

Analysis of Teaching Reform in International Trade Practice Courses

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Abstract: *With the arrival of the "Internet plus" era and the implementation of the "the Belt and Road" policy, the demand for innovative and compound high-quality talents in the field of international trade is increasing, so the course of international trade practice should also keep pace with the times. This article is based on the cultivation goal of applied talents and proposes curriculum reform suggestions that are in line with the new era, in response to the shortcomings in traditional teaching of international trade practice. With the proposal of the "the Belt and Road" policy, enterprises have more and more demands for international trade talents, but the international trade talents trained by most schools can not meet the requirements of enterprises. As one of the core courses of international economy and trade, international trade practice has a strong timeliness and practicality, and the traditional curriculum model can no longer fully meet the needs of the society for international trade talents. Therefore, The task of reforming the teaching of international trade practice courses to keep up with the times is urgent. In just a few months, the construction of "Ding zhen" symbol and the creation of a mimetic environment of "Litang culture" have enabled this small city in western Sichuan to realize the rapid improvement of commercial value. This paper analyzes the shaping and marketing process of "Ding zhen" symbol in the new media environment, and discusses how to realize the positive communication of the city from the phenomenon level of Internet celebrity effect, and realize the urban marketing plan from point to surface.*

Keywords: International trade practice; Teaching objectives; Teaching reform.

1. INTRODUCTION

Previously, the teaching objectives of international trade practice courses mainly focused on the dissemination of theoretical knowledge. Through reform, the teaching objectives not only included the expansion of knowledge, but also the improvement of abilities and qualities. There are some problems in high school English teaching, notably serious imbalance in teaching content, mechanical teaching methods and fixed teaching evaluation. In the final analysis, these problems are caused by teachers' failure to deeply understand and give a farewell to the requirements of ordinary high school English curriculum standards. Teachers should make efforts to solve these problems. Firstly, the teaching content should cover the six elements required by NECS to promote the all-round development of students; Secondly, teachers should change the mechanical teaching method to realize efficient English learning; Lastly, it's necessary to carefully design teaching evaluation and make comprehensive investigation of students' quality. National English curriculum standards suggest that ordinary high school English curriculum is a basic cultural curriculum for the full implementation of the Party's educational policy, the implementation of the fundamental task of moral cultivation, the development of the core quality of English subject, and the training of socialist builders and successors (Ministry of Education, 2020). At present, there are some problems in high school English teaching in terms of teaching content, teaching methods and evaluation. Therefore, it is urgent to solve the problems facing high school English teaching.

1.1 Knowledge aspect

Master international trade theory, be familiar with relevant international trade practices and legal knowledge of various countries, and be proficient in the basic knowledge required for various business processes of international trade; Understand international trade methods, master import and export transaction procedures and methods; With the continuous progress of the "the Belt and Road" initiative, China's exchanges and cooperation with other countries are further strengthened. It is also necessary to understand the culture and common trade methods of relevant cooperative countries and master the basic knowledge of e-commerce; Understand cutting-edge finance and trade knowledge, and master the latest internet finance knowledge.

1.2 In terms of ability.

Have the ability to carry out actual import and export transactions initially, which is embodied in the transaction language, transaction means, transaction methods, transaction price accounting and other aspects, especially the cultivation of foreign language listening and speaking ability. Foreign language ability is a particularly important part of the cultivation of international trade talents, and it is important for international trade talents to master a second foreign language. Many universities focus on reading and writing in foreign language assessment, neglecting listening and speaking, resulting in a lack of motivation in teaching and learning, and failing to meet the requirements of employers; With the development of information technology and the application of e-commerce, one should also have the ability to collect and organize online electronic information and international trade transactions, and apply the knowledge points from books to practice.

