefore, how to let students in the

limited classroom time to achieve both theoretical and practical learning, has become a big problem that many schools need to solve. At present, many schools have added relevant training rooms, so that students can carry out various skills competition training in the training room, or let them go to the relevant enterprises to go to the field training, in order to provide students with more opportunities and platforms for practical training. The talent training program based on this practical training is mainly implemented on the basis of school-enterprise cooperation, which not only allows students to accumulate more practical experience in cross-border e-commerce operation, but also helps the school to train outstanding professionals who are more in line with the needs of enterprises. It can be seen that school-enterprise cooperation can promote the development of cross-border e-commerce compound talent training programs in higher vocational colleges in a scientific direction.

2.2 Can facilitate the construction of professional courses

School-enterprise cooperation can promote the construction process of cross-border e-commerce courses in higher vocational colleges. In-depth analysis of cross-border e-commerce courses is not difficult to find that their teaching involves the knowledge content of many disciplines, such as cross-border e-commerce shop operation, cross-border e-commerce English and so on. Through the full cooperation between the university and the enterprise, students can learn and exercise in the products and cases of the same enterprise, and they can deepen their knowledge through this practice. In addition, cross-border e-commerce experts and excellent staff of enterprises will also provide students with certain guidance through school-enterprise cooperation, which is conducive to promoting the effective reform of teaching content and teaching links in schools.

2.3 Can provide better employment for students

Nowadays, with the continuous development of cross-border e-commerce industry, there is an increasing demand for cross-border e-commerce professionals. In school-enterprise cooperation, enterprises can establish practice and training bases in schools, so as to ensure that students can quickly adapt to the job requirements of enterprises after graduation, which is conducive to promoting schools to provide long-term and stable professional talents for enterprises. In this way, the employment competitiveness of students will be significantly improved, and the employment of students can be better promoted.

3. Based on school-enterprise cooperation, analysis of cross-border e-commerce cross-border compound talents training mode in higher vocational colleges

3.1 Construct a hierarchical talent training system

Based on the training of cross-border interdisciplinary talents of cross-border e-commerce in higher vocational colleges under school-enterprise cooperation, schools are required to combine the actual needs of cross-border e-commerce enterprises and reasonably build a talent training system to make it more hierarchical. For example, the talent training system can be divided into intermediate and senior levels. In addition, both schools and enterprises should establish a good cooperative relationship and jointly establish a talent training base inside and outside the school to ensure the quality of talent training. At the same time, the school should make full use of the educational advantages of "Internet +" to organically integrate the teaching resources related to the major, including the basic theoretical knowledge of e-commerce, new media marketing, international trade, business English and so on. In addition, the school teachers should actively carry out the "online + offline" combined hybrid teaching, and constantly expand the professional teaching path, so as to provide more help for the training of e-commerce talents.

3.2 Build a socialized practice training system

1. Establish a relatively complete multi-position incubation system

When developing cross-border e-commerce talent training programs based on school-enterprise cooperation, higher vocational colleges should consider the actual needs of enterprises for post employment, establish a relatively perfect multi-position talent incubation system, and take it as the main system for cross-border e-commerce cross-border composite talent training. In order to ensure the quality of talent training, school teachers can make detailed division of the talent training plan in specific course teaching practice, such as cross-border online shop operation direction, independent station operation direction, cross-border online shop art direction, cross-border live streaming direction, etc., and carry out targeted training according to the employment needs of different positions.

2. Carry out social training based on the practical training base

Based on the school-enterprise cooperative teaching mode, the construction and use of cross-border e-commerce off-campus training bases can make classroom teaching truly go out of the classroom, which is conducive to further deepening the good cooperative relationship between schools and enterprises. In addition, in the process of cultivating cross-border e-commerce professionals, the school should encourage students to actively participate in social training activities related to their major, and establish a corresponding talent training system, so that students can improve their practical ability through social training in off-campus practical training bases.

3. Set up a skill test platform based on corporate standard

From the current point of view, many cross-border e-commerce enterprises have not standardized management of the standards of employment, assessment and other aspects. Moreover, many higher vocational colleges do not carry out classification planning for the knowledge of various disciplines involved in cross-border e-commerce, nor do they set up corresponding guiding teaching programs according to the market demand. If the above problems are not solved in a timely and effective manner, it will be difficult for schools to improve the training quality of cross-border e-commerce talents. In this regard, schools may wish to cooperate with cross-border e-commerce enterprises to establish a practice platform, set the ability indicators according to the needs of enterprises for employment, and clarify the

teaching details and contents corresponding to each ability indicator. Among them, the school should add a skills test platform based on the enterprise logo, and use this as the data source of the ability index system. And teachers should adjust and optimize the relevant data provided by the enterprise, and make these data into test questions. Then, according to the students' performance to develop a simple evaluation report, teachers through in-depth analysis of the report data to understand the students' learning problems, and develop targeted talent training programs.

In addition, when the practical skills test platform is added, teachers can also introduce relevant courses into it, so that students can quickly participate in practical training after learning theoretical knowledge, which is convenient for teachers to monitor students' learning and training, and can also provide some reference and help for enterprises' talent recruitment. Enterprises can use the evaluation results of students on this platform as the basis for hiring talents. In this way, some excellent professionals can directly enter the enterprise to work, which not only improves the efficiency and quality of the enterprise's recruitment of talents, but also reduces the cost of talent mining.

3.3 Building laboratories based on school-enterprise cooperation

In order to further find out the shortcomings of students and shorten the ability difference between students at different levels, schools and enterprises should jointly build open laboratories based on students' ability test results and academic performance and other data information, so as to improve students' professional literacy and technical skills. Among them, the construction of the laboratory, mainly by the school to provide experimental sites and environments, enterprises to provide students with real online e-commerce tasks. At the same time, both the school and the enterprise should jointly adjust and optimize these e-commerce tasks, reasonably set the skill requirements of each job, and set some course contents based on this, such as project-type cases and professional skill evaluation.

In addition, in the laboratory, school teachers should strengthen the employment guidance to students. Enterprises should also actively provide more practical training services, such as teacher training, employment services, and student examination certification, which is not only to provide a comprehensive level of school teachers, but also to better reduce the cost of talent exploration and improve the employment rate of students.

4. The conclusion

In short, cross-border e-commerce, as a new form of foreign trade development, has developed rapidly in recent years, and its development must be supported and guaranteed by cross-border cross-border talents. Therefore, higher vocational colleges must be based on school-enterprise cooperation, actively explore the new mode of cross-border e-commerce training, and reasonably formulate talent training programs to ensure that the cross-border e-commerce training is more in line with the actual employment needs of enterprises, so as to improve the employment competitiveness of students.

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