

The Pathway Research on the Integration of Industry and Education in the IEM Talent Cultivation Ecosystem for the International Trade Major Based on Teaching Reform in the Context of New Liberal Arts

Hanbo Xu

Harbin Cambridge University, Harbin, 150069, China

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Abstract: With the continuous changes in globalization and market demand, traditional education models can no longer meet the emerging needs of the international trade field. The promotion of New Liberal Arts offers new perspectives for educational reform, particularly in enhancing students' practical abilities and innovative thinking. This article analyzes the necessity of educational reform in the international trade major, the challenges it faces, and the educational practice paths under the IEM model. It reveals the disconnection between educational content and industry demands, the limitations of teaching resources, obstacles in policy implementation, and differences in cultural understanding. The research results indicate that through curriculum and teaching innovation, resource optimization and technology application, institutional innovation and policy adjustment, and the cultivation of cross-cultural capabilities, the integration of industry and education can be effectively consolidated, thereby improving the quality and efficiency of talent cultivation.

1. Introduction

With the promotion of economic globalization and technological development, the demand for professional talents in the international trade field is increasing, and traditional education models are struggling to adapt to these changes. The concept of New Liberal Arts aims to cultivate students' comprehensive qualities and innovative abilities through interdisciplinary integration. Therefore, educational reform in the international trade major is particularly necessary. As a new educational model, Industry-Education Integration (IEM) aims to closely link education with industry practice, potentially solving the mismatch between education and market needs. This study explores how to achieve effective industry-education integration in the international trade major through teaching reform in the context of New Liberal Arts, aiming to optimize the talent cultivation ecosystem.

2. The Necessity of Educational Reform in International Trade Major under the Context of New Liberal Arts

2.1. The Driving Forces of New Liberal Arts and the Transformation of Educational Goals

The New Liberal Arts educational model integrates modern technology and interdisciplinary teaching concepts into traditional liberal arts education, aiming to cultivate students' innovation capabilities and practical skills. This model emphasizes innovations in curriculum design and teaching methods to better adapt to the new challenges brought about by economic globalization and technological advancements. In the field of international trade, this driving force is particularly significant, requiring educators not only to impart traditional trade knowledge but also to teach how to use modern technological tools and interdisciplinary knowledge to solve complex international trade problems.[1]

As the global market continues to evolve, the demand for international trade professionals is also changing. Educational reform under the context of New Liberal Arts particularly emphasizes the importance of shifting from knowledge transmission to capability development. This includes enhancing students' practical operational skills in international trade, cross-cultural communication abilities, and the capacity to adapt to rapid market changes. Through this approach, students can learn how to effectively conduct business communication and negotiation in a dynamic international environment and how to apply cross-cultural understanding to promote international cooperation.

2.2. The Rapid Development of International Trade and Educational Needs

With the acceleration of globalization, the international trade field is increasingly facing a complex and volatile market environment. This environment not only brings unprecedented opportunities but also intense international competition. To address these challenges, the education system for the international trade major needs profound reform and updates. Traditional knowledge in economics and management remains important but is no longer sufficient to meet the practical needs of professionals in the modern international market. Modern international trade education must cover broader areas such as international regulations, regional market characteristics analysis, and the use of digital trading platforms, all of which are indispensable skills in current international trade.

The shift in educational needs moves from the sole transmission of theoretical knowledge to the cultivation of practical application abilities. In this process, the importance of practical operations and case analysis becomes increasingly prominent. Through learning actual cases, students can better understand the operational mechanisms of international markets and the complexity of business decisions. Moreover, practical operations not only help students apply theoretical knowledge to real-world problems but also cultivate their problem-solving abilities and adaptability to rapidly changing environments.[2]

2.3. Global Trends in Educational Reform and China's Practices

The global trend in educational reform is moving towards more openness and interconnectedness, requiring national education systems to adapt to international demands and challenges. For the international trade major, such reform is particularly critical as professionals in this field need to possess global perspectives and international operational capabilities. The goal of educational reform is to ensure that curriculum content, teaching methods, and assessment standards align with international best practices, thereby enhancing students' international competitiveness.