1.3 Quality aspects.

Having good professional ethics and psychological qualities; Having the necessary quality of trade theory and practical application for engaging in international trade; Proficient in using computers for business activities related to international trade; With the development of the economy, it is necessary to have the quality of continuous learning and the ability to independently acquire new knowledge; Having the basic ability to analyze and solve practical problems in international trade. The current management accounting course tends to focus on theoretical teaching, and practical operations are not integrated into the teaching process. When teaching this course, teachers usually use textbooks, blackboards, and PPTs to impart knowledge to students through the teaching method. The teaching methods and methods are single, and the teacher handles things. The classroom atmosphere is cold, and students' initiative is not fully utilized. There are often situations where students are called to answer questions, and students stand up silently, resulting in poor interaction between teachers and students. In addition, management accounting is quite different from financial accounting in practical operation. The procedures and methods of financial accounting are relatively fixed, while the procedures and methods adopted by management accounting in practical operation are flexible and diverse, which requires students to have strong flexibility and adaptability, but it is not enough to only master the knowledge of books. Although current teaching can enable students to memorize a single and one-sided theoretical knowledge, their practical abilities are lacking, and in actual management accounting work, students still feel confused. Although the school has also purchased management accounting training software, due to the high purchase price and the annual cost of updating, it can only be used for specialized competition training and has not been popularized in daily teaching.

1.4 Serious Imbalance in Teaching Content

At present, the teaching content of high school English teaching is seriously affected by national college entrance examination. Teachers will teach what will be tested in the national college entrance examination. The specific manifestation of this problem is that in class, teachers conduct a lot of grammar knowledge explanation, reading and writing exercises, but they rarely provide students with opportunities to develop cultural awareness, learning ability and thinking quality. In the long run, students gradually misunderstand the nature of English learning and regard that English learning is just memorizing words and learning grammar. In addition, the serious imbalance of teaching content will also lead to students' poor development.

1.5 Mechanical Teaching Methods

The mechanical way of teaching and listening is very common in high school English classes. In this kind of class, the teacher plays the core role and the student is the supporting role. The teacher explains the knowledge points, and the students just listen carefully, answer the teacher's questions sometimes and take good notes. Overreliance on this teaching method seriously reduces students' participation, leading to low classroom activity and poor teaching effect.

1.6 Fixed Teaching Evaluation

The mechanical way of teaching and listening is very common in high school English classes. In this kind of class, the teacher is the protagonist and the student is the supporting role. The teacher explains the knowledge points, and the students just need to listen carefully, answer the teacher's questions sometimes and take good notes. Over-reliance on this teaching method seriously reduces students' participation, leading to low classroom activity and poor teaching effect.

2. PROBLEMS IN TRADITIONAL TEACHING

The previous year's National Vocational College Accounting Skills Competition had a financial accounting competition in the morning and a financial information competition in the afternoon. The 2019 National Vocational College Accounting Skills Competition ushered in new changes. The team competition in the afternoon was adjusted to a management accounting competition, which changed the previous rule of single player and single player completion in the afternoon accounting information competition. The management accounting competition was held by four players each, and these four positions needed to be coordinated with each other. This change is not sudden, but in line with the needs of economic development and the future development trend of the industry. In contemporary society, management accounting and financial accounting belong to the two major branches of enterprise accounting, and the status of management accounting is becoming increasingly important, becoming one of the important components in the operation and management of enterprises today. Management accounting mainly serves the internal management needs of enterprises, participating in activities such as unit planning, decision-making, control, and evaluation, and providing useful information to drive the unit to achieve strategic planning. Management accounting is extremely important for the development and construction of today's enterprises. Compared with financial accounting, the development time of management accounting in China is relatively short, and the theory and practice are relatively lagging. There is a shortage of management accounting talents, and many accounting personnel in enterprises are not very familiar with management accounting. Therefore, talents who can proficiently master management accounting skills are the key to managing enterprises. The main purpose of management accounting teaching is to provide enterprises with applied talents who can proficiently master management accounting skills. In order to adapt to the development of the situation and complete this important task well, universities must optimize and improve the current teaching of management accounting, improve the quality of management accounting education and teaching, and cultivate management accounting talents who are

not only familiar with management accounting theory, but also have the ability to solve practical management problems in enterprises and meet social needs. The accounting skills competition, guided by the guiding ideology and principles of "promoting teaching, learning, reform, and construction through competitions", can promote teacher teaching, student learning, and the cultivation of skilled talents. Therefore, exploring the teaching practice of management accounting courses based on accounting skills competition is of great significance.

