Analysis in the Importance of University-enterprise Cooperation in Building Cross-border E-commerce Practice Base

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Abstract: With the proposal of the "Belt and Road" initiative in China, international trade has developed rapidly. In recent years, cross-border e-commerce has experienced explosive growth in trade volume, becoming a new growth point for international trade and a pioneer and breakthrough point for the "Belt and Road" initiative. The number of cross-border e-commerce enterprises is continuously increasing, and the demand for cross-border e-commerce talents by enterprises is also growing. To promote the connotative development of cross-border e-commerce education in applied undergraduate colleges and meet the practical needs of cross-border e-commerce talents in enterprises, higher requirements have been proposed for seamless integration between enterprises and schools. Graduates of relevant majors in cross-border e-commerce should be able to meet the needs of enterprises after graduation, directly enter positions, and adapt to the needs of the positions, applying what they have learned to meet the needs of enterprise talents. External enterprise internships are a response to this need for students. The rapid development of cross-border e-commerce has led to increasingly prominent talent supply-demand contradictions. How to provide the industry with highly matching, innovative, and application-oriented practitioners has become a focus of attention for the whole society. This poses a serious challenge on how students can apply the professional knowledge they learn in school to practice. It also raises higher requirements for the effective implementation of school-enterprise cooperation, making it imperative to establish cross-border e-commerce practice bases through joint efforts between schools and enterprises.

1. Introduction

The construction of school-enterprise cooperation practice bases is not perfect; some bases have not really yielded the expected results, being built but not effectively utilized. The courses in the talent training programs for cross-border e-commerce in universities mainly rely on existing international business, international trade, and trade and e-commerce-related majors. Many courses overlap with relevant professional courses, lacking practical operational content. The training for talents in cross-border e-commerce lacks a professional framework, and the talent training system has not been fully established. There is a serious shortage of teachers in cross-border e-commerce,

leading to a lack of specialized training and curriculum development. The platforms for cross-border e-commerce talent training bases find it difficult to grasp the training modes and schemes needed for cross-border e-commerce talents. There is a lack of both on-campus and off-campus training bases for students, resulting in a disconnect between graduates and the job market. Without effective university-enterprise cooperation, the goal of seamless talent training cannot be achieved. This gap prevents students from acquiring practical skills that align with industry needs, hindering their employability after graduation. This situation calls for higher standards in the development of cross-border e-commerce talent training programs [1].

2. Problems Existing in the Construction of Cross-border E-commerce School-enterprise Cooperation Practice Base

2.1. The Construction of Teachers in Practical Enterprises is not Perfect

Under the new circumstances, the demands placed on college teachers are gradually increasing. Some college teachers merely fulfill their teaching duties based on the textbook, without venturing beyond the campus to understand the real dynamics of the industry or engage with actual enterprise operations. This limits their ability to integrate theoretical knowledge with practical skills. Cross-border e-commerce enterprises often have a limited pool of faculty members, with personnel possessing extensive practical experience but lacking in teaching experience and professional training. This creates a significant gap between teaching and practical application. As a new form of international trade driven by network and computer technologies, cross-border e-commerce requires experienced teachers who are actively involved in cross-border teaching. While enterprise experts have valuable practical knowledge, many enterprises are reluctant to establish standardized training programs for students. This leads to a situation where teachers solely focus on teaching within the classroom, and students passively receive information, without a meaningful connection between theory and practice [2].

2.2. No Long-term and Effective School-enterprise Cooperation Mechanism has been Established

The fusion of teaching and training for talent development is still in its early stages. The construction of training bases is fragile, with practice conditions unable to adequately support campus teaching and training due to the disparity between the number of students and the capacity of the training bases. As a result, students primarily learn theoretical knowledge in the classroom, lacking familiarity with educational laws and the application of knowledge in real-world enterprise settings. Some subjects involve learning about communication and interaction with overseas customers. Universities, as hubs of youthful energy, knowledge intensity, and rapid application of network technology, are at the forefront of ideological advancement. For universities with over 10,000 students, maintaining a strong ideological position in the new era is especially crucial. The state prohibits campus personnel from accessing foreign resources through any means, which simultaneously reinforces ideological control while making it challenging for students to effectively apply their learning. This presents a more stringent test and a new challenge for each university [3].

