

An Exploration on the Training Path of Cross-border E-business English Livestreaming Talents under the Mode of "Three Integrations" in Vocational Colleges

Zhiqin Zhuang, Jing Li

Department of International Commerce, Jiangyin Polytechnic College, Jiangyin, Jiangsu, 214400, China

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Abstract: Higher vocational education is a higher education with a distinct professional background, which bears the important responsibility of cultivating future professional talents. As a new business format, the cross-border e-business livestream has become the effective choice for enterprises to carry out foreign trade during the epidemic period, which has played a positive role in stabilizing the foreign trade market. "Three integrations" in vocational colleges refers to the integration of job requirements and training objectives, integration of the English course and cross-border e-business training courses and integration of industry and education. Based on the new Vocational Education Law of the People's Republic of China, the teaching of students majoring in cross-border e-business in vocational colleges should also keep pace with the times. According to the characteristics of e-business development, the demand for talents in corresponding jobs should be analyzed, and the teaching mode and methods should be further improved and innovated, so as to cultivate more high-quality e-business English livestreaming talents that meet the needs of the times. Under the concept of "three integrations" in vocational colleges, this article analyzes the present situation of cross-border e-business English talents training under the background and explores the training path of cross-border e-business English livestreaming talents.

1. Introduction

Building an innovative country requires innovative and entrepreneurial talents. The growth of science and technology shows the trend of differentiation, integration and high integration, which requires vocational education to cultivate compound talents with high quality and solid professional foundation, especially interdisciplinary talents [1]. With the acceleration of economic globalization, the cross-border e-business as a new international trade circulation mode is developing at a high speed. Influenced by the social environment and the growth of Internet technology, a large number of traditional foreign trade enterprises gradually turned to the road of e-business, and cross-border e-business became a new economic growth point, which also led to the coordinated growth of education and other industries [2]. As a new trade format, cross-border e-business livestream has become the effective choice for enterprises to carry out foreign trade during the epidemic period, which has played a positive role in stabilizing the foreign trade market [3]. If China enterprises want to occupy a dominant position in the international market, they must improve their external communication and adaptability. The excavation and cultivation of business English talents not only create favorable conditions for the growth of e-business industry, but also meet the development needs of market economy [4]. The cultivation of English talents for business majors in vocational colleges should adapt to the needs of the times, comprehensively analyze the needs and development forms of cross-border e-business talents, and focus on cultivating practical skills of talents.

Under the new situation, the cross-border e-business industry has developed rapidly. With the increasing transnational business activities, higher requirements are put forward for business English majors, which require students to have solid practical skills and rich theoretical knowledge of business trade, as well as strong English expression and application skills [5]. However, at present, the cultivation of business English talents in many vocational colleges still relies on the

traditional business model, which does not closely meet the needs of social and economic development. Therefore, in response to the new Vocational Education Law of the People's Republic of China, it is inevitable for the situation to actively explore and practice new strategies and reform and innovate the training mode of business English talents [6]. The talent training mode of higher vocational education needs to be reformed and innovated in combination with the specific situation of the colleges, industrial upgrading and local economic development needs, so as to promote the continuous improvement of its own teaching quality [7]. "Three integrations" in vocational colleges refers to the integration of professional basic ability, project production ability, post comprehensive ability and corresponding innovation ability. Under the concept of "three integrations" in vocational colleges, this article analyzes the present situation of cross-border e-business English talents training under the background of the new Vocational Education Law of the People's Republic of China and explores the training path of cross-border e-business English live broadcast talents.

2. The Competence of English livestreaming talents in cross-border e-business

As a brand-new marketing method, the cross-border e-business livestreaming requires the staff, especially the English anchor, to introduce the content of the product in English and interact with consumers on the platform to attract consumers to watch and buy. Under these requirements, the cross-border e-business livestreaming talents need to have the following abilities and skills: operating the digital and network equipment and social media to ensure a livestream and online transmission, mastering the marketing skills and strategies to promote products, good command in English language, knowing cross-cultural communication, knowing all the terms and regulations of e-business platforms or website, understanding the supplier and products, etc.

Compared with physical trade, the platform of cross-border e-business is broader, and the work content of related positions is more diverse, which puts higher demands on the working ability of cross-border e-business English talents [8]. Taking the post of English livestreaming anchor for example, the English livestreaming anchor does not simply introduce the product in English, but markets the product through live interaction. Thus, the English livestreaming anchor needs to know the pre-sales product performance, product introduction in sale and after-sales logistics service like the back of his hand. In the process of cross-border e-business live streaming, the English livestreaming anchor is required to convey the product content to consumers with high quality and mobilize consumers' interest and attract consumers to actively participate in the interaction. This requires the English livestreaming anchor to have a good command of oral English and be eloquent.

