

Discussion on Personnel Training Mode of Applied Undergraduates Majoring in International Economic and Trade in Independent Institute*

Zhu Jinsheng, Lv Du, Zhu Chang, Wang Hongguo

Huaxia collage, Wuhan University of Technology, Wuhan, P.R.China, 430070

(E-mail: zhujs@whut.edu.cn, windlvdu1982@126.com, zhuchang1982@qq.com, 740939167@qq.com)

Abstract Using means of document research and qualitative study, this paper discussed the training mode of applied undergraduates majoring in international economic and trade in Independent Institute, put forth the premise of constructing personnel training scheme in Independent Institute, and constructed theory teaching system based on application, practice teaching module system in International Trade and quality development system.

Key words Independent institute; International economic and trade; Applied undergraduates; Training mode

1 Introduction

Applied personnel training mode of Independent Institute since its inception is one worth discussing hot issues, in recent years many scholars write paper in this area, such as Jiang Aijun, Li Shujun “The Contribution of Personnel Training Mode of Applied Undergraduates in Independent Institute”, Chen Jian “Discussion on Contributing Creative Applied Personnel Training System in Independent Institute”, Yu Yang “Research on Applied Personnel Training Mode in Independent Institute”, Zou Junqiang, Shen Hui “Strategic Choices of Applied Personnel Training in Independent Institute Based on SWOT”, Li Fei “Orientation and Exploration of Applied Personnel Training Mode in Independent Institute”, Zhang Jianhua “Thinking on Training Applied Personnel in Independent Institute”, Tang Yaling “Thinking on Training Applied Personnel in Independent Institute”, Guo Maicheng, Sun Shouchen “Thinking on Training Advanced Applied Personnel in Independent Institute”. However, there are few references about personnel training mode of applied undergraduates major in international economic and trade in Independent Institute, only Sun Yanping, Xu Li “Analysis of Training Approaches of Applied Personnel Major in International Economic and Trade in Independent Institute”

2 The Premise of Constructing Personnel Training Scheme in Independent Institute

2.1 Establish new conception for personnel training

Practice has proved that change of education ideas is the leader of teaching reform in Independent Institute. The faster education ideas change, the clearer thought of teaching reform. So do the personal training scheme. Courses system built on the base of the new personnel training scheme should be that base must be synchronized with skills, learning skills in continual practice, improving basic theory in studying skills. The general principle is establishing specialty aimed at marketing, setting courses aimed at enterprise, sharpening skills aimed at post.

2.2 Redefine of the new personnel training mode

The old “three-stage” model is composed with public basic course, professional basic courses and specialized courses, the training goal of which is prone to two kinds of tendency: or based on training “knowledge-based” talents lacking of practical application; or based on training “job skills” talents lacking of comprehensive quality, both rapid economic development can not meet the demand of rapid development of economy and society for senior talents. Therefore, we classify the personnel training major in international economic and trade into three steps: the basic practical ability of international trade, high practical ability of international trade, comprehensive competence of international trade, each of which including the professional ability modules and related ability modules. The specific requirements are: First, we should combine vocational skills with vocational attitude; second, we should

*The paper is for the Education of Hubei Province “Eleventh Five-Year Plan” teaching and research project, “Research on Market-oriented International Economic and Trade Professionals Undergraduate Training Mode”, This paper is one of the initial results.

combine the operational capability with comprehensive practical ability and creative ability, and stress on the comprehensive practical ability as a center; Third, we should combine quality education with knowledge and ability, emphasizing comprehensive and coordinated development.

2.3 To construct the basic principles of personnel training scheme

Constructing of training scheme of applied undergraduates major in international economic and trade in Independent Institute must follow some basic principles.

First, from the development of the institute

1) To be in accordance with the laws and regulations of higher education and the goals of institute undergraduates personnel training.

2) To use experience and exploration of the maternity opening undergraduate majors.

3) To be according to the development and application of the theory of international economic and trade, as well as employment positions of graduates major in international economic and trade in recent years.

4) To integrate the actual situation of our institute's educational resources, to be based on regional economic development needs, to establish specialty mechanism cooperation with the enterprise closely.

Secondly, from the development of talents

1) Training scheme should meet the learning process and learning psychology structure.

2) Training scheme should be more excellence for modern international trade talents.

3) Teaching methods should focus on man-oriented and satisfy students' cognitive laws. In the curriculum, make sure that foreign language and computer practice be constant.

4) To strengthen the construction of quasi-corporate experiment, training center, to train fully professional and technical capacity of students.

3 Construction of Theory Teaching System Based on Application

Applied undergraduates in the face of knowledge structure have "wider knowledge, more solid foundation, stronger application" characteristics, which is a trend of current undergraduate training of independent institute. The Construction of theory teaching system based on application should include course structure, course content and teaching methods. Details are as follows:

3.1 Improve the course structure

3.1.1 Strengthen public basic courses

Construction of public basic course is the platform of common knowledge structure among different disciplines, which bring the students basic knowledge, skills and values education. The existing basic courses emphasis on theoretical study, lacking of era sensation. Therefore, curricula should increase and strengthen contemporary political and economic current affairs education to students, enabling students to have a more extensive, comprehensive and timely understanding developments in society, helping them well adapt to society after graduation and development needs.

