

On Training Mode of Applied Talents in International Economics & Trade of Zhejiang Wanli University

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Abstract

Based on the need for applied international trade talents in Zhejiang Province, a series of educational and teaching reforms are set out in International Economics & Trade Major of Zhejiang Wanli University and gradually build up a talent training mode as "Platform Supporting, Modular Training, Capability Orientation and Unity of Knowledge and Practice" with good achievement during the practice.

Keywords: International Economics & Trade Major; applied talents; capability orientation; unity of knowledge and practice

1. Introduction of International Economics & Trade Major, Zhejiang Wanli University

International Economics & Trade Major of Zhejiang Wanli University, established and started to enroll in the year 2011, has now 1490 students at school. Since the new student enrollment of the Major, a serial of deepgoing and patient work has been carried out, relying on the open economy in Zhejiang Province, deep analysis on the changes in the market demand of International Economics & Trade talents, integrating the system superiority and running principle of Zhejiang Wanli University, taking the training of high-quality applied talents in

International Economics & Trade major with the all-round development in moral, intellectual and physical education as the orientation, taking scientific setting of curriculum systems, optimization of teaching staff and improvement of education conditions as the means, and taking deepening the educational reform and improving education quality as the core to making integrated construction and development of International Economics & Trade major. The International Economics & Trade major was approved as Ningbo municipal key construction major in the beginning of 2002; course of international trade became a provincial course with special support in Zhejiang in the beginning of 2003; course of international trade became an A class provincial key discipline in Zhejiang in 2005.

2. Analysis on Training Mode of Applied Talents in International Economics & Trade of Zhejiang Wanli University

After ten years' development, a talent training mode as "Platform Supporting, Flexible Training, Capability Orientation and Unity of Knowledge and Practice" has been gradually built up in International Economics & Trade major.

(1) Platform Supporting. One is the foundation course platform aiming to cultivate the comprehensive quality of stu-

dents, stressing applied quality-oriented education and striving to achieve the balance between wide specialties and solid foundation for appropriate condition; Second is the practice teaching platform aiming to cultivate the practical and innovation ability of students, stressing the training of applied practical ability, specifically refers to the course optimization and integration, as well as the construction of foundation course platform. Optimization and integration are made on the foundation courses of economic management field, selecting five curriculums, such as economics, management, statistics, accounting and law of economy, as the major foundation platform courses for Business School and lay the root for the students' occupation in the field of economic management in the future. Each platform course is matched with a course team, who is responsible for the teaching activities covering content of courses, course teachers, teaching schedule, performance evaluation and teaching seminars. Each platform course is developed as the university-level key course and ensures the progressive improvement of the education quality for platform courses.

(2) Flexible Training. To construct flexible and diversified talent training system, adopt individualized method of instruction, provide multichannel options for growth of students and achieve those options through self-determined major selection, major conversion, proportion increase of optional course and the implementation of flexible modular curriculum system. Mainly embody in the following levels: ① Student Self-determined Major Selection. Make major enrollment in economics and management, take self-determined major selection after the end of the first academic year and some excellent students could even reach inter-faculty major conversion. ② Flexibility of Curriculum System Setting. Further deepen the courses on the basis of mod-

ular curriculum system carried out in many colleges to achieve the formation of flexible modular curriculum system; on the basis of platform courses stability and major core curriculums integration, set multi-level modular curriculums, covering modules for foreign trade common skills training (such as international economic cooperation) and major field modules for vocational groups (such as international shipping agent as well as foreign trade declaration at the customs and customs inspection). Flexible modular curriculums explore diversified options for students' growth, improve students' learning initiative and enthusiasm and are well received among them.

(3) Capability Orientation. Take the student-oriented problem-solving capability, independent learning capability and initiative adaptability as the essentials. Advocate teaching patterns as problem-based education, case education, as well as entrepreneurial and management practice to lead the students to entrepreneurship and innovation ability training through solving and managing the practical problems. Teachers shall adopt different teaching methods and means depending on the teaching characteristics of different courses: such as the teaching method integrated theoretical analysis and case discussion aiming to train the ability of problem recognition and solving; the web-based instruction, regarding as the auxiliary classroom teaching, to achieve real-time communication; and the interactive situational teaching with original intention for creating all-true business settings for students. On the other hand, focus on the integration of curricula education and occupational skills training. International Economics & Trade major highly values the specialized theory and comprehensive quality-oriented education, according to the requirement of "solid foundation", takes integration and optimization of the curriculum system to ac-