Moreover, cross-border e-business livestreaming is the developing direction of China's foreign trade industry in the future, so it needs constant innovation. The livestreaming is a constantly changing format, which requires live streaming staff to pay constant attention to the business format innovation and gain a high level of competence in English. After observing and analyzing the current development of cross-border e-business, it is not difficult to find that the staff should not only master English language abilities, but also have skilled computer operation abilities, be familiar with enterprise operation and management mode, and be able to actively deal with various problems in foreign trade [9]. Cross-border e-business live streaming will face the cultural differences of consumers from different countries, that is, cross-cultural differences, which requires livestreaming talents to have cross-cultural communication skills. Therefore, on the basis of improving language abilities, the good understanding of cultures between different countries is essential. In the process of developing foreign trade, English livestreaming talents must have more outstanding public relations skills to promote the smooth completion of trade negotiations while strengthening their own publicity, so as to better enhance the popularity and influence of China's e-business platforms in the international market and lay a favorable foundation for the growth of e-business in China.

3. Problems in cultivating English livestreaming talents in vocational colleges under cross-border e-business

3.1. Lack of the concept of keeping pace with the times

With the continuous development and progress of cross-border e-business economy, the requirements for cross-border e-business talents are constantly evolving and upgrading. At the same time, vocational colleges lack the real-time capture of e-business market trends, the updating of teaching materials is slow, and the curriculum construction is also static, which leads to the fact that students cannot apply the mastered theoretical knowledge to the practical work. In addition, some vocational colleges lack the exploration of the relevance between cross-border e-business and cross-border e-business English, and fail to apply e-business knowledge to students' English learning, resulting in students' one-sided understanding of the course and unable to quickly adapt to the work needs of e-business positions.

3.2. Insufficient professional core competitiveness

Many cross-border e-business majors in vocational colleges have not fully realized the severe challenges and tests brought by the times and the growth of science and technology, neither have they established a clear sense of hardship and the concept of keeping pace with the times. They lack keen observation and careful thinking on the growth of cross-border e-business economy, the awareness and ability to innovate and start their own businesses, the initiative love for e-business and a clear understanding of professional ideals and social values. Cross-border e-business is a very comprehensive major. The core competencies---English language ability, international trade ability and e-business ability---are the necessary survival skills and competitive advantages for college students majoring cross-border e-business. In the new era and the present international situation, cross-border e-business majors need to master these three abilities skillfully during their studies on campus in order to meet the high standards and strict requirements of cross-border e-business positions for employees when they are employed.

4. The training path of cultivating cross-border e-business English livestreaming talents

4.1. Integration of job requirements and training objectives to enhance the career adaptability of cross-border e-business English livestreaming talents

The training process of livestreaming talents is different from that of other majors, and it has strong flexibility and effectiveness, which requires that the content of livestreaming teaching should keep pace with the times and be constantly updated in combination with the post requirements and training objectives of e-business live broadcast. Cross-border e-business major is a relatively new major, and it is in the process of exploration in training mode and training scheme. The cross-border e-business livestream is an industry that is greatly influenced by the economic environment and policies. To cultivate qualified cross-border e-business livestreaming talents for the future, it is not limited to the teaching and acquisition of existing knowledge. With the rapid development of the network, the content and form of livestream are constantly updated, and the talent training scheme and course content should meet the needs of current talent training. By adjusting teaching methods in a timely manner, the pertinence and applicability of talent training can be improved [10].

The process of livestream is not a simple one-way marketing promotion, but also needs to communicate with customers. In the face of global multicultural background, it is particularly important to improve cross-cultural communication ability and sensitivity to cultural differences. The update and iteration of knowledge are more prominent in cross-border e-business. Grasping the variability of cross-border e-business knowledge is not limited to the dissemination of knowledge, but lies in the cultivation of thinking and skills, which is even more important in the cultivation of talents in cross-border e-business. The livestream in English needs to combine "English+live broadcast" organically. Traditional English teaching can no longer meet the actual development needs of current talent training, and livestream is a practice-oriented course. Instilling teaching

method can not make students really participate in the teaching process, and it is easy to make the course content boring. Therefore, according to the marketing environment of cross-border e-business, it is need to simulate the real sales scene and create a simulation classroom to provide students with a more appropriate live combat experience, so as to enhance their adaptability and adaptability to the future workplace.

