

Exploration and Practice of Closed-Loop Class Revolution Based on Results-Oriented "Foreign Trade Documents Practice" Course

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Abstract: In recent years, our country's international economic and trade service industry enterprise development is in urgent need of a large number of relevant professional skilled personnel. The traditional classroom organization form has been far from meeting the requirements of the training quality of professional skilled personnel. The curriculum organization form combining theory and practice is more conducive to the training of technical professional personnel to meet the needs of enterprises. This paper takes the course of "Foreign Trade Documents Practice" as an example, and conducts a research on the results-oriented closed-loop teaching model reform. Based on the analysis of students' questionnaire survey and teachers' interview survey results, this paper summarizes the existing problems in the teaching of Foreign trade Documents Practice in higher vocational colleges. Through the statistics of recruitment data, we know that there are 12866, 6571 and 3019 vacancies of foreign trade documents staff in Shenzhen, Guangzhou and Shanghai respectively, which shows that the teaching reform is urgent. This paper determines the core objective and teaching content of the course of "Foreign trade Documents Practice". On this basis, the implementation process of results-oriented teaching is discussed.

1. Introduction

With the advent of the knowledge-based economic society and the information age, it is widely recognized that the twenty-first century requires a different framework of capabilities and qualities to be better integrated into social and economic development. On the one hand, the development of the knowledge economy society has exerted a great and profound influence on people's production modes, life style, and thinking modes. It has changed the overreliance on knowledge and technology to the relentless pursuit of new technologies, new thinking, innovative development, and sustainable development. On the other hand, the development of information technology has a profound impact on the transformation of social production mode, the traditional social production mode is gradually replaced by intelligent production. The transformation and upgrading of the world economy has put forward the new higher requirement for talent, this is, reversed transmission

with higher vocational education must follow the social development in our country, development thinking, emancipate the mind, the renewal education idea, more comprehensive and in-depth promote the teaching reform of higher vocational education, training to adapt to the future social development needs of high-quality workers and skilled personnel [1-2].

Outcome. Based education originated in the United States in the 1980s. It was the first to put forward the concept of outcome education and define OBE in its work, namely, "the adjustment of resources and systems to make them clearly focus on the substantive experience that will help students achieve success in future lives". Later, results-oriented education was spread in many countries and regions in the world [3]. Foreign research on result-oriented education started early and covers a wide range, including concept elaboration, content summary, development, history review, achievement model construction, key points of implementation analysis, and curriculum reform applications [4]. Some scholars have studied Australia's national curriculum for national educational purposes, which includes eight fields, and expounded the learning outcomes that students must achieve in these eight fields. That is, Australia's national curriculum is guided by the concept of results-oriented education, and combined with the research and application of results-oriented education in the United States. Compare the similarities and differences between the United States and Australia in the implementation of results-oriented education, and explore the feasibility of the implementation of Australian national curriculum under the guidance of the concept of result-oriented education to achieve the expected effect [5].

At present, there is not yet a system of educational concepts to guide the education and teaching reform in higher vocational education. Therefore, it is particularly urgent to learn and use the results to guide the education concept to promote the education reform in our higher vocational education.

2. Success Oriented Education Philosophy

Results-Oriented education can be summarized into the following aspects: mastery of knowledge, success for everyone, personalized evaluation, performance, responsibility, and competency. The following is an analysis of its connotation [6].

One is the mastery of knowledge. In the process of teaching evaluation, results-oriented education no longer distinguishes between high and low levels of students and believes that as long as given appropriate learning opportunities, every student can master the learning content and achieve the expected learning results. Compared with the emphasis on the students mastering specific subject knowledge, learning content of the traditional curing course objectives, results oriented education is an objective to pay more attention to the student through the study of curriculum knowledge of ability, and students are required to reflect its academic achievements in three aspects: what, they can know what to do and how to do [7].

The second is to emphasize that everyone can succeed. Result-oriented education emphasizes that everyone can succeed in learning, but not necessarily at the same time or in the same way. It emphasizes that success is the mother of success, and successful learning will promote more successful learning. Under the influence of the connotation, results oriented education, focused more on individualized teaching based on the characteristics of each of the students, allowing students to have a temporary gap between the students do not need to compare, is more of a win-win cooperation, each of the students in different stages have their own goal setting, you just need to according to their own learning plans to study. Under the assumption that everyone can succeed, students have a higher certainty of their own learning outcomes and a clearer goal of learning, so that students can get better learning experience while obtaining learning outcomes [8].

