

# Analysis on the Training Status of Cross-border E-commerce Applied Talents in Local Colleges under the Background of School Enterprise Cooperation

Xiaoye Ma, Jinping Pei

School of Business, Guilin University of Electronic Technology, Guangxi, Guilin, China

## Abstract

With the development of economic and trade globalization, the cross-border e-commerce industry is developing rapidly, and the demand for talents of cross-border e-commerce is also increasing. As the cradle of cultivating cross-border e-commerce talents, colleges and universities should continue to increase the cultivation of e-commerce talents, especially pay attention to the cultivation of cross-border e-commerce talents' practical ability. As a cross-border E-Commerce teaching course to cultivate e-commerce talents, it undertakes an important mission. The article studies and analyzes the problems and the current situation of the training of talents in the cross-border electricity industry, and the path and method of training talents in cross-border e-commerce enterprises under the background of the integration of production and education. The cross border electricity supplier has changed the traditional mode of "Internet plus big data + trade" and built up the Internet direct trade form. In view of the problems existing in cross-border E-commerce Teaching in Colleges and universities, this paper puts forward some measures, such as building a scientific and reasonable practical teaching system, strengthening school enterprise cooperation, establishing practice and training base, strengthening "mass entrepreneurship and innovation" education, promoting teaching through competition, and strengthening the construction of "double qualified" teachers, in order to improve the practical effect of cross-border E-commerce Teaching and cultivate more qualified e-commerce talents.

## Keywords

Colleges and universities; Cross border e-commerce; Personnel training.

## 1. Introduction

Under the background of China's stable economic development, foreign trade has entered a new stage. With the development of trade informatization, e-commerce has risen in the field of national trade, and China's cross-border e-commerce transaction volume is increasing. In 2020, the scale of China's cross-border e-commerce has exceeded RMB 13 trillion, doubling in four years. Cross border e-commerce of small and medium-sized enterprises breaks time and space barriers, saves resources and trade costs, and promotes the trade development of small and medium-sized enterprises and their market competitiveness. With the development of cross-border e-commerce trade, enterprises need more talents who are familiar with e-commerce and international trade. According to market statistics, China's current e-commerce talent gap is large, of which the talent gap of cross-border e-commerce is 3 million. Most colleges and universities in China have set up e-commerce major, but the single talent training mode has not attracted enough attention to the cross-border e-commerce talent training. In addition, the teachers of e-commerce major are mainly based on theoretical ability, weak practical ability and difficult employment of students. At this stage, colleges and universities pay attention to the cooperation between schools and enterprises and deliver talents in demand for enterprises

through the order training mode. However, there is insufficient interaction between schools and enterprises, not to mention benign interaction. They fail to pay attention to the cultivation of students' practical skills in time, and there are still problems in students' skill cultivation. In this regard, this paper explores the problems in the talent training of school enterprise cooperation under cross-border e-commerce, and puts forward new strategies for talent training.

## **2. Demand Characteristics of Cross-border e-commerce for Talents**

There is a substantial difference between the talents required by cross-border e-commerce and the international trade talents in the traditional sense. Cross border e-commerce, as an international trade industry developed relying on the Internet and logistics industry, needs comprehensive talents. According to the survey of many cross-border e-commerce enterprises, cross-border e-commerce talents mainly need the abilities of receiving and preparing orders, market research, market development, business negotiation, crisis handling, English listening and speaking, communication and coordination, organization and management. The comprehensive analysis can be summarized as follows.

### **2.1. Professional Business Knowledge and Ability**

Cross border e-commerce is a complex economic activity. E-commerce personnel should generally have comprehensive business knowledge, including economics, management, international law, marketing, taxation, international trade, e-commerce and so on. Employees should understand and be familiar with the economic development and trade policies of relevant countries and regions in their work field, be able to analyze and evaluate the development trend of a region or an industry by using the dynamics of the development of international economics and international trade theory, and be able to analyze and study specific problems by using measurement, statistics and accounting methods in specific work. Cross border e-commerce is a branch of international trade. Employees must have professional business knowledge and the ability to analyze problems with knowledge in order to be competent for this work.

