RESEARCH ON E-COMMERCE PRACTICE EDUCATION MODEL AND REFORM DIRECTION

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Abstract: With the continuous development of science and technology, the continuous progress of society, and the widespread application of Internet technology, China has entered the Internet era. However, with the advent of the Internet era, it has been widely used in all walks of life, and many well-known Internet technology companies have emerged, such as Alibaba, Tencent, JD.com, etc. Internet technology makes people's life more convenient and efficient. It can be said that Internet technology has changed people's way of life. In the current wave of the Internet era, an e-commerce industry has emerged. With the rapid development of the current e-commerce industry, many colleges and universities have also opened e-commerce majors to cultivate high-quality and professional e-commerce talents. As one of the high-tech industries at the current stage, e-commerce should also change the mode of talent training, pay attention to the combination of theory and practice, and cultivate practical talents that meet the needs of current social development. Through the research and analysis of the problems existing in the current e-commerce practice education mode in colleges and universities, this paper discusses the ways and methods of reforming the practice teaching mode of e-commerce teaching in colleges and universities, hoping to provide some help for college e-commerce teaching.

1 THE IMPORTANCE AND NECESSITY OF TEACHING REFORM OF E-COMMERCE PRACTICE IN COLLEGES AND UNIVERSITIES

E-commerce has changed the business model, broke through the limitations of traditional business activities, realized global commercial trade, and created conditions for economic globalization [1-3]. According to research data released by "China Industry Information", the number of global Internet users has exceeded 4.1 billion in 2019, and the huge number of Internet users has provided a huge user base for the development of global e-commerce. In 2019, the total global online retail sales reached 2.5 trillion yuan, and still maintain a growth trend [4]. Therefore, many enterprises are actively developing e-commerce business, the market demand for e-commerce professionals is increasing, and the capability requirements are gradually increasing. E-commerce major is a comprehensive scientific subject combining theory and practice. It has strong practicality. It is difficult to carry out difficult
practical operations without practical ability, and it is difficult to provide corresponding support for business activities. Therefore, in the field of e-commerce, practical ability is a standard for measuring students' professional skills and knowledge level, and an important indicator for employers to select talents. Therefore, we must pay attention to the cultivation of students' practical ability in teaching, and the reform of e-commerce practice teaching is of great significance.

2 THE STATUS QUO OF E-COMMERCE PRACTICE EDUCATION MODEL

Under the concept of combining production, education and research, there are still some problems in the teaching work carried out in colleges and universities, which makes the teaching efficiency low. E-commerce majors require higher skills for students. If the time in school cannot be effectively used to cultivate students' abilities and form the needs of enterprises, it will affect students' future employment. Therefore, under the background of strong demand for business talents, it is difficult for e-commerce graduates at this stage to find satisfactory jobs.

2.1 The teaching mode of practical courses is backward

At present, many colleges and universities still follow the traditional teaching concept of theoretical knowledge. When colleges and universities carry out e-commerce professional practice courses, it is difficult for teachers to get rid of the shackles of traditional concepts, and they still use boring indoctrination teaching methods. The subject matter of the teaching case written by the teacher is too old to allow students to discover the advantages of the e-commerce course. When instructing students to carry out experimental operations, teachers did not combine theoretical knowledge with practical operations well, and still used the method of PPT case analysis to conduct e-commerce experimental teaching. The content is boring, and it is difficult for most students to integrate into the teaching environment to learn e-commerce knowledge, which seriously affects the enthusiasm for learning. In addition, due to the lack of understanding of the needs of enterprises and the unclear positioning of training objectives, there is a large deviation in the work of teachers. The curriculum is not strictly in accordance with the planning objectives. At the same time, there is no organic integration of business and skills training. Due to the backward teaching content, students cannot master the application performance of the industry through teaching, which will greatly affect students' views on the e-commerce industry. There is a big difference between classroom teaching and the application of e-commerce in enterprises, and students do not pay enough attention to the course content. In fact, e-commerce majors are highly practical and focus on practical operations. In this theoretical teaching mode, students' hands-on ability is insufficient, they cannot complete the accumulation of professional skills, it is difficult to cultivate professional quality, and they cannot adapt to job requirements.

