

# *Research on the Teaching Reform of e-Commerce Specialty in Higher Vocational Colleges under the Project Teaching Mode*

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**Abstract:** e-commerce in China is booming. A large number of e-commerce talents are urgently needed. But in recent two years, the employment rate of e-commerce graduates in vocational colleges is not very ideal, which leads to the contradiction between supply and demand. Starting from professional research, innovation project teaching reform. The paper puts forward the spiral mode of “one in one” spiral type of e-commerce professional talent training.

## **1. Introduction**

With the rapid development of Internet and mobile Internet, the transformation of traditional enterprises to Internet and e-commerce has become an important frontier topic. With the development of computer technology and Internet technology, big data, cloud computing, social network and other technologies have increasingly become social infrastructure. The development of technology has laid a solid foundation for the development of e-commerce. However, the curriculum theory and practice of e-commerce major in domestic higher vocational colleges are relatively backward, which can not meet the needs of the rapid development of e-commerce industry, let alone cultivate high-quality technical and skilled talents to meet the needs of the industry. Therefore, it is urgent to explore the teaching reform of e-commerce major in higher vocational colleges.

## **2. Positioning of Professional Talents in Higher Vocational Colleges**

The cultivation of e-commerce professionals in Higher Vocational Colleges first meets the talent cultivation requirements of higher vocational colleges. The training goal of e-commerce professionals is to have the ability of information technology application, master the basic framework of enterprise e-commerce, network marketing and the basic knowledge and skills of modern commerce, and be able to engage in the construction and maintenance of e-commerce website, network marketing and website management in the majority of small and medium-sized enterprises Information editor, can skillfully use the latest information technology, especially the Internet platform to carry out business activities, can adapt to the requirements of small and

medium-sized enterprises e-commerce job compound talents. Based on the integration of job training content and professional ability, it is necessary to realize the integration of job training content and professional ability<sup>[1]</sup>. In the process of teaching implementation, the real project of the enterprise is transformed into a teachable learning project. Taking the project of “e-commerce operation of small and medium-sized enterprises” as the theme, the teaching content is reorganized, the learning situation is designed, the typical task of the actual job is taken as the training task, the “project teaching and real-world training” is implemented, and the reform and implementation of the project-based curriculum is promoted.

### **3. Background of e-Commerce Major Reform**

After entering the 21st century, with the vigorous implementation of information policy in China, China's e-commerce is also booming. As of June 2009, the number of Internet users in China has reached 338 million. More and more enterprises have fully realized the opportunities and challenges brought by e-commerce, and actively adopted e-commerce in operation and management. With the construction of China ASEAN Free Trade Area and the implementation of “one axis, two wings” and “m” type regional economic cooperation strategy, Guangxi, as one of the forefront areas of exchanges and cooperation between China and ASEAN countries, is integrating into greater regional cooperation, and Guangxi's opening up will enter a new stage. The future development of enterprises needs a large number of e-commerce talents, but the employment rate of e-commerce graduates in recent two years is not ideal. According to statistics, the employment rate of e-commerce graduates in our district is far lower than the average employment level of college students in the whole district, and many enterprises and employers think that the graduates are not competent for the post ability demand. The author thinks that the main reasons for the contradiction between the supply and demand of e-commerce talents are the unreasonable e-commerce curriculum, improper teaching methods and students' lack of practical training for e-commerce jobs. E-commerce specialty is faced with the urgent need to solve the problem of personnel training mode positioning innovation research<sup>[2]</sup>.

### **4. The Current Situation of Teaching Reform of e-Commerce Major**

At present, the recruitment of e-commerce talents by enterprises and employers is often included in marketing, international trade, computer technology, business administration and other positions. There are few talent recruitment advertisements listed on the “e-commerce” position. Therefore, most vocational colleges try to list enterprises in various industries as the employment direction after graduation of e-commerce professionals when making e-commerce teaching plans. The curriculum system designed is also made by extracting some relevant courses from other majors. Finally, the final positioning is to train e-commerce talents who can meet the needs of multi-industry enterprises. But practice has proved that from the feedback of employers and graduates, the students' mastery of e-commerce skills is often extensive and not refined, which can not achieve the purpose of multi-functional training, and can not reflect the characteristics of a special school in the fierce employment competition<sup>[3]</sup>. In addition, there are differences in the understanding of e-commerce between enterprises and students, which leads to the derailment between the employment of e-commerce students and the demand of enterprises, which directly affects the employment of students and the confidence in the prospect of e-commerce.

