

Discussion on the "Innovative and Entrepreneurial" International Trade Talent Training Model Based on the Perspective of School-Enterprise Collaborative Education

Xiao Kuang

Jiangxi Normal University Science and Technology College, Jiujiang 332020, China

106158955@qq.com

Abstract. In recent years, colleges and universities begin to pay attention to the training of application-oriented talents, and university-enterprise cooperation is an important way to improve the quality of "innovation and entrepreneurship" talents training. This paper first expounds the theoretical and practical basis of school-enterprise cooperation in personnel training, and then analyzes the existing problems in the cultivation of "innovation and entrepreneurship " talents of international trade major in colleges and universities, so as to put forward effective ways of school-enterprise cooperation in personnel training.

Keywords: Innovation and Entrepreneurship, international trade talents; School Enterprise Cooperation; Effective measures.

1. Introduction

University-enterprise collaborative education is an education mode in which universities and enterprises jointly cultivate high-quality applied talents by integrating the superior resources of both sides, integrating educational ideas and using diversified educational methods. Under the current situation, the cultivation of students' innovation and entrepreneurship ability should take the way of school-enterprise cooperative education, which is determined by the complementarity of superior resources of both sides.

2. The foundation of school-enterprise collaborative education based on the cultivation of "innovation and entrepreneurship"

2.1 Theoretical basis

From a theoretical perspective, university-enterprise cooperation in international trade majors involves many disciplines such as education science, economic science, management science and system science, and its main theoretical basis is collaborative innovation theory and overall governance theory. "Synergy" refers to the coordination of the behaviors of two or more different subjects, so that they can uniformly accomplish a specific goal, showing the characteristics of combined efficiency greater than individual efficiency. "Collaborative innovation" is the introduction of collaborative thought in the innovation process, through the benign interaction between different subjects, to achieve mutual complementary advantages and value creation. Overall governance is mainly to solve the problem of coordination and integration between different management subjects and different departments. As two main bodies with different natures, universities and enterprises have their own superior resources and complement each other very strongly. The cooperative education between them will greatly improve the quality of talent cultivation.

2.2 Practical basis

2.2.1 The superior resources of the two sides are highly complementary

Colleges and universities have advantages in knowledge creation and dissemination. They can train students with solid theoretical foundation. However, colleges and universities are not enterprises and cannot provide students with a real platform for trade practice. Although colleges and universities

can establish simulation training room, it lacks real market environment and pressure after all, and cannot bring practical experience to students. Enterprises, on the other hand, are the entities that are starting their own businesses. They are directly in the front line of business war and have received numerous tests from the market. Thus, they have accumulated rich entrepreneurial experience and resources, which can provide excellent training platform for students. Therefore, universities and enterprises are highly complementary in innovation and entrepreneurial resources.

2.2.2 The university and enterprise have the same goal in talent training

Local application-oriented colleges and universities mainly train application-oriented talents, and pay more and more attention to the cultivation of innovation and entrepreneurship ability, so as to provide enterprises and society with high-quality talents who can cope with fierce competition. Under the current environment, the society is not short of ordinary college students, but high-quality talents with innovative and entrepreneurial ability are quite short, enterprises need this kind of talents most, they hope that colleges and universities can cultivate such high-quality talents. It can be seen that universities and enterprises have highly consistent goals in talent training, which creates conditions for their cooperation.

3. Problems existing in the cultivation of “innovation and entrepreneurship” talents for international trade major in universities

3.1 The teaching model needs to be improved

At present, there is no organic connection between teaching model theory and practice in colleges and universities. The main reason is the lack of practical conditions and "double-qualified" teachers. In most cases, teaching can only be carried out in the classroom for theoretical analysis, or simple simulation, or even because of the lack of class hours, so that students have not enough time to think. In this way, the students trained by colleges and universities are not only "high-minded but low-skilled", but also lack of "innovation and entrepreneurship" practice.

3.2 Low level of practical teaching

Although the training software covers the courses of international trade practice, international settlement, customs declaration and inspection, foreign trade documents, etc., this training software tends to practice exercises and is seriously insufficient for real business simulation, so it is difficult to achieve the effect of simulation training.