2.1 The teaching content is disconnected from actual work.

With the advancement of technology, cross-border e-commerce has become the main means of international trade transactions. However, foreign trade knowledge related to e-commerce has hardly been involved, and it still focuses on explaining foreign trade knowledge such as letters of credit, collection, and remittance. Many of the knowledge that needs to be used can only be mastered while exploring in work. As the basis for developing students' English subject core competencies, including six elements, the teaching content should cover thematic context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies (Ministry of Education, 2020). This requirement makes it clear that the content of high school English curriculum is not only the mastery of grammar knowledge and literacy skills training, which are just two little aspects. The content of high school English course should be comprehensive and oriented to guide students to understand the meaning of the topic. This requires teachers to deeply analyze the text, dig out the theme meaning, analyze the important and difficult points, and take understanding the theme meaning as the ultimate goal to learn language knowledge, cultural knowledge, and develop language skills. This is conducive to the all-round development of students. Take FLTRP's compulsory book 1, Unit 1 Understanding ideas as an example. The discourse is a diary, in which the protagonist's observations and feelings on the first day of high school are recorded. Its theme meaning is to help students feel and adapt to high school life, and teachers' curriculum content should serve it.

2.2 Emphasis on theoretical learning and lack of practical skills development.

The practical nature of international trade courses is relatively strong. Some teachers tend to focus on theoretical knowledge and neglect the cultivation of international trade related skills during the teaching process, resulting in students staying in the theoretical stage and unable to meet the needs of society for international trade related talents. Based on the concept of English learning activities, led by the thematic context, based on the oral and written forms of multi-modal discourse, English activities promote the development of students' English subject key competencies through the progressive integration of language, thinking and culture through learning and comprehension activities, application and practice activities, and transfer and innovation activities (Ministry of Education, 2020). The past mechanical teaching method can not meet the requirements of the new curriculum standards, and can not build an efficient English classroom. In order to reverse the mechanical teaching method and improve the efficiency of classroom teaching, teachers must dig deep into the text, dig the meaning of the theme, and design a series of logical activities based on the text, in-depth text and beyond the text. Take Unit 4 understanding ideas of FLTRP Compulsory 2 as an example. The material is a narrative article titled When Hamlet meets Peking Opera, which describes the author's experience of watching Hamlet in Peking Opera. The author's emotional changes before, during and after watching the film are linked together to guide students to protect Chinese traditional culture, build up cultural confidence and the awareness of the integration of Chinese and Western culture. The teacher introduced a video of Peking Opera in class to attract students' interest. Then the students are instructed to predict the content of the article based on the title. And then to the analysis of emotional changes and article structure; Finally, discuss how to treat Chinese and Western culture correctly in the form of a group. Through this series of activities, students can understand the greatness of traditional Chinese culture, arouse their protection and inheritance heart, and at the same time view the integration of Chinese and Western culture in a correct way.

2.3 The teaching method is single and difficult to arouse students' interest.

Some teachers do not take into account the actual learning situation of students and believe that as long as the class is completed and the textbook knowledge points are explained, it is sufficient. However, in international trade practice, some knowledge is relatively abstract and difficult for students to understand and master. As a result, students lose interest in this course and cannot achieve the expected effect of the course. The accounting skills competition is usually held in March, and the school offers management accounting during the spring semester, which is the fourth semester for students. After the end of this semester, students will face internships abroad. When selecting participating students, students who have already studied management accounting are not in school, and even if they are still in school, it has been one year since they started studying management accounting. To participate in the competition, they need to relearn. Therefore, the school will select participating students in advance from among the students on campus, and suspend classes to focus on competitions. The suspended participating students can only extract questions from the question bank of the accounting skills competition for repeated practice, which does not have much effect on improving their knowledge chain and misses many professional courses. In addition, English teaching should be closely related to students' daily life. Now English is taught mainly in school classes. To be an excellent English learner, that is far from enough. Nowadays, the development of computer provides great convenience for English learners. Students can choose their learning courses and methods independently according to their personal interests and personality development needs (Zhu Yongxin, 2020). Therefore, in addition to learning English in class, teachers should guide students to

use computers to achieve English learning anytime and anywhere. It is a supplement and extension to the English class, which helps students to understand the learning content deeply and develop good English learning habits at the same time.

