

A Study on Bilingual Talents Cultivation Model of International Trade Practices from the Perspective of Production-education Integration and School-enterprise Cooperation

Yi Luxia^{1, a} and You Yucong^{2, b*}

¹Guangzhou College of Business and Technology, China

² Guangzhou College of Business and Technology, China

^a61070262@qq.com, ^bstoneyc@163.com

* The corresponding author

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Abstract. In the era of globalization of trade, it is an inevitable requirement for the development of higher education to build a talent cultivation model from the perspective of integration of production - education and school-enterprise cooperation. As a curriculum that combines theory and practice closely, bilingual courses in international trade practices should be oriented toward improving the ability to solve problems and cultivating practical talents. On the basis of an analysis of the talent training model in western developed countries, this paper analyzes how applied universities foster bilingual international talents in international trade practice in the integration of production and education, school-enterprise cooperation, and focuses on exploring the depth of cooperation between schools and enterprises to build a professional curriculum system, jointly building a bilingual -teaching team and building a demonstration base for practical training. Relevant suggestions are accordingly provided.

Introduction

Under the guidance of a global export-oriented strategy, foreign trade has developed at a rapid pace, and foreign trade has maintained the high-speed operation of the economic engines of various countries. With the gradual recovery of the international economy in recent years, it can be predicted that foreign trade will continue to grow. The development of foreign trade in various countries has accelerated the demand for international bilingual business professionals in various countries. In particular, the gap in the application of bilingual teaching has gradually increased. Therefore, the bilingual course of international trade practice has become the main course of the college's international business and economic and trade specialty, which focuses on the cultivation of applied talents. In the critical period of development and transition of applied universities, aiming to seize this opportunity for historical development, meeting the needs of social development, we should establish a school-based philosophy, and innovate the talent cultivation model centered on the integration of production and education and school-enterprise cooperation. Cultivating skilled talents that meet the needs of society is an urgent problem for applied universities. As a curriculum that combines theory and practice closely, bilingual courses in international trade practice should be oriented toward improving the ability to solve problems and cultivating practical talents. At present, the practice of bilingual courses in international trade practice has the problems of a low proportion of practice, limited practical experience of bilingual teachers, and lack of support from international trade companies. Under the mode of application-oriented personnel training, we should improve the practical teaching mode of bilingual courses in international trade practices by improving the practical ability of teachers in bilingual courses in international trade practice and strengthening cooperation between schools and international trade companies.

Literature References

The literature review of the talent-training model of "producing and teaching integration, school-enterprise cooperation" is mainly from the developed countries' reference, especially the German "dual system" model. Germany implements the "dual system" talent training model and is currently considered to be a successful model in the field of world vocational education. The "dual system" is characterized by the requirement that enterprises and schools collaborate jointly, schools and enterprises jointly formulate teaching objectives and teaching plans, the school is responsible for theoretical teaching, and the enterprise is responsible for internship training; students practice practical knowledge while learning theoretical knowledge on campus. When graduating, students not only obtained a degree certificate, but also obtained a professional qualification certificate. This model is a kind of teaching mode that supports the cooperation of enterprises and schools, through the cooperation of the national legislation and cultivates talents together. The significance of learning and drawing lessons from the German education model lies primarily in the establishment of sound professional legislation. Germany has implemented a series of laws and regulations for the smooth implementation of the "dual system", such as the "Professional Education Law," "Basic Corporate Law," "Labor Promotion Law," and "Regulatory Qualifications Ordinance". There are clear and specific requirements for schools and enterprises to regulate and restrict the behavior of schools and cooperative enterprises. Second, pay attention to the construction of teachers for vocational education. In Germany, teachers who are engaged in vocational education are required to be trained. The German government has formulated corresponding regulations and stipulated that teachers' participation in training is an obligation that must be fulfilled. Germany pays attention to the integration of the vocational teacher training process. Teachers must go through layers of selection before taking up positions. At the same time, there is also a strict teacher appraisal system that gives financial support to teachers in vocational education. Third, attach importance to students' practical ability. The "dual system" model means that students alternate between school and enterprise. The time for learning professional knowledge in schools is about 30%. The rest of the time is spent on practical learning in enterprises. Through a lot of practice, students can be very familiar with the company's environment, equipment, products and process technology, which lays a certain foundation for future work.

