

# Analysis on the Design of Higher Vocational International Trade Specialty Course System Based on “Post, Class, Contest, Certificate” Integration

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## Abstract

The 2021 National Vocational Education Conference proposed to promote the comprehensive education of “post-class contest certificate”, which can be said to be not only a recognition and affirmation of the exploration of talent training in vocational colleges, but also a further promotion and promotion. In order to ensure the long-term sustainable development of students’ careers, the curriculum system of international trade majors in higher vocational colleges should set the cultivation of students’ quality of long-term career development as the long-term goal of professional education on the basis of cultivating students’ basic abilities in initial employment positions. According to the teaching practice of international trade major, the article proposes a higher vocational international trade major curriculum system based on the training of post occupational ability, which not only achieves the harmonious unity of theoretical and practical teaching objectives, but also realizes the integration of the curriculum system and the curriculum system. “Employment-oriented” higher vocational education goals are harmonious and unified.

## Keywords

Higher Vocational Education, International Trade Practice, Course System Design, “Post, Class, Contest, Certificate” Integration

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## 1. Current Situation of Talent Training for International Trade Majors in Colleges and Universities

In recent years, with the surging tide of economic globalization and the rapid development of my country’s foreign trade industry, the demand for international trade professionals in the industry has increased sharply, and international trade majors in domestic universities have achieved rapid development. According to the “2017 National Foreign Trade Vocational Qualification Training Statistics” released by the Personnel Department of the State Administration of Foreign Trade and Economic Cooperation, there were 583 general colleges and universities offering undergraduate majors in international trade in 2017, and a total of 55,611 students were enrolled in undergraduate international trade majors in 2017, 46,888 people graduated and 209,986 people are in school (Ge Xuemei, 2020). International trade disciplines and majors are developing rapidly, but the domestic and foreign trade education circles and industries have always been troubled by the “dislocation of supply and demand” of professionals. On the one hand, colleges and universities have provided a large number of talents for the industry; on the other hand, due to the training objectives and teaching system design of colleges and universities (especially undergraduate colleges), the effective connection with the industry has

not been achieved, and the international trade schools cultivated. The lack of practical ability and unreasonable professional values of similar professional talents result in low practical ability of students to work in the industry after graduation. There is a huge gap in talent demand in foreign trade-related industries, but because companies in the industry pay more attention to the practical skills of employees and their own cost savings, they generally do not consider hiring talents from the perspective of academic qualifications. Therefore, the problem of “dislocation between supply and demand” of talents in this industry highlights the deficiencies in the quality and structure of national trade professionals in colleges and universities, and should be valued by colleges and the industry.

## **2. The connotation of the curriculum system for international trade majors in higher vocational colleges**

The higher vocational international trade major curriculum system (hereinafter referred to as “this curriculum system”) of “post-class competition certificate integration”, with ability target training as the core, sets practical teaching goals for students’ initial employment positions, and sets for students’ development employment positions. Theoretical teaching goals, introducing a dual-certificate system, taking the vocational skills competition as a breakthrough, and creating a dynamic higher vocational education teaching platform through the “teaching, learning, doing”—integrated teaching design, establishing a new pattern of vocational education courses, and achieving “Employment-oriented” higher vocational education goals. The main features of this curriculum system are gradual and step-shaped, and the multi-faceted teaching objectives are integrated, mutually promoted, and spirally advanced.

## **3. The characteristics of the international trade major curriculum system in higher vocational colleges**

(1) The teaching is based on the post, the post certificate is integrated, and the course certificate is integrated. This course system analyzes the job tasks and job groups corresponding to foreign trade majors according to each link of the actual foreign trade business (trade preparation-transaction negotiation-contract performance-transaction aftermath), extracts typical work tasks, and forms competency fields according to the complexity of competencies. Integrate and summarize typical work tasks, and form an action field. According to the law of cognition and career growth, the action field is progressively reconstructed and converted into a curriculum. In the specific teaching design, according to the complete thinking and occupational characteristics, the learning field is decomposed as the subject learning unit, and a complete international trade professional course with the cultivation of students’ professional quality and sustainable development ability as the core and corresponding to each link of the job is formed. System (Xin Huishu, 2019).

This course system also fully combines the training objectives of international trade professionals, teaching content with vocational post ability requirements, and vocational qualification certificate examination content, and takes vocational ability training as the basis to realize “post-certificate integration and course-certificate integration”. According to the foreign trade salesman, foreign trade document clerk, foreign trade merchandiser and other occupational post standards, set up relevant courses, and implement “dual certificate” education. Formulate professional syllabus and related course standards based on business process and occupational post standards, and try and explore the integration of curriculum certificates in some core professional courses such as “foreign trade billing practice”, “customs declaration practice”, “inspection declaration practice”, etc. (Yi Tao, 2020). Help students improve the quality of employment and truly achieve high-level higher vocational education.

(2) The combination of rationality and reality realizes “employment-oriented”. First of all, whether students can successfully enter the initial employment position after graduation. It depends on whether you have the basic skills required for the relevant initial position. Therefore, international trade majors mainly set practical teaching objectives for the requirements of initial employment positions such as exporters, foreign trade clerks, customs brokers, and inspection agents.

