



Research on Blended Teaching Reform of Foreign Trade Document Operation and Training Based on OBE Education Mode

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Abstract. With the construction of vocational undergraduate, a new round of higher vocational curriculum reform is imperative. For the modern logistics and international trade majors set up in vocational colleges, the foreign trade document operation and training course is a professional course with strong professional skills and high practicability. It is a professional core course offered by higher vocational application-oriented undergraduates. The course content of “Foreign Trade Document Operation and Training” is closely related to the content of the National Vocational College Students’ Vocational Skills Competition and the freight forwarding competition. After graduation, students choose to work in the customs declaration industry and directly connect with the employment of enterprises. Then, how to do a good job in the teaching reform of foreign trade document operation and training is imminent.

The OBE education model is mainly to students as the center of education and teaching activities. The setting of teaching design and teaching implementation goals takes the learning results and effects achieved by students in the education process as the teaching standard, and measures the comprehensive teaching results of the course.

In order to effectively connect ‘post course competition certificate’, with the transformation and development of applied higher vocational colleges to applied undergraduate colleges, this paper aims at the teaching problems existing in the teaching process of foreign trade document operation and training course. The application of simulated role method in the course of “Foreign Trade Documents” [1]. We put forward mixed teaching methods, and put forward multi-dimensional assessment methods and other reform measures for teaching assessment methods, trying to reform the teaching process and teaching methods, so as to improve the teaching level and teaching effect [2].

Keywords: OBE education mode · foreign trade document operation and training · Blended Teaching Reform

1 Introduction

The operation and training of foreign trade documents is a very practical course. With the extensive implementation of relevant training certifications such as international business

documents in recent years. The requirements for the course of foreign trade document operation and training are getting higher and higher. First of all, the teaching materials selected in the course of the class must be time-sensitive, and the teaching materials should be selected according to the latest policies of our country, which requires that the latest actual business materials of foreign trade companies should be used in the selection of document cases and related materials, so as to be close to reality. Secondly, it is necessary to fully consider the requirements of meeting the ‘ post class competition certificate ’, that is, to meet the actual operation needs of graduate students, to meet the needs of the national vocational skills competition customs and freight forwarding events, to meet the needs of international business document clerks, international business operators, document clerks, customs agents and other types of vocational qualification examinations, to meet the requirements of vocational undergraduate teaching.

According to the training program of applied talents in applied undergraduate universities, it is necessary to focus on cultivating students ‘ practical ability, which requires the integration of theory and practice in the teaching process. The operation and training of foreign trade documents are mainly based on the repair and filling of documents. There are many professional terms and relatively high requirements for students ‘ professional English. In the actual teaching process, the teaching content involves trivial knowledge points and complex and changeable business processes, which leads to many students ‘ low enthusiasm, low participation and certain fear of difficulties in learning this course, resulting in poor teaching effect. This requires the teaching design and reform of the teaching content, methods and assessment methods of the course according to the characteristics of the transformation period of the applied university, so as to make it suitable for the OBE education concept. Combined with the current advantages of the Internet, using hybrid teaching methods to find an effective path, highlighting the characteristics of applied undergraduate teaching.

2 Relevant Concepts and Course Introduction

2.1 Related Concepts

According to the Ministry of Education of the People ‘s Republic of China in recent years, the direction and goal of applied undergraduate education have been clarified again, and local colleges and universities are actively trying to explore the transformation of higher vocational courses to vocational undergraduate courses. The course of foreign trade document operation and training is a course with high practical and professional requirements. In the setting of classroom content, it should be actively combined with the latest situation of international trade and closely combined with the actual positions of enterprises. The setting of the curriculum should pay attention to the cultivation of student’s practicality, so as to realize that students graduate from school and get employed. Graduation and employment zero transition. The OBE education model was proposed by Spady in 1981. The OBE (Outcome based education, OBE) education concept, also known as results-oriented education, ability-oriented education, goal-oriented education, and demand-oriented education. The OBE education concept is a result-oriented, student-oriented, and reverse-thinking approach to the construction of the curriculum system. It is an advanced education concept [3]. The blended teaching

method is a combination of 'online' and 'offline' teaching methods, using and highlighting the advantages of combining these two teaching methods to guide students to take the initiative to learn independently and learn from shallow to deep. This article combines the OBE education concept, takes the students' practical ability and goals as the main orientation, adopts the mixed teaching method, finds out the problems existing in the teaching process of the foreign trade document operation and training course, tries to find out the reform measures of the teaching process and teaching methods, so as to improve the teaching level and teaching effect [4].

2.2 Introduction of Foreign Trade Document Operation and Training Course

As a compulsory course and core course in international trade, the course of foreign trade document operation and training is introduced. After students have completed the courses of international logistics and customs declaration, international trade practice, document repair and production, through the operation and training of foreign trade documents, the specific cases and skills of enterprises are introduced into the classroom to strengthen the operation skills of document repair and improve the students' ability to make orders.

The traditional undergraduate level teaching pays more attention to the teaching of theoretical knowledge. During the study period of many vocational undergraduate students, they are 'know it, don't know why it is', or in the actual teaching process, they are separated from the needs of enterprise positions, which makes many students have certain theoretical literacy, but after entering the job, they always feel deficient and helpless. Therefore, during the transition from higher vocational college to application-oriented undergraduate college, we should combine the advantages of vocational teaching with the characteristics of the course itself, teaching resources and local needs to reform the teaching methods, so as to make it conform to the educational purpose of application-oriented undergraduate education and cultivate application-oriented talents with solid theory and excellent technology [5].

