

Research on the Practical Teaching Path of E-commerce based on Network Distribution Model

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Abstract: E-commerce has grown rapidly with the continuous development of technology. E-commerce majors have their unique knowledge and skills to combine traditional business with new technologies to provide new types of services to users. The study of E-commerce majors is not only limited to theoretical knowledge, but more importantly, it is necessary to cultivate students' practical skills. This paper aims to discuss how to improve the practical ability of E-commerce students through the network distribution model training, and will delve into the specific methods of E-commerce students' practical skills cultivation, in order to help students better master the practical skills of E-commerce, so as to improve the competitiveness of students' employment.

Keywords: network distribution model, E-commerce, practical teaching paths

Introduction

In recent years, the E-commerce industry has shown good momentum of development, China gradually formed the economic trend of E-commerce, driven by the development of E-commerce, China's demand for E-commerce talent is increasing, especially the demand for skilled and applied aspects of the talent. However, analyzing the ability of E-commerce students in China's secondary vocational colleges and universities, there is still a certain gap with the social demand for the quality of talents, which restricts the effect of E-commerce professional practice teaching. How to cultivate high-quality E-commerce talents is particularly important for the development of secondary schools. This paper aims to explore how to improve the practical ability of E-commerce students through practical skills training, and will explore in depth the specific methods of E-commerce students' practical skills training based on the network distribution model, in order to help students better master the practical skills of E-commerce, so as to improve the competitiveness of students' employment.

1. Analysis of the problems of E-commerce practice teaching

One of the goals of E-commerce professional training is to cultivate E-commerce talents with practical skills. However, in cultivating practical skills, E-commerce majors have the problem of difficult resource allocation. First, E-commerce involves technologies and tools that are constantly being updated, requiring timely provision of the latest laboratory equipment and software. However, schools or organizations have small financial budgets and are unable to update their teaching implementation equipment in time, resulting in students being unable to learn and master the latest E-commerce technologies in the industry in a timely manner. Secondly, E-commerce majors need opportunities for hands-on practice and practice scenarios, but it is difficult to provide practice scenarios. Due to the changes in business

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models, the rapid development of the business environment and the diversification of the industry, E-commerce majors need to have practice scenarios that are in line with the market^[1]. However, due to the diversity of practice scenarios and the high cost, it is difficult for schools or organizations to provide diverse practice scenarios for students. Third, E-commerce majors need students to have certain market and business analysis skills, but this requires long-term practice and actual operation. However, the limited resources of schools or institutions cannot provide enough practice opportunities for each student, which restricts the cultivation of students' practical skills.

Despite the rapid development of the E-commerce program, it still suffers from the problem of insufficient flexibility in the way skills are developed in the development of practical skills. The practical related courses of E-commerce majors are still very few and cannot cover all the practical skills; the skill cultivation method of E-commerce majors is biased towards theoretical teaching, and the practical teaching is relatively weak; at the same time, most of the teaching of E-commerce majors is focused on a certain field, and lacks sufficient investment in other fields. E-commerce professional practical skills training needs to be combined with the actual situation of the enterprise, at present, most of the secondary vocational colleges and universities are still stuck in the traditional classroom teaching, and lack of flexible and diversified ways of practical skills training.

2. A practical teaching path of E-commerce based on network distribution model

2.1 Setting up teaching tasks before class to enhance teaching and learning

In the pre-course preparation stage of the teaching of secondary E-commerce practice courses, teachers should actively combine the current situation of students' development, set up tasks in line with the students' learning ability and learning experience, and effectively mobilize the students' enthusiasm for communication and interest in participation through the creation of problematic situations^[2]. First of all, teachers should fully consider the characteristics of students, preset the problems that students may encounter in the process of performing the task in advance, and formulate solution measures in combination with the relevant problems. Secondly, teachers should focus on the actual life of students, think about the future employment of students, screen the textbook text has the meaning and value of the teaching content, respectively, set up to meet the learning needs of students at different levels of teaching tasks, so as to achieve the goal of hierarchical teaching. For example, teachers in the organization of E-commerce practice course teaching, according to the students' learning ability to set different levels of three tasks. Among them, the first-level tasks to understand the E-commerce operating skills, basic features and the main process; second-level tasks to students skilled and independent operation of the process; third-level tasks to students combined with the form of group cooperation, independent completion of the online shopping experience. By designing progressive tasks with different levels of difficulty, students with large differences in learning ability and experience can all participate in classroom learning. Moreover, the teacher effectively combines the teaching tasks and life scenarios, effectively connecting the teaching content and employment opportunities, this kind of teaching-driven measures can not only strengthen the students' ability to understand the course content, but also effectively exercise the students' practical operation level. It is worth noting that, in the process of assigning tasks and creating problematic situations, teachers should ensure that the tasks are highly feasible and operable, that the difficulty of the tasks is gradual and progressive, and that the problems are based on real content and interesting situations, so as to build a high-quality, interactive E-commerce classroom practice, and to enhance the students' active inquiry ability.

