

The Mode Study of Training Foreign Trade Talents by University-enterprise Cooperation under the Background of "Belt and Road"

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Abstract: With the proposal of "Belt and Road" strategy and the promotion of "mass entrepreneurship and innovation" policy, the majority of foreign economic and trade enterprises have put forward new and higher requirements for the quality of international trade professionals. Personnel training of foreign trade has encountered unprecedented opportunities and challenges. As is known to all, countries along the "Belt and Road" route have vast regions, strong economic complementarities and abundant resources. Each has comparative advantages and huge potential for cooperation and development. In this paper, through analyzing the demand of "Belt and Road" strategic talents and the current situation, and the problems of foreign trade talents training in universities and enterprises, from the perspective of collaborative development and innovation, the author discusses the new modes and approaches to maximize the realization of foreign trade talents training in universities and enterprises, so as to better meet the demand for foreign trade talents under the "Belt and Road" strategy. This study expands the connotation and corresponding theoretical system of foreign trade personnel training, puts forward the path and method of professional personnel training of international trade, and builds a better and wider practice and employment platform for foreign trade personnel.

In 2013, China put forward the strategic concept of building a "new silk road economic belt" and a "21st century maritime silk road", which has attracted great attention from the international community. The strategy of the new silk road economic belt covers southeast Asia and northeast Asia economic circles(1). The 21st century maritime silk road economic belt strategy connects the three continents of Europe, Asia and Africa by sea. New silk road economic belt strategy forms a maritime and land economic and trade development belt, which has a very broad prospect for economic and trade development.

The implementation of "One Belt And One Road" strategy has brought huge development opportunities to domestic foreign trade industry, especially small and medium-sized foreign trade enterprises, and some regions have shown great demand for international trade professionals. However, from the supply and demand of the talent market, international trade professionals not only did not appear in the imagined "blowout" phenomenon, but the situation of oversupply. According to the investigation, we found that the training mode of domestic international trade professionals is not well matched with the international talents need by the market, which means that under the strategy of "One Belt And One Road", the market has posed new challenges to the training mode of international trade talents. Therefore, how to optimize and innovate the training mode of international trade professionals is an urgent problem to be solved under the new background of China's implementation of "One Belt And One Road" strategy and the rapid growth of foreign investment in China and China's foreign investment(2).

1. Analysis of the current situation of foreign trade personnel training mode

1.1 The lack of attention to "One Belt And One Road" strategy

China is under the strategic background of "One Belt And One Road", and education needs to

provide talents in this field for the country. Through the investigation of the influence of "One Belt And One Road" strategy on national and social development, the survey results show that many college students are not clear about it. The "One Belt And One Road" strategy is not also understood completely by some college teachers.

1.2 Archaic course structure

Many universities of international trade major offered relevant English listening, spoken English, foreign trade correspondence and telecommunications and other English courses. However, due to the lack of class hours, the traditional teaching mode and the fact that the university rarely pays attention to courses related to national conditions and national culture, students' ability to communicate across culture and languages is weak, making it difficult to cope with the complex international economic and trade environment. After investigation, we found that most international trade graduates know little about transnational culture and are overwhelmed when they contact with customers, which greatly reduces the volume of business.

However, students' foreign language communication ability is still in the stage of simple reading, and some of them still need to keep English dictionary at any time. "Deaf foreign language" and "mute foreign language" are still very common. In the present era when the traditional commodity trade develops into the broader industrial trade, capital trade, cultural trade, knowledge trade and information trade, and finally becomes the leading trade of China's foreign trade, the focus of international trade talent training will be shifted to cultivating talents with new knowledge and skills in cross-border e-commerce, industrial park investment, construction and operation, intellectual property transaction, electronic logistics, international procurement and other industries to meet the needs of the new situation.

1.3 Students have poor practical ability

It can be said that there has never been a lack of practical links in the training of international trade professionals, but according to the reflection of the enterprises, most of the students in the job have poor practical ability, and lack of the ability to solve practical problems and innovation ability when encountering problems. Students who are only familiar with general international trade knowledge and lack of practice and innovation will find it difficult to adapt to the new normal demand of foreign trade required by "One Belt And One Road" national strategy.

1.4 Single evaluation system

At present, most universities assess students based only on test scores and the usual "roll call." Obviously, test scores can only indicate the quality of students' basic or professional knowledge. Usually, "roll call" in class can only test students' attitude, which cannot fully reflect their practical ability or potential innovation ability. However, countries along the "One Belt and One Road" route generally have complex national conditions, and political instability is difficult to predict(3). The regional, class and religious factions vary greatly, and official diplomacy is impossible to fully understand the needs of the people and broad public opinion, so more ways are needed to get into the fabric of society as a whole. This requires the international trade major in the assessment of students still should examine student knowledge, ability, and extensibility.