2.4 Teachers lack relevant experience in foreign trade work.

Some teachers go from one school to another, lacking experience in foreign trade work in enterprises, not understanding the foreign trade industry, not familiar with specific operational procedures, and only staying at the theoretical stage of books. Such teachers find it difficult to teach the basic course of international trade practice well, and even more difficult to teach international trade innovative and versatile talents that meet the requirements of the new era. Teaching evaluation is an important part of English curriculum. Its purpose is to promote English learning, improve English teaching, perfect curriculum design and monitor academic quality. Teaching evaluation should be based on formative evaluation and supplemented by terminal evaluation. Quantitative evaluation should be combined with qualitative evaluation, focusing on the diversification of evaluation subjects, diversified evaluation forms, comprehensive evaluation content and multi-dimensional evaluation objectives (Ministry of Education, 2020). The current English teaching evaluation mainly focuses on the final evaluation, which is not conducive to comprehensively examining the quality of students. To change the current situation of English teaching evaluation, teachers can start from the following three aspects. First, update the evaluation system. The final score of students consists of 70% final exam score and 30% ordinary score. Ordinary score is the score of process evaluation, including ordinary performance in and out of class, such as participation in group discussion, role play, cooperative ability, creativity etc. (Ge Bingfang, 2008). This evaluation model is conducive to encouraging students to participate in classroom activities and observe their progress. In addition, integrate multiple evaluation subjects. Teachers, students and parents can all be the evaluation subjects. As for students, they participate in the whole learning process, so they should have the right to participate in the evaluation process. For example, at the end of a class, the teacher can present an evaluation scale for students to test their learning in this class and remedy their weaknesses after class. Making students evaluative can develop students' learning ability. Parents are good supervisors of students' learning. They can provide information about students' learning outside of school to enrich evaluation materials.

3. SUGGESTIONS FOR THE REFORM OF INTERNATIONAL TRADE PRACTICE COURSES

As China enters a new stage of development, industrial upgrading and Economic restructuring are accelerating, and the demand for technical and skilled personnel in all walks of life is becoming more and more urgent. According to the requirements of the National Vocational Education Reform Implementation Plan, the quality of talent training should be taken as the ultimate result of testing vocational education reform, so as to realize the transformation of talent training mode of accounting professionals under the new situation, and help the transformation of accounting work. The vocational accounting skills competition can intuitively test the quality of talent cultivation, guide the teaching reform of accounting majors in vocational colleges, stimulate the initiative and enthusiasm of industry enterprises to pay attention to and participate in professional teaching reform, and comprehensively improve the level of financial and accounting talent cultivation in vocational colleges. Through accounting skills competitions, schools can cultivate and deliver excellent financial and accounting professionals for various industries in China, and promote the healthy development of financial and accounting vocational education.

3.1 In terms of teaching content, align with the actual needs of society.

Firstly, in terms of textbook selection, try to choose nationally planned textbooks or textbooks with strong practicality, so as to facilitate teaching. The content is more in line with the actual needs of foreign trade job positions; Secondly, in teaching, we should keep up with the times, abandon outdated teaching content, and integrate new teaching content into existing teaching content. For example, foreign trade industry management, business models of foreign trade enterprises, e-commerce trading platforms and payment models, and customer development methods can be integrated into teaching courses and integrated with practical situations. Management accounting has high requirements for practical operation ability, so in order to meet the demand of enterprises for management accounting talents, it is necessary to continuously improve students' practical ability. The design and implementation of the accounting skills competition aims to provide enterprises with highly skilled talents. While cultivating students' theoretical learning, schools should strengthen cooperation with enterprises to enable students to learn purposefully. By studying theory in schools, students can improve their practical operational abilities in enterprises, clarify the significance of learning management accounting well, and understand the abilities required for their positions after graduation. Even schools can take students to companies for communication and training. By combining the needs of the enterprise and the market, we can understand what kind of management accounting talents the enterprise needs, and we can provide them. Alternatively, relevant courses can be customized for students according to the specific requirements of the enterprise, and students can be assessed according to the enterprise's standards. By combining theoretical learning with practical learning, students can immediately start operating and realize their personal value after graduation and entering the enterprise.