2.2 Lack of teaching resources

In the stage of e-commerce teaching, most colleges and universities cannot integrate teaching resources to assist science teaching. In addition, the practical teaching cannot be carried out according to the content of the textbook, and there are not many opportunities for students to operate, which will affect students' understanding of theoretical knowledge. In addition, most teachers still use PPT to explain e-
commerce knowledge in practical teaching, and lack of corresponding practical simulation exercises in the teaching process, such as online marketing, online transactions, etc., resulting in students unable to put theoretical knowledge into practice. As a result, students generally lack a certain practical ability. However, the current industry mainly needs applied talents, and they need to have a certain practical ability, which has caused a certain disconnect between school education and social needs. This deformed talent training model cannot effectively meet the needs of employers. Therefore, it is difficult for students to integrate into the corporate environment after leaving campus, which is also the reason for the low student employment rate.

2.3 Lack of quality supervision system for practical teaching management

When teachers carry out practical teaching of e-commerce specialty, they do not pay attention to practical teaching management. At the same time, colleges and universities lack strong supervision of teachers' teaching work. Since the quality supervision system is not designed in strict accordance with the teaching process, there are certain defects, which make it difficult to effectively promote the teaching work, which will also affect the learning effect of students to a certain extent. This situation occurs because most colleges and universities only focus on the design of practical courses in the process of combining production and education, and do not improve the practical teaching system in practical teaching. During the period of practical teaching, most colleges and universities failed to fully follow the planning content, and did not reform the evaluation and evaluation system according to the needs of practical teaching evaluation. Still results-oriented, using exam results to assess and evaluate students. There is a serious lack of practical assessment, and the assessment results cannot accurately reflect the cultivation of students' practical ability. If the supervision of practical teaching and the management system cannot be perfected, it will affect the effect of professional practice teaching in colleges and universities to a great extent.

2.4 Weak practical teaching faculty

E-commerce has the characteristics of the times and is usually affected by the social environment and the network environment. E-commerce majors must keep pace with the times and achieve the combination of production and education in order to cultivate talents that meet the needs of the industry [6]. The practical teaching of e-commerce major directly affects college students' understanding of the course and the employment rate of e-commerce major. Therefore, colleges and universities must gradually improve the practical teaching system under the concept of combining production and education. It is also necessary to take into account the problems existing in the previous teaching stage and improve the teaching system in time. However, most colleges and universities have not carried out e-commerce teaching for a long time and have not accumulated rich teaching experience. At the same time, most of the professional teachers hired are from computer, business, logistics, international trade and other majors. They have never been engaged in e-commerce related work, have no work experience, directly participate in teaching after graduation, and lack in-depth understanding of the professional background of e-commerce. The body of knowledge lags behind the development of the industry. In teaching, the focus of the course may be inclined to the original major, and systematic practical teaching cannot be carried out, and the teaching effect is not good.
2.5 The school-enterprise cooperation model is a mere formality

The school-enterprise cooperation model is a more effective talent training model for e-commerce majors, which can effectively cultivate students' practical ability. The theoretical knowledge that students learn in school can be put into practice in the process of enterprise practice, which can effectively exercise students' practical skills. However, at present, it is difficult for most colleges and universities to establish a good cooperation model with enterprises. On the one hand, because students lack practical work experience, enterprises need to invest considerable manpower and material resources for training, but students cannot create corresponding value for enterprises; There is a certain contradiction between the two needs. Therefore, the school-enterprise cooperation model is basically a mere formality, and it is difficult for students to achieve actual improvement in this way.

