Research on the Innovation of E-commerce Talent Cultivation Model in Application-oriented Colleges

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Abstract. With the adjustment of the socio-economic structure and the acceleration of industrial transformation and upgrading, the contradiction between talent supply and demand has become prominent, and the problem of difficult employment and low employment quality for graduates has not been effectively alleviated. This article explores the innovative mode of talent cultivation for e-commerce majors in application-oriented colleges on the background of rapid development in the era of "Internet +". At the current stage, there are many problems of E-commerce talent cultivation in application-oriented colleges such as unclear talent cultivation goals, the lack of integration of disciplines in the curriculum, the lack of systematism and comprehensiveness of practice teaching system, insufficient integration of teaching content and regional economic development and the lack of double qualified teachers, which resulting in low employment satisfaction, poor innovation consciousness and innovation ability, prominent contradiction between talent supply and demand of e-commerce graduates. In addition, the talent cultivation structure and cultivation quality that cannot meet the requirements of regional economic structural adjustment and industrial upgrading. Aiming at the above problem has carried on the research and exploration, this paper puts forward ideas and suggestions on the construction of e-commerce talents cultivation mode in application-oriented colleges from the aspects of orientation of cultivation objectives, the formulation of talent cultivation scheme and curriculum system, the construction of practical teaching system, the construction of double qualified teachers teaching team, as well as school-enterprise cooperation, which aims to explore a suitable and effective path of e-commerce talent cultivation in application-oriented colleges.

Introduction

In the face of the profound adjustment of the current social economic structure, the acceleration of the pace of industrial upgrading, especially the implementation of the innovation driven development strategy, the relationship between talent supply and demand has undergone profound changes, which has led to structural contradictions in higher education, and failed to effectively alleviate the problems of difficult employment and low employment quality for graduates. This also shows that the traditional e-commerce talent training model has lagged behind in the era of "Internet +" and artificial intelligence. The orientation of talent training objectives cannot meet the requirements of industry and technological changes. The application-oriented, inter-disciplinary and innovative talent training mechanism has not been fully established, and the structure and quality of talent training has far failed to meet the requirements of economic structural adjustment and industrial upgrading. At the request of the ministry of education, the national development and reform commission and the ministry of
finance, which jointly issued the "Guiding Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Application-oriented" (jiao fa [2015] no. 7). Each transitional university (Application-oriented Colleges (Application-oriented Colleges refers to ordinary undergraduate colleges that are distinguished from academic undergraduates (ordinary undergraduates) and are oriented towards the application of technology, emphasis on practice teaching, strengthening the application of technical personnel training, is the new type of undergraduate education and a new level of higher vocational education with the combination of the exploration of education mode.)) needs to change the thinking of school running, promotes the integration of production and education, as well as school-enterprise cooperation, cultivates the application-oriented and technical-skilled talents that serve local economic and social development, so as to enhance students' employment and entrepreneurship ability. How to cultivate application-oriented e-commerce talents that meet the needs of enterprises is a key problem that should be solved by current application-oriented colleges. This requires relevant research data and the employment requirements of enterprises to guide the cultivation of e-commerce professionals in application-oriented colleges.

Development Status of "Internet +" E-commerce Industry

(1) Analysis of the Development Status of the E-commerce Industry
The "China E-Commerce Report (2018)" issued by the Department of E-Commerce and Information Technology of the Ministry of Commerce in May 2019 shows that as of December 2018, the scale of e-commerce transactions in China was 31.63 trillion yuan, with a year-on-year growth of 8.5%. Online retail sales exceeded 9 trillion yuan, with a year-on-year growth of 23.9%. The revenue of e-commerce services reached 3.52 trillion yuan, with a year-on-year increase of 20.3%. Online retail sales in rural areas reached 1.37 trillion yuan, with a year-on-year increase of 30.4%. Cross-border e-commerce imports and exports totaled 134.7 billion yuan, with a year-on-year increase of 50%. 47 million people were employed in e-commerce, with a year-on-year increase of 10.6%. The volume of express delivery services exceeded 50.7 billion pieces, with a year-on-year increase of 26.6%, continuing to maintain its position as the world's largest online retail market[1]. Relevant data shows that in the next five years (2019-2023), the average annual compound growth rate of e-commerce transaction scale in China will be about 11.52%, and it is predicted that the national e-commerce transaction scale will reach 58.38 trillion yuan in 2023[2]. Under the new situation of the national "Internet +" strategy and the development of the digital economy, new technologies such as big data, the Internet of Things, artificial intelligence, cloud services, and block chain are gradually being applied in the e-commerce industry chain, promoting the further innovation of the business model and technology of e-commerce enterprises, and enhance the transformation and upgrading of traditional industries in e-commerce services.