The third is to emphasize personalized evaluation. Personalized evaluation is an important connotation of results-oriented education. Under the premise of emphasizing personalized teaching,

the curriculum evaluation for students must reflect the personalized. The personalized evaluation of results-oriented education is reflected in two aspects. First, in the course teaching process, in order to master the specific learning situation of each student, it is necessary to formulate personalized evaluation standards according to individual differences, and constantly modify and improve the evaluation standards in the evaluation process. Another aspect of the personalized evaluation of results-oriented education is to evaluate the final learning effect of students. Results oriented education on students' premise is that every student can succeed, so the students' study effect on the evaluation standards will eventually reflect this characteristic, the evaluation should include the usual formative assessment and summative assessment in accordance with students' learning characteristics, in order to maximize reflecting students' actual situation [9].

Fourth, we emphasize performance responsibility. Results-oriented education puts more emphasis on performance responsibility. Not only students are responsible for their own learning outcomes, but also schools are more responsible for learning outcomes than students. Schools should be more clear about their responsibilities in performance and improve the assessment system. Results oriented education on the performance of responsibility with clear accountability, students learning every stage are clearly defined and relevant management measures, compared with the traditional education ideas, results oriented education for students with lower responsibility requirements, all responsibilities of students no longer will succeed or not attributable to itself, as long as the course that students according to the results oriented education, The probability of obtaining learning results is also greatly increased [10].

The fifth is to emphasize the capability standard. Results-oriented education emphasizes competency-based education, that is, the starting point of education is the ultimate ability obtained by students. Compared with the traditional education concept, result-oriented education is more efficient in the process of curriculum design and implementation. On the premise of comprehensive development of students, the cultivation of students' abilities is more clear, so that schools, teachers, and students have a clearer understanding of curriculum objectives in the process of teaching and curriculum implementation.

3. Investigation on the Teaching Status of Foreign Trade Documents Practice

3.1 The teaching status quo

The teacher questionnaire mainly investigates teachers' views on teaching, such as their understanding of teaching attitudes, teaching methods, whether they accept relevant teaching training, teaching reflection, and whether they are willing to accept OBE instruction teaching. There were only 13 relevant teachers in a vocational school in this city, so 37 teachers were selected from several other vocational schools in this city, and a total of 50 teachers were distributed the questionnaire, to expand the sample size and enhance the data persuasion. In a class of a vocational school in this city, students were randomly selected as the subjects of the survey. The questionnaire was relatively simple with few questions, mainly to understand the students' views on teaching and the evaluation of teachers. See Table 1 for the number analysis of questionnaires distributed.

Table 1: Quantitative analysis of teaching status questionnaire

	Number of distributed	Number of recycling	Effective recovery rate
Teacher questionnaire	50	46	92%
Student questionnaire	200	174	87%

3.2 Data Processing

The data were preprocessed according to the collected questionnaire, and the results were analyzed by SPSS 22.0 software, and t-test was conducted. The t-test formula is as follows:

$$t = \frac{\bar{X} - q}{\frac{p_x}{\sqrt{n-1}}} \quad (1)$$

In Formula 1, t is the deviation statistic between the sample mean and population mean. q is the population mean, px is the sample standard deviation, and n is the sample size.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{p_{x_1}^2 + p_{x_2}^2 - 2yp_{x_1}p_{x_2}}{n-1}}} \quad (2)$$

In Formula 2, X1 and X2 are the average of two samples, respectively, and y is the correlation coefficient of related samples.

