

Research on the reform of teaching practice model in the school of e-commerce

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Abstract: In recent years, while promoting the economic development of e-commerce, the socio-economic development has also imposed higher and more demanding requirements on the talent cultivation in the field of e-commerce. Higher vocational colleges shoulder the important task of cultivating high-quality technical and skilled talents. However, based on the current situation, there still exists a certain deviation between the cultivation of e-commerce professionals in higher vocational colleges and the demands of the industry and enterprises for high-quality talents, which has impacted the quality of talent cultivation in these institutions. Taking the "Double Eleven" and "618" sales promotions of the E-commerce School of Luoyang Vocational College of Science and Technology as examples, students underwent a six-week customer service training program. This program aims to explore the reform of practical teaching modes for e-commerce majors in higher vocational colleges, relying on the "platform + business operations" model, and aiming to enhance students' innovation and entrepreneurship abilities by fostering their innovative consciousness.

Key words: e-commerce major; platform + business operations; reform of practical teaching modes

1 Introduction

In the era of "Internet+", with the rapid development of the e-commerce industry, various live-streaming marketing platforms and others have emerged consecutively, leading to an annual increase in the demand for e-commerce professionals. According to the data from the "14th Five-Year Plan for E-commerce Development", the number of personnel engaged in e-commerce in China is expected to reach 70 million by 2025, with a projected shortage of 9.85 million talents in the field [1]. While facing a shortage of e-commerce talents, enterprises are gradually raising their comprehensive quality requirements for graduates of e-commerce majors in higher vocational colleges, imposing higher demands on their practical abilities and vocational skills. Against this backdrop, the School of E-commerce of Luoyang Vocational College of Science and Technology has actively explored curriculum reforms, incorporating student practice into talent cultivation programs. Students participate in a six-week customer service training program during the second and third semesters for the "618" and "Double Eleven" sales promotions, aiming to enhance their practical abilities. This report explores the student practice model of "platform + business operations" through student practice, providing a reference for cooperation between enterprises and schools as well as for practical teaching in higher vocational colleges.

2 Issues in the development of e-commerce programs in higher vocational colleges

2.1 Failure to fully meet the current talent market demands

With the rapid economic and social development of China, e-commerce has been deeply integrated into various industries, becoming a crucial business method and approach. However, due to the highly practical nature of this field and the fast pace of knowledge updating, many higher vocational colleges are facing challenges in talent cultivation, such as the lag of knowledge systems behind practical developments, the neglect of students' personalities and strengths, and particularly the lack of innovative consciousness and capabilities of the cultivated talents. These issues have resulted in a failure to meet the demands of social and economic development, causing a shortage of talents in various e-commerce industries.

2.2 Failure to fully meet the needs of practical teaching in e-commerce programs

E-commerce, as a product of the internet era, has provided broader entrepreneurial and employment opportunities for students. According to preliminary research, most higher vocational colleges in China still rely primarily on software simulations for practical teaching in e-commerce programs. This approach typically involves professional teachers demonstrating operations while students observe and learn. Although this process allows students to understand the basic transaction processes of e-commerce and build initial cognitive understandings, the lack of real-world scenarios hinders students' ability to experience genuine business operations and processes. This approach is insufficient to motivate students' enthusiasm and improve their practical abilities.

3 Strategies for the reform of practical teaching models for e-commerce programs in higher vocational colleges

3.1 Implementing the "school-enterprise collaborative education" talent cultivation model

To enhance the practical abilities of e-commerce students in higher vocational colleges and satisfy the talent needs of enterprises in the industry, the "school-enterprise collaborative education" talent cultivation model can be adopted during the talent cultivation process. This model primarily involves the full participation of enterprise professionals or project personnel in talent cultivation based on school-enterprise cooperation. By jointly selecting real-world business operation projects according to the needs of students' professional practice in enterprise platforms, the teaching goal of "integration of theory and practice" can be achieved. During the project-based teaching process, enterprise and school teachers can assist students in discovering and solving problems. Through the joint construction of "factories in schools and schools in factories" by both parties, seamless connections can be achieved in areas such as "practice courses as project-based teaching", "practice as entrepreneurship", and "entrepreneurship as employment", thus enhancing students' practical and entrepreneurial abilities.

3.2 Establishing a practical teaching model of "platform + business operation"

Collaborative agreements can be signed with domestic and international e-commerce platforms, cross-border e-commerce platforms such as Amazon, and new media platforms like TikTok and Kuaishou for operational management. The enterprise platform provides operating accounts, and professional teachers (dual-qualification teachers trained by the platform) guide students in setting up shops or operating accounts. Students are instructed in product selection, inventory replenishment, store enhancement, marketing strategy development, and actual operations. In the process of practical teaching, theoretical knowledge from courses such as "E-commerce Project Management", "Cross-border E-commerce", "Online Store Design", "New Media Marketing" and "Online Store Operation" can be applied to business operations, achieving an integrated learning and application process. This addresses the issue of lagging practical teaching in higher vocational colleges compared to industry development, as well as the disconnect between talent cultivation standards and industry needs. Innovation and entrepreneurship are crucial components of e-commerce professional practice. Given the low startup costs in the e-commerce industry, which is suitable for students, implementing the "platform + business

operation" practical model under the guidance of enterprises and professional teachers can not only enhance students' professional practical abilities and innovation and entrepreneurship skills but also generate profits for enterprises, which reduces operational management costs, provides economic benefits for students, enhances their professional qualities, and prepares them to better adapt to society after graduation.

4 Innovation in teaching mode reform

4.1 Theoretical exploration: constructing a practical teaching mode of "platform + business operation" for e-commerce majors in higher vocational colleges

In exploring the innovative talent cultivation model for e-commerce majors in higher vocational colleges, the construction of a practical teaching mode of "platform + business operation" for e-commerce majors in higher vocational colleges has enriched the practical teaching system for e-commerce majors in higher vocational colleges and provided theoretical support for the construction of a modern vocational education system for e-commerce-related majors.

4.2 Methodological innovation: organic integration of internship, training, employment, and entrepreneurship

Through "platform + business operation" practical teaching, we achieve the organic integration of theoretical teaching and practical teaching, online teaching and offline teaching, skill cultivation and innovation cultivation, internship and training, employment and entrepreneurship. By creating a teaching staff of "dual mentors from school and enterprise + alumni mentors", a new modern apprenticeship system is established. Teachers are theoretical teachers, practical training instructors, entrepreneurship mentors, and business management mentors; students are learners, practitioners, and operators, establishing a new apprenticeship relationship between teachers and students, mentors and apprentices.

5 Conclusion

In summary, through the implementation of a practical teaching mode of "platform + business operation" for e-commerce majors in higher vocational colleges, with the help of "Internet+" and enterprise platforms to reform the e-commerce talent cultivation programs and improve the practical curriculum system for e-commerce majors, we have constructed a practical "production-education integration" and "work-study integration" teaching system of "platform + business operation". This system guides the teaching reform practice of e-commerce majors in higher vocational colleges, has important theoretical significance for talent cultivation in e-commerce majors in higher vocational colleges, and provides reference value for the practice and exploration of modern vocational education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

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