

Discussion on the Training Mode of Applied Technology-based Talents of International Trade Major ---Taking International Trade Practice Course for Example

Tong Mei¹, Qiuyan Zhang¹, Fangqin Chen¹, Li Xu¹, Mingmin Chen¹

¹Financial Discipline Department, Institute of Technology, Nanchang University, Jiangxi 330029,
China

Keywords: Applied technology, Mode, Explore, International trade practice

Abstract: International trade practice is a professional course of international trade, a subject specialized in the specific process of international commodity exchange and also a comprehensive applied science which theory closely connected with practice with foreign-related characteristics. Under the background of current local universities turning towards applied technical universities, in the teaching process, people should make full use of the case teaching method for students' practical training to enable them grasp major operation skills in international trade activities more comprehensive and systematic.

The necessity of using case teaching method

The disadvantage of traditional teaching method. Our nation appeals local universities transitioning to applied technical universities, in this background, each university should clear its school positioning of training applied technical talents. However, due to vary reasons like lack of experience, the theory courses occupies a large perception in the teaching management aspect and mainly is theory teaching in the teaching process. In current education reform environment, we should starting from the target of training applied technical talents to improve students' practical ability.

“International trade practice” of international economy and trade is a required course for those engaged in foreign economic and trade and a core course of international trade practice. It is a subject specialized in the specific process of international commodity exchange and a comprehensive applied science with the foreign-related features which theory closely connected with practice. The traditional teaching mode of “International trade practice” is theory-based, the teacher pay more attention to the introduction of theory sources and academic point of view which ignored its practical features as an operation course. Although the theory knowledge can be analyzed thoroughly by teachers, students do not know how to use in actual business even have learned the theory knowledge, resulting the mismatch between theory and practice. This conventional teaching mode one-sided emphasis on theories but ignored the combination with practice and hard to stimulate students' interests and hard to expand their abilities, which lack of interaction between teachers and students, making it difficult to achieve desired teaching effect and also go against the teaching target of training applied technical talents.

The advantage of case teaching methods. Case teaching method is created by American Harvard Law School Dean Randall in 1870s, which has more than one hundred years and widely used in the teaching activities of medicine, law, economics, management science and other

disciplines, comparing with traditional teaching methods, it has three main advantages.

First, fully mobilize students' learning interests. The acquirement of knowledge is no longer being forced to accept, but achieved by research through personal or group cases, in which the teacher mainly play the role of encouragement and guidance. In teaching process, by the analysis and extend of cases, students will expand their perspectives, and their thought will be more flexible and profound and further developing their innovative abilities. The usage of case teaching method can fully play the function of active learning in the process of teaching, and increase the interaction between students and teachers, achieving a better teaching effect.

Second, fully improve students' self-learning ability. Traditional teaching methods pay more attention to students' mastery of theoretical knowledge, focusing on how many they have remembered and forcing them to memorize which ignored the training of their self-learning ability and how much they could use. Through the application of case teaching, students can analysis cases by theoretical knowledge they have learned to increase the interest and ability of self-learning, therefore developing a self-learning at first habit in following learning process, and no longer blindly depend on the lecture and answer from teachers. What's more, in the process of discussing and analyzing of cases, students exercised their language skill by active discussing and the communication between students of different views could enhance their coordination ability.

Third, fully grasp the entire process of international trade business. International trade practice is a very comprehensive applied science which focuses on the process and a strong practical curriculum. Teaching content related to the international trade terms, the international trade conditions, international trade procedures, international trade methods, international trade laws and regulations, and other objects with the features of long lines, extensive aspects, varies links, difficult to operate, foreign-related and others. By the adoption of one case follow another to connect the boring theoretical knowledge together, students could master several linked knowledge and grasp a complete flow of international trade business.

The design concepts of case teaching in international trade practice

Earnestly notice the typical and timeliness of cases. Since the great amount of information of international trade practice which involving large scale of knowledge, the case selection has a large room. Therefore, when determining the case, the teacher should select the typical one which is closely connected with theoretical knowledge.