3.3 Lack of “double-qualified” teachers

Local colleges and universities are not attractive in terms of salary and geographical location, so it is difficult to recruit teachers with working experience in enterprises. Because of the scarcity of “double-qualified” teachers, most practical courses can only be taught by teachers without practical experience, and the teaching effect is generally not very good, so it is more difficult to realize the desire to organically integrate innovation and entrepreneurship education into professional courses teaching.

4. Mechanism construction of university-enterprise cooperative training of “innovation and entrepreneurship” international trade talents

4.1 Select appropriate collaborative education mode

To meet the requirements of The Times, the current school-enterprise cooperation mode has undergone significant changes: from the loose cooperation mode in the past to the standard mode, in order to establish a stable and long-term cooperation mechanism; Changing from single goal to multiple goal, cultivating compound talents, so that students can adapt to the increasingly stringent

working environment; From closed to open, both sides deeply participate in the whole process of talent training, improve the voice of enterprises in the cooperative education, increase the enterprise elements in the talent training program; It has changed from division to coordination, and has taken the way of combining production, education and research, forming a situation of collaborative innovation talent cultivation combining teaching and scientific research, industry interaction, talent cultivation and social development.

4.2 Forming a seamless cooperative teaching mechanism

First of all, the teaching content and social needs should be seamless. Specific requirements is to build a "student-centered, guided by the demands of jobs, innovation and entrepreneurship ability training as the main line" of the teaching content, the formation of "public courses + professional foundation courses, professional courses required course + professional + technology + + professional practice course innovation entrepreneurship training course" international trade of professional curriculum system, make the students master a wide range of professional skills. So that students can go to work or start a business right after graduation.

Secondly, in the selection of teaching means, colleges and universities should fully consult with enterprises and adopt teaching means approved by enterprises, so as to facilitate teaching and teaching management of enterprise employees and avoid the situation that enterprise employees do not adapt to teaching means.

Thirdly, colleges and universities should determine the division of teaching with enterprises, so as to make the teaching process seamless; It is necessary to actively adopt a comprehensive management system integrating learning resource sharing, online learning management, skill training process management, technology application ability evaluation and other functions, so as to facilitate the organic combination of online and offline teaching and distance teaching, and realize the teaching interaction between students, schools and enterprises without time and space restrictions.

4.3 To build a high-quality "double-qualified" teacher team

On the one hand, the university introduces experts and professionals from industries and enterprises as visiting professors, and employs a number of technical experts and management backbone with industry and enterprise background and rich practical experience as part-time teachers, so as to improve the number and quality of double-qualified teachers in the college. On the other hand, the school improves the academic level of full-time teachers through recruitment and introduction, competition and elimination, advanced study and independent training. We will "bring in" enterprises, let teachers "go out", and make joint efforts to build a high-quality "double-qualified" teacher team.

Acknowledgments

This paper is supported by the teaching reform research topic of colleges and universities in Jiangxi Province: Research and Practice on the Innovative Model of School-Enterprise Collaborative Education from the Perspective of the Integration of Industry and Education - Taking International Trade as an Example (No.: JXJG-19-32-5).

References

- [1] Zhang Zhen. Research on the Integrated Development of Innovation and entrepreneurship and professional education in Local Universities [J]. Scientific Consulting (Science and Technology Management), 2019(9).
- [2] GaoWeizhong. Practice and exploration of school-enterprise cooperative training mode for Undergraduate Application-oriented talents in Local Universities -- Taking Tourism Management major of Shaoguan University as an example [J]. Education Watch, 2016(10).
- [3] Zhang Jinwen. Research on the Integrated development mechanism of Innovation and entrepreneurship education and college professional education. Journal of Heilongjiang Institute of Education, 2018(5).

- [4] Chang Shu, ZHONG Yanjun. Innovation of collaborative Education Mechanism in Colleges and universities based on the Concept of collaborative Innovation [J].China Agricultural Education, 2017(5).