4.2. Integration of the English course and cross-border e-business training courses to cultivate comprehensive talents of cross-border e-business English livestreaming

In traditional teaching, teachers basically combine teaching objectives, take textbooks as the center, teach in the classroom, summarize and summarize the teaching contents, and then teach them to students, so that students can record and recite them. The learning center is completely teacher-centered, but the "three-in-one" teaching model needs to change this concept. Under the new model, teachers must clearly realize that students are the main body of learning, textbooks are only a direction to guide teaching, and the learning environment is not limited to classrooms. Cross-border e-business majors in vocational colleges should be fully aware of the change of business English teaching objectives under the background of "internet plus", and integrate English courses and cross-border electronic commerce training courses through enterprise research, student interviews and foreign cultural exchanges.

Due to the differences in cultural and historical backgrounds, there are great cultural differences between countries, including festivals, customs, languages and color preferences. Only by having a comprehensive understanding of different cultures can we avoid misunderstandings caused by cultural differences in the live broadcast process. Therefore, the cultivation of cross-cultural communicative competence can help students understand the cultures of different countries more deeply. While cultivating the cross-border e-business majors with the live-streaming ability in English, it is need to integrate cross-cultural communication related content. Teachers should not only pay attention to the cultivation of English listening, speaking, reading and writing ability, but also shape students' international vision. Vocational colleges should make clear the core goal of training cross-border e-business English livestreaming talents, with the core goal of cultivating "applied talents who meet the requirements of cross-border e-business livestream development and have good English application ability and foreign trade business actual combat ability", so that the training of Cross-border e-business talents in vocational colleges can be carried out purposefully and planned. The school provides teaching staff and other resources, encourages teachers to study in related industries and enterprises, and helps teachers to deeply understand the development of cross-border e-business live-streaming industry, master the professional skills needed by cross-border e-business live-streaming talents in the new era, and make positive preparations for updating teaching content, improving teaching methods and improving teachers' professional skills and literacy.

4.3. Integration of industry and education to improve talent competitiveness

The integration of production and education is the inevitable trend of vocational education. In order to solve the problem of students' enthusiasm for participating in the integration project of production and education and enhance the competitiveness of talents, we must first have a system design, curriculum the learning process of participating in the training base and give credits. We can try to ensure the participation of students in the training base by setting up semester internship tasks and internship credits. The integration of production and education for cross-border e-business majors can change the mode of cooperation. The school provides training venues and seeks cooperation opportunities from a number of e-business platforms through investment and financing. The platform can spontaneously organize technical teams to visit the school to help students answer questions. The setting of training programs tries to avoid repeating the same tasks for a long time, find out the best combination of enterprise needs and students' expectations, encourage enterprises to take a long-term view, and make it clear that cultivating excellent employees for themselves is the most important goal of enterprises in the integration project of production and education, rather

than obtaining cheap labor. In view of the flexibility and convenience of the operation of cross-border e-business enterprises, vocational colleges should be brave in reform and innovation, undertake the front-end business of cross-border e-business enterprises, let enterprise personnel settle in the campus and set up studios or working groups, which not only saves labor costs for enterprises, but also provides working scenes for students' immersive practice. Students participate in practical work projects, systematically study according to the workflow of enterprises, carry out productive training according to the management system of enterprises, and form an evaluation mechanism for both schools and enterprises.

5. Conclusions

The continuous development of Internet technology and digital economy has brought new opportunities and challenges to the cross-border e-business live broadcast industry, and the rise of cross-border e-business has also put forward higher requirements for e-business English teaching in vocational colleges. Under the background of the rapid development of "internet plus", it poses a new challenge for cross-border e-business live broadcast in English. It is need to keep pace with the times in the process of English teaching, update and innovate teaching methods, realize the close combination of classroom teaching objectives and employment needs, promote the organic combination of English and cross-border e-business live broadcast, and improve students' professional ability and social service ability. Cross-border e-business majors in vocational colleges should be fully aware of the change of English teaching objectives to meet the requirements issued by the new Vocational Education Law of the People's Republic of China, and integrate English courses and cross-border e-business training courses through enterprise research, student interviews and foreign cultural exchanges. In view of the flexibility and convenience of the operation of cross-border e-business enterprises, vocational colleges should be brave in reform and innovation, undertake the front-end business of cross-border e-business enterprises, and let enterprise personnel settle in the campus, which not only saves labor costs for enterprises, but also provides working scenes for students' immersive practice. Only by keeping up with the development trend of the times and the economic development trend, combining with the market demand and job requirements, reforming and innovating the training mode of cross-border e-business talents can we solve the problems existing in the training of cross-border e-business talents and curriculum construction and serve the development of cross-border e-business economy.

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Project undertaker: Department of International Commerce, Jiangyin Polytechnic College

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