(2) Analysis of Demand for E-commerce Talents
According to the Survey of China's E-commerce Talents Survey 2018 (hereinafter referred to as the "E-Commerce Talent Report") released by the China E-Commerce Research Center, the company's talent demand has become a normal phenomenon of recruitment. Enterprises that have recruitment demand every month accounted for 38%, those that have stable personnel and can meet the operation requirements of enterprises accounted for 29%, those with great recruitment pressure accounted for 24%, and those with great difficulty accounted for 9%. The average recruitment cost of enterprises was less than 200 yuan/person, accounting for 27%. 200-400 yuan/person accounted for 30%. 400-600 yuan/person accounted for 24%. And 600 yuan/person accounted for 19%[3]. In the coming year, 85% of e-commerce companies still have a talent gap (see Table 1), stable recruitment demand and large-scale recruitment demand. The change of enterprise talent structure and the pressure of talent flow have increased the recruitment cost of enterprises, resulting in the difficulty of recruitment and employment. The reason is that the arrival of the Internet age has brought more employment opportunities to graduates and also put forward higher requirements. According to statistics from the
Ministry of Education, by the end of 2018, a total of 544 undergraduate colleges and universities across the country have an e-commerce major, with more than 32,000 e-commerce graduates, 110,000 students, and more than 1,000 junior colleges and universities with e-commerce profession[1]. And the e-commerce graduates who go out of professional colleges often cannot meet the job requirements of major recruitment companies in terms of professional skills and overall quality. This means that universities, especially application-oriented colleges, have a shortage of talent training, and enterprises have put forward higher requirements on the training of students' skills and qualities in various institutions of higher learning.

Table 1. Statistics of the urgently needed talent structure of E-commerce in 2018.

<table>
<thead>
<tr>
<th>Talent Demand方向</th>
<th>New media, Community</th>
<th>Traditional Operating (Taobao and Tmall)</th>
<th>Customer Service, Telemarketing, Ground Push</th>
<th>Art, Video Animation Production</th>
<th>Comprehensvie Senior Talent</th>
<th>Logistcs Storage</th>
<th>Product Planning and R &amp; D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of enterprises</td>
<td>54%</td>
<td>50%</td>
<td>32%</td>
<td>32%</td>
<td>33%</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Data source: "2018 China E-commerce Talent Survey Report"

(3) Analysis of Contradiction in Demand for E-commerce Talents

The first is the contradiction between the rapid changes in the e-commerce industry and the talent gap. In recent years, the ecological environment of the e-commerce industry has shown a diversified development trend. New retail, new media, community e-commerce, cross-border e-commerce, rural e-commerce, artificial intelligence, modern logistics and other rapid development of different e-commerce forms, need a lot of e-commerce talents. According to the data surveyed by the "E-commerce Merchants Report", the current demand for talents in new media, community e-commerce, content e-commerce, animation design and production is much higher than the current talent reserve, and salary is also much higher than traditional electric business man. Although colleges have hundreds of thousands of e-commerce graduates each year, the gap in talent demand between enterprises and enterprises is still far.

The second is the contradiction between e-commerce companies' rising operating costs and efficient management. In recent years, e-commerce companies have not improved significantly in terms of team management, supply chain management, and rising labor costs. They have even become a major obstacle to the development and profitability of e-commerce companies. Therefore, a group of high-level e-commerce management talents are urgently needed for operation. With the in-depth development of e-commerce enterprises, the disadvantages of high cost and poor results of traditional operation and promotion methods have become increasingly prominent. For this reason, e-commerce companies mostly adopt Omni-channel, all-network, and multi-mode operating models, which will inevitably place higher requirements on talents and funds.