China has played an active role in this global trend of educational reform. By promoting the internationalization of education, Chinese educational institutions have begun establishing

cooperative relationships with many renowned universities worldwide, conducting joint training programs, academic exchanges, and internship exchange programs. These international cooperation projects not only provide students with opportunities to access cutting-edge educational resources but also enable them to apply their knowledge in real-world environments, enhancing their cross-cultural communication and international business handling skills.[3]

2.4. New Liberal Arts and Industry-Education Integration: Bridging Theory and Practice

The New Liberal Arts educational concept plays a central role in the education of the international trade major, especially in emphasizing the integration of theory and practice. Through the industry-education integration model, educational institutions can collaborate with leading industry enterprises to jointly design market-relevant course content. This collaboration not only allows academic research to directly respond to market demands but also promotes the modernization and practicality of the curriculum, providing students with opportunities to apply theoretical knowledge in real business environments.

Additionally, through university-enterprise cooperation, students have the chance to engage in real work scenarios, participating in internships and project-based practices. This practical experience is extremely valuable as it allows students to personally experience and understand the specific operations of international trade and apply the theoretical knowledge they have learned to solve problems in actual work settings. This direct professional training significantly enhances students' employability and career adaptability, laying a solid foundation for their future careers in the global trade field.

3. Challenges Faced in IEM Industry-Education Integration Talent Cultivation for International Trade Major Based on Teaching Reform under the Context of New Liberal Arts

3.1. Disconnection between Theory and Practice: Mismatch between Educational Content and Industry Needs

In the education of the international trade major, the disconnection between theory and practice is significantly manifested as a mismatch between educational content and industry needs. Academia typically focuses on the systematic nature and in-depth exploration of theories, while the international trade market places greater emphasis on the practical operational capabilities of talents and their ability to quickly adapt to market changes. This leads to a situation where students often face a disparity between what they have learned and the actual job requirements upon entering the workforce. Consequently, they must relearn and adapt on the job, which not only prolongs their professional adaptation period but also affects their initial work efficiency.

Moreover, the rapid evolution of international trade brings about constantly changing trade rules and emerging technologies such as digital trading platforms. The professional knowledge in these new fields updates quickly, while educational curricula often fail to keep pace. This lag not only limits students' employment competitiveness but also weakens educational institutions' leading position in international trade education. Therefore, the mismatch between educational content and industry needs has become a critical challenge that urgently needs to be addressed in the educational reform of the international trade major.

3.2. Constraints of Teaching Methods and Resources: Conflict between Tradition and Innovation

In the educational reform of the international trade major, the conflict between traditional teaching

methods and the needs for innovative teaching constitutes a significant challenge. Traditional teaching modes mainly rely on classroom lectures and written exams. While this method may be effective in imparting theoretical knowledge, it falls short in enhancing students' practical operational abilities, problem-solving skills, and teamwork capabilities. As educational goals shift from knowledge transmission to capability development, modern education emphasizes improving students' proactive learning and practical skills through interactive and practice-intensive teaching resources such as case studies, project-based learning, and simulation trading platforms. However, the development and application of these new teaching resources require significant financial investment and time, posing a substantial burden on educational institutions.[4]

Additionally, the transformation of the teaching faculty is another major challenge in educational reform. International trade major instructors under traditional teaching models often focus on theoretical knowledge transmission. The new educational philosophy requires teachers not only to have a strong theoretical foundation but also to be capable of applying these theories to solve real-world problems. This demands that current teachers continuously learn and master new educational technologies and methods throughout their careers. How to quickly and effectively help teachers complete this role transition has become a crucial issue in educational reform. The existence of these problems limits the pace of educational reform in the international trade major and consequently hinders the improvement of educational quality and effectiveness.