3 Problems Existing in Current Foreign Trade Document Operation and Practical Teaching

3.1 Insufficient Practical Capacity of Full-Time Teachers

At present, many application-oriented undergraduate school construction mainly in higher vocational college transformation and upgrading construction. This has a direct problem: many full-time teachers are directly engaged in first-line teaching after graduation from colleges and universities. Most teachers are highly educated professional talents with strong theoretical knowledge reserves, but the overall lack of social practice ability. Coupled with a lot of teachers teaching and research tasks, almost no energy to the enterprise to social practice, which leads to teachers in the selection of teaching materials have limitations, theory and practice from the market demand can not meet the development; In addition, teachers will also find it difficult to use network materials, and can not form task-oriented teaching materials. After graduation, students will find that the gap between what they have learned and what they have used is too large.

3.2 The Teaching Mode is Too Single

The traditional teaching of foreign trade documents mainly depends on teachers' teaching in the classroom, students' passive absorption, and after-school homework to test students' understanding and mastery of the preparation and filling of documents. The way in which teachers and students can interact mainly include classroom questioning and after-class answering; simple classroom teaching can easily lead to students high-handed, hands-on ability is weak. Although in the teaching process, teachers will be combined with case description and deepening, but the substantive operation is relatively small, which is not conducive to improving students' learning initiative. At the same time, students' practical ability is not improved.

3.3 Process Assessment is Too Single

I take foreign trade document operation and training courses, although also use process assessment. However, the usual results are only composed of three parts: daily attendance, homework and classroom performance, which leads to the phenomenon that many students are absent from heart and have similar homework. Teachers often cannot judge the real learning effect of students. In addition, the school adopts the way of 'usual performance + final performance', each 50%, to give students scores. Many students grasp the relatively high proportion of usual performance, which seems to be serious every day, but the final exam does not pay attention to it, mainly relying on the idea of not paying attention to the usual performance to complete the task-based learning. There is a lack of students' practical practice in the assessment of 'usual performance + final performance'. Although many schools introduced the operation of foreign trade documents software, but because of the unity of the system business processes lead to many students plagiarism phenomenon. This has a 'result light process' or 'light process heavy results' phenomenon, it is difficult to grasp the students' comprehensive practical level.

4 Measures on Mixed Teaching Reform of Foreign Trade Document Operation and Practical Training

4.1 Create a Double Division Team, Building Training Base

Encourage full-time teachers to go to enterprises, cultivate teachers' professional quality and practical ability, and contact enterprises to grasp the latest developments in the industry. Teachers to the enterprise to learn to observe, master more document teaching cases, enrich teaching materials and teaching materials, improve personnel training programs, optimize teaching objectives. In addition, the construction of training base is also particularly important. The construction of high-level training base can promote the collaborative innovation and cooperation between schools and enterprises in an all-round way (Vocational education training base refers to the vocational colleges to improve students' practical and hands-on ability, by vocational colleges alone or jointly organized with the enterprise experimental practice place), continuously refine the training content, realize the multi-construction and integration of production and education, provide

a sustainable development path for the improvement of teachers' practical skills, and provide a venue and platform for the preparation of students' skills competition.

4.2 Practicing OBE Education Concept and Matching Blended Teaching Method

OBE education concept is an advanced education concept oriented by results. Under the guidance of the OBE education model, we will fully implement the student development as the center, according to the requirements of teaching objectives, focusing on the cultivation of application-oriented, students' comprehensive practical literacy and practical ability. Firstly, combined with the actual school-enterprise cooperation enterprises, typical and complete cases are used for teaching in the course design, and the cases are mainly guided by the working process. It can highlight the difficulties and key points in the teaching knowledge points, and carry out teaching around the cultivation of students' action ability [6]. Encourage students to regard themselves as employees of enterprises in the learning process, do business in enterprises, and evaluate and measure students' mastery of knowledge points through results orientation. According to the teaching results, select excellent students, focusing on training to become a national vocational skills competition seed players, preparing for the event.

4.3 Mixed Teaching and Multi-dimensional Assessment

Under the background of 'Internet +', online teaching resources are used to guide students' autonomous learning. Teachers can build their own online open courses through online open course platforms such as 'Smart Vocational Education', 'Xueyin Online', 'China MOOC', etc., and can arrange tasks before class. Let the students preview, and then according to the preview results to find out the problem [7]; In the class, the teacher can answer the problems left by the students after explaining the knowledge points. Finally, after the class, the online platform arranges homework to consolidate the exercises, and the gaps are filled. Using this 'online' + 'offline' combination of teaching mode, through the online platform to effectively evaluate students' mastery of knowledge. Teachers as usual performance assessment in addition to attendance, homework, etc., can also be based on online platform for students to learn the record [8] (discussion, video viewing progress, exercise scores, brainstorming, etc.) to measure. In the assessment of students' performance, the final total evaluation results are assessed in multiple dimensions, except for the final results. Scores can also be given based on the completion of complete task-oriented cases. In the whole teaching process, we should pay attention to cultivating students' ability to solve practical problems [9].

5 Conclusion

Therefore, in the process of transformation from higher vocational colleges to application-oriented undergraduate colleges, OBE results-oriented education is used to carry out project-based reform of the course content. The teaching method adopts a mixed teaching method combining online and offline, and the student assessment adopts a multi-dimensional assessment method for reform. It can not only effectively enhance

students' interest in learning foreign trade document operation and training courses, but also continuously improve students' practical application ability and better serve the training objectives of foreign trade talents in higher vocational colleges. It can also effectively reform the teaching management concept of teachers, improve the teaching quality and control system, and improve the teaching level [10].

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