The third is the contradiction between the requirements of enterprises for e-commerce talents and traditional training models. There is still a big gap between the educational status of colleges and the requirements of enterprises. At present, e-commerce enterprises hope that colleges and universities can cultivate and improve e-commerce talents by strengthening practical teaching, strengthening the demand of docking with enterprises, and strengthening the vocational quality education of fresh graduates. Secondly, in terms of the renewal of professional theoretical teaching, the improvement of teachers' teaching ability, and the acquisition of vocational qualification certificates for fresh graduates is also a place that colleges and universities need to pay attention to in talent training. However, the education system of colleges and universities is just a weakness in these aspects. Although various colleges and universities have increased the proportion of students' practical teaching activities in recent years, more of them are to complete their studies and exams. In addition,
the theory update of colleges and universities is quite slow, but e-commerce is a highly practical industry. Most incumbent teachers do not have practical experience or lack of practical experience, they cannot provide targeted guidance and help to students. Among the 16 professional qualities that the companies surveyed by the "E-Businessman Talent Report", the most six important qualities are learning ability (74%), job execution ability (72%), industry acumen and innovation ability (62%), professional knowledge and skills (53%), responsibility and professionalism (50%), team collaboration (51%) [3], which reflects the shortcomings of the current post-90s and 95s employees, especially freshmen or interns to a large extent. The ever-changing e-commerce development model requires graduates to have strong acumen and learning abilities in the current industry, as well as strong execution capabilities, and the ability to quickly implement the knowledge and skills learned into practical work.

The Existing Problems in the Training of E-commerce Professionals in Application-oriented Colleges

(1) Unclear Setting of Talent Training Goals

For the vast majority of colleges and universities, e-commerce major is a popular major whose theoretical innovation lags behind the practical development obviously. It has serious homogenization of talent training goals, inaccurate individualized positioning, and lack of actual research and demonstration for the formulation of training programs. The talent training goals are not clear or too broad, which leads to complicated courses. Students learn a lot and get mixed, and most of them are exposed to superficial e-commerce knowledge. They are not focused enough on a certain direction to form "Universal" talents that do not meet the actual development needs of small and medium-sized e-commerce enterprises [4]. Most of the application-oriented universities focus on the hardware construction according to the orientation of the old institutions of higher learning, which does not accord with their own conditions. Others focus on the technical vocational college operating skills training, but ignore the software development and platform construction. It does not really highlight the school-running orientation and characteristics of application-oriented undergraduate universities, nor does it combine with the development needs of local enterprises and industrial characteristics, so it cannot adapt to the new requirements of the e-commerce industry under the "Internet+" and artificial intelligence environment. The cultivated students cannot meet the needs of enterprises, but also lack systematic professional theoretical knowledge and practical skills, resulting in low employment quality of students and insufficient capacity for subsequent development.

When formulating the talent training programs, colleges and universities should first make clear the objectives of personnel training and combine them with the economic development and industrial characteristics of the region. For example, with the development of One Belt And One Road, many regions are trying to carry out international trade business in recent years. With the integration of e-commerce, cross-border e-commerce has gradually evolved into an emerging industry. Coastal cities such as Shanghai and Qingdao have a good foundation for international trade. International trade has become a key support for local economic development. Students majoring in cross-border e-commerce in local universities have more opportunities to practice in school and are fully prepared for future employment. On the contrary, some places fail to take into account the industry characteristics of the region where they are located and blindly follow the training objectives of talents, which is not only useless for cultivating students' employment skills, but also makes students feel a sense of uselessness for learning, which greatly affects the employment satisfaction of graduates.

(2) The Curriculum Lacks the Perspective of Subject Integration

The e-commerce major is a new type of interdisciplinary discipline that integrates computer science, marketing, management, economics, law, and modern logistics [5]. It requires the integration and support of multidisciplinary talents. However, the current lack of effective communication and integration between the running of e-commerce majors in universities and other majors. Teachers,
courses, and experimental resources of the whole university cannot be used in a well-planned manner. It is difficult to fully share teaching resources due to differences in disciplines. Therefore, the setting of the e-commerce curriculum system cannot reflect the characteristics of multidisciplinary integration, and the quality of talent training is also difficult to guarantee.

Although the courses offered by some colleges are relevant, the course system is still not perfect. The courses offered are more like a big platter. They have not been properly screened according to the characteristics of the profession. Universities need to develop a comprehensive curriculum system based on accurate personnel training goals and the allocation of teaching resources. In addition, according to the feedback from the work of some college graduates, some companies believe that graduates lack a certain humanistic quality and innovative spirit, which is also what colleges and universities need to strengthen in curriculum setting.