Secondly, the curriculum system should not only cultivate students with the knowledge and abilities required for their initial positions, but also consider the long-term sustainable development of their careers, and pay attention to the combination of theory and practice. Therefore, this curriculum system also pays attention to cultivating international trade students to develop employment positions, such as foreign trade managers, international business teachers, etc. For the abilities required for these development positions, students are required not only to be able to operate, but also to understand the principles, so that they can understand and understand by analogy, so as to adapt to the changing job requirements in their future careers (Zu Xiaoqiong, 2016).

In order to realize the combination of theory and practice, the international trade major has explored a diversified practical teaching mode, organized students to carry out SIMTRADE simulation software training, and then participated

in the National College Students' Foreign Trade Professional Ability Competition for simulation platform intensive training. At the same time, a number of off-campus international trade practice bases have been established, based on the local reality, attracting real products, transforming the real import and export business of the company, building a diversified training platform, and realizing the transformation from simple to complex, from simulation to reality.

(3) Teaching to do integrated teaching design. Each core theoretical course should promote the reform of teaching content, teaching methods, teaching methods (techniques), and examination system as a whole to form a synergistic effect. Through integrated teaching, project teaching, task-driven, case analysis teaching, etc., we will strengthen the integration of teaching and doing, and focus on cultivating students' ability to discover problems, analyze problems, solve problems and learn independently.

Clarify teaching goals through real business scenarios. Teachers explain the difficulties, theoretical knowledge and solutions of tasks. Teachers conduct case analysis and demonstration to demonstrate good professional norms and professional attitudes. Students train basic skills in groups and cultivate teamwork spirit. Teacher evaluation or mutual evaluation of students, timely correction of individual mistakes, and collective evaluation of general mistakes. Finally, teachers and students discuss solutions together to improve students' knowledge and skills. In addition, the links of knowledge development, classroom training and after-school business skills training are carefully designed, together with intensive practical training, to strengthen students' preparations before trade, negotiation and conclusion of contracts, performance of contracts, prevention and handling of disputes, etc. skills to meet the requirements of initial employment positions and meet the needs of long-term career development.

At the same time, in the process of teaching implementation, how to realize the students as the main body is the focus of our teaching reform. Teachers constantly reform teaching methods, realize the cooperation between teachers and students, and at the same time enhance the interaction between teachers and students, and cultivate students' good study habits and learning methods. According to the training goal of technical application talents, various teaching methods such as classroom theoretical teaching, practical training, professional practical training, lecture-while-practice, and combination of internal and external practice are adopted. The form of the course is to mobilize the enthusiasm of the students and complete the teaching tasks.

(4) Introduce vocational skills competitions to promote teaching and learning through competitions. In the practical teaching link, the international trade major has attracted the POCIB National College Students' Foreign Trade Business Competition to promote teaching and learning through competitions. This event simulates a real dynamic market environment, covering all aspects of international trade practice. In the competition, each student owns an independent accounting import and export enterprise, and continuously gains practical experience through near-real business operations, fully masters various business skills, especially negotiation skills, and is familiar with the interaction of customers, factories, banks and government agencies relationship, truly understand the operation of international trade logistics, capital flow and business flow, and achieve the ultimate goal of comprehensively improving international trade skills (Zheng Junyue, 2022).

Through the competition, students can improve their professional ability and quality ability, and teachers can more clearly define the direction of reform in terms of textbook update, teaching system, curriculum structure, teaching equipment, and performance evaluation.

(5) Pay equal attention to vocational skills training and vocational quality training to promote the sustainable development of students' careers. "Employment-oriented" higher vocational education should not only consider improving the quality of initial employment, but also pay more attention to the long-term development of students, consider how to lay the foundation for its long-term development. To achieve this goal, it is far from enough to have excellent professional knowledge and skills, but also to have comprehensive qualities. First of all, professional teachers should carry out standardized and orderly teaching management. Teachers should lead by example and teach by example and needs to help students develop a practical and dedicated work style and professional ethics. In theoretical teaching, in addition to requiring students to master the corresponding professional technical theory, ideological education and moral cultivation courses should be set up to improve students' ideological level and moral cultivation and form correct "three views".

In teaching, we insist on organically combining job skills training with the cultivation of professional ethics and work style. Through the division of labor among group members, the completion of practical projects through collaboration, the communication and interaction between students and the competition between groups, to form a good learning atmosphere, fully mobilize students' enthusiasm for learning, so that they can get the exercise of teamwork.

The talent training model of higher vocational education is positioned as "ability-based and employment-oriented", emphasizing professionalism and adaptability. The "post-course certificate-competition integration" progressive higher vocational international trade professional curriculum system constructed by this major determines the teaching objec-

tives based on occupational positions. Promoting learning, promoting education by competition, and laying equal emphasis on vocational skills training and professional quality training have laid a solid foundation for the long-term sustainable development of students throughout their careers.

Fourth, the significance of the construction of the international trade curriculum system of higher vocational colleges.

It aims to cultivate application-oriented compound talents and services, and its ultimate goal is to improve students' practical application ability. This model integrates classroom teaching, on-the-job practice, qualification examinations and skill competitions. The test standards are integrated into the theoretical teaching, and the skill competition requirements are introduced into the practical training simulation link, so that students can practice during the school, during the test, during the competition, in the middle school, the middle school in the test, the middle school in the competition, and the competition and learning in the practice. The mid-term competition can comprehensively improve students' practical ability and comprehensive quality.

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