Conceptual Definition

As a curriculum that is closely integrated with theory and practice, the bilingual international trade practice mainly introduces the practical handling content of various issues in the international trade of goods, aiming to enable international trade students to deal with the deep understanding of international trade rules and international practices, as well as a good set of trade practices. Therefore, the practical teaching link with international trade companies is the most direct and most useful test for examining the results of bilingual courses in international trade practice. However, there is a certain distance between the setting and practical application of the current practice courses in international trade courses. Therefore, in order to train bilingual applied talents in international trade practice, we should emphasize the practical ability of bilingual students in international trade practice, as well as highlighting and strengthening the bilingual practical teaching in international trade practice, contributing to the focus of practical teaching reform in bilingual courses in international trade practice. In order to achieve this goal, it is necessary to clarify the existing problems in bilingual international practice teaching of international trade, explore the development direction of bilingual practical courses in international trade practice under the mode of application-oriented talent cultivation and identify the objective of the mode.

Practical Talents Training Objectives

The lack of practicality in international trade has created a mismatch between the training of international trade talents and actual needs. The growing gap in practical talents in international commerce and international trade-related industries calls for improvement in the current teaching mode of international trade practice bilingual courses. The so-called applied talents, as their name implies, are

talent-based, application-oriented, and application-oriented. Application-oriented talents ultimately serve practical jobs, focusing more on students' practical abilities than on theoretical research. Practice is an important part of the training of applied talents. The current teaching practice link is a systematic system, consisting of three points: in-class practice, extra-curricular practice, and off-campus practice. In-class links are mainly combined with lectures and practice cases; extra-curricular practice is to simulate situational teaching within the school, focusing on planning and implementation of the simulation plan; off-campus practice is the integration point between the school and the enterprise, focusing on construction to undertake the practice of students' talent cultivation and professional skills. Training base serves to connect the three links; the extracurricular practice links students to feel the atmosphere of their work. The seamless connection between the school and the enterprise enables students to truly understand the purpose of the content of the lesson and achieve the goal of learning to use it.

Path Selection of Talents Training Model of "Integration of Production and Education, School-enterprise Cooperation"

The key to the development of applied higher education is to consistently meet the needs of enterprises and society, and to integrate production with education and school-enterprise cooperation, so as to cultivate high-quality, high-skilled bilingual international personnel for international trade practice. The integration of production and education, school-enterprise cooperation talent training mode is not only conducive to the promotion of bilingual comprehensive vocational abilities of students in international trade practice, but also conducive to improving the quality of bilingual international teachers in the team's international trade practice, and is more conducive to enhancing the core competitiveness of enterprises and the country. Then how can international trade practice bilingualism enhance the educational effectiveness of the integration of production and education, school-enterprise cooperation, and personnel training? This can be used to gradually improve the effectiveness of bilateral talent training in international trade practice in the following aspects (as shown in Fig. 1).

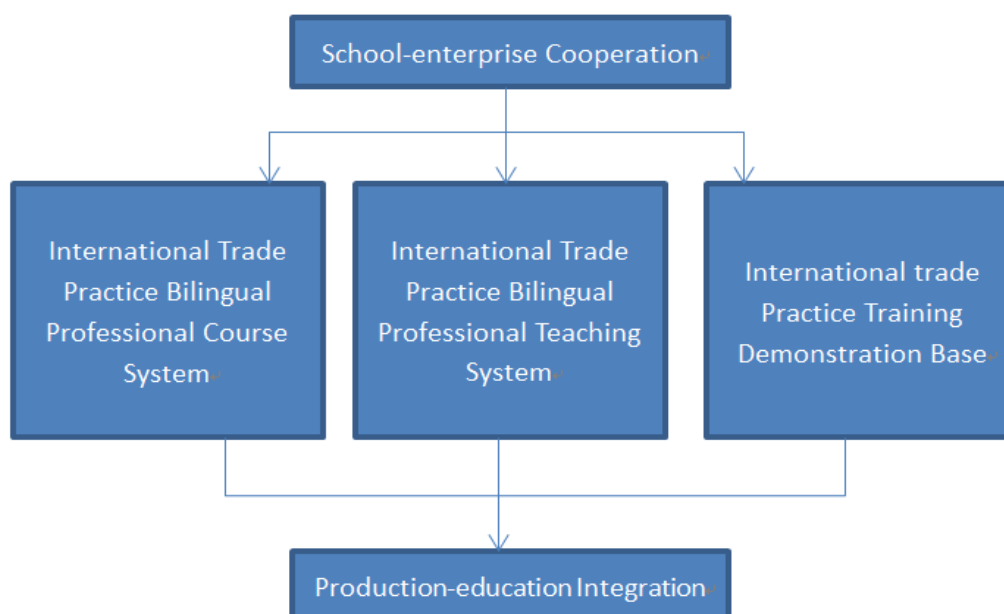


Figure 1. Finite Path of bilingual talents cultivation in international trade practice under the perspective of "producing education and integration, school-enterprise cooperation"