centuate platform curriculums and major key curriculums, distribute credits on quality development for appropriate condition between wide specialties and solid foundation and to lay a solid foundation for applied talents training. To make students in the position of solid professional theoretical foundation and theoretical basic skills on economic management, as well as wide scope of comprehensive knowledge and applying ability with system theoretical training of undergraduate course. International Economics & Trade major, in the meantime of the theoretical attainment training, focus on the training of practical ability, strengthen the practice teaching, develop the entrepreneurship and innovation ability and practical skills of economic management, reach relevant curriculum settings and teaching materials selection in line with the certificate examinations and encourage and help the students to obtain various certificate for professional skills, such as Clerk for the Customs Declaration, Certificate of Inspection, Qualification Certificate of International Trade Operator and Cambridge Business English Certificate to enhance their employment competitiveness.

(4) Unity of Knowledge and Practice. Train the students to reach high comprehensive quality and solid professional basis through the above three ways and achieve the unity of knowledge and practice, as well as pragmatism.

3. Specific Methods of Applied Talents Training in International Economics & Trade of Zhejiang Wanli University

(1) Gear to the needs of society, strengthen English and computer application abilities and develop the comprehensive quality. Ensure the continuity of English and computer curriculum setting on school days. Offer College English Level 1-4 and Business English Certificate Lev-

el 1-3 to ensure the class hour of English. Offer courses as Computer Operation Level 1-2, Database Language and E-Commerce to ensure the chance for application of tools and means such as computer and internet in each semester. Students are required to meet the standard of national undergraduate course and encouraged to obtain the certificates of BEC II and VFP.

(2) Implement normalized instruction on specialized basic courses to shore up students' theoretical foundation. As the development potential and momentum of students are subject to the setting and instruction of specialized basic courses, the Business School has determined curriculums as *Economics, Management, Statistics, Accounting* and *Law of Economy* to be the basic platform courses, unify the teaching contents and assessment criteria, establish test question database and carry out the separation of teaching and testing.

(3) Achieve close integration of specialized key course teaching and vocational skills training. Determine course as International Trade Theory and Policy, Rules of World Trade Organization, Practice of International Trade, International Business English, International Economics Cooperation, International Commercial Law, International Marketing and E-Commerce to be the specialized key courses. Integrate the content of courses, reduce the number of courses, reform the teaching methods, and combine specialized key course teaching and vocational skills training. After the completion of relevant specialized courses, students are encouraged and organized to take part in related professional qualification examinations to reach the dynamic integration of theoretical attainment and professional skills and laid a foundation for employment.

(4) Set flexible module to achieve individualized education and training. The enrollment mark of our students is not so

high, whereas, the long-standing business history and overall opening-up situation of Zhejiang Province have cultivated them strong business sense and operating capability. With the purpose of greatly perform their characteristics, flexible major modules are particularly set based on the conditions of market demand to make appropriate use of students' advantages and disadvantages and shape them to be useful talents in the future.

(5)Reform in Teaching Methods and Means. Remold the teaching philosophy, improve the teaching methods and make the conversion from teacher-centered teaching mode to student-oriented one. First is to strengthen the construction of platform curriculums. For instance, normalized teaching is achieved in Economics and Management with unified teaching contents, teaching schedule and examination judgment, as well as the implementation of separation of teaching and testing. Second is to integrate theoretical analysis and case discussion as to train the ability of problem recognition and solving. This integration is adopted in the teaching of International Commercial Law and International Marketing and makes full play of the enthusiasm in teaching and learning between teachers and students. The instructional relation of teacher-led inspiration and student-directed learning is progressively taking shape. Instructors even make handouts of Case analysis of International Trade in teaching by themselves. Third is to carry out teaching activities through modern teaching means, as fully using multimedia and network analogue, and develop online classrooms in teaching to offer access to content of class lessons at all times, to finish online work and tests and keep instant communication with the instructors outside the classroom. In the experimental course of international trade, students are able to take simulate operation of international trade through the la-

boratory LAN. This develops the practical ability of students; mobilize the learning enthusiasm, initiative and creativity with the reach of interactive teaching. The fourth is the adoption of interactive situational teaching and mode with instruction and training on the education of International Business English. Select the Business English Certificate as the textbook in Level I, II and III, and focus on the communication performance of English during teaching. Level I concentrate on the training of listening ability; Level II on the training of reading and writing and Level III concentrate on the training of oral communication. Students are asked to choose a role of business occupation before offering class and take practice exercises through simulating different business settings. This activates the knowledge of English left long time in their mind and holds some business communication and negotiations, which interests students, makes them start to speak English actively and reaches significant teaching effectiveness.

4. References

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