Cultivation of innovative talents for cross-border e-commerce majors in universities

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Abstract: *Youth is the future of a country, and college students are the core force among young people. Colleges and universities should begin with deepening educational reform, follow the basic principles and laws of education and teaching, explore the path to building modern and innovative talents, pay attention to the "innovation" elements in the process of talent cultivation, and strive to improve college students' understanding of innovation, entrepreneurship, and professional knowledge and skills. Based on the characteristics of cross-border e-commerce majors, this article discusses the curriculum system, teaching mode, and faculty construction of cross-border e-commerce majors, and proposes a reform plan for cultivating innovative talents in cross-border e-commerce majors in universities under the new situation.*

Keywords: *Innovation and entrepreneurship; Talent cultivation; Major in cross-border e-commerce*

In response to the national call, various universities actively carry out innovation and entrepreneurship education based on the characteristics of cross-border e-commerce majors to meet the demand for innovative and entrepreneurial senior talents in today's national economic development. The implementation of innovation and entrepreneurship education in universities can further improve the innovation and entrepreneurship quality and ability of cross-border e-commerce majors, enrich practical operation experience, and lay a solid foundation for talent cultivation.

1. Current situation of cross-border e-commerce talent cultivation in the context of "Internet plus"

1.1 Unclear course objectives

What should undergraduate e-commerce courses emphasize? Technical, commercial, or both? Currently, all three situations exist. Some polytechnics focus on technology, some liberal arts universities focus on business, and some comprehensive universities focus on both. It is very common and necessary to set up e-commerce teaching based on the characteristics and advantages of each major, but there should be clear talent training objectives. If it is biased towards one aspect, it is easy to have low teaching efficiency, low employment rate, and a disconnect between theoretical teaching and industry requirements [1].

Currently, some universities have the problem of conflicting school training objectives with actual knowledge learned. Therefore, when constructing a skills training platform, it should be noted that actual training should be consistent with the course knowledge learned by students. Generally, a skills training platform can be constructed from three aspects: e-commerce application knowledge, e-commerce management knowledge, and e-commerce technology knowledge. According to the survey, there are many specific courses that students should study before actual training. For example, under the course of e-commerce management, there are e-commerce operation management, e-commerce project management, e-commerce information management, e-commerce marketing management, e-commerce logistics management, e-commerce security management, e-commerce law, etc. Under the knowledge of e-commerce security management, there are also some types of courses, such as security management systems, risk management, system security, credit management, etc. Therefore, attention should be paid to the relationship between the various courses in order to help students gradually learn various professional knowledge. Cross-border e-commerce is a rapidly developing new field of foreign trade. The rules of the platform are frequently updated, which is matched by high-quality cross-border e-commerce talents [2]. Practitioners must also possess multidisciplinary knowledge and professional skills in foreign trade English, e-commerce, international trade, and other fields[3]. In order to cultivate

cross-border e-commerce talents who are output oriented and adapt to the needs of the times, the theory and practice of teaching design for cross-border e-commerce courses must also be adjusted to reflect market changes and business needs, in order to better meet the learning needs and preferences of students and the social demand for talents.

