

Teaching Discussion on the Course of International Trade Practice

Minghao Feng^{1,*}

¹Yantai Nanshan University, Yantai, Shandong 265713, China

*Corresponding author. Email: 2570222719@qq.com

ABSTRACT

As the core course for international trade majors, the teaching of international trade practice requires students to have a good English foundation, teachers to have rich practical experience, and classroom teaching to be closer to the actual operation. But at present, the teaching of this course in many colleges and universities does not meet the above requirements. The teaching of international trade practice needs to be improved in the aspects of student's selection, class time setting and teaching methods.

Keywords: international trade practice, teaching, suggestions

I. INTRODUCTION

In China's colleges and universities, the major of international trade rose in the period of reform and opening up. In the early 1990s, the major of international trade became a hot one in Colleges and universities. But in the late 1990s, it began to decline and become a cold major. The fresh graduates of international trade major often encounter the problem of job-hunting in the human market, and the major of international trade is also often found in the human market ranked as one of the top 10 majors in demand. Is it true that the market does not need international trade talents? The answer is No. With China's economy in line with the world, more and more enterprises hope to go abroad and sell their products abroad. China's import and export volume of foreign trade is also increasing year by year. By 2018, the volume of import and export of goods reached US \$4.6 trillion, ranking first in the world. The achievement of these achievements cannot be separated from foreign trade professionals. In fact, the talent market in some coastal cities does not recruit many international trade talents, but they have changed their requirements to recruit English majors or international trade professionals with more than one year's work experience. Why does this happen? This needs to be reflected by colleges and universities that train students majoring in international trade. Are there any problems in the teaching of international trade students? Is it because of the teaching problems that the students of international trade can't compare with the students of English major and know nothing about foreign trade? This paper will take the teaching of international trade practice as an example, analyze the teaching requirements and current situation of this course, and put forward corresponding improvement suggestions.

II. TEACHING REQUIREMENTS ON THE COURSE OF INTERNATIONAL TRADE PRACTICE

International trade practice is often set as one of the core courses of international trade major in Colleges and universities. It has strong comprehensiveness, practicality and application. The purpose of international trade practice course teaching is to enable students to understand the operation process of international trade and the problems that should be paid attention to in each link after finishing the course, and to be competent for the relevant work of international trade after graduation. In order to achieve this goal, the course teaching of international trade practice should meet the following requirements:

Students of this course should have a good English foundation, because many terms, contracts and L / C terms in international trade practice are in English, so it is difficult to understand them if their English foundation is poor. Especially for letter of credit, it's difficult to understand English without CET-4 or above, and letter of credit is an indispensable payment method in international trade, which runs through every chapter of the course of international trade practice all the time. If you don't understand letter of credit, your study of the course will be seriously affected.

The course setting of international trade practice cannot be equal to the general professional courses. The course of international trade practice is the core of the core course of international trade major. If you can't learn the course of international trade practice well, it will directly affect the study of other professional courses (such as international trade document practice, international cargo transportation and insurance, international trade case analysis, etc.). Therefore, the class hours of international trade practice course should

be set up sufficiently according to the teaching situation until the students have a comprehensive understanding of the course knowledge.

Teachers of international trade practice courses should have some practical experience. As a highly practical course, it is difficult for teachers to understand it without international trade operation experience. Especially in the aspect of guiding students' simulation training, they may be at a loss and even give up the simulation operation directly. And the training of simulation operation is the key teaching link for students to be competent for international trade related work such as customs declaration, inspection, business negotiation, foreign trade document making, etc.

In terms of teaching methods, we should not rely too much on textbooks. We should combine classroom teaching with extracurricular simulation training, and try to introduce case teaching method into classroom teaching. Because of the limitation of the length and the setting of class hours, many teaching materials pass a little bit in the practice of international trade. If the teachers don't talk deeply, the students don't understand it at all. Some books don't even have a complete letter of credit, not even a case. If the lecture is based on the textbook, students may only remember a few professional terms after learning, and their knowledge of international trade may be hazy.

III. CURRENT TEACHING SITUATION ABOUT THE COURSE OF INTERNATIONAL TRADE PRACTICE

How many colleges and universities can fulfill the teaching requirements of international trade practice course? In fact, with the expansion of the enrollment scale and the number of colleges and universities, the competition of enrollment becomes more and more fierce. Many colleges and universities in order to survive, whether in the selection of students or in the allocation of teachers, are showing a worrying situation.