3 DISCUSSION ON THE REFORM MEASURES OF E-COMMERCE PRACTICE EDUCATION MODEL

3.1 Improve the professional level of teachers

From the school's point of view, it is necessary to raise the threshold for the appointment of teachers, put forward corresponding requirements for teachers' theoretical knowledge and practical ability, focus on selecting teachers with practical experience, teaching ability and academic achievements, and require teachers to be competent in theoretical teaching and guidance. student practice. According to the needs of practical teaching for teachers' ability, teachers are regularly organized to carry out practical ability training, so as to maintain the advanced nature of teachers' knowledge system and ensure that practical teaching keeps pace with the times. From the perspective of teachers, teachers engaged in the practical teaching of e-commerce majors must first love their majors, and be able to continuously learn, communicate, practice, reflect, and summarize the construction of the practical teaching system for e-commerce majors, and constantly optimize the practical teaching system. Secondly, we must constantly enrich our professional knowledge, grasp the latest industry trends and market demand for e-commerce talents, and continuously optimize the practical teaching system to replenish fresh blood. At the same time, it is necessary to explore more opportunities for scientific research cooperation with enterprises in the market, promote industry-university-research, encounter practical problems in scientific research cooperation with enterprises, and optimize the shortcomings of the practical teaching system.

3.2 Innovate the practical teaching mode

Under the traditional teaching mode, it is difficult to effectively cultivate students' practical ability. Therefore, colleges and universities should reform the teaching mode and integrate the concept of "employment-oriented". In terms of school-enterprise cooperation, students are given opportunities to practice, allowing students to combine theory with time to effectively improve their abilities. First, communicate and negotiate with socially relevant employers to establish a long-term cooperation mechanism; secondly, schools should appropriately adjust students’ internship time, negotiate with
employers, and fully consider the employment needs of employers, so as to meet the employer’s needs to a certain extent. demand, but also provide students with good internship opportunities; third, schools should appropriately extend students' internship time. This is mainly because students have learned a lot of theoretical knowledge in school and need to carry out corresponding practice in the enterprise before they can be transformed into their own professional skills. However, the internship time is too short for students to get effective practice and effective results. In the aspect of practical teaching, first of all, it is necessary to appropriately adjust the number of practical teaching hours, improve the status of practical teaching in the teaching of e-commerce majors, and accurately locate the function of practical teaching. Secondly, optimize the curriculum settings, adjust the curriculum standards, and design targeted practical teaching courses according to actual work needs to help students understand the work and carry out professional skills training. Finally, let enterprises participate in teaching reform, jointly formulate teaching plans with relevant enterprises, connect education with the industry, cultivate e-commerce professionals who meet the needs of enterprises and society, and solve the problem of the disconnection between industry and education.

3.3 Rich training resources

Effective practical teaching allows students to immerse themselves and gain a clearer understanding of their practical abilities. If there is a lack of supporting practical teaching resources, it is difficult to carry out effective practical teaching, and it is difficult to achieve practical teaching goals. Therefore, schools should increase investment, strengthen the construction of practical teaching resources, and provide students with a better practical learning environment. Specifically, the school should strengthen the construction of the training room, improve the management system of the training room, establish a sense of service, let the training room serve practical teaching activities, and improve the openness of the training room. In addition, in order to make better use of the training room, the use, opening, renewal and renovation of the training room should be planned to keep the training room progressive. In addition, in order to give full play to the educational resources of the training room, a professional management team should be established to conduct professional management of the training room to meet the needs of practical teaching.

3.4 Reform evaluation methods

To effectively evaluate students' practical ability, it is necessary to reform the teaching evaluation method and improve the pertinence and objectivity of evaluation. Specifically, a staged assessment mechanism should be implemented, and different assessment standards and assessment cycles should be formulated according to the needs of practical ability training at each stage. In this evaluation mode, teachers can accurately judge the development of students' practical ability according to the completion of students' learning tasks at various stages, discover possible errors in students' knowledge chain, adjust practical teaching strategies in time, and guide students correctly. in order to truly grasp what you have learned. On the other hand, it is necessary to reduce the proportion of test scores, increase the proportion of practical scores, and make up for the limitations of the traditional teaching assessment model through professional skills practice assessment. For example, at the end of the semester, in addition to the paper examination, a practical operation test should be conducted to design practical
operation assessment tasks for students. According to the actual operation process of the students, the students' practical operation ability is graded, and the final grade is the practice evaluation plus the paper grade.

REFERENCES


