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Innovation Research on PBL Teaching Model for International Trade Talent Training under the Background of Industry-Education Integration

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Abstract: *With the acceleration of globalization and the increasing competition in international trade, cultivating high-level international trade talents with international vision and practical abilities has become an important task for higher education worldwide. This study aims to explore the innovative strategies and values brought by the application of the PBL (Problem-Based Learning) teaching model in international trade talent training under the background of industry-education integration. Through constructing courses that meet the needs of international trade majors, innovating teaching methods, integrating enterprise resources, training teachers, and establishing evaluation and feedback mechanisms, this study finds that the PBL teaching model can effectively cultivate interdisciplinary abilities, practical skills, innovative thinking, professional qualities, and lifelong learning abilities of international trade talents in the context of industry-education integration, providing new ideas and methods for international trade talent training.*

Keywords: *PBL Teaching Model; Industry-Education Integration; International Trade Talent Training*

1. Introduction

With the progress of the times, industry-education integration has become an important path to promote higher education reform and talent training. The PBL teaching model, as a problem-oriented and student-centered teaching method, has attracted much attention due to its compatibility with the concept of industry-education integration. However, further research and practice are needed to fully leverage the role of the PBL teaching model in the training of international trade talents under the background of industry-education integration.

2. Theoretical Foundation

2.1 Overview of PBL Teaching Model

Problem-Based Learning (PBL), as an instructional method centered on problem-solving, has garnered significant attention in the educational field. Its core concept lies in presenting students with specific problems to stimulate their interest and motivation for active learning, prompting them to engage in active exploration and cooperative learning in the process of solving these problems. The PBL teaching model emphasizes student participation and constructivism, focusing not only on the acquisition of knowledge but also on the cultivation of students' thinking methods and problem-solving abilities. In higher education, the PBL teaching model has been widely used to develop students' innovative capabilities, teamwork spirit, and practical application skills, becoming an effective approach to promote comprehensive student development.[1]

The PBL teaching model typically includes the following basic steps: first, the teacher presents a real and challenging problem to provoke students' thinking and discussion; second, students set learning goals based on the problem and independently acquire relevant knowledge and information; then, students discuss and collaborate in groups to solve the problem and formulate solutions; finally, students present their results to the whole class and receive feedback and evaluation. Through this process, students not only acquire knowledge but also develop problem-solving abilities and autonomous learning awareness, thereby enhancing their overall quality and competitiveness.

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2.2 Theoretical Foundation of Industry-Education Integration

Industry-Education Integration (IEI) establishes a close cooperative relationship between the industry and educational sectors, particularly under the context of the new engineering disciplines, aiming to effectively align educational practices with industry demands through joint participation in talent training and research projects. This cooperative model emphasizes a practice-oriented approach, combining classroom teaching with actual industry environments. It not only enhances students' practical and problem-solving abilities but also fosters their innovative spirit. Within this framework, students can directly apply the knowledge they have learned to real work scenarios, thus achieving an effective transformation of knowledge and skills.

Furthermore, IEI advocates for cross-sector collaboration and resource sharing, combining the practical scenes and project support provided by the industry with the professional knowledge and talent cultivation platforms of educational institutions, thereby realizing complementary resources and advantages. This cooperation not only promotes a positive interaction between higher education and industry development but also emphasizes the comprehensive cultivation of students' overall qualities and professional abilities. Through participation in actual projects and internship opportunities, students can comprehensively enhance their professional skills, teamwork capabilities, and innovative consciousness, better adapting to the rapidly changing demands of societal development.[2]

3. Innovative Strategies for International Trade Talent Training through PBL Teaching Model under Industry-Education Integration

3.1 Constructing Courses Meeting the Needs of International Trade Majors

In the context of industry-education integration, constructing courses that meet the needs of international trade majors is crucial. Firstly, the curriculum should closely align with the latest developments and actual demands in the field of international trade. This means that course content should include topics such as international trade policies, international market marketing, and cross-border e-commerce. These topics not only help students understand the fundamental principles of international trade but also enable them to learn about the trade environments and cultural characteristics of different countries and regions.

Secondly, course design should aim to develop students' cross-cultural communication skills and international perspectives. Introducing international cases and practical projects is vital in this regard. Through these cases and projects, students will have the opportunity to deeply understand the actual operation of the international trade field and think about and solve trade issues under different cultural backgrounds. Additionally, it is essential to focus on cultivating students' data analysis and information technology skills to prepare them for the increasingly digital and intelligent trends in international trade.

By implementing these measures, we can construct a comprehensive curriculum system for international trade. Such a curriculum not only enhances students' overall quality and competitiveness but also lays a solid foundation for their future career development in the international trade field.

3.2 Innovating Teaching Methods for International Trade Talent Training

To address the unique characteristics and urgent needs of international trade talent training, it is necessary to continuously innovate teaching methods to improve teaching effectiveness and student capability levels. One innovative teaching method is the case teaching method, which uses real international trade cases to stimulate students' interest and thinking abilities, thereby cultivating their problem-solving skills. The case teaching method combines theoretical knowledge with practical cases, enabling students to learn how to analyze, think, and solve problems through specific issues, thus organically integrating learning content with practical experience.