3.3. Obstacles in Policy and Management: Translating Concepts into Practice

In the educational reform of the international trade major, the misalignment of policies and management presents significant obstacles. Educational policies are designed to promote the integration of theoretical knowledge and practical application, but in actual implementation, the complexity of management levels and the diversity of policy interpretations often result in the inconsistent execution of educational reform concepts, thereby affecting the overall efficiency and outcomes of the reform. For example, policymakers may emphasize the importance of industry-education integration, but if related policies are not effectively understood and supported by various educational management departments, these policies cannot be effectively implemented on campus, thereby hindering the deep development of educational reform.

Moreover, existing management systems often exhibit inadequate adaptability to new educational models, directly limiting the space for educational innovation. In the international trade major, for instance, traditional management models and evaluation systems in areas such as curriculum design, teacher professional development evaluation, and student capability assessment often fail to meet the demands of new educational models. This rigidity in management systems not only hampers the updating of educational content and teaching methods but also makes it difficult for educational institutions to flexibly respond to changes in industry and market demands. Therefore, how to maintain management efficiency and standardization while increasing the flexibility and adaptability of management systems has become a key issue that urgently needs to be addressed in the educational reform of the international trade major.[5]

3.4. Cultural and Perceptual Differences: Understanding and Adaptation Issues in School-Enterprise Cooperation

In the process of industry-education integration in the international trade major, school-enterprise cooperation often faces challenges brought about by cultural and perceptual differences. Schools and enterprises have fundamentally different operating modes, goal orientations, and values, which can sometimes lead to misunderstandings and conflicts in understanding and practical operations. For example, enterprises typically pursue quick economic benefits and immediate responses to market

changes, while educational institutions focus on students' long-term development and continuous improvement in educational quality. These differences in goals and values can lead to mismatched expectations in cooperation, affecting the depth and quality of collaboration.

Additionally, differences in operational methods and communication styles between enterprises and schools are also significant challenges. Enterprises tend to adopt more direct and results-oriented communication methods, whereas academic institutions may place more emphasis on process and theoretical discussion. These differences in communication methods can not only delay decision-making processes but also create friction in interactions, increasing the risk of misunderstandings and mistrust. Therefore, effectively managing and reducing these cultural and perceptual differences in school-enterprise cooperation is a major challenge in promoting successful industry-education integration in the international trade major.

4. Pathways to Constructing the IEM Talent Cultivation Ecosystem for the International Trade Major Based on Teaching Reform under the Context of New Liberal Arts

4.1. Curriculum and Teaching Innovation: Creating an Educational Model Aligned with Industry Needs

Driven by New Liberal Arts, the curriculum design of the international trade major is undergoing profound reforms to better meet the rapidly changing demands of the global market. Educators are actively updating traditional international trade theories and integrating emerging market practices such as e-commerce and international supply chain management. This aims to enhance students' practical skills and market adaptability. Through such curriculum innovation, not only do students gain a framework for understanding global trade dynamics, but there is also a strong emphasis on developing practical skills such as international contract negotiation, risk management, and cross-border e-commerce operations, enabling students to effectively tackle various challenges in international trade.

Additionally, to improve educational quality and ensure that students can translate theoretical knowledge into practical skills, teaching methods have also undergone significant innovation. Adopting project-based learning, case studies, and simulated trading strategies has greatly increased the interactivity and practicality of courses. These methods not only make students more proactive in solving real business problems but also enhance their teamwork and critical thinking skills. By simulating real business environments, students can test and apply their knowledge in a safe learning environment, thus adapting more quickly to the complex field of international trade after graduation. This teaching innovation not only makes course content more engaging but also ensures that students can build the necessary bridge between theory and practice.[6]

4.2. Optimization of Educational Resources and Technology Application: Promoting the Integration of Tradition and Innovation

In the optimization of educational resources for the international trade major, the introduction and integration of the latest information technologies and digital tools have become an important direction. This includes the application of big data analytics, artificial intelligence, and cloud computing platforms, which play a core role not only in market analysis and decision-making simulation but also in supporting remote teaching and international cooperation. By integrating these advanced technologies, educational institutions can provide deeper and real-time market analysis capabilities, allowing students to directly engage with and analyze real-world data during their studies, thereby better understanding the dynamics and complexities of the international market.