(3)Lack of Systematistics and Comprehensiveness of Practical Teaching System

E-commerce is a major that attaches great importance to skills and applications. The integrity and effectiveness of the practical teaching system directly affect the quality of talent training. The training of application-oriented talents is to enable students to use their professional knowledge and skills to solve practical work problems in their own jobs. However, the practical teaching system of most application-oriented undergraduate universities is not systematic and comprehensive, and the consistent and universal concept of strengthening practical teaching has not been formed. Among some teachers and students, the importance of the application-oriented talent training model and the strengthening of practical teaching remain at a relatively shallow level of understanding, which is mainly manifested in the following four aspects:

The first is that professional courses emphasize theory over practice. There are few practical teaching content and projects. At the same time, due to the limitations of professional construction funds, practical conditions, practical environment, and teaching staff, some practical projects have not been set up according to the requirements of talent training programs. Similar with most of the applied undergraduate colleges, our e-commerce major also offers e-commerce model training, cross-border e-commerce training, online store operation training, e-commerce letter writing training, product shooting and image processing, web page design and production and other professional practice courses. Although the practical teaching hours have been greatly improved, except for a certain amount of "nominal practice" class hours in the plan, the actual class hours that can be used for students' practice or practice are still insufficient, and public courses and theoretical courses still occupy a large proportion of the class hours.

The second is the practice of teaching content emphasizing virtual simulation and light market combat. Virtual simulation software can allow students to experience the simulated business environment, but after all, there is a big gap with the actual enterprise. The joint and practicability between training accessories and software is not strong, which makes the virtual simulation training course unsuccessful. The increase in the number of students and the lack of investment in disciplines has made it difficult for universities to build training bases that are consistent with the actual working conditions of the enterprise. Most of the existing teaching and training facilities in colleges and universities can only meet students' learning of some training software courses.

Thirdly, the social practical teaching is not closely connected inside and outside the school, and the integration of practical teaching resources is lacking. Due to the lack of school-enterprise cooperation and the weak construction of off-campus internship bases, internship bases are generally superficial at the current stage, and it is difficult to achieve regular or large-scale arrangements for students to observe and study at the grassroots level of enterprises. Some of the outdated practice projects lack references value, and fail to arouse students' interest in practice or achieve the purpose of practice.

Fourth, the lack of a professional practice teaching team. The overall proportion of teachers who are able to adapt to meet practical training is not high. Most young teachers of practical teaching graduated directly from universities (mainly teaching and research universities) to engage in teaching work, lacking specialized training in practical teaching. There are only a handful of teaching staff that have had real corporate work or entrepreneurial experience, which has greatly affected the practical
teaching effect of e-commerce majors. Most of the existing professional practice and innovation and entrepreneurship courses are undertaken by theoretical teachers who lack practical experience, which makes it difficult to combine theoretical knowledge with real work scenarios. Students are also mostly in the attitude of coping with their academic studies, and the meaning of practical training and internship has not been thoroughly observed and thought.

(4) Insufficient Combination of Teaching Content and Regional Economic Development
At present, the e-commerce majors of many universities are not closely integrated with the economic development of the region, and the professional teaching content rarely reflects the development requirements and industrial characteristics of the regional economy. In addition, most graduates set their sights on first- and second-tier cities, and are rarely willing to stay in third- or fourth-tier cities for development, resulting in an uneven distribution of professional talent among regions. With the extension of the geographical distribution of e-commerce activities, the development of local economy is increasingly dependent on the support of e-commerce industry and professional talents. How to achieve the organic combination of talent training and regional economic development to meet the growing e-commerce talent demand has become a problem that e-commerce professional teachers of application-oriented college should think about and solve.

(5) Lack of Double Qualified Teachers
It has not been more than ten years since the establishment of the e-commerce major in domestic universities, and the postgraduate education has only been launched for a few years. Teachers who are engaged in front-line teaching, whether they are from e-commerce majors or halfway from other majors, seldom participate in e-commerce operations due to the historical reasons of professional development and heavy teaching and scientific research tasks. From a professional point of view, most teachers are transferred from other majors to teach, and the professional foundation is not solid. From a practical point of view, teachers with experience in e-commerce operations are also rare. Some teachers are limited to teaching theoretical knowledge in textbooks, but lack practical e-commerce experience and case analysis skills, and the teaching of course content is not malleable. Coupled with the rapid changes in e-commerce technology and business models, teachers in the classroom have just adapted to existing technologies and models, and will face a new model of e-commerce development. In terms of updating theoretical knowledge and improving practical ability, teachers in the classroom are facing greater learning pressure.
In addition, the development of Internet technology has made it easier for students to acquire knowledge from a variety of channels, and the traditional classroom teaching model is difficult to meet the diverse learning needs of students. Some existing teachers have weak classroom interactions and cannot well transfer their knowledge to students. This has also caused some teachers to focus on single-direction lectures, which has a poor classroom atmosphere and less obvious classroom effects. Therefore, college e-commerce majors urgently need to train or introduce a group of double qualified teachers with teaching capabilities and practical combat skills that can lead the development of e-commerce majors to e-commerce enterprises.