### **5. The Design of Teaching Reform in e-Commerce Major**

Carry out market research in depth. The core courses of major are selected to carry out

curriculum reform, break the “old three segments” curriculum system, gradually establish the curriculum model with project teaching as the main body and gradually expand to the whole professional teaching curriculum system. In the teaching process, the professional competence standard should be emphasized by focusing on the typical tasks of the industry post group and taking into account the professional certification. To construct a curriculum system that meets the requirements of vocational education. By using task driven, project oriented and integrated skill training teaching, teaching, learning, doing and examination are integrated organically through selected cases, further reform of curriculum system and teaching content, further deepening the “combination of engineering and learning”, innovation of project teaching reform, and proposing a spiral training mode of e-commerce professionals in higher vocational colleges. The first stage - he: e-commerce talents must master broad basic knowledge, and require students to lay a solid professional foundation through comprehensive learning and better realize multi-function. The second stage: e-commerce talents must have professional and in-depth technical skills, and require students to study and study in a systematic way in order to better realize the first special school. The third stage - cooperation: the traditional teaching and learning will be transformed into team cooperative learning, classroom will be transformed into workplace, teachers will be transformed into engineers, school enterprise cooperation, real project cases are quoted, and practical links shall be strengthened so that students have rich engineering practice experience<sup>[4]</sup>.

## **6. E-Commerce Professional Teaching Reform Implementation Plan and Plan**

The distribution of e-commerce profession is wide, and the requirements of different industries and enterprises for e-commerce talents' professional knowledge and skills overlap and differ. First of all, in the market research, we found that computer application ability, daily English listening and speaking ability, business English General listening and writing ability, business management basic ability and e-commerce technology basic ability are some broad basic knowledge that e-commerce talents must master. Therefore, when designing the curriculum system, we list it as the professional basic ability and reverse the corresponding curriculum, and then require all students of e-commerce major to comprehensively study the above courses in the first stage, so that students can lay a solid foundation in adapting to the skills needs of e-commerce talents from different industries and enterprises, which is called “cooperation”. Secondly, when the students enter the second stage of learning, we will adopt professional teaching according to their different knowledge structure and practical ability, learning interest, focus and development direction. For example, some students are more interested in e-commerce technology, business website planning and design ability is also more prominent; some students are more interested in business management, business activities ability, enterprise online business analysis ability is also more prominent. Then we should guide students to choose professional direction according to their own characteristics in teaching. In depth study and research in different directions to further master professional in-depth technical skills, which is called “points”.

Based on the survey of graduates' employment and social talent demand, this paper puts forward that e-commerce specialty can be divided into two directions: network and marketing, and business information management. At the same time, in order to better strengthen the cultivation of professional skills, under the premise that students lay the necessary solid theoretical foundation through the first stage, it is suggested that the project teaching method should be adopted in the teaching method combined with the characteristics of the course. In the teaching process, the project teaching method closely focuses on the typical work tasks of the industry post group and gives consideration to the professional certification, designs the teaching scheme, organically integrates teaching, learning, doing and examination through selected cases, and highlights the professional

ability standard. Taking the course of e-commerce website planning and design as an example, this paper illustrates the design and implementation of the foreground function and background management function of e-commerce website through a complete example of century airlines website. At the same time, the project is divided into several modules, each module has a well-designed program instance, through these program instances to achieve the corresponding tasks<sup>[5]</sup>. Task integration, covering the basic knowledge of e-commerce website system development, e-commerce website construction process and methods, and e-commerce website evaluation and other knowledge points. In the process of teaching, teachers can flexibly adopt the way of speaking before practicing, practicing before speaking or practicing while speaking. Practice has proved that this new teaching method completely breaks the traditional subject curriculum mode characterized by knowledge imparting, and changes to the project curriculum mode with work tasks as the core, so that students can construct relevant theoretical knowledge by completing specific projects. And the development of professional ability, to achieve the integration of theory and practice.

Teaching in different directions enables students to master professional and in-depth technical skills, and to complete part of the tasks of a certain position alone. However, in the actual operation of enterprises, the work of many positions is not isolated, especially in enterprises carrying out e-commerce, and the cooperation between various departments of enterprises is very close. Therefore, in order to enable students to adapt to the working mode of enterprises as soon as they graduate, in the third stage, through school enterprise cooperation, off campus training base construction and other ways, taking the form of work study alternation, part work study and other forms, citing real engineering project cases, the traditional teaching and learning is transformed into team cooperative learning, and students cooperate with each other in the real working environment to complete the work Mission<sup>[6]</sup>. Practice has proved that deepening the “combination of work and study”, strengthening the hands-on practice link, achieving the transition from “teaching” to “training” in a real sense, effectively improving the practical ability of students, so that students have rich engineering practice experience, from graduation out of school has been “working experience” zero waiting for technical personnel. This is the final “combination”.

## 7. Conclusion

In a word, the project-based curriculum and other teaching organizations take the project as the carrier, and the teaching process integrates teaching, learning and teaching, so as to fully mobilize students' learning enthusiasm, cultivate students' professional ability, and promote the improvement of professional talent training quality. Whether the project-based curriculum can be implemented smoothly and whether the quality of personnel training can be really improved depends not only on whether the concept of the project-based curriculum is clear and whether the method is appropriate, but also on whether the development process of the project-based curriculum can be effectively organized and its quality can be controlled, but also on the guarantee measures such as the construction of teaching materials, the construction of teaching staff, the construction of practical training conditions and the reform of teaching methods.

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