1.2 Lack of practical environment for cross-border e-commerce education

The effective development of innovation and entrepreneurship education cannot be separated from the support of relatively complete software and hardware conditions. The reality is that experimental conditions are lacking and the training environment required for innovation and entrepreneurship education cannot be met. Universities often use a single teaching platform in the actual teaching process, for example, using one of Alibaba International Space Station, eBay cross-border e-commerce platform, and QuickConnect platform. Therefore, for students, operations involving cross-border e-commerce are more like conceptual operations, and they cannot actually understand the deeper meaning of cross-border e-commerce, making it difficult to meet the urgent demand for cross-border e-commerce talents in the market. Cross-border e-commerce involves a wider range of fields than traditional e-commerce, with more extensive and complex rules, and cross-border trade is richer and more flexible. The cross-border e-commerce market has increasingly high requirements for talent quality, and the cross-border business talents cultivated based on the benchmark level of cross-border transactions on a single e-commerce platform are far from meeting their quality requirements. Currently, cross-border e-commerce talent training in universities is still in its infancy, with weak business English foundation, insufficient market analysis skills, and relatively lack of data analysis knowledge. Students' innovative ability and strategic thinking are difficult to adapt to the requirements of the cross-border market. In this context, school-enterprise cooperation emerged in response to the trend, providing a better improvement plan for the material experimental conditions of innovation and entrepreneurship education. Students can choose appropriate e-commerce skill modules based on their personal needs or job employment needs, thereby reducing the cost of educational resources and achieving higher educational output. On the one hand, the joint participation of teachers and students in experimental and practical training projects not only effectively stimulates the interest of college students in participating in entrepreneurial projects, but also effectively solves the funding problem of colleges and universities in purchasing experimental equipment, constructing project incubation bases, college student entrepreneurship parks, and other training bases by utilizing existing resources of the enterprise, effectively promoting regional economic development, and achieving win-win results for schools and enterprises.

2. Cross-border e-commerce professional training reform plan

2.1 The Construction of Innovation and Entrepreneurship Education Environment

Colleges and universities should fully mobilize all forces, encourage college students to actively participate in entrepreneurial practice activities both on and off campus, and carry out various forms of campus entrepreneurial skills competitions, entrepreneurial practice on campus, and social practice outside campus to stimulate students' entrepreneurial enthusiasm. We should attach importance to the construction of entrepreneurial platforms and provide software and hardware support for the development of innovative education. The campus new media platform can be used to promote entrepreneurship knowledge in universities. College students who actively participate in entrepreneurship and achieve outstanding results should be commended and rewarded, and excellent students should be promoted to encourage their entrepreneurial enthusiasm. Colleges and universities can combine the characteristics of various majors, integrate internal and external resources, and build a favorable environment suitable for the growth and development of cross-border e-commerce students. The cultivation of cross-border e-commerce professionals is a systematic project that requires the joint efforts of the government, universities, and enterprises. The key to cultivating cross-border e-commerce innovative talents lies in building a collaborative education mechanism, improving the evaluation mechanism, and improving the quality of talent cultivation and social service capabilities.

2.2 Carry out the integrated teaching mode of "competition, certificate and training"

In addition to participating in various cross-border e-commerce skills competitions, college students can also participate in innovation and entrepreneurship competitions to improve their practical

application ability and employment competitiveness. On the one hand, the development of cross-border e-commerce has provided college students with opportunities and platforms for innovation and entrepreneurship. In the context of "Internet plus", innovation and entrepreneurship have become a new choice for college graduates; On the other hand, the state encourages students from higher education institutions to actively participate in innovation and entrepreneurship practices, and provides them with many entrepreneurial training and practical opportunities. Under the guidance of mentors and company technicians, students can create multinational e-commerce enterprises and continuously accumulate management experience through these entrepreneurial practices. Outstanding entrepreneurial projects and teams can participate in the "China E-commerce Entrepreneurship and Innovation Competition", "Internet plus Undergraduate Innovation and Entrepreneurship Competition", and so on. The scenario simulation during the competition stage can actually develop students' basic skills, teamwork awareness, and ability to analyze and solve problems. Colleges and universities should take advantage of competitive opportunities to engage in in-depth cooperation with cross-border e-commerce enterprises to address the contradiction between the talent needs of cross-border e-commerce enterprises and the difficulties of students' employment and entrepreneurship.