1.5 Lack of entrepreneurial ability

International trade professionals can start their own businesses in the field of foreign economic and trade, and also can form advantage complementarity with other technical major such as engineering course. However, the current teaching of international trade only emphasizes the international trade theories, international trade rules, international trade processes and other aspects, and few schools cultivate students' entrepreneurial consciousness and entrepreneurial ability.

2. Talent requirements of Enterprise foreign trade under "One Belt and One Road" background

2.1 The demand for foreign trade talents is increasing gradually

As China's opening-up continues to expand in both breadth and depth, its foreign trade, utilization of foreign capital and scale of economic cooperation with other countries are expanding. In particular, a large number of foreign trade companies have emerged after China's overseas investment began to grow in a large scale, and the demand for international trade professionals in universities is constantly increasing.

2.2 Enterprises to the comprehensive quality of foreign trade talents requirements gradually improved

With the rise of China's economic status, more and more domestic foreign trade enterprises will participate in international competition, and this enthusiasm is constantly improving, which puts forward higher requirements for the comprehensive quality of international trade talents. International trade students, not only need to acquire more comprehensive knowledge of international trade theory, also need to have a good practical ability, personal adaptability and learning ability, etc. There are even some businesses also require students to have the qualification certificate, computer level certificate, and English registration certificate to be employed.

2.3 Students' comprehensive ability of cross-position is valued and welcomed

In addition to the higher requirements for students majoring in foreign languages, the ability of international business negotiations, computers, business operations and other aspects, enterprises also hope that the students have an international perspective, analyze the prospect of industrial development in various countries, and have the ability to develop, expand and maintain the market. According to the data, the single international trade talents will be gradually eliminated by enterprises, and the new type of international trade talents should have certain strategic decision-making, market analysis, business negotiation and management coordination, and cross-post comprehensive ability.

2.4 Students' entrepreneurial ability needed by the society

In 2013, China put forward the "One Belt And One Road" development concept, "mass entrepreneurship and innovation" and other ideas and measures. In response to the latter, the ministry of education and other national ministries and commissions specifically issued relevant documents to encourage college students to join the "innovation and innovation" ranks. We can imagine, in the next few years, as China and countries along the "One Belt and One Road" continue to expand and deepen economic and trade cooperation, With the continuous implementation and promotion of the policy of "innovation and innovation", the huge market demand is bound to attract a large number of international trade professionals to join the specific economic activities of "One Belt And One Road" countries' economic and trade interaction.

3. "One Belt And One Road" strategy under the background of Foreign trade personnel training mode and innovation path

3.1 Train students to have an international vision of innovation and entrepreneurship

Firstly, the international trade major should break away from the traditional curriculum. While strengthening the professional foundation and English learning, we can combine the rich languages, diverse cultures, local conditions, customs and national conditions of the countries along the "One Belt And One Road" route to provide targeted courses in small languages, relevant national conditions and national culture, so as to improve students' cross-cultural and interlingual communication skills. Second, in the traditional "public basic course + professional basic course + professional class" teaching mode, the universities should strengthen the curriculum construction

that can broaden students' vision and ability, enhance the modules of cross-major business, management, communication, case study, etc. And also they should embed "One Belt And One Road" country's history, humanities, business etiquette and other personal cultivation shaping module. Meanwhile, it is necessary to set up credits for innovation and entrepreneurship, and take projects as the carrier to cultivate students' innovation and entrepreneurship ability(4). Secondly, the universities should encourage students to participate in school-level, provincial-level and national-level competitions or organize students to communicate with other universities and let students learn the communication style, personality traits, mental model, learning ability to broaden their horizons. Thirdly, universities must focus on cultivating students' awareness and ability of international career planning. Through a series of activities to improve international vision, such as lectures for entrepreneurs and training for cooperative enterprises, universities can let some students with outstanding academic performance and ability participate in social competition to improve their awareness and ability to grasp opportunities and take the initiative to choose work in a large foreign trade company or start a business.

3.2 Pay attention to improve students' thinking consciousness and practical ability of hands-on training

In the face of the current social requirements for talents, universities should not only lay emphasis on strengthening students' professional knowledge, but also cultivate students' practical and problem-solving abilities. Student internships at some universities account for a low percentage, this shows that there are few practical links for students. Obviously, increasing the training of practical links not only increases the platform for students to communicate, but also broadens the employment channels for students. On the one hand, colleges and universities can make full use of internal and external resources to solve this problem by establishing internal training rooms and external training bases(5). On the other hand, high quality professionals can be hired to teach in the first line of cooperative enterprises, or excellent young teachers can be selected to study and exercise in the first line enterprises to strengthen the contact and interaction with enterprises, so as to promote the improvement of practical teaching quality. Similarly, in terms of the cultivation of students' awareness and ability of entrepreneurial practice, entrepreneurship mentoring system can be adopted. Entrepreneurship mentors are not limited to teachers on campus, colleges and universities can introduce and invite successful people from the real world or even the industry. Mentors on campus can lay the theoretical foundation for students to start their own businesses, while mentors in enterprises can cultivate students' awareness and practical ability by serving or carrying out relevant training, counseling and lectures.

3.3 Use the scientific evaluation index and assess students' comprehensive ability with the enterprises together

On the one hand, universities can draw lessons from the advanced experience and successful practices of relevant domestic and foreign colleges and universities, and develop a detailed evaluation standard system that can assess students' abilities in all aspects, and then revise talent training programs timely around the evaluation system, so as to improve strengths and make up for weaknesses. On the other hand, in order to give full play to the role of cooperative enterprises, universities can closely track the employment satisfaction of the cooperative enterprise to graduates, and the comprehensive quality requirements of the society for the professional talents, and the development trend of the industry every year, so as to find problems constantly, and improve training measures and the level of talent training. As an important development strategy of the party and the country, "One Belt And One Road" is a major deployment of China to further deepen reform and opening up and promote regional economic and cultural integration(6). As an important strategic resource for this deployment, training professionals have a decisive impact. Talent training of international trade major should seize the opportunity and formulate scientific and reasonable personnel training target, change the traditional teaching mode and adjust the structure of the curriculum. Meanwhile, universities should optimize the talent practice and innovation ability to explore the path of innovation and development of international trade professional, and cultivate

high-quality and diversified talents for the construction of "One Belt And One Road".

3.4 According to the characteristics of enterprises to formulate the school-enterprise cooperation order-type teaching program

Taking the teaching mode of school-enterprise cooperation "order form" as the main mode, colleges and universities should start from the actual needs of the other party, research and customize the corresponding teaching content, and conduct the same frequency interactive teaching between enterprises and colleges. In terms of organizational structure, the research center group of same-frequency interaction was established, and the WeChat group of school-enterprise with same-frequency teaching and research for English teaching was set up by key teachers to form a long-term mechanism of interaction teaching and research. Then, the enterprise and the college jointly negotiate to form a preliminary implementation plan(7).

In terms of teaching content, interactive teaching and research should be carried out so that both sides can really solve the problems and reach an agreement on teaching objectives, teaching contents, teaching methods, assessment standards and assessment contents. They should communicate and participate in each other in all links, simulate real situations from the perspective of practical work, refine the knowledge and language points in English teaching, and integrate them into the actual work requirements of enterprises, so as to achieve a win-win situation in a real sense. Successful teaching of same-frequency interaction is inseparable from the understanding of students by enterprises and colleges, including the degree of original knowledge accumulation, the way of thinking, the habit of learning, etc., as well as the timely communication and reflection between teachers from both sides of the interaction teaching. In addition, teachers should help students with learning difficulties in class listening, which is the most convenient, fastest and efficient way to improve students' level and ability.

The colleges and universities can set up the "order class" of school-enterprise cooperation, and carry out the exhibition of school-enterprise cooperation course, simulated real scene training and English exchange activities in English class, and plan to use the foreign trade language in daily study and life. The "order class" will also become the focus of joint efforts of the enterprise and university to cultivate. They can carry out multi-directional cooperation in professional construction, curriculum construction, internship and employment, teacher sharing, teaching resources construction and other aspects, which will also play a positive role in promoting the college's professional construction. In the process of making teaching plan and cooperation between the university and the enterprise, both parties should send representatives to the school and the factory for investigation. The college representatives introduce the advanced teaching methods and teaching concepts of English and professional knowledge to the enterprise. Enterprise representatives also introduced the professional needs and quality requirements of employees to university leaders and teachers. Both parties should reach consensus on cultivating students' comprehensive quality and professional knowledge, and sign the corresponding school-enterprise cooperation agreement. The principle of reciprocity and mutual benefit has always been the principle of school-enterprise cooperation in making teaching plans. Enterprises provide places for students to practice and obtain employment, and colleges and universities provide enterprises with e-commerce and other services. At last, the enterprise provides financial support to carry out research on relevant topics, so as to open up new space for internship, employment, teaching and scientific research for teachers and students of the college and university.

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