4. Questionnaire Results and Results-oriented Closed-loop Teaching Model of Foreign Trade Documents Practice

4.1 Questionnaire Survey Results

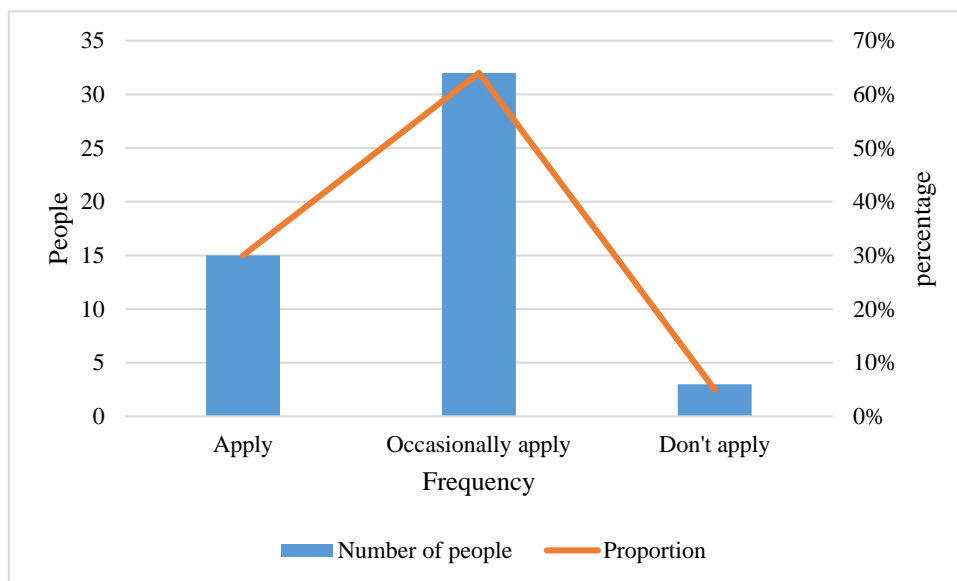


Figure 1: Whether to use scientific ideas to assist teaching

It can be seen from Figure 1 that 6% of teachers do not apply scientific concepts (such as people-oriented concepts, all-round development concepts, subjectivity concepts, personalized concept, and diversification concepts) in teaching. 30% of teachers help their classroom with scientific ideas that suit them; the rest are occasionally used according to the actual teaching situation. With the deepening of scientific research, how to do scientific teaching in teaching will be paid increasingly attention.

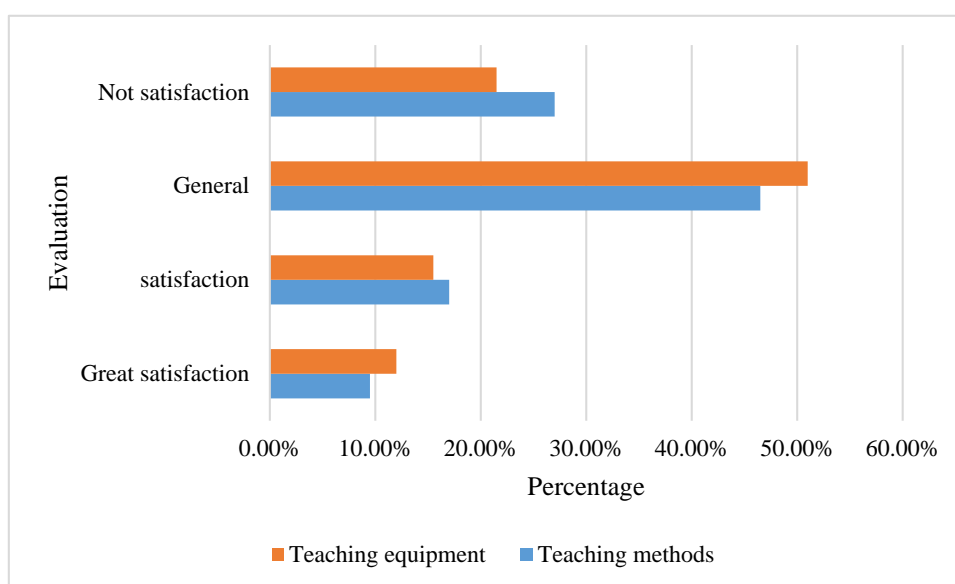


Figure 2: Satisfaction of students

As shown in Figure 2, more than 75% of the students expressed dissatisfaction with the teaching methods and teaching equipment adopted by the teachers. Although vocational teachers are committed to teaching reform, in fact, most of them still adopt teacher-centered teaching methods, ignoring students' sense of identity and acceptance ability. Although the traditional teaching method is helpful for teachers to control the teaching pace of the course, it is difficult to adapt to the changing practical needs. Students in higher vocational schools have different teaching objectives from those in ordinary schools. If the general teaching method is adopted, it is beneficial to the systematic knowledge, but it ignores the practical application of knowledge. Do not meet the training objectives of students, more difficult to adapt to the needs of enterprises.