Developing a new model of cooperation between schools and enterprises, where the practice of enterprises is usually ahead of that of schools, points out the direction for conducting various training activities. In fact, the realization of the goal of cultivating high-level talents in cross-border e-commerce requires the joint efforts of universities and society. First of all, universities should determine talent cultivation goals based on the actual economic development of different regions. Universities can cooperate with enterprises to develop training plans and objectives, and choose teaching methods that are consistent with talent cultivation goals. Secondly, universities can hire technical personnel from cross-border e-commerce enterprises to enter the classroom based on actual situations, provide students with the latest information about the cross-border e-commerce industry, and use exciting stories from the actual industry to stimulate students' thirst for knowledge. Then, college students can be encouraged to study cross-border e-commerce training operations in cooperative enterprises and conduct preliminary training, including basic work skills, cross-border e-commerce platform knowledge, cross-border online marketing, customer service, career orientation, career planning, etc. This is conducive to shortening the distance between students and society. In addition, enterprises and universities should strive to establish a training base to serve cross-border e-commerce enterprises, establish a cooperation mechanism between schools and enterprises, and carry out "personalized" cross-border business talent training.

2.3 Construction of cross-border e-commerce education environment

Through practical training using e-commerce platforms, students can apply e-commerce knowledge to practical practice. Through a virtual online practice, college students can also effectively apply knowledge and practical experience, and can use these knowledge and experience in future practical work. This should be the design expectation of practical training on e-commerce platforms. The platform design process ends with achieving goals. In the design of virtual activities, it is necessary to take into account reality and all possible situations, so that students can experience the real scene of the activity in a virtual environment, so that students can accumulate truly useful practical experience. During the design process of the e-commerce platform for internship training, specific conflicts should be fully considered. How to motivate students to maintain extensive learning and sustained motivation for different types of knowledge is the primary and one of the most important issues in the design of training platforms. How to stimulate and maintain students' interest in learning, and what methods can better help teachers and students use the training system, these two issues are the most important issues that we should seriously consider.

School-enterprise cooperation is a form of government guidance, led by schools and enterprises, leading teachers and students to participate together. During this period, the school provides talents for enterprises. The school focuses on cultivating students' vocational skills, strengthening their vocational and technical knowledge, improving their employment competitiveness, integrating resources between the two, applying classroom knowledge to practice, and cultivating talents with professional theoretical knowledge and practical skills to meet the employment needs of enterprises. The principle of school-enterprise cooperation is that both parties share information and resources. Enterprises provide free equipment for schools, while schools cultivate talents for enterprises. Students can organically combine theoretical knowledge learned in schools with practical skills learned in enterprises to achieve complementary advantages between schools and enterprises. This not only ensures the employment rate of students, but also enables enterprises to obtain talents, thereby achieving a win-win situation.

2.4 Emphasize the coordinated development of students' knowledge, skills, and qualities

Design teaching models based on students' learning characteristics and learning needs, and make full use of online teaching platforms to improve teaching effectiveness. For example, cross-border e-commerce business knowledge, simple case analysis, and single ability training can be based on online learning. Important and difficult business knowledge, complex case analysis, and comprehensive ability training can be conducted offline. At the same time, carry out auxiliary teaching activities based on online teaching platforms. Explore the course system of "Cross Border E-commerce Theory and Practice" with the main line of cross-border e-commerce business process, featuring business ability cultivation, and supported by information technology. In order to achieve the coordinated development of students' practical knowledge, abilities, and qualities in foreign trade, we combine cross-border e-commerce knowledge transfer, business practical ability cultivation, and professional comprehensive quality education. We use teaching methods such as scene simulation, picture display, case study, and platform practice to combine knowledge teaching with the actual business of cross-border e-commerce. In order to meet the needs of students with a wide range of knowledge and foreign trade firms with high requirements for business skills, a teacher based model is not sufficient. The cross-border e-commerce curriculum reform should fully understand the interdisciplinary core competency requirements of cross-border e-commerce talents, and strive to break away from the constraints of traditional education models in today's increasingly complex trade environment and rapid development of network technology. Based on "output" and "learning effect", explore a new teaching method that can transcend the boundaries of disciplines and cultivate the comprehensive abilities of diverse talents, to achieve the effective cultivation of new composite talents.

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