Introducing team project learning is also an innovative teaching method. By having students work in groups to complete international trade practice projects, their teamwork and communication skills are enhanced. This teaching method not only improves students' practical abilities but also cultivates their leadership and team spirit, allowing them to learn from each other and grow together through cooperation.[3]

Using information technology to conduct online courses and distance education is another innovative teaching method. With the continuous development of information technology, online courses and

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distance education have become important teaching methods. This approach allows students to learn anytime and anywhere, making learning more flexible and convenient. Moreover, online courses can utilize multimedia technology and interactive teaching platforms to provide more vivid and engaging teaching content, stimulating students' interest in learning and improving learning outcomes.

3.3 Integrating Enterprise Resources with Teaching Resources

Integrating enterprise resources with teaching resources is a crucial approach to promoting international trade talent training in the context of industry-education integration. Establishing cooperative relationships between schools and international trade enterprises is essential. Through collaboration with enterprises on practical projects and providing internship opportunities, students can gain valuable practical experience, enhancing their actual abilities in the international trade field. Additionally, enterprises can offer students career development opportunities, helping them understand industry dynamics and employment requirements, and providing important references for their future career planning.

Schools can leverage enterprise resources to offer specialized courses or invite enterprise experts to give lectures. This approach not only provides students with the latest industry information and practical experience but also helps them understand enterprise operation models and management methods, enhancing their professional qualities and career abilities. Moreover, interaction with enterprise experts can give students deeper industry insights and practical guidance, aiding them in better adapting to future career development needs.

By integrating enterprise resources with teaching resources, the curriculum can better meet actual demands, improving students' practical abilities and professional qualities. This school-enterprise cooperation model not only helps students better understand and apply their knowledge but also provides them with broader career development opportunities and more employment prospects.[4]

3.4 Professional Training for Teachers

Ensuring the quality of teaching and enhancing teachers' teaching levels is particularly important, and professional training for teachers is crucial in this regard. This training should cover professional knowledge such as international trade policies, cross-border e-commerce platform operations, and marketing strategies, as well as enhance teachers' teaching methods and classroom management skills. First, teachers need to deeply understand the latest trends and developments in the international trade field and master cutting-edge industry knowledge to better guide students in their learning and practice. Second, teachers need to master skills for flexibly applying the PBL teaching model and innovative teaching methods to adapt to the constantly changing educational environment and student needs. Through such professional training, teachers can continuously improve their teaching levels and professional qualities, providing better support for international trade talent training.

Moreover, professional training should also focus on improving teachers' teaching methods and classroom management skills. During the training, teachers should learn how to better organize classroom teaching, design teaching content, manage student learning, and evaluate learning outcomes. Enhancing these abilities will help teachers better perform their teaching roles, more effectively guide students' learning, and improve teaching effectiveness and quality.

By providing professional training for teachers, their teaching levels and professional qualities can be continuously enhanced, offering better support for international trade talent training. This training not only helps teachers better adapt to changes in the educational environment but also promotes continuous innovation and improvement in teaching methods and classroom management skills, driving the ongoing development and progress of educational work.[5]

3.5 Establishing a Comprehensive Evaluation and Feedback Mechanism

Establishing a comprehensive evaluation and feedback mechanism is crucial for the effective implementation of the PBL teaching model under the background of industry-education integration. This mechanism should cover both individual performance evaluation and team project outcome evaluation to comprehensively understand students' learning conditions and teamwork abilities. Firstly, individual performance evaluation can be conducted through exams, assignments, and other methods to assess students' individual abilities and learning outcomes. Secondly, team project outcome evaluation should emphasize teamwork and the quality of results, using project reports, oral presentations, and other

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methods to comprehensively assess the level of cooperation and project implementation effectiveness.

To conduct evaluations more effectively, various evaluation methods should be designed based on actual conditions to ensure comprehensiveness and objectivity. Besides traditional exams and assignments, project reports, oral presentations, field studies, and other methods can also be adopted to provide students with diverse evaluation channels, comprehensively assessing their learning outcomes and skill levels from different perspectives.

Providing timely feedback and guidance based on evaluations is also crucial. Through timely feedback, students can understand their learning conditions, identify shortcomings, and make timely improvements, thereby enhancing learning effectiveness and motivation. Teachers should provide specific and targeted feedback to offer effective learning guidance, helping students better understand and master the knowledge they have learned.

By establishing a comprehensive evaluation and feedback mechanism, students' learning motivation and effectiveness can be effectively promoted, improving teaching quality and outcomes. This mechanism not only aids in cultivating individual student abilities but also facilitates smooth teamwork and project implementation, providing strong support for the PBL teaching model under the background of industry-education integration.