4.2 Reform of Teaching Model

According to the data obtained from the Internet recruitment software, there are still a large number of vacancies of foreign trade documents in China, among which the three cities with the largest demand are Shenzhen, Guangzhou and Shanghai. The number of vacancies reached 12,866, 6,571, and 3,019, respectively. And according to the statistics, 65.7 percent of the jobs require a college degree. According to the survey results of teachers and students, the curriculum reform of international economy and trade major in higher vocational education is urgent. This paper chooses the course of "Foreign trade Documents Practice" as an example to reform the teaching model

Teaching design is a bridge connecting teaching theory, learning theory, and teaching practice, and is the key to effective teaching. Under the guidance of the results-oriented education concept, according to the training objectives of professional talent, combined with the needs of industry development enterprises and the cognitive characteristics of students, the course of Foreign Trade Documents Practice is determined to be student-centered, and the five integrated teaching modes of mission, awe, rigor, action and innovation is constructed. The teaching design focuses on three stages: analysis of learning outcomes, realization of learning outcomes, and evaluation of learning outcomes. As shown in Figures 3 and 4.

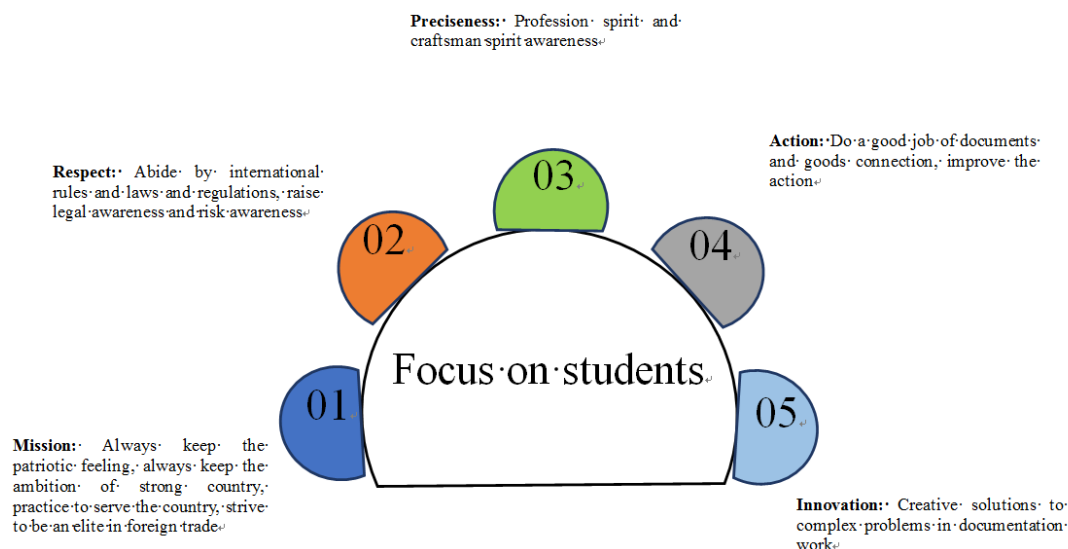


Figure 3: Five -in-one teaching model

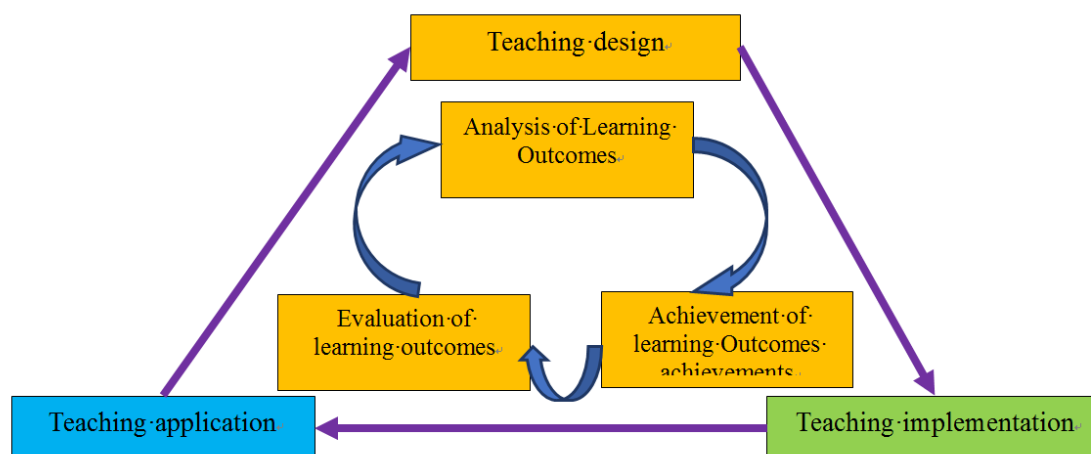


Figure 4: Schematic diagram of closed-loop teaching model reform

(1) Analysis of learning outcomes

The design of teaching objectives should be on the basis of clear students' expected learning results, with a precise, standardized language will be transformed into teachers' teaching objectives and conveyed to students, so that students clearly learn the "Foreign trade documents practice" course and can master the knowledge, skills or methods. Under the guidance of the concept of results-oriented education, teachers should comprehensively consider the curriculum objectives, the needs of enterprises, the development of students, and the learning outcomes that students can obtain through learning when determining the teaching objectives.

Teaching content affects students' learning enthusiasm and initiative, and thus affects the learning effect of the course "Foreign Trade Documents Practice". Therefore, choosing the teaching content that can attract students' attention and fit the course of Foreign Trade Documents Practice is the key to achieve the expected learning results. On the premise of understanding students' original knowledge and ability, teachers should choose the teaching content that conforms to the actual situation and can support the realization of curriculum objectives. The teaching content with

moderate degree of difficulty and accessibility should be selected according to the students' learning ability, cultural foundation, and the teaching conditions of higher vocational schools.