3.1.2 Highlight the key of professional basic courses

The key of professional basic courses is the major professional courses which reflect the basic characteristics and requirements of our major. These courses' aim is to enable students to own more solid and systematic professional knowledge and to apply scientific thinking to analyze and solve problems. International economic and trade professionals should highlight the building of key courses, constantly update teaching content, combine international and domestic economic environment with development trends, maintain practical courses, and strive to build special courses, or even excellent course. In addition, some courses should use bilingual or exclusive English Speaking teaching in order to train students' understanding and practical ability of Specialty English, improve their practical ability in working.

3.1.3 Expand professional related courses

Because different regional job markets need different talents, international trade professionals of Independent Institute can also expand the scope of professional related courses to enlarge their professional knowledge vision and enhance their professional quality.

3.1.4 Strengthen applied courses

Strengthening practical teaching Step is emphases in building Curriculum System of international trade. Applied courses of international trade are the major courses of professional qualification exam related to international trade. Specific professional qualifications are customs declarer, documentation Specialist, inspection-applier, Merchandiser, freight forwarding staff, foreign trade salesman which test students' operational capacity of customs declaration, documents operational capacity, inspection

operational capacity, merchandising operational capacity, freight forwarding operational capacity, foreign trade operational capacity. Related courses involved in teaching can use directly related examination materials, organize teaching according to exam, focus on the candidate's actual business skills training and job assessment.

3.1.5 Focus on capacity-building

In the open information society, English and computer skills is very important for the graduates engaging in international economic and trade activities, so we curricula to raise the level of student computer skills and foreign language requirements, and actively encourage students participate in various types of computer and English qualification and proficiency test in order to improve their competitiveness.

3.2 Update teaching content

Teaching content reform is an important means to improve the education quality and to achieve personnel training objectives, which is centered on “applied talents” training objectives, strengthening reform of the teaching content.

To improve the content of basic core curriculum, we should be firmly grasp the pulse of the times, and constantly update courses' content, making students understand the world economy and the latest development trends of international trade and international economics and hold the latest theory.

To improve the content of professional supporting curriculum, we should be subject to track the latest developments, and strive to lend the latest and most practical content to students.

To improve the content of applied curriculum, we should turn the emphasis from foreign trade into domestic trade. Make sure that students master not only skills in international trading business but also developing, marketing and managing the domestic market to broaden employment opportunities after graduation. In addition, in the fact of practice teaching we should focus on both exports and imports, so that students not only master the export process but also have a very clear understanding and grasp of the import process to help them engage in import business or import agency work in the future.

3.3 Change teaching methods

For the current weaknesses in teaching steps, creating open educational environment and the diversity of professional training will enable curriculum rich, not having a fixed program. This poses a severe test to teachers which weather recognize and grasp the new quality system of higher education or not.

First, position and role of the different demands are put forward to teachers in the classroom teaching, namely: ① from the “preacher” to the informed pathfinder; ② from the “FAQ” to ones who inspire students having problems; ③ from the “grant industry” to ones who give vocational guidance.

Second, in the teaching process, teachers should vigorously promote the reform in the face of teaching content and teaching methods, so that teaching methods and modern educational technology evolves, thereby stimulating student learning actively and doubtfully, and create learning environment for the student developing personality and diversification.

3.4 Reform personnel evaluation system

Reasonable Personnel evaluation system should promote to train applied talents. We should establish new applied personnel evaluation system including comprehensive quality, comprehensive ability, knowledge structure, innovation capacity, and other indicators.

4 Construction of Practice Teaching Module System in International Trade

In view of a series of problems about the training of international trade majors in Independent Institute, the practice teaching of international trade professionals should be primarily from the following training modules:

4.1 Professional course practice module

Professional courses' practice which is the practice of professional courses (also including the basic course) is arranged in the teaching of professional courses, to enable students to have a perceptual expertise, strengthen the knowledge, and combine the theory and practice together. Teachers in international trade profession can use examples, discussing and debating to carry out practice teaching.

4.2 School training base module

School training focuses on simulate practice, to enable students to have a place simulate importing and exporting trade negotiation and develop students' ability of innovation and research in the process of

practice. By simulating the process of business, their ability in practice is enhanced. Specific training programs include: 1) foreign trade geography training, 2) Business English voice and oral training, 3) international trade documents training, 4) international trade comprehensive skill training. Independent Institute whose teaching conditions are good now can use the following three more advanced way.

(1) Class simulation

Class simulation asks students to carefully read and find relevant information and complete the simulation task in or after the theoretical teaching by giving some background information. Through simulation practical training students become more familiar with and master the international trade business processes, and even from passively accepting knowledge into actively using knowledge. This step can be finished in Oral English and speech training rooms.

(2) Online Simulation

Online simulation trade is not only fast, completeness and comprehensive, but also authenticity, convenience, which is popular among students. General Colleges has opened not only the broadband network also the campus LAN, so we can easily carry out on-line “simulation international trade” practical teaching. This step can be finished in e-business training center.