Innovative Ideas and Suggestions for the Construction of a Talent Training Mode for E-commerce Majors in Applied Undergraduates
Facing the new development model of e-commerce and the problems existing in the cultivation of e-commerce talents, it is urgently required that the design of professional development of e-commerce and the training of talents should actively adapt to new models and technologies of regional industrial development. We strive to be in line with the e-commerce industry in terms of talent training mode, curriculum system construction, practical teaching system construction, and school-enterprise cooperation.

(1) Positioning Talent Training Goals and Formulating Talent Training Plans in Accordance with Regional Development Reality
The training goal is an important basis for building a talent training system and an important embodiment of the guiding ideology of running a school. Without the training goal, educational practice activities will lose their direction [6]. The author's institution is located in the Guangdong-Hong Kong-Macao Greater Bay Area. According to the survey of the Guangdong-Hong Kong-Macao Greater Bay Area and local e-commerce related companies under the "Internet +" environment, we have positioned the training goal of e-commerce professionals in our college as high-quality application-oriented talents that can meet the needs of the construction and development of the Guangdong-Hong Kong-Macao Greater Bay Area, considering the perspective of school type, school level, discipline specialty, and talent training goals service, enable students to adapt to the enterprise, government or other organizations of e-commerce operations, professional management and related technical services jobs.

The formulation of talent training programs should be combined with the development of the current era, and combined with the business trends and regional development goals of countries around the world, featuring deep integration of production and education, and joint enterprise resources to jointly develop talent training[2]. Therefore, when formulating a talent training plan, application-oriented undergraduate institutions should do a good job of investigating the talent needs of the e-commerce industry in the region, understand the requirements for graduates' knowledge, skills, and quality, and invite the enterprise and the school's professional leaders to jointly demonstrate.

(2) Formulate a Reasonable Curriculum System

The major of e-commerce is an interdisciplinary subject, and the construction of the curriculum system needs to reflect the characteristics of subject integration [7]. In terms of curriculum setting, the curriculum setting should be adjusted according to the development of the industry, and the cutting-edge knowledge of the industry should be incorporated into the curriculum system in a timely manner, focusing on the practicality and forward-looking of the curriculum teaching content, focusing on the effective combination of theoretical knowledge and practice, and rationally allocating theoretical parts and practices part of the class hours, improve the overall teaching level, and finally achieve a seamless connection between teaching content and job requirements[8]. The practical courses can choose some conventional or characteristic projects of the existing enterprises, or try to introduce the ongoing projects of the enterprise into the school for students to practice or discuss, which will stimulate students' interest in the courses and practical projects to achieve the purpose of the practical courses.

(3) Restructuring the Practical Teaching System Oriented by Vocational Skills

The e-commerce major should build a systematic and comprehensive practical teaching system and strengthen practical training. The purpose is to cultivate students' professional skills so that they can adapt to and compete for new positions as soon as possible after graduation.

a. The general idea of the construction of practical teaching system for e-commerce major

The practical teaching of e-commerce major should adhere to the combination of on-campus and off-campus, and the teaching course runs through the university's four-year learning process, including practical training including curriculum practical training, school-enterprise cooperative education, innovation and entrepreneurship practice, graduation internship practice, and graduation thesis design system.

b. Practice teaching content system for e-commerce major

The content system of practical teaching for e-commerce majors in the author's colleges includes course internship training, school-enterprise cooperation education, innovation and entrepreneurship practice, graduation internship, graduation thesis design, etc. Course internship training should require students to participate in the business management of the company, including computer network simulation training, hire outside experts or corresponding vocational training institutions to lecture at the school, and organize competitions related to professional courses.

School-enterprise cooperative education is divided into three types. One is to organize students to visit surrounding related enterprises, and hire senior e-commerce management personnel to conduct
e-commerce professional knowledge or case lectures for students; the other is product shooting and image processing, web design and production. The main courses of School-enterprise cooperation education include online training, online store operation and other professional courses. For example, engineering and technical personnel of information technology companies can be invited to guide students to design e-commerce websites and operation training; the third is the school-enterprise cooperation education based on comprehensive corporate practice in the fourth and fourth stages, including the recognition of internship positions, corporate marketing environment surveys, corporate e-commerce application surveys, and customer service process analysis. Off-campus tutors participate in student practical guidance.