Appropriate teaching methods and learning methods have a positive role in promoting the smooth development of teaching activities. The teaching methods that match well with vocational education mainly include case teaching method, task-driven teaching method, project teaching method, inquiry learning, and so on. Under the guidance of the concept of results-oriented education, teachers should always adhere to the student-centered, assume that every student can achieve success, and formulate teaching strategies that can reflect the principal position of students and help students maintain the best learning state according to the teaching objectives and teaching contents.

The main results of the course are shown in Table 2.

Table 2: Form of course results

Cognitive	To be able to present to the importers and exporters the specific import and export business of the foreign trade process and the required documents.
Understand	According to customer requirements and specifications, correctly select documents, make documents, and apply for documents.
Application	According to the specific business needs complete a series of foreign trade documents such as data preparation, certification, document making, document checking, document filing, and so on within the prescribed scope.
Analysis	According To the specific import and export business, formulate the work plan, in line with the principle of improving the efficiency of import and export, identify the work focus and important time points, and successfully complete the relevant documents.
Evaluation	According to the specific business, put forward an effective document work processing scheme, and effectively cooperate with related staff.
Synthesis/creation	Provide solutions to optimize the foreign trade process or documents for customers or our company.

(2) Realization of learning outcomes

A good learning situation can attract students' attention and stimulate their interest in learning. Teachers should take teaching objectives and teaching content as a reference and design inspiring topics or situations that are close to students' lives and related to the teaching content.

Under the guidance of the concept of results-oriented education, the assigned learning tasks should have a clear corresponding relationship with the teaching objectives, and each learning task is to promote the realization of the teaching objectives. In addition, the number and difficulty of learning tasks should take into account students' existing knowledge level and practical experience. Learning tasks can be released before class, so that students can know the task content in advance. Clear learning tasks can improve students' learning efficiency. The learning tasks assigned after class should focus on consolidating students' knowledge and skills and cultivating students' application ability.

Learning resources are designed for the smooth development of teaching activities and the promotion of students' learning. At present, common learning resources or tools include multimedia exercises, assignment books, experimental equipment, practical training equipment, etc. Before class, teachers should provide students with self-learning materials according to the realistic conditions, such as materials written or downloaded by teachers, assignment books, etc. In the process of teaching, teachers should prepare teaching props and environment for creating a good learning atmosphere. For example, digital teaching resources can promote students' understanding, and simulation software can provide immersive learning. After class, teachers can assign exercises

and recommend online learning platforms to consolidate students' knowledge or skills.