### **2.2. Network Marketing Ability**

Cross border e-commerce is developed based on the network. Employees must have the ability of network marketing to do a good job in e-commerce. A more mature cross-border e-commerce operator should not only be familiar with the rules of cross-border e-commerce platform, but also understand the operation skills of cross-border e-commerce, and judge the development trend of cross-border platform through the international economic situation. In terms of network operators, they should be able to skillfully master the basic skills including decorating stores, editing and making product pictures, uploading products, description pages, product optimization, setting logistics, setting collection and payment, managing orders, and master the operation of after-sales service tracking. Employees should learn to use big data to analyze and judge the hot spots in the consumer market, carry out promotion and marketing accordingly, and realize the continuous development of effective customer management.

### **2.3. Language Communication Skills**

Language is an important tool for international trade. Mastering and skillfully using one or more foreign languages and barrier free communication with customers are the basis for engaging in cross-border e-commerce activities. Employees not only need to be able to communicate smoothly and skillfully with foreign customers online, but also need to be familiar with the cultural customs and living habits of trading objects and find their consumption needs in the communication. At present, China's cross-border e-commerce trade faces countries all

over the world. Some small language countries have certain uniqueness in some customs. Therefore, when communicating with customers, we should learn to use their consumption psychology to promote trading activities.

### **3. Necessity of Training Cross-border e-commerce Talents**

#### **3.1. Sustained Growth of China's Foreign Trade Economy**

Since the reform and opening up, with the sustainable development of China's economy, especially the sustainable development of foreign trade economy, it has become more and more important for China's economy. As the key and core of foreign trade economic development, talent training is the key to the sustainable development of foreign trade economy. General secretary Xi Jinping, at the opening ceremony of the third China International Import fair, stressed: "promoting foreign trade and innovation, China will promote the new mode of cross-border electricity supplier and other new modes to accelerate development and cultivate new energy in foreign trade". In recent years, with the continuous rise of e-commerce, cross-border e-commerce has become one of the main channels of foreign trade and an important link connecting domestic and foreign markets. At present, one belt, one road, is developing continuously under the background of the outbreak of the epidemic. Under the background of a great change in the past century, China has continued to maintain good economic and trade relations with other countries in the WTO framework. At present, China has joined the regional comprehensive partnership agreement (RECP). In the future, China may join the comprehensive and progressive trans Pacific Partnership Agreement (cptpp) and establish the China Japan ROK free trade zone. It can be said that with the increasing degree of China's opening to the outside world, cross-border e-commerce, as an important means of foreign trade in the information age, will play an increasingly important role. Therefore, from the perspective of China's openness to the outside world and the current development trend of cross-border e-commerce, China must increase the training of cross-border e-commerce talents, especially the training of cross-border e-commerce talents with practical ability, so as to promote the further development of cross-border e-commerce in China.

#### **3.2. Chinese Consumers Have Increasingly Strong Demand for International High-Quality Products**

As China has 1.4 billion people, the population base determines that China is a super market. General secretary Xi Jinping once said, "China's economy is a sea." this sentence fully demonstrates the potential of China's market and also shows the huge consumption market in China. With the continuous development of China's economy, China has nearly 400 million middle-income groups, who are more interested in high-quality goods at home and abroad. In the future, with China's overall poverty alleviation, especially the vigorous development of rural consumer market, China's consumer market will further expand and become one of the pillars of China's economic development. Of course, due to people's yearning for a better life, domestic consumers' demand for foreign high-quality products is becoming stronger and stronger, especially some consumer products. Therefore, as a bridge and link connecting domestic and foreign markets, e-commerce enterprises will play a more important role and become an important factor and driving force to promote China's consumption upgrading. It can be predicted that in the future, with the improvement of China's opening to the outside world, cross-border commerce will play a more important role in meeting the needs of domestic consumers. Therefore, from the perspective of meeting the needs of market development, the market will further expand the demand for cross-border e-commerce talents in the future. Cultivating qualified cross-border e-commerce talents has become an important mission of education in China at present and even in the future.