(3) Site virtual simulation

“Simulation international trade” practice teaching should carry out based on the actual operation of foreign trade. At the same time, according to the actual business, We could fictionalize a similar transaction cases, in which we could engage in contracts, customs, inspection and other practical operation, and then the port professionals and teachers give guidance and on-site appraisal together. To ensure the effectiveness of this practice teaching, in the specific implementation process we can use simulation enterprise environment, simulation functions of jobs, simulation business process.

In addition to these three kinds of practice teaching, we also can use curriculum design, social survey, graduation and other methods to complement.

4.3 External training module

External base is an important way by which the students understand the social, familiar with the company and the work environment in the future. Strengthening the practice base is an important practical aspect of teaching, first expanding the distribution of practice base; second further improving the practice base system. External training module can be split into “going out” and “coming in”. The “going out” practice mode use protocol type, that is, cooperation with enterprises, foreign trade enterprises or foreign-owned enterprises joint teaching; also use non-protocol-based, mainly including foreign-related government functions, such as Customs, CIQ, Foreign Exchange Bureau, Tax Official, Marine Department, etc.. At the same time, we must pay attention to “coming in”. According to the characteristics of international trade professionals, we could invite business leaders or managers to give reports or lectures using a variety of means, making students have a better understanding of the community and difficulties of jobs before entering social, to further enhance the learning consciousness.

5 Construction of Quality Development System

The content of quality education includes political and ideological quality education, professional ethics, and professional psychological quality education. In the four years of personnel training programs, quality and ability training are started from students entering school, throughout the four-year teaching programs, which give students a systematic, comprehensive, and progressive strengthening training.

5.1 The contents of the quality development system

1) In the fact of “political thoughts and moral qualities”. We should begin from filial piety and family responsibility to train students’ social responsibility, professional ethics and professional awareness.

2) In the fact of “social practice and voluntary”. We should actively encourage students to enter into society and enterprise, servicing for others, contributing to society, enriching professional experience and improving job skills in practice.

3) In the fact of “science and technology and innovation & carve out “. We should train innovative ability and entrepreneurship quality, and focus on heuristic, case and discussion teaching. We also should in classroom teaching create a public opinion environment that encourages innovation, to develop students’ entrepreneurial awareness and train students in entrepreneurship, to stimulate their entrepreneurial initiative and accumulate experience for future business.

4) In the fact of “arts and culture and physical and mental development”. We should focus on

improving their psychological and humanistic quality.

5) In the fact of “community activities and social work”. We should focus on students’ teamwork spirit.

6) In the fact of “skills training”. We should focus on strengthening the core competitiveness of graduates. The “double permit” system is included in the teaching program, obtaining the qualification certificate and technical promotion certificate or post qualification.

5.2 The problems in the quality development system

1) To enhancing understanding and strengthen leadership. Teachers and other staff from international trade professional need to work and hold together to raise the quality of students. We should formulate and execute long-term planning and specific measures to strengthen the research and promotion of students’ quality development and constantly revise and enrich the quality of the content in practice.

2) To arouse fully and mobilize extensively. We should bring the enthusiasm; encourage the staff to put into the project's construction. We should also make full use of social resources.

3) To do a good job on the design and vocational guidance of students. We should determine target system of students’ quality development in time, and introduce quality development projects meeting the physical and mental growth of students, to provide students with an expanding quality development platform.

6 Conclusion

Education, focusing on from knowledge to skills and intelligence, then to quality and creativity, objectively reflect the common demands on the development of education and society. Applied undergraduates education is certain training and education in work skills which is more highlighted the inevitability of this social development. This paper, based on the construction premise of a clear training plan for Independent Institute, thinks that training scheme of applied undergraduates major in international economic and trade in Independent Institute can be built from three facts: theory teaching system, practice teaching system and quality development system.

References

- [1] Ye Guocan, Hu Guojun, Chen Weihong. Discussion on Personnel Training Mode of Applied Undergraduate in Independent Institute[J]. Private Higher Education, 2006,(6) (In Chinese)
- [2] Jin Qiuping. Thing about Applied Creative Talent in Independent Institute[J]. Private Higher Education, 2006,(6) (In Chinese)
- [3] Yang Yi. Thinking on the Scientific Development of Independent Institute[J]. Private Higher Education, 2006,(6) (In Chinese)
- [4] Wang Zhenru, Wang Fuhai, Hao Jing. Building a New Mode for Applied Personnel for the Purpose of Serve on the Base of Competence[J]. China’s Vocational and Technical Education, 2005,(9) (In Chinese)
- [5] Chen Fei. Research on Mode of Independent Institute in China[D]. 2004, 4 (In Chinese)
- [6] Wu Zhenshun. Research on Core Competence Training in Applied University[D]. 2005,(5) (In Chinese)
- [7] Zheng Qinghe. Teaching Strategy to Train Application Ability from Point of View Cognitive of Application[D]. 2001,(10) (In Chinese)