Innovative and entrepreneurial practice introduces corporate and social resources, hires entrepreneurs or off-campus entrepreneurial guidance experts, sets up an entrepreneurial guidance team, and provides” one-to-one” guidance for student entrepreneurship projects, allowing more students to improve their practical solutions in the real experience of innovation and entrepreneurship, improving the enthusiasm of college students for innovation and entrepreneurship, and create a "maker" atmosphere of "mass entrepreneurship and innovation" on campus.

Graduation internships include an 18-week graduation internship at an internship base and writing an internship report. Graduation thesis design refers to the student's graduation thesis design and defense based on graduation practice and employment practice.

(4)Strengthening School-enterprise Cooperation with the Aim of Serving Local and Regional Development

With the transformation and upgrading of regional industrial structures, there is an urgent need for scientific research institutions in the region to cooperate with colleges and universities to play a strong role in radiating technological innovation in local regions. The e-commerce major of the author's institution aims at the demand of "high-quality application-oriented e-commerce talents" in the Guangdong-Hong Kong-Macao Greater Bay Area. This requires colleges and universities to meet the needs of industry enterprises and regional development and actively carry out school-government-enterprise cooperation for the Guangdong-Hong Kong-Macao Greater Bay. The industrial transformation and development of the district provides the support of intelligence, technology, and talents, and then penetrates the development of the service area into the design of theoretical courses and practical teaching systems, practical training of courses, comprehensive professional training, and graduation internships.

In terms of course practice training, project-driven teaching can be implemented. School-enterprise cooperative enterprises guide students to help Bay Area SMEs to perform website maintenance, photo beautification, and product promotion. In terms of professional comprehensive training, we can build e-commerce platforms for SMEs in the Bay Area, and use network marketing methods to promote the operation of the platform. In terms of school-enterprise cooperation education, the company’s training courses were introduced into e-commerce talent training programs, and school-enterprise cooperation courses were developed. In terms of innovation and entrepreneurship education, we can use the real situation of SMEs in the Bay Area to conduct e-commerce experiential entrepreneurship training, host entrepreneurial design contests, and incubate innovation results. In terms of graduation internships, collective internships are the mainstay, and unified arrangements are made for internship internships at school-enterprise cooperation bases in the Bay Area to fully serve the development of SMEs in the Bay Area. In the design of graduation thesis, various thesis forms can be adopted, such as making e-commerce related investigation reports for industry and enterprises, product network operation planning schemes, graduation designs, etc. based on internship experience to achieve the real effect of professional practice.

(5)Strengthening the Construction of Double Qualified Teachers Teaching Teams Focusing on Strengthening the Application of Vocational Skills

The transformation of the e-commerce major is inseparable from a high-quality professional talent team, which can optimize the structure of the teacher team through external introduction and internal training. The new development trend of e-commerce has brought new challenges to professional
teachers. Professional teachers should also have a wealth of experience in the operation of e-commerce combat projects while possessing professional knowledge, such as online store operations, WeChat operations, WeChat public account operations, Internet Promotion, etc. In terms of external introduction, we will increase the introduction of composite talents, teachers with high professional titles and education backgrounds, hire managers or technical staff of e-commerce companies as part-time corporate lecturers, and participate in the teaching of student practical courses. In terms of internal training, in-service teachers are encouraged to develop towards higher professional titles, higher academic qualifications, and double qualified teachers quality. Establish a teacher training plan, encourage teachers to continue learning, and effectively improve the teaching level of young teachers. Technical development, technical services and other methods, encourage teachers without practical experience to use the holidays to work in e-commerce companies in the Bay Area, take part in corporate practice and scientific research and development activities, in order to train a full-time and part-time combination of "double qualified teachers". The team enables teachers of professional e-commerce not only to have rich e-commerce experience, but also to broaden their horizons, as well as the research ability to solve practical problems in e-commerce.

Summary

The construction of a talent training model cannot be completed overnight. The effects of the talent training model should be considered from a long-term perspective, and continuous innovation and exploration should be combined with the development of the times to cultivate e-commerce talents in line with the changing times. With the development of Internet technology and big data, the content of the e-commerce industry is more diversified, and drones, unmanned banks, unmanned supermarkets, and unmanned vehicles can be realized today. In the future era of artificial intelligence, how to cultivate e-commerce talents that are really welcomed by enterprises, and how to develop a talent training model that satisfies students, enterprises, and society is the first consideration of current applied undergraduate colleges.

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