### **3.3. Chinese Products Are Increasingly Favored By People All Over the World**

At present, as a veritable world factory, China has become the largest trading partner of many countries. However, China's current export is mainly through the traditional business model. With the increasingly close cooperation between China and other countries, especially the interconnection of infrastructure, the way of China's foreign trade will change in the future. From the development experience of e-commerce in China, the commercial cooperation between China and other countries will also rely more on cross-border e-commerce in the future. Due to China's continuous integration and innovation and the continuous improvement of commodity quality, China has shifted from made in China to created in China. In the future, with the continuous transformation and upgrading of China's creation, more and more high-quality products will be available, and more and more countries will import high-quality products from China.

### **3.4. Industry Changes Caused By Technological Development and the Inevitable Trend of Globalization**

At present, people have entered the 5g era. In the future, with the iterative progress of Internet technology, more enterprises will join the cross-border e-commerce model. As a kind of e-commerce, cross-border e-commerce is very important to reduce the cost of cross-border business enterprises and increase the profits of cross-border business enterprises. As information technology has changed the traditional business model, especially in today's accelerated development of intelligence and digitization, cross-border business enterprises will play a more important role with the iterative renewal of information technology. Therefore, from the perspective of information technology progress, no one can stay outside the e-commerce business form in the future. As a commercial cooperation link between countries, cross-border e-commerce will play an increasingly important role. Therefore, we must adjust our thinking, plan ahead and actively cultivate cross-border e-commerce talents to meet the talent demand for the great development of e-commerce enterprises brought about by the development of information technology.

## **4. Current Situation of Cross-border E-commerce Teaching in Applied Universities**

As an important part of China's economic development, cross-border e-commerce plays a positive role in promoting the improvement of China's comprehensive national strength. The complexity of cross-border e-commerce requires employees to have strong comprehensive quality. As an important base for talent training, colleges and universities undertake an important mission for the training of cross-border e-commerce talents. In recent years, colleges and universities have actively carried out cross-border e-commerce education, from the initial simple professional elective direction to the current professional colleges and departments. However, cross-border e-commerce education and teaching in Colleges and universities in China is still in its infancy, and the major involves many fields, with strong intersection and compound. Although colleges and universities are actively exploring, there are still a series of problems.

### **4.1. Disconnection Between Talent Training and Social Needs**

In 2015, Alibaba and the international business research center of China University of international business and economics jointly released an analysis report on the demand for cross-border e-commerce talents. From the final 304 valid samples, 85.9% of enterprises believe that there is a serious gap in cross-border e-commerce, and more than 82.4% of newly recruited college graduates can not complete their tasks. University education and training have been questioned, which shows that there are problems in cross-border e-commerce

education and teaching in Colleges and universities. At present, although many colleges and universities have set up cross-border e-commerce courses to meet the social demand for cross-border e-commerce talents, the talent training is still based on the original professional courses of international trade, economic management and business English. The course contents are different, and there is no integration according to the talent training objectives. Although they study multiple courses, However, the comprehensive quality of students has not been substantially improved. In order to seize the talent market of cross-border e-commerce, some colleges and universities have formulated talent training objectives and set the teaching contents of professional courses without fully investigating the talent demand market. Therefore, the trained students can not meet the social needs.