In order to recruit students, many schools give up the restrictions of professional enrollment. As long as the total score of candidates for the examination meets the admission requirements, they can be admitted as international trade majors. As a result, some students with a total score of 200-300 (full score of 750) and an English score of only 20-30 (full score of 150) can also study international trade. These students may apply for the examination only when they don't understand the major of international trade. The result of admission is that they can't understand the relevant English knowledge in the major courses, which eventually leads to weariness, abandonment and abandonment of their studies.

In terms of the allocation of professional teachers, many colleges and universities give priority to

graduates with master's and doctor's degrees, but do not pay attention to whether teachers have practical work experience. We do not deny that we have the teaching ability and research ability of teachers with master's degree and doctor's degree, but in the practical course teaching, the degree does not show the advantage. If they do not understand the relevant links of international trade, these teachers will have problems in the time arrangement and class setting of international trade practice course teaching, which will affect the teaching effect and students' systematic learning.

Due to the lack of practical experience of teachers in many colleges and universities, when they set up international trade practice classes, they often arrange the same class hours as other professional courses, such as international trade document practice, international freight forwarding practice and other courses, generally 64 class hours, which are completed in one class period. It is not known that the international trade practice course is the foundation and core of other related professional courses. The poor study of the international trade practice course will affect the study of other professional courses. Moreover, many related courses such as international trade document practice, international freight forwarding practice, customs declaration practice and inspection application practice can be taught in the international trade practice course, and it is easier for students to understand and accept. Due to the lack of class hours, the knowledge of other courses in the international trade practice course cannot be explained in detail, which often makes students confused to learn. When they finish the international trade practice course and then go to learn these related courses, the relevant contents in the international trade practice are forgotten, which is very unsystematic. With too few class hours, there is no time for students to do simulation training in the classroom and extra-curricular time training. Teachers can only rely on textbooks to teach according to class hours.

What's more, in order to save money, the ratio of teachers and students in some colleges and universities far exceeds the ratio of 1:20 set by the Ministry of education, and there are more than 100 students in the international trade practice class, so the teaching effect is very poor. There are also some colleges and universities that let the students who graduated from the University stay in the school to teach, but they didn't learn to understand and then teach the students. The result is conceivable.

The direct consequence of the above situation is that the teaching method of teachers is single, boring, students cannot understand, and they cannot answer the questions of examiners when they are applying for graduation, which eventually causes the situation of difficult employment for graduates of international trade majors.

IV. TEACHING SUGGESTIONS ON THE COURSE OF INTERNATIONAL TRADE PRACTICE

In order to change some existing problems in the teaching of international trade practice courses, so that students majoring in international trade can truly master the relevant knowledge of international trade, successfully obtain employment and be competent for the position, the following suggestions are put forward for the teaching of international trade practice courses:

A. The source of students

Check the source of international trade students. When enrolling students, it is necessary to limit their English scores. It is suggested that candidates with a score of more than 90 in the college entrance examination (150 out of 100) are eligible to be enrolled in international trade majors. Only with a certain foundation of English can we understand the English terms, terms and documents in international trade, ensure the smooth progress of learning, improve the level of writing, translation and spoken English in international trade on the basis of the original English, and operate foreign trade business in English after graduation.

B. Teachers

In terms of the allocation of teaching teachers for international trade practice courses, some vocational colleges may give priority to employing personnel with business operation experience of foreign trade companies as teaching teachers. Some undergraduate colleges and universities introduce talents with high academic qualifications for teaching in order to meet the needs of scientific research. If these teachers have no practical experience, they can send them to foreign trade enterprises for 1-3 months of internship before they take up their posts, or hire personnel with foreign trade working experience to train them, and encourage them to take part-time jobs in foreign trade enterprises after teaching.

C. Teaching hours

It is suggested that the class hours of international trade practice should be increased to 128 in terms of teaching hours and completed in one semester. Because the teaching of international trade course is highly consistent, and each stage of the operation process of international trade is closely linked, the next link should be narrated immediately after the completion of one link while taking advantage of the curiosity of students, so as to make sure that there are two class hours every day. If the course of international trade practice is detailed, students will understand that other relevant courses such as international trade document practice, international trade practice case analysis, international freight forwarding practice can be reduced

correspondingly, because many of the contents of these courses will be involved in international trade practice.