2.3. Imperfect Construction of practice Teaching Base

Practice teaching emphasizes the integration of "theory, practice, and training." To enhance students' scientific acumen and the quality of their practical skills, an "Embedded and panoramic" practical training teaching system has been established. This system combines the practical training

center (Room), project studio, customized classes, off-campus internships, and modern industry colleges. It integrates vocational training, achieves the alignment of coursework with certifications, and enhances students' competitiveness in the job market. However, due to the influence of the industry-education integration model, talent training is still in its early stages. The construction of practical training bases is relatively fragile, leading to a significant shortage of practical training opportunities and facilities. The lack of on-campus and off-campus practical training bases means that students who only acquire theoretical knowledge in class are not familiar with educational regulations and do not apply their knowledge to real-world enterprise practices. Although enterprise experts have extensive practical knowledge, influenced by traditional concepts, few enterprises are willing to establish standardized training bases for student practice. The incomplete construction of off-campus practice bases prevents students from transitioning directly to real-world practice after-graduation [4].

3. Suggestions and Countermeasures of the Construction of School-enterprise Cooperation Practice Base

3.1. Improve the Construction of School-enterprise Cooperation in Cross-border E-commerce Teaching Staff

We should enhance cooperation with external enterprises, periodically sending teachers for training. If feasible, we should create special temporary positions for teachers and reinforce the supervision of their assignments. Establishing a team within the school for regular development of teaching materials and conducting routine performance evaluations will facilitate effective material collection and organization. If necessary, we can involve the Academic Committee to support the team in integrating practical business and theoretical knowledge. Selecting enterprise practice tutors should adhere to certain criteria: compliance with professional ethics, possession of a teaching qualification certificate, official appointment by the school, practical skills in relevant industries, and completion of the designated teaching workload, including practical teaching. Utilizing our own teachers for temporary cross-border assignments can bolster the quality of cross-border e-commerce education and address the shortage of qualified teachers. Simultaneously, integrating industry professionals into the teaching system as part-time instructors can establish a comprehensive cross-border training model. It is essential to strengthen collaboration with external enterprises and regularly send teachers for training. If feasible, creating special temporary positions for teachers and enhancing the oversight of their assignments will be beneficial. Establishing a robust team of cross-border educators in universities is vital for nurturing talent in this field [5].

3.2. Establish and Improve the Long-term School-enterprise Cooperation Mechanism

By actively establishing a school-enterprise cooperation mechanism, we can build a "double-qualified" teaching team. This involves organizing cross-border e-commerce teachers from the school to undergo training at cooperative enterprises, encouraging them to obtain skill qualification certificates. Simultaneously, industry professionals are integrated into the teaching system, and part-time professional teachers engage students, providing them with insights into the industry's actual development. This exposure encourages students to proactively expand their knowledge and broaden their international perspectives. The major is based on the platform of "Administration, enterprise, and school," integrating the "Production, teaching, and research" project. Throughout the training process, a modular curriculum and practical teaching system of "Cross-border, cross-professional, and cross-disciplinary" are constructed. By emphasizing the alignment of "Professional courses and industry needs, personal skills and enterprise job fit,

certification and Real Project Fit," the aim is to shape students' knowledge structure, skill sets, and cultural qualities across three dimensions: professionalism, social adaptability, and individuality. This approach aims to equip graduates with a solid foundation in professional knowledge, strong practical skills, and excellent personal qualities, enabling them to become effective practitioners and innovators in cross-border e-commerce development [6].