#### **4.2. Emphasizing Theory and Neglecting Practice, with Insufficient Ability to Solve Practical Problems, Cross-border e-commerce Is A Course with Strong Theory and Practice**

In addition to basic business knowledge, students must also pay attention to practical operation. In the current cross-border e-commerce course teaching in Colleges and universities, affected by traditional educational concepts, teaching and training infrastructure construction and other factors, they often pay attention to theoretical teaching and pay insufficient attention to students' practical operation ability. In the arrangement of teaching plan, most schools have more theoretical class hours and less practical class hours. Even some schools do not arrange special practical courses, but only take the practical part as a link in the theoretical course. Cross border e-commerce is a complex economic activity, which involves a lot of comprehensive knowledge. Only in practical operation can students be familiar with and master all links of cross-border e-commerce. In the face of real e-commerce activities, students' comprehensive practical ability can be really cultivated. The report jointly released by Alibaba and the international business research center of China University of international business and economics fully illustrates this problem.

#### **4.3. Lack of Professional Teachers**

Cross border E-Commerce teaching is an emerging discipline, and a professional team has not been formed in the formation of teaching staff. The teachers of this course mainly come from two aspects: one is the original teachers of international trade related majors; Second, new teachers who have just graduated from colleges and universities and embarked on their posts with a little training. They undertake both theoretical teaching and practical teaching. Although the theoretical basis of these two teachers is relatively solid and rich, most of them have not participated in real cross-border e-commerce activities. They are not familiar with the operation technology of cross-border e-commerce platform, can not understand the changes of international trade rules in real time, and can not have barrier free communication with foreign businessmen. The lack of professional teachers leads to inadequate knowledge transfer in teaching, which can not meet the professional needs of students.

In recent years, although some colleges and universities have cooperated and jointly trained with enterprises in talent training and introduced enterprise professional and technical personnel with practical operation ability into the education and teaching of colleges and universities, the communication and cooperation between these people and school teachers in curriculum teaching have not achieved seamless connection and perfect cooperation, and there are still many places to be run in between them. The lack of professional teaching staff is the weakness of cross-border E-Commerce teaching.

## **5. Current Situation and Problems of Cross-border e-commerce Talent Training**

### **5.1. Traditional Teaching Methods Dominate**

On the one hand, as the basis of talent training in Colleges and universities, their teaching and scientific research are pure theoretical research. Most teachers teach from books to classes. They rarely have the opportunity to actually participate in and engage in cross-border e-commerce business activities, so that most of their teaching of cross-border e-commerce belongs to pure theoretical teaching. However, due to the rapid development of information technology, especially the complex types and diverse forms of cross-border e-commerce enterprises, the talents trained in pure theory can not meet the actual production needs of e-commerce enterprises. On the other hand, higher education has its own particularity. Due to different emphasis on cross-border e-commerce and different requirements for internship of cross-border e-commerce students, it is difficult to formulate unified standards and systems for the cultivation of practical ability of cross-border e-commerce students. At the same time, in order to ensure college students' internship, the competent education department has formulated very detailed internship teaching regulations. When sending students for internship, the school needs to formulate a detailed teaching plan, which needs to be considered from teaching content to internship work, from accommodation arrangement to catering service, from internship environment to personal safety. From the perspective of colleges and universities, the number of enterprises that can meet the professional practice of cross-border e-commerce is relatively small, which virtually reduces the internship opportunities for students majoring in cross-border e-commerce and further weakens the students' practical operation ability. As a result, the cultivation of cross-border e-commerce talents in China is faced with the embarrassing situation of mismatch between theory and practice. At present, the operation and practice ability of cross-border e-commerce talents is weak, Lack of practical ability, it is difficult to apply theoretical knowledge to practice.