4. The Impact and Innovative Value of the PBL Teaching Model on International Trade Talent Training under the Background of Industry-Education Integration

4.1 Cultivating Interdisciplinary Abilities in International Trade Talent

The application of the PBL teaching model in international trade majors particularly emphasizes the design and implementation of actual projects to cultivate students' interdisciplinary abilities. When handling international trade projects, students are required not only to use economic principles but also to integrate knowledge of marketing strategies and international regulations, forming a multidimensional solution framework. This educational approach demands that students combine theory with practice, deepening their understanding and application of disciplinary knowledge through hands-on activities.[6]

Moreover, the interdisciplinary learning environment fosters the development of students' comprehensive thinking abilities. When solving complex issues such as international market entry, trade negotiations, and international cooperation, they must consider multiple business and legal factors. This comprehensive thinking approach enables them to adapt quickly to the ever-changing international trade environment and effectively respond to various challenges. In this way, the PBL teaching model not only enhances students' academic abilities but also hones their problem-solving and decision-making skills in real-world contexts.

4.2 Enhancing Practical Abilities of International Trade Talent

The implementation of the PBL teaching model in industry-education integration significantly enhances the practical abilities of international trade students. Through collaboration with industry enterprises, students have the opportunity to participate in real international trade projects that involve both theoretical learning and practical skills development. In this educational setting, students must apply classroom knowledge to specific business operations, such as market analysis, risk assessment, and cross-border negotiations. Such practical experiences greatly enrich their professional skills.

Additionally, by participating in real project execution, students significantly improve their project management and team collaboration abilities. In these projects, they are responsible for planning and budgeting and need to collaborate with team members from diverse backgrounds to tackle various challenges. This cross-cultural collaboration experience not only enhances their communication skills but also lays a solid foundation for their future careers in a globalized work environment. Through this approach, the PBL teaching model ensures that students are highly competitive in both academic and professional fields.

4.3 Cultivating Innovative Thinking in International Trade Talent

In the PBL teaching model, innovation is not just a component of teaching but its core concept. This model places students in constantly changing market environments, encouraging them to face real international trade challenges, such as exploring emerging markets, adapting to changes in international

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trade policies, and responding to global economic fluctuations. Students are motivated to analyze these complex situations and design innovative solutions and business models. This practice not only tests their theoretical knowledge but also significantly enhances their ability to apply this knowledge in real work scenarios.

Furthermore, the PBL teaching model deepens students' critical thinking and problem-solving abilities. By deeply analyzing various business challenges and thinking innovatively, students learn to consider problems from multiple perspectives and seek diverse solutions. This capability equips them with leading innovation skills in the international trade field, enabling them to quickly respond to various challenges in the complex and ever-changing global market. Through this cultivation method, PBL ensures that international trade talent can not only keep up with trends but also lead them.

4.4 Enhancing Professionalism in International Trade Talent

The PBL teaching model is committed to simulating real work environments in the teaching process, significantly enhancing students' professionalism. In actual project implementation, students must exhibit professional attitudes and ethical standards. Through participation in these simulated business environments, students learn how to maintain professionalism at work, stay calm under pressure, and understand the importance of adhering to ethical norms in actual work. This is not just about learning technical skills but also about practicing and reinforcing professional behavior and ethical concepts.

Additionally, through this educational model, students' sense of responsibility, integrity, and respect for clients are systematically cultivated. These professional qualities play a crucial role in their future careers. When solving real business problems, students must consider not only efficiency and effectiveness but also the ethical and social impacts of their actions, ensuring that their decisions and behaviors align with professional ethical standards. Such teaching arrangements enable students to quickly adapt to the workplace environment after graduation, becoming both professional and ethically responsible international trade professionals.

4.5 Cultivating Lifelong Learning Abilities in International Trade Talent

The PBL teaching model emphasizes cultivating the lifelong learning abilities of international trade students in the dynamic and constantly evolving global market. Through continuous project challenges, this teaching method stimulates students to proactively explore new knowledge and technologies, pushing them to continually progress academically and professionally. In this educational framework, students are encouraged to understand and adapt to the needs of emerging markets and master the latest trade policies and international business regulations, which are the driving forces for their continuous growth in their future careers.

Moreover, the PBL teaching model, through real business projects, teaches students how to be self-driven and self-updating in their learning. This model not only imparts professional knowledge but also teaches students how to face ever-changing challenges in their careers and how to continually seek opportunities for learning and improvement at work. In this way, students develop lifelong learning abilities, ensuring they remain competitive and adaptable in the globalized workplace. This ability is crucial for their future success and is an indispensable asset for them as international trade professionals.

5. Conclusion

This study explores and innovates the practice of the PBL teaching model in international trade talent training under the background of industry-education integration, analyzing its impact and innovative value on international trade talent training. In the future, further theoretical exploration of the PBL teaching model and industry-education integration can be deepened, and related research fields can be expanded to explore more effective models and strategies for international trade talent training to adapt to the new trends and requirements of international trade development.

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