D. Teachers' teaching methods

If the students and teachers meet the above requirements, and have sufficient class hours, then teachers' teaching methods can be flexible and diverse. Can be separated from the book, according to the international trade operation process of each link. In the process of teaching, to interact and communicate with students, we can use a typical case, a problem, a real object and other specific phenomena as an introduction to draw out the practical knowledge of international trade, so as to stimulate students' interest in learning. The modern university classroom generally uses the multimedia teaching, this kind of teaching method has changed the traditional teaching chalk plus the blackboard's single, the rigid manifestation, through plays the audio frequency, the video, the vivid image diagram, expands the student's vision and the knowledge surface. It is necessary to explain the whole process of each import and export business to students, tell them what should be paid attention to in each link and the consistency between each link, help students discuss and analyze cases with the knowledge they have learned, and cultivate students' ability to solve real trade problems with book knowledge. In order to enable students to further understand the development of China's trade, the experience of the import and export enterprises seeking development in the international market competition, and the basic qualities that the contemporary personnel engaged in foreign trade business should have, they should also hire more leaders of foreign trade enterprises and excellent young people's work reports, so as to further broaden the vision of students and improve their enthusiasm for learning. In the classroom teaching, we should use the simulation teaching method and case teaching method as much as possible. For example, when talking about the payment method of international payment, students can have a real-world exercise in the classroom. Through negotiation, students can have a deep understanding of what kind of international payment method can be used to achieve a deal and achieve win-win results for both sides of the trade. When the international payment method is introduced into the case, students can analyze, debate and summarize the case, truly realize the importance of payment method in international trade and the risks implied in international trade practice, and cultivate students' trade risk awareness and problem-solving ability.

E. Attaching importance to English learning

In order to improve students' ability of using English, it is suggested that teachers should use English as much as possible in the process of teaching international trade practice courses, and students should

use English in simulation exercises. Because international trade operations can not be separated from English, whether it is trade negotiations or document production, English has always run through it. It can be said that the success of a single business from negotiation to operation depends largely on the English level of participants, which is also the reason why many foreign trade enterprises prefer to choose English major students to engage in international trade business when recruiting. Therefore, through English Teaching in the classroom, students can improve the listening and speaking ability of professional English, so that their English can be used freely in the future business operation.

F. Enterprise practice

Schools where conditions permit can lead students to visit and practice relevant departments of international trade in addition to classroom teaching. For example, when teaching the payment method of international payment, you can take students to the bank and ask the staff of the bank's international settlement department to introduce the payment process of international payment; when talking about the content of customs declaration, you can take students to the customs and ask the customs staff to talk about the process of goods customs clearance and fill in the customs declaration form by themselves. Through the study and Practice on the spot, coupled with what they have learned, students can quickly be competent for foreign trade related work such as document making, customs declaration, inspection and so on when they graduate.

G. Employment and entrepreneurship

In view of the difficult employment of international trade students, teachers should also cultivate students' awareness and ability of independent entrepreneurship in teaching. In recent years, with the development of information technology and communication technology in China, e-commerce is in the ascendant, and cross-border e-commerce has gradually become a new driving force and new business form to promote the growth of China's foreign trade. The emergence of this new business type provides an opportunity for international trade students to realize their own entrepreneurship. As long as students understand English and foreign trade knowledge, they can operate the goods import and export business through the cross-border e-commerce platform. Therefore, the teachers of international trade practice course should teach the operation process of cross-border e-commerce and the related problems that should be paid attention to when teaching, and carry out the cross-border e-commerce simulation operation training, so as to facilitate the students to easily realize their own entrepreneurship and employment after graduation.

V. CONCLUSION

The teaching quality of international trade practice course is directly related to the professional level of international trade students. As a big trading country in the world, more and more foreign trade professionals of China have come to the world stage to show themselves and their abilities and demeanor. In order to become an excellent foreign trade personnel, the practitioners need to have all aspects of quality, but strong professional knowledge and English ability are essential conditions. Therefore, from the aspect of school, we must teach students complete and practical knowledge of international trade; from the aspect of students, we must earnestly study and practice, strengthen English learning, so that our English level will not be inferior to that of graduates of English major after graduation, and the application of foreign trade knowledge will be similar to that of those who have one year's experience in foreign trade, so as to smoothly enter the work of foreign trade enterprises My own ideal.

Small and micro businesses are bamboo shoots after a spring rain Internet plus and the national entrepreneurship. Many international trade students who are studying in Colleges and universities will also join in this entrepreneurial torrent after graduation. It is the duty of university teachers to provide them with correct intellectual support and help them avoid setbacks at the beginning of entrepreneurship. To be sure, with the deepening of world economic integration and China's increasing position in international trade, international trade graduates should have a good market. This requires that teachers of international trade majors should keep up with the trend of the times, integrate teaching and practice, constantly update the knowledge structure, let students of international trade majors have their own advantages, and let the cold major of international trade rejuvenate.

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