### **5.2. There Are Few Internships That Cross-border e-commerce Enterprises Can Provide to College Students**

At present, from the perspective of China's cross-border e-commerce enterprises, China's cross-border e-commerce enterprises are mainly super large enterprises such as Alibaba, jd.com and vipshop, which set up cross-border e-commerce business in order to further expand their business and open up the international market on the basis of operating the domestic market. However, because these super large enterprises are relatively mature and full of talents, there are very few internship positions for college students. At the same time, foreign cross-border e-commerce enterprises, such as Amazon, eBay, express and other cross-border e-commerce platforms, prefer to recruit domestic employees, and they have very high requirements for internships, and the internship positions they can provide are also very limited. In addition, due to the particularity of cross-border e-commerce enterprises, cross-border e-commerce often carries out business activities in two or more countries, and the cost of commodity transportation is relatively high. If an error occurs, it will cause huge losses. Many cross-border e-commerce enterprises dare not use college students without any e-commerce experience to carry out business directly. Even if some enterprises allow college students to practice, because the internship period is very long, it is not within the specified scope of College Students' internship time. Therefore, from the perspective of cross-border e-commerce enterprises, they can provide very few internship positions for college students, which further weakens college students' cross-border e-commerce practice ability.

### **5.3. The Talent Gap of Cross-border e-commerce Continues to Expand**

As a new cross-border trade model emerging in the era of mobile Internet, the party and the state also pay great attention to the development of cross-border e-commerce. According to the 2019 China Import development report, China's cross-border e-commerce transaction volume is expected to reach 12.7 trillion yuan in 2020. However, due to the lack of talent reserve in the early stage, the current cross-border e-commerce talent gap is as high as 4.5 million. At the same time, with the development of China's foreign trade and Internet economy, China's cross-border e-commerce talent gap is growing at an annual rate of 30%. It can be predicted that China's market will further expand and open in the future. With the increase of China's national consumption demand for foreign products and on the premise of vigorously expanding the international market and developing the domestic consumption market, China's cross-border e-commerce enterprises will increase exponentially in the future. Due to the periodicity of talent training, the gap of China's cross-border e-commerce enterprises will further expand in the future.

## **6. Impact of School Enterprise Cooperation on Training Cross-border e-Commerce Talents**

### **6.1. Change the Previous Single Training Mode**

Compared with the past model of purely theoretical teaching, the University and enterprises have cooperated deeply to establish a training platform under the guidance of enterprises. Enterprise experts and relevant business personnel become school education instructors to guide students' theoretical skills, help students master the dynamics of cross-border e-commerce faster, let students integrate the theoretical knowledge and practical skills taught by school teachers, and effectively improve students' practical operation ability. School enterprise cooperation establishes a training base for e-commerce majors. The school arranges students and teachers to study in the base, deeply understand the cross-border e-commerce operation of enterprises, and enterprises assign special personnel to guide and pre job training for students, so as to make students constantly familiar with the operation process of cross-border e-commerce and improve students' business ability.

### **6.2. Breaking the Current Situation of Shallow Cooperation Between Enterprises and Schools**

The relationship between schools and enterprises is more inclined for schools to find internship sites for students, and enterprises and schools stay in shallow cooperation. Unlike in-depth cooperation, based on market dynamics, enterprises grasp talent needs and understand the talent training process of the school. The school goes deep into the market to analyze cross-border e-commerce enterprises, selects appropriate cooperative enterprises in combination with talent training objectives and enterprise development, gives full play to the advantages of enterprises and schools under the cooperation of schools and enterprises, and establishes an in-school management and training platform.

## **7. Training Path of Cross-Border E-commerce Talents under School Enterprise Cooperation**

### **7.1. Strengthen the Depth and Breadth of School Enterprise Cooperation**

Both schools and enterprises should clarify their own functional positioning and take the initiative to enter the market. In particular, schools should take the initiative to enter the market, find enterprises with in-depth cooperation intention and constantly expand the scope of cooperation. In terms of the depth of cooperation, teachers and students should understand

the enterprise and master the operation mode of the enterprise. In the actual investigation process, they should master specific business processes and operation skills. Teachers and students should change their identity from teachers and students to enterprise employees, enter the enterprise more smoothly and show a good working attitude. Enterprises pay attention to professional cooperation. E-commerce enterprises provide educational resources and educational cases for schools. In terms of professional replacement, some colleges and universities achieve the training goal of applied talents and build a talent training mode that keeps pace with the times, so that students majoring in cross-border e-commerce can be trained in enterprises and replace their study time in school through internship. Cross border e-commerce enterprises, in combination with advanced educational concepts and models, provide students with courses for enterprise practice, innovate the professional structure and curriculum system of colleges and universities, provide perfect educational materials and supporting technologies, and recommend employment according to students' abilities.