As shown in Table 3, the realization path table of learning outcomes is designed in this paper.

Table 3: Course teaching process

Step	Teaching link	Teaching content
1	Assign preview content	Preparation for Learning Outcomes
2	Introduction of teaching	Task description, emphasizing the main points of the course
3	Learning Activity 1	The concept, parties, function, application, and main points of bill of exchange
4	Learning Activity 2	The time limit for payment, payee, payer, etc.
5	Learning Activity 3	The practice of draft preparation
6	Achievement presentation and evaluation	Put forward improvement measures and summarize and evaluate the problems found by individuals

(3) Evaluation of learning outcomes

The evaluation of learning outcomes in results-oriented education is student-centered and focuses on learning outcomes. It combines phased evaluation and summative evaluation, of which 70% is phased evaluation and 30% is summative evaluation. Phased achievement evaluation is a formative evaluation of the comprehensive performance of students in different learning stages and different learning topics in the learning process. The evaluation of phased results is usually used as a reference for the next learning topic or stage of teaching, which promotes the steady improvement of teaching quality and learning results through continuous feedback of the learning situation. The summative evaluation is to evaluate the students' learning results by means of examination or submitting design results after the study of a certain project or a certain semester. Learning is a gradual process. The evaluation of learning outcomes in results-oriented education focuses on the results of the learning process as well as the peak achievement of students. Teachers should evaluate students' performance in the process of learning as comprehensively as possible, pay attention to the use of encouragement and guidance, stimulate students' self-potential, and lead students to the "zone of proximal development" of professional development, to promote their continuous progress.

In the process of formative evaluation, each teaching link adopts an independent evaluation method. The specific evaluation and implementation process is as follows Figure 5:

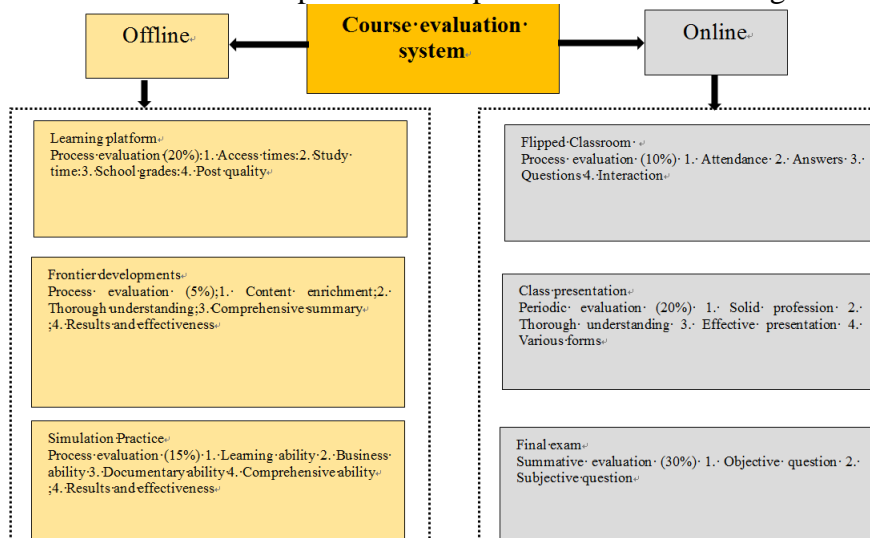


Figure 5: The implementation process of teaching evaluation

5. Conclusions

This article selects the trade documents practice course as the research object, with results oriented education concept as the instruction, from the teaching goal, content, implementation and evaluation, and so on to design can actually improve students' vocational skills and the ability to practice the teaching cases, the relative clear teaching for teachers to provide new thinking and concrete implementation steps. The whole research revolves around the core problem of "how to build the teaching design of Foreign Trade Documents Practice" course in higher vocational colleges oriented to results ". Due to the limitations of time, energy, funds, knowledge level, and other conditions, the theoretical research of results-oriented education and its application in the teaching of international economics and trade majors in higher vocational colleges are not deep and comprehensive enough, and there are some deficiencies. The number of samples investigated in this study is small and cannot represent the actual situation of all teachers and students in higher vocational colleges. The actual teaching conditions and basic conditions of students in higher vocational colleges are not universal, so there is still a large room for improvement in this study.

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