2.2 Improving the practical training system and enhance students' practice level

The improvement of practice technology of middle-level E-commerce majors based on the network distribution model is an important task in the study of E-commerce majors^[3]. It is necessary to take the cultivation of practice technology as a comprehensive task, emphasize the combination of theory and practice, and make the study of practice technology more practical. At the same time, it is necessary to make full use of network technology, combine current E-commerce practice with actual cases to help students fully understand all aspects of E-commerce specialization and better play the role of

practical technology. In addition, it is necessary to strengthen and enhance the implementation ability of practical technology, so that students can have systematic management skills and learn to use various tools for practical analysis for different business scenarios in order to better master the E-commerce practical technology. It is necessary to combine the learning of practice technology with the professional knowledge of E-commerce, combined with practice cases, so that students can better master and improve the practice technology of E-commerce specialization, and achieve truly effective practice teaching. The perfect system of cultivating practical technology in E-commerce is an important task for graduate students of E-commerce. It is necessary to strengthen the ability to cultivate the implementation of practical technology, make full use of network technology and practice cases, combine theory and practice, so that students can master and improve the practical technology of E-commerce expertise, so as to better improve the practice system of E-commerce expertise.

2.3 Strengthening school-enterprise cooperation mechanism to enhance students' application ability

E-commerce is a set of management and computer science and technology as one of the emerging interdisciplinary. With the current needs of economic development, E-commerce is developing rapidly, and there is an urgent need for a large number of talents who are proficient in modern E-commerce theory and practice, familiar with E-commerce operation mode, grasp the laws of modern E-commerce market, and skillfully master and utilize the Internet and other information technologies to engage in business activities in all walks of life. As a secondary school, how to lead E-commerce students in the teaching of practical exercises, improve skills, for the development of society, as well as the future employment of students is of great significance.

For E-commerce students to operate the practical ability of the requirements are relatively high, and at the same time need to have a certain professional quality and comprehensive literacy standards. In the process of education and teaching, the teaching mechanism of enterprise practice needs to highlight more innovative possibilities, in order to exercise and improve the practical operation ability of secondary vocational colleges and universities, strengthening school-enterprise cooperation is a very important means of creating practical internship opportunities, but also cultivate the comprehensive application of the ability^[4]. At this stage, school-enterprise cooperation is still an important and effective way to cultivate talents in secondary vocational colleges and universities, and schools should go deeper into the process of teaching in cooperation with enterprises, and really put the practical teaching of enterprises into practice. E-commerce students need to be fully adapted to the time of regulation, aggravated by the opportunity to practice course internship. In the process of students in the school practical training, the dispatch of enterprise tutors in the school guidance, the ability of students, enterprises can communicate further with the students, follow the premise of the students' personal wishes, access to direct enterprise in-depth training opportunities for further study, stay in the enterprise to work opportunities, can make E-commerce majors optimize the benefits of the enterprise. Enhancing the practical application ability of students who strengthen the E-commerce profession requires an all-round innovation of teaching mechanism. Secondary vocational colleges and universities need to further docking exchanges with enterprises, to maintain a barrier-free information exchange, and to establish a good cooperation mechanism; the rationalization of the students' internship time in the enterprise is also very important, and the enterprise comprehensively and comprehensively assesses the demand for employment, so that when the enterprise needs to be able to create a good practical internship opportunities for the students; at the same time, the time of the student's practice can be adjusted according to the specific situation, and some of the students have weak basic knowledge of the profession, so that the students' professional knowledge can be transformed into practice. At the same time, the students' practice time can be adjusted according to the specific situation, some students' basic professional knowledge is weak, and the process of transforming the practice in the enterprise is a little longer, while some students have strong professional skills and information system ability, and they can quickly adapt to the requirements of school-enterprise practice work.

3. Conclusion

The teaching mode of secondary E-commerce specialty based on network distribution model helps to improve students' practical ability, innovation ability and entrepreneurial ability. Through the reform of teaching content, the construction of practical teaching system and the construction of teacher team, it realizes the close connection between talent cultivation and industrial demand. Further practical exploration shows that the teaching mode has good popularization value in the teaching of middle-level E-commerce majors.

Conflicts of interest

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

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