### **7.2. Construction of Training Base and Organization of Competition Activities**

University e-commerce enterprises should pay attention to complementary advantages and benefit sharing, and build off campus and on campus training bases. Relevant enterprises need to invest necessary funds and equipment to jointly build a training base. In the process of sharing, the enterprise base and the industry build a cooperation based network to provide services for all links of university practice. Students make effective use of the platform in the training base, constantly exercise in practice, master relevant business capabilities in e-commerce operation, and provide qualified cross-border e-commerce talents for the market. Various innovation competitions held by both schools and enterprises can improve students' business skills and facilitate the provision of services for enterprises. By organizing various competitions, the popularity of the enterprise in the industry will be improved, and it can continuously absorb talents and expand the strength of the enterprise. Students should actively participate in various activities, highlight their abilities in the competition, make enterprises realize the flash points of students, and directly absorb talents into enterprises after graduation, so as to improve the employment rate of students.

### **7.3. Pay Attention to the Construction of Teachers**

In the process of cross-border e-commerce professional development, colleges and universities should set up a part-time teacher appointment mechanism to attract experts and talents with strong business ability from enterprises into the school, participate in curriculum setting and skill teaching, explain the latest industry development trends for students, act as tutors for students' business and skills, and teach students cross-border e-commerce skills. Some teachers in the school have no working experience in cross-border e-commerce or enterprises, and do not have a comprehensive and profound understanding of the operation contents of cross-border e-commerce, but such teachers also undertake teaching tasks. In this regard, in professional teacher education, for academic teachers, teachers should reasonably plan their own time while completing their teaching tasks, go deep into enterprises for visits, research and learning, and understand the specific process of cross-border e-commerce operation on the spot. The college should also actively contact enterprises, appoint teachers to practice in enterprises, or let such teachers cooperate with enterprise teachers for education. One teacher is responsible for explaining and the other teacher is assisted to break the traditional educational barriers through the method of double teacher education. At the same time, college teachers use their spare time to work part-time in enterprises, visit and study in enterprises, and complete relevant practical tasks, so as to bring the school enterprise cooperation into a new level. In terms of school management mechanism, relevant systems should be used to motivate school and enterprise employees. For example, through special subsidies and job evaluation and other measures, teachers can go deep into enterprise learning, integrate



theoretical knowledge and practice, achieve the purpose of integration inside and outside the classroom, meet the market requirements for cross-border E-commerce application-oriented talents, and truly realize the mode of combining introduction and going out.

#### **7.4. Accelerate Teaching Reform and Improve Students' Practical Training Level**

Schools and enterprises cooperate to cultivate cross-border e-commerce talents, analyze the future development of the industry with enterprises, study the current cross-border e-commerce courses, and renew the talent training scheme. Schools and enterprises jointly build a professional curriculum system, grasp the core curriculum of teaching, formulate relevant teaching plans and evaluation standards, formulate teaching plans and evaluation standards on the basis of professional curriculum construction, implant cross-border e-commerce store design, e-commerce product release, store diagnosis and other curriculum groups, and build a diversified curriculum system for students' reference and learning. The school should also keep abreast of industry trends and strengthen the construction of training platform. In order to ensure the training and education quality of cross-border e-commerce, the college needs to build a cross-border e-commerce studio, provide special laboratory space, configure computers, network broadband, software, etc., meet the needs of practical teaching and let students obtain high-quality experience. Schools and enterprises contribute to the information platform. After students master relevant operating skills, they will conduct training according to the actual situation of store resources, clarify the operation process of cross-border e-commerce, increase the assessment proportion of cross-border e-commerce training operation platform, so that students can continuously improve their personal ability and further improve the training teaching level in cross-border e-commerce training.