Furthermore, the widespread application of technology has greatly expanded the boundaries and

methods of teaching, enhancing the accessibility and efficiency of educational resources. For example, utilizing online learning platforms, students can access course content anytime, anywhere, and interact with experts and scholars from around the world through virtual classrooms. This learning approach not only improves the efficiency of resource utilization but also broadens students' international perspectives, enabling them to acquire the latest knowledge and information on a global scale. Through this approach, students in the international trade major can gain broader international exchange and cooperation opportunities, laying a solid foundation for their future careers in international trade.

4.3. Institutional Innovation and Policy Adjustment: Achieving Effective Integration of Policy and Practice

In the international trade major, institutional innovation and policy adjustment are key to ensuring the effective integration of educational policies and industry practices. For this purpose, educational policymakers and executors must flexibly respond to the ongoing changes in education and the market, promptly adjusting and updating educational systems. This includes redefining course accreditation standards, optimizing credit transfer mechanisms, and updating teacher and student evaluation systems. These adjustments ensure that the educational system not only responds to current market demands but also possesses the capacity to adapt to future changes. For example, introducing course content accreditation standards directly related to international trade practices can ensure that course settings remain in sync with the global trade environment, thereby enhancing students' global competitiveness.

Moreover, to ensure the continuity and stability of policies, educational institutions need to establish closer cooperative relationships with industry leaders and enterprises. This cooperation can help educational institutions better grasp industry dynamics and needs, making educational policies more aligned with market realities. Through such policy adjustments, the gap between academic theory and practical application can be significantly reduced, ensuring real-time updates and practicality of educational content. For instance, regularly inviting industry experts to participate in course design and student evaluation processes can provide real-time industry feedback and help students directly connect theory with practice through actual cases, thereby enhancing their professional adaptability and skills in real business environments.

4.4. Cultivation of Cross-Cultural Capabilities and Cooperation Awareness: Optimizing School-Enterprise Cooperation Models

In the international trade major, cultivating cross-cultural capabilities has become a core part of educational innovation to address the complexity and diversity of international trade. For this purpose, educational institutions have designed courses and programs for communication and cooperation across different cultural backgrounds and actively provide international exchange and internship opportunities. These courses and programs not only teach students to understand cultural differences theoretically but also train them to communicate and operate effectively in multicultural environments through practical situations. For example, by simulating international trade negotiations or resolving cross-border business conflicts, students can experience and learn how to apply their professional knowledge and social skills in diverse cultural settings.

Furthermore, the educational system for the international trade major enhances cooperation awareness by optimizing school-enterprise cooperation models. By establishing open and mutually beneficial partnerships with leading industry enterprises, educational institutions and businesses jointly participate in course design, project development, and resource sharing. This cooperation ensures that educational content closely follows industry needs while being forward-looking and

practical. This collaboration provides students with fieldwork experience, exposing them to real work environments and challenges during their studies, significantly improving their professional adaptability and development potential. Through this deep school-enterprise cooperation, students not only gain knowledge and skills but also learn how to work and communicate successfully in a globalized business environment.

5. Conclusion

This study, through analyzing the educational reform needs of the international trade major under the context of New Liberal Arts and the specific implementation strategies of industry-education integration, proposes a series of pathways for achieving efficient talent cultivation. By innovating curricula, optimizing the use of educational resources, adjusting policies and management, and enhancing cross-cultural cooperation capabilities, it is possible to effectively address the issues present in educational practice. Future research can further explore how to achieve localization and internationalization of educational content under different cultural and economic backgrounds and how to realize educational model innovation through technological advancements. Additionally, deepening and broadening school-enterprise cooperation will be an important direction for future research on industry-education integration.

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