3.2 Integrating "teaching and doing" to cultivate practical operational skills.

Firstly, increase the proportion of international trade practical experimental courses, deepen the understanding and application

of theoretical knowledge in the operation, and through role-playing in small groups, make students more participatory. For various practical problems encountered in the operation, guide students to discuss and solve them themselves, enhance their teamwork awareness and problem-solving ability, obtain a sense of achievement, and stimulate learning interest. Secondly, a combination of engineering and learning can be adopted to arrange students to go to the enterprise training base for on-the-job internships. This can allow students to intervene in the actual foreign trade business of the enterprise in advance, complete the actual operation of the international trade process under the guidance of enterprise experts, and combine theory with practice to enhance students' employment confidence. Due to the late introduction of management accounting theory and practice in China, teachers may not have the necessary knowledge reserves to teach students in this area. They first need to learn and understand before teaching to students. Additionally, due to the fact that teachers stay in school for many years, they also lack practical experience in enterprise operations. In addition, the updating speed of accounting systems and policies is fast, and new and old knowledge alternates. Teachers themselves have not yet fully understood the old knowledge, but also need to learn new knowledge, and there is no time to update their existing knowledge reserves. Therefore, teachers are relatively rigid in teaching, and can only read from the book, resulting in poor learning outcomes for students.

3.3 Integrating multiple teaching methods to improve student engagement.

The international trade course is a practical course. In addition to teaching methods, it can also introduce teaching methods such as role playing, scenario simulation, case analysis, thematic education, discussion, Flipped classroom, and task driven methods. Not only can students participate in the course teaching, complete work tasks, and understand the direction of their efforts, but it can also enhance communication between teachers and students and improve teaching effectiveness. We have standardized the construction of information technology, but the update speed of textbooks cannot keep up with the speed of policy changes. The content of textbooks lacks a systematic and complete knowledge structure. Students passively and simply accept, do not understand, and do not pay attention to memory methods when learning. They blindly memorize these scattered and unsystematic knowledge, basically forgetting and reviewing after learning, and students cannot truly understand these theoretical knowledge. Moreover, some knowledge points overlap with those related to financial management, resulting in students lacking focus and low motivation for learning.

3.4 Encourage teachers to practice in enterprises and improve teaching skills.

In addition to teaching, teachers can recharge themselves, update their knowledge network, communicate with peers in the same industry, and enhance their teaching abilities through self-learning and participating in various types of training. Schools can also provide relevant incentive measures for teachers to practice and communicate in enterprises, making them more proficient in teaching, enhancing students' trust, and cultivating students with strong hands-on skills, which are welcomed by employers. Textbooks are the main tool for students to acquire knowledge. Currently, most of the teaching content in management accounting textbooks is introduced from developed countries abroad, and the knowledge points are relatively scattered, which is not in line with China's national conditions.

4. CONCLUSION

Teaching should be linked with practice, learning should be applied, and curriculum reform and construction should be closely linked with the actual development of society. The university should actively explore the international talent training model based on the deep integration of universities, enterprises and key industries, constantly improve and enrich the content of the curriculum, emphasize the equal importance of theory and practice, deepen cross-border and transnational exchanges between schools, enterprises and schools in the new era, and strive to solve the problem of scarcity of talents for transnational operation of the "the Belt and Road", Actively undertake the new mission of international cooperation and exchange. The interpersonal skills in early childhood are extremely important. For parents of divorced families, they should be well aware of the enormous impact of the family environment on their children. As parents, they should accompany their children as much as possible, treat problems rationally in a scientific and correct way, and use their own examples to demonstrate communication with them. They should also educate young children to understand sharing and humility, so that they can learn how to communicate correctly with others, care for them in a timely manner, and create love for them. A harmonious family environment can compensate for the harm caused by parents' divorce to their children. You should know that 70% of a person's success depends on interpersonal communication. As parents of divorced families, it is even more important to cultivate young children with good interpersonal skills!

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