#### **7.5. Strengthen School Enterprise Cooperation and Establish Practice and Training Base**

School enterprise cooperation is of great significance for the cultivation of cross-border e-commerce talents. No matter how perfect the campus training practice base is, it can not make students experience the real business operation process. Through school enterprise cooperation, both sides jointly build an internship and training platform, and students enter the real front-line practical environment for learning and operation. In the real business environment, in addition to the basic operation process, there are many problems derived at any time, which further tests employees' professional quality and adaptability. In cross-border E-Commerce teaching, to strengthen school enterprise cooperation, first of all, we should introduce excellent lecturers from enterprises into the campus and bring advanced experience of enterprises into the campus, so that students can get access to knowledge other than books on campus and understand specific problems in the industry, so as to shorten their sense of distance from the industry; Secondly, send students out, visit the real enterprise production and living environment, personally feel the process of enterprise operation, communicate and study with on-the-job employees, so that students can find their own problems and gaps, clarify their direction of efforts, and then plan their career. Through school enterprise cooperation, students' comprehensive ability can be improved, professional training can be efficiently connected with enterprises, and the ultimate goal of cross-border e-commerce talent training can be realized.

#### **7.6. Strengthen "Mass Entrepreneurship and Innovation" Education to Promote Education Through Competition**

Cross border e-commerce has become an important driving force for China's foreign trade growth and an important engine for innovation driven development. In response to the national policy of promoting the development of cross-border e-commerce, through cross-border e-

commerce practical training, promote the reform of cross-border e-commerce talent training in Colleges and universities to meet the market demand, deepen the cultivation of innovative spirit and practical ability of college talents, drive employment by entrepreneurship and promote the full employment of graduates, major cross-border e-commerce platforms often hold innovation and entrepreneurship competitions. In cross-border E-Commerce teaching, we should actively encourage and organize students to participate in various competitions, build a mechanism of promoting teaching and learning through competition, and then promote the construction of cross-border e-commerce practice teaching system. For example, the ocale cross-border e-commerce innovation and entrepreneurship competition hosted by the China Institute of international trade and the national vocational education and Teaching Steering Committee for foreign trade and economic cooperation and hosted by Nanjing Shige software company requires students to form a team to directly connect with factories and cross-border e-commerce operators from all over the country through the cross-border e-commerce entrepreneurship practical talent big data center. Students' entrepreneurial teams operate independently under the guidance of enterprises and teachers. The teaching environment is responsible for updating the latest key index figures of each entrepreneurial team, such as products on sale, store exposure, order volume and transaction order volume, providing scientific evaluation methods, and publishing the ranking of teams and individuals every day. Its purpose is to promote the construction of innovation and entrepreneurship education and cross-border e-commerce practice teaching system in Colleges and universities by using the mechanism of competition to promote learning, guide and cultivate students' innovative spirit and practical ability, promote employment by entrepreneurship and promote the full employment of graduates.

### **7.7. Strengthen the Construction of "Double Qualified" Teachers**

As the main body of teaching, teachers determine the quality of teaching effect to a certain extent. Cross border e-commerce is a multi-disciplinary comprehensive and practical course, which has high requirements for teachers. As an emerging discipline, its teachers are mostly composed of teachers of related majors, such as the original teachers of international trade, foreign trade practice, business English, etc. Teachers have solid professional knowledge and strong theoretical foundation, but there are some deficiencies in cross-border e-commerce practice. Therefore, building a "double qualified" teacher team with both theoretical and business practice ability