

# Teaching Reform and Practice of the Course -- Taking the Textile Foreign Trade Documentary (Bilingual) as an Example

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**Abstract.** Analysis on the global economic malaise era of China's foreign trade development status quo, Belt and Road Initiative, CDIO engineering education and documentary talents demand status of modern textile trade, based on training mode of textile trade documentary talents in China needs, we explore and practice the modern textile trade documentary training courses (< the textile foreign trade documentary (Bilingual)>. This course is in textiles import and export trade (clothing) as the background, a comprehensive systematic introduction textiles (clothing) basic knowledge, operating methods and techniques, and combined with cross-border electricity of the foreign trade merchandiser, in order to better adapt to the current situation of international trade of textile foreign trade documentary talented person's demand. Through 3 years' practical training course of <textile and foreign trade documentary (Bilingual)>, it has achieved remarkable teaching effect and has certain reference function.

**Keywords:** textile trade, documentary, training course, exploring.

## 1. Introduction

At present, China, as one of the world's largest trading nations, has established trading partnerships with more than 120 countries. In October 2015, China's textile and apparel exports was responsible for 38.5% of the global share, and for many years occupied the first place in the global textile and apparel exporting countries [1]. However, since 2015, China's textile and apparel exports have declined for two consecutive years. In addition, the rise of trade protectionism and the exchange rate were initiated by developing countries against China have caused China's textile and apparel foreign trade to face many difficulties. The development of textile trade with single talents has entered a difficult position, and it has placed higher demands on the cultivation of modern textile trade with single talents [2].

In 2013, President Xi Jinping proposed a new strategy for the development of the new economic era—the 'One Belt, One Road' strategic concept [3], which plays an important role in promoting China's trade liberalization and building a multilateral free trade system. In the face of the challenges of new international political and economic situation, in order to promote the further development of China's foreign economic and trade, new requirements have been put forward for foreign economic and trade personnel, market awareness, risk prediction ability, risk management and control capabilities, and dispute response capabilities. Therefore, we must keep up with recent changes in the market in cultivating talents engaged in foreign economic relations and trade.

## 2. School's Professional Development Needs

Under the new situation, our school's textile engineering profession faces different challenges and puts forward new requirements for the curriculum and content setting in professional training.

### 2.1 Requirements of the Industry Situation

Under the guidance of the 13th Five-Year Plan, we will strive to transform our country from a 'big textile country' to a 'textile power'[4, 5]; the Zhejiang textile industry must continue to maintain its industrial advantages and continue to promote the upgrading and transformation of technology, products and industries, and build a new competitive advantage [6]. This requires the textile-

professional students trained by the university to develop into technical and economic-oriented comprehensive quality talents.

## **2.2 Requirements for Professional Engineering Education Certification**

Four universities, containing the Massachusetts Institute of Technology and the Royal Swedish Institute of Technology, created CDIO's engineering education philosophy [7]. Our school's textile engineering major has been accredited for engineering education this year. The core of engineering education professional certification is to confirm whether the graduates of engineering majors can meet the standard requirements of the industry [8]. Because most of the textile engineering students will be engaged in textile trade related work after graduation, this requires that students should pay attention to the study of textile economics and trade courses. The documentary course meets the needs of post-graduation work, thus meeting the requirements of our school's specialized engineering education certification.

## **2.3 Requirements for Cross-border E-Commerce Economic Situation**

With the rapid expansion of Internet users and online shopping users, the development of e-commerce on the textile and apparel industry has provided a good foundation. The traditional industry and the Internet industry realize cross-border integration through 'Internet +', and combine perfectly with mobile Internet, big data, cloud computing, Internet of Things and modern manufacturing. According to 2016 China Cross-border E-Commerce Development Report, the cross-border e-commerce transaction volume in China was 4.8 trillion yuan in 2015. It estimates that by 2020, China's cross-border e-commerce transaction volume will reach 12 trillion yuan [9]. In February 2018, the first World Customs Cross-border E-Commerce Conference took place in Beijing as scheduled. The theme of the conference was: 'Innovation, Inclusion, Prudence, and Collaboration to Promote Sustainable Development of Cross-border E-Commerce'. [10]. Therefore, in the course of the 'Textile Foreign Trade Documentary (Bilingual)', the knowledge content of cross-border e-commerce is added to keep pace with the times, so that students can master the ability of network practice and the practical experience and ability of cross-border e-commerce, to meet the needs of relevant enterprises for students' cross-border e-commerce.

## **2.4 Requirements for Professional Training Objectives**

The textile engineering major of Zhejiang Sci-Tech University relies on the textile-related industry, based on the regional economy of Zhejiang, and adheres to the training direction of 'wide-calibre, thick foundation, broad vision, strong ability and high quality'. The textile engineering profession aims to train technical backbones or core management talents, focus on cultivating students' engineering practice ability, and cultivate 'engineering + trade' compound talents. This requires attention to the study of textile economic and trade training courses. The Foreign Trade Documentary (Bilingual) course is intended to meet the needs of students after graduation, so as to meet the requirements of our school's professional training objectives.