To build a Bilingual Professional Curriculum System for International Trade Practice. The school adopts different job requirements of foreign trade companies on bilingual personnel for international trade practices, optimizes resource allocation, and sets up related majors in international

trade practice bilingual science, focusing on training bilingual specialty majors in international trade practices and international trade practices. At the same time, both schools and enterprises can jointly build a number of bilingual professional courses in international trade practice according to their needs, and actively explore the training mode for bilingual professionals in international trade practice. The co-construction of specialized curriculum systems should be guided by the needs of international trade practice, strengthen the construction of the two systems of theoretical courses and practical teaching, and at the same time pay attention to international trade practice bilingual students quality education and improve their overall quality.

On the one hand, the theory of international trade practice teaching is centered on the construction and reform of international trade practice courses. With the goal of bilingual personnel training in international trade practice, the core courses of bilingual professional in international trade practice are clearly defined and the bilingual course system of international trade practice is elaborately designed. The construction of bilingual course system for international trade practice should realize curriculum integration and modularization, and organically combine bilingual teaching content, bilingual teaching methods, bilingual teaching methods and bilingual learning evaluation with the reform of international trade practice curriculum system, and pay attention to the cultivation of students' practical bilingualism ability. .

On the other hand, the practice of international trade practice teaching is based on the construction of practical training bases, with emphasis on cultivating students' bilingualism in trade practice. Scientifically and reasonably set up the proportion of bilingual trade practice teaching activities in the personnel training program, schools should make full use of the cooperation platform and actively carry out practical teaching activities for students inside and outside the school. At the same time, we attach importance to the second and third classroom activities.

To build a Bi-lingual Teaching Team for International Trade Practice. The development of bilingualism in international trade practice is inseparable from the construction of bilingual and dual-teacher teachers. The establishment of bilingual and dual-teacher teaching teams by schools and enterprises should adhere to the principle of "bringing in and going out". In addition to full-time teachers, the so-called "introduction" is the plan to employ experts from international trade companies, senior managers of international trade, and technicians of international trade companies to serve as part-time teachers and to strengthen the construction of a bilingual professional team for international trade practice. These people's participation will usually bring the latest international trade technology and international trade experience, enrich the international trade classroom teaching, expand the connotation of school-enterprise cooperation, and improve the quality of bilingual and dual-qualified teachers. The so-called "going out" means sending bilingual teachers of international trade practice to regular practice, training and technological development of international trade enterprises, participating in the national academic conference on international trade, and gaining rich experience in international trade practice, so as to make it truly international. The quality of "dual divisions" in trade has enabled the integration of production, learning and research to further promote the in-depth development of school-enterprise cooperation.

To Build a Demonstration Base for Bilingual Training in International Trade Practice. The establishment of a bilingual training base for international trade practices is an important part of bilingual practice teaching in international trade practice. Both schools and enterprises should build a bilingual training demonstration base for international trade practices based on their own resource advantages. Foreign trade companies should provide related technical support and equipment. As for management and management, the school provides certain international trade practice bilingual venues and intern personnel. School-enterprise unions establish a bilingual personnel training base for international trade practices in the name of foreign trade companies. Foreign companies provide support for student internships and teacher research. At the same time, school-industry cooperation should also develop a bilingual practice base for off-campus international trade practices, ie, "plant-in-chief school". Foreign trade companies provide practical practice bases for international trade in schools, providing necessary conditions for schools to practice bilingual teaching of international trade practice. Actively improve interns' international trade practices, practice bilingual management systems, and improve school and

enterprise management together to better protect students' legal rights and interests during internships and improve the quality of internships. The mutually beneficial and win-win situation between the school and enterprise will make the bilateral cooperation in international trade practice more lasting and close.

Summary

Based on the training model of "producing and teaching integration, school-enterprise cooperation" applied talents, and in light of the existing problems in the practice of bilingual courses in international trade practice, the author proposes countermeasures from the following three aspects.

We shall build a bilingual teacher team of international trade practice that "opens up the practice and explains the theory. If we want to cultivate high-quality applied talents, we must first create a teaching team that is suitable for application-oriented personnel training. Only if the teacher team gets rid of the problems of disconnection between theory and practice can we really break through. Establishing a good school-enterprise cooperation relationship is also highly vital. The off-campus practice link is the most important aspect of the practice of international trade. Due to the docking of enterprises, good school-enterprise relations, reasonable practice plans, and appropriate staffing can not only enable companies to obtain fresh blood and low-cost short-term employees, but also enable schools to achieve the desired teaching results, and ultimately achieve corporate and school education, reaching a "win-win" scenario eventually.

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