By fully leveraging the school's commanding and leading role, it can allocate secondary teaching management responsibilities, while auxiliary schools actively introduce practice platforms, provide technical support, and offer policy guidance services to students. The university can also undertake e-commerce business outsourcing, including tasks such as website construction and promotion, online network marketing planning, offline precision marketing planning, product packaging and image processing, cross-border e-commerce platform marketing, cross-border customer service, and cross-border e-commerce market research. This strategy can attract renowned talents and scholars in the cross-border e-commerce field to the school to train professional teachers. Moreover, it can encourage industry scholars to engage with students, allowing them to learn from experts and cultivate cross-border professional course instructors within the school. Additionally, the school can facilitate the exchange of experiences between its teachers and those from other institutions and enterprises, thereby enriching the teaching staff's expertise. [7]

3.3. Establish a Teaching and Training Base Combining on and off Campus

By breaking free from traditional notions, we can create a three-way win-win platform for schools, enterprises, and students. While the school focuses on imparting knowledge, equal attention should be given to enhancing students' practical abilities by establishing dedicated practical training facilities on campus. Given the unique requirements of cross-border e-commerce talent training, schools and enterprises need to collaborate closely to establish both on-campus and off-campus training bases. This collaboration aims to align with the goals and requirements of talent training, allowing students to integrate theoretical knowledge from their professional courses with practical experience. In addition to mastering professional courses, students should receive robust training in practical skills and operations. To integrate theory with practice, schools and enterprises should establish a practical training laboratory that combines on-campus and off-campus resources. The school has set up a digital trade data analysis laboratory, which serves to generate real student operation data and back-office transaction data from cross-border e-commerce enterprises. This data is then processed and analyzed using statistical analysis software like Python, SPSS, and SAS to visualize industry and customer profiles. This laboratory provides students with essential data support for activities such as online customer development, trading options, trading consultation, online marketing, and platform operation. It also serves as a valuable resource for industry consulting report writing, scientific research project applications, and thesis writing. Additionally, the workshop serves as a stage-like venue for pre-market research, sample shooting and promotion, cross-border product live broadcasting, corporate marketing, customer reception, and online shop operation. It also provides students with platforms for participating in discipline-related competitions, project planning, roadshows, and entrepreneurship incubation. To ensure students receive cutting-edge industry knowledge, enterprise teachers should engage with the school and utilize the laboratory effectively [8].

4. Conclusions

Industries, enterprises, colleges, and universities should collaborate to develop precise talent training programs and plans. This involves aligning teaching content with job demands and leveraging enterprise mentors as lecturers for practical training courses. By doing so, students'

workplace skills can be effectively cultivated, leading to a more accurate alignment between talent training and industry needs. These efforts aim to address the mismatch between cross-border e-commerce talent supply and enterprise demand, as well as challenges in the construction of university-enterprise cooperation bases. The goal is to enhance the connotative development of cross-border e-commerce education in applied undergraduate colleges, meeting the actual talent needs of cross-border e-commerce enterprises and improving the quality of cross-border e-commerce talent training. Through leveraging enterprise resources, the functions of training bases can be expanded, enhancing their capacity to serve the needs of both the campus and the broader society. This collaborative approach aims to establish and optimize cross-border e-commerce practice bases in a manner that is rational and effective [9].

By positioning school-enterprise cooperation and establishing accurate cross-border e-commerce training bases, the progressive talent role and level in the practical education system can effectively serve Jilin's new form of foreign trade using the real resources of these training bases. Cross-border e-commerce has become a vital driver of China's foreign trade growth, but there is a significant imbalance between the supply and demand of talent in the industry. Integrating industry and education involves a cooperative relationship and education mechanism between social enterprises and universities based on their development needs. This integration aims to establish connections between supply and demand, share resources, leverage complementary advantages, and promote the integration of enterprise production and university education. Building a productive cross-border e-commerce practice base through school-enterprise cooperation, innovating talent training modes, and involving enterprises in the entire talent training process is crucial. This approach significantly improves students' competitiveness in the job market, addresses talent shortages in cross-border e-commerce, and fosters seamless connections between the education, talent, and industrial chains. This paper aims to conduct extensive and in-depth research to analyze the current status of cross-border e-commerce talent training in applied undergraduate universities. It seeks to establish and enhance school-enterprise cooperation, achieve mutual benefits for schools and enterprises, create a mechanism for joint development between colleges and enterprises, and ultimately bridge the gap between skills and enterprise needs.

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