For example, when learning the force majeure, we should know its definition. Force majeure is an exception clause, it means occurring some unexpected events (like war, accidents, etc.) which the parties unforeseen, unavoidable, uncontrolled and un-overcome or natural disasters (like earthquakes, fires, floods, etc.) resulting they cannot or cannot timely perform their duties according to the contract, the side experiencing unexpected events or suffering natural disasters may be exempted from the responsibility to perform their duties or delay to perform their duties. The conditions constitute the force majeure includes the following factors, first, the accident must occurs after the contract is signed, then, the lost is not because of both parties' own fault or negligence, last, the accident is beyond the control of both parties, they are powerless.

There are two cases can choose. First, in a year, our nation company A made a bargain with British company B about 100 metric ton, and the delivery time is May to September of that year. After signed the contract, the region of company A to purchases is suffering from flood disaster, so company A on the grounds of force majeure, claims exemption from liability delivery. But company B refused. Question: whether the company A requires exemption on the grounds of force majeure delivery is sufficient or not? Second, in a year, our nation company A and Japan company B signed

a high-tech equipment import contract, the delivery time is September 15, after the contract is signed, the Japanese government issued a document to restrict the export of high-tech equipment, which start from October 10. Company B on the ground of force majeure asked to terminate the contract, on the contrary, our company A insists company B to fulfill the contract. Question: whether the reasons of the contract is adequacy or not to relieve delivery on the ground of force majeure?

Both of above two cases is used to enhance students' understand of force majeure, but obviously we can see that the first one is more typical than second one, which need thinking to answer. Therefore, in the teaching time tense situation, we have to take priority of the first case.

Earnestly notice the contact between cases and other knowledge. Since the international trade business is a series of operations combined of various knowledge, therefore, we should pay attention to the usage of connections with other knowledge in the adoption of cases. E.g.: a foreign trade company of our country signed an export contract with company B, and letters of credit provision "quantity 9000 metric ton, July-December partial shipment, loaded 1500 metric ton per month". The seller installed 1500 metric ton per month from July to September and the bank has batch paid the voucher. The fourth installment scheduled export on fifth October, but due to the typhoon, it delayed until second November to ship out. When the beneficiary based on the bill of lading in second November to negotiation with the bank, the bank refused to pay. Later, the beneficiary used the cause of "force majeure" requiring the bank to pay which also been rejected. Question: in the above case, whether the bank has the rights of protest? Why?

This is a case to investigate the connectedness of force majeure and credit terms. We all know that, force majeure is a contractual exemption clause, which means in the event of force majeure, the importer cannot claim or refuse to pay to the seller. But we also know that the credit is an independent self-sufficiency outside the contract documents, and the bank is not bound by the contract. According to "UCP600" provisions, bank has rights to deny the credit terms which changed due to beneficiaries' force majeure causes. Therefore, in this case, when the beneficiaries asked the bank to pay on the ground of force majeure, the bank is entitled to refuse the payment.

Through this case, students will obtain a deeper understanding of force majeure, and consolidate the grasp of related credit knowledge at the same time.

Earnestly play the guidance role of teachers.In case teaching, the guidance of teachers can't be ignored. Before each case teaching, teachers should carefully prepare lessons, and have a pretty idea of related cases and has their unique insights. Due to the limited class time, teachers should ask students to preview cases in advance and understand related theoretical knowledge.

Teachers can divided students into several groups according to the number, each group should have equal number of members and considerable abilities, with a leader who can take in turns. In the students' independent discussion, teachers can go around the class and observe the discuss progress, and participate timely by promoting, setting doubts, encouraging students to engage in the topic and speak in class. After the group discussion, each group selects a representative to state the views of group, and other members could make additional remarks. Finally, teacher summarizes students' states and point out relevant deficient knowledge. Throughout the process, the teacher should always play the role of guide and participant and mobilize their initiatives to take part in the discussion by encourage, ask question, awards, etc.

Considerations in international trade practice case teaching method

Attention to establish an effective long-term incentive mechanism. As students get used to the teacher lecturing and students listening mode, therefore, in case teaching there may exists some

students do not think and participate actively, lacking of motivation to participate initiatively. Thus, a better case teaching must have an effective incentive mechanism, which means make a quantify scoring about each student's performance during the discussion and add to the achievement in peacetime. Of course, the assessment of the performance is not only based on the answer is right or wrong, but also in students' preparation, the participate in the discussion and the summary of hindsight, you can also make a comprehensive score by considering whether their idea is clear, the select of thinking points is scientific or not, whether they could seize the essence of the problem or not and other aspects. In addition, in order to encourage students to actively participate in the discussion, you must enable them to understand that the process of participate in the discussion is also a process to testify their own ideas, and an opportunity to exercise their professional capabilities, the ability of analyzing, logical thinking, language skills, communication skills, the ability to persuade others which is necessary for real work.

Attention to assess the summary of students cases analysis. Case teachings are consolidate and deepen of theoretical knowledge, the student's performance in the process showed the obtain degree of theoretical knowledge. Therefore, in case teaching process, teachers should timely summarize various questions aroused in student's discussion, to identify their deficiencies in the master of theoretical knowledge, then emphasis separately. In a word, the case teaching and traditional teaching methods is trend to complement and reinforcing each other.

Attention to combined with other teaching methods. Case teaching is an advanced teaching methods and could achieve a better teaching effect in cultivating student's ability, but the connection with other teaching methods should also be pay attention to. Such as the traditional lecture-based teaching methods is a good methods for students to grasp basic theoretical knowledge and concepts and such knowledge is unsuitable to using case teaching methods. In addition, connect case teaching methods with multimedia teaching methods, professional software practice, making the teaching content being more vivid and intuitive with more information and stimulate student's interest of learning, which is good for students to understand, remember and master the knowledge.

International trade practice is a strong operational course, while students does not contact with specific trade business in the learning process, and have certain difficulties in understanding and grasp of international trade business process and international trade practices. And the usage of case teaching can help students to understand the theoretical knowledge and grasp the flow of business, thus receive a better teaching effect and benefit for the training of applied technology-based international business talents.

Acknowledgement

The paper is based on Jiangxi Province Twelfth Five Year Plan 2015 issues---“Independent college transition-taking the perspective of professional education”, Project number: 15YB189

References

- [1] Li, W. Discussion on the case teaching method in the international trade practice. Northern Economy and Trade 2008 (12). (In Chinese)
- [2] Chen, D. Application of case teaching in International Trade Practice. The Science Education Article Collects 2008 (5). (In Chinese).
- [3] Xiao, Y. Application of case teaching in the Independent College International Trade Practice course. Heilongjiang Science and Technology Information 2012 (36). (In Chinese).
- [4] Wei, J. Application of case teaching in the teaching of international trade practice. Journal of

Yangtze University (Natural Science Edition) 2009 (4). (In Chinese).

- [5] Zhang, Y. Reflections on case teaching in international trade practice. *Scientific and Technology Information of Gansu* 2011 (11). (In Chinese).
- [6] Zhang, M. Discussion on innovation of case teaching in international trade practice. *Time Education* 2010 (4). (In Chinese).
- [7] Huang, H. Discussion on the application of classroom case teaching and extracurricular practical teaching in the course International Trade Practice. *China Education Innovation Herald* 2012 (7). (In Chinese).
- [8] Feng, Y. Wu, L. Analysis of the application of case teaching in the course of international trade practice. *Education Forum* 2012 (31). (In Chinese).
- [9] Xu, J. Study on the innovation of international trade teaching method. *Education for Chinese After-school (Theory)* 2015 (9). (In Chinese).