## **2.5 Requirements for Documentary Professionals Talent Training Model**

At present, talent training models of foreign universities mainly include Harvard University's multi-talent training model, Columbia University's wide-caliber talent training model, and MIT's 'dual system' talent training model [11].

The talent training mode currently adopted by the textile engineering major of our school is 'wide-caliber training mode based on general education'. Textile engineering documentary professionals should cultivate solid knowledge and ability of textiles, master the latest developments of modern textiles, and have a broad knowledge of international trade, familiar with international trade practices, basic and operational knowledge [12].

For the reform of the mode of training for the professional talents in contemporary textile trade, it is necessary to promote the reform of the curriculum system and enhance practical training. In the curriculum system of textile engineering, it is necessary to pay more attention to the study of practical

and practical courses, increase the proportion of practical courses, pay attention to the cultivation of practical ability, and add the 'Textile Foreign Trade Documentary (Bilingual)' course, so that students can truly practice. Improve your ability to connect theory with reality, communicate with customers and hands-on operations. For the textile engineering students, the employment guidance of the targeted foreign trade work, the guidance content is in line with the actual reality of the society, and the current needs of the enterprise are combined to expand the knowledge of the students, so that students need to have a textile trade occupation. There is a broad understanding of capabilities and future development. Through the reform practice of these modes, students can basically meet the requirements of talent cultivation with 'wide knowledge, solid foundation and strong application', and achieve the goal of applying textile trade talents to meet the requirements of engineering certification.

### **3. 'Textile Foreign Trade Documentary (Bilingual)' Course**

The 'Textile Foreign Trade Documentary (Bilingual)' course mainly introduces the import and export trade of textiles (textiles and garments), tracks the import and export trades, and comprehensively and systematically introduces the basic knowledge and operation of textiles (textiles and clothing). Methods and operational skills, combined with cross-border e-commerce, to better adapt to the current international trade situation for the demand for textile foreign trade with a single talent. The opening of the course will enable the textile engineering profession to be interested in the process and details of textiles and foreign trade business, and improve the quality and ability of students' foreign trade business.

#### **3.1 Course Training Platform**

The Department of Textile Engineering introduced the foreign trade documentary software of Shanghai Yuanheng Electronic Engineering Co., Ltd. Through the integration of different modules, students will systematically and completely grasp the basic theories and basic methods, strengthen the practical ability of students' foreign trade orders, and improve their hands-on ability. Achieve the purpose of comprehensively improving students' comprehensive ability and innovative ability.

Modern textile trade and single training platform positions the student's role as a merchandiser of a foreign trade enterprise. Students can be in foreign trade companies, production enterprises, freight forwarding companies, insurance companies, foreign trade and economic commissions, commercial banks, commodity inspection bureaus, customs, etc. A variety of different scenes are exchanged for different business learning, and all internship cases are from foreign trade companies, and the documents maintain their original format, realizing the simulation and vividness of the internship process. The students are immersed in the simulation study.

In addition, this modern textile trade and single training platform also has the ability to test the system, with the actual order as the title, each student's links are assessed, and each part is assessed. This assessment can understand the students' learning situation in real time, and carry out difficult and focused teaching in real time.

#### **3.2 Course Content Foreign Trade Course Content**

First of all, in the course, students can convert in multiple scenes, including scene maps, foreign trade companies and production enterprises. Students can also be further informed and practice through the scene of their foreign trade company. Students can flexibly use all kinds of props on the desk, including documents, telephones (fax), computers, workbooks, business directories, office desk calendars, textile color cards, etc. The content of the study is clearer and easier to understand. At the same time, students can also track every aspect of product production and processing through the processing company of the internship, including the office building, warehouse and factory area (preparation workshop, printing and dyeing workshop, cutting workshop, back workshop and sewing workshop). Really simulate the production situation of the enterprise and win a deeper understanding of the product and the practice.

Secondly, in the course, students are required to firstly master the documents in order to complement the work of the documentary. However, the documentary link is the most difficult to control in the student learning process, because the foreign trade document is all in English, which is a challenge to the foreign language ability of the students. The teaching method uses bilingual teaching, so that the students can hear more, see more, and cultivate. At the same time, the documents of the modern textile trade training platform can be subdivided into: documents issued by customers, me, third-party documents and template documents. During the learning process, students can put different documents into the virtual folder as required, which is more impressive.

In addition, the course takes the foreign trade document as the main line, takes the commodity production at the center, and adopts the practical operation mode of the task module. According to the chronological order, the whole process of the textile and garment foreign trade order is cut into 5 Main line stages: sample follow-up, original and auxiliary material order, production order, package order and shipping order. Each link in the business mainline process of the platform contains the corresponding tasks throughout the whole process, including: work plan formulation, production enterprise selection (inspection), product quality inspection and evaluation (report production), packaging material inspection. More than 20 different mainline tasks such as testing, sample tracking and confirmation, writing of foreign trade correspondence, shipping schedule inquiry and booking. At the same time, the platform also offers a number of internships to support tasks, including participation in professional knowledge quiz, accident decision-making and so on.

Students can select the date in the calendar, set up the appropriate order phase, and schedule daily work assignments. After the task planning is completed, the progress of the work task can be achieved after confirmation. The 'work assignment arrangement' has a guiding effect on the student's documentary business, and the task is refreshed in real time to dynamically record the student's work progress.

Therefore, students interact with different roles in multiple scenarios in the role of trainee and singleton to complete business transactions. The random accident time that occurs during the communication process increases the variability and interest of this internship process. Students need to make different decisions according to changed situations. The learning process is lively and interesting, and the learning effect is good.

## **4. Increase Cross-border E-commerce Content**

In the past, foreign trade courses only introduced the contents of foreign trade orders. The 'Textile Foreign Trade Documentary (Bilingual)' course added cross-border e-commerce content under the new cross-border e-commerce economic situation, and integrated entrepreneurship education into the curriculum teaching system. The course guides students to start their own business. The teachers and students are respectively staff members of the international trading company. The company operates depending on the ideas and methods of cross-border e-commerce. Some higher education institutions have already begun to explore full-time teachers or students to practice their individual company's practical teaching mode. The society is very eager for cross-border e-commerce compound talents, especially those with good learning ability, familiar with basic knowledge of international trade, e-commerce skills, foreign language communication skills, computer operation skills, marketing capabilities and logistics management skills [13]. In the overseas trade course training course, a cross-border e-commerce part will be added to cultivate students who understand English, understand foreign trade, and understand the operation of cross-border e-commerce platform. The students of the self-employed companies are well received by enterprises and can fully realize Graduation and employment seamlessly docked.

### **4.1 Course Advantages**

I. In the past, related courses generally used multimedia courseware to carry out teaching, explaining the operation principle and operation skills, lacking relevant practical demonstrations. Teaching is relatively cumbersome, and students are more tired to learn. This course combines

multimedia courseware with a foreign trade and a single training platform to provide intuitive teaching. Students can easily learn knowledge and achieve effective teaching results.

II. This course is operated by the foreign trade and the training platform, and then equipped with the operation of the documentary business, so that students can carry out practical training in their spare time, further understand the knowledge and improve the operational level.

III. This course takes the order as the main line, divides the project according to the task, teaches through the task module in the teaching process, with clear ideas and a high degree of student acceptance.

IV. In this course, the students are identified as employees in the foreign trade company. The classroom learning process is the actual business operation process of the follow-up business. The cross-border e-commerce operation process is based on the actual working environment and real work tasks of the foreign trade enterprise. The work content is very popular among students.

## **4.2 Phased Results**

After three years of teaching practice in 2015, 2016 and 2017, more effective phased results have been achieved. The results are as follows:

### **(1) Excellent teaching results**

Taking the modern textile trade and documentary training platform as the course teaching software, it solves the paper-based and unscientific teaching methods from course content. Students can fully grasp the characteristics of textile import and export trade and operational skills, and improve their ability to resolve the problems. At the same time, it provides strong technical support for further building a contemporary textile ‘technology + trade’ compound talent training model.

### **(2) Significant results in practice**

In order to cultivate and train college students' foreign trade practice ability, enhance professional skills of the documentary, so that students can better adapt to the needs of textile and garment foreign trade enterprises, and verify the teaching effect of this platform, our school participates in the 5th and 6th National Undergraduate Foreign Trade Merchandising (Textile) Professional Ability Competition and achieved excellent results, respectively won the first prize of the group country and the second prize of the group country; the individual first, second and third prizes.

### **(3) High student satisfaction**

According to the results of student evaluation and platform order analysis, students' acceptance is high.

## **5. Summary**

Through the establishment of the ‘Textile Foreign Trade Documentary (Bilingual)’ course, the use of modern textile trade and documentary training platform for practical teaching, students are familiar with the textile and garment foreign trade documentary workflow, master the work content of textile and apparel foreign trade merchandisers, understand the working characteristics and basic requirements of textile and apparel foreign trade merchandisers, know the negotiation and signing of textile and garment export trade contracts, be familiar with the textile and garment production process and packaging characteristics, master the packaging requirements, know the transportation and insurance orders, and master the import and export of textiles and garments. In order to cope with the challenges brought about by the international economic situation, we will meet the new requirements of the ‘Belt and Road’ and cross-border e-commerce to train students, and lay the foundation for future work and further study of the textile trade. Through case analysis, students will be trained to analyze problems in practical operations and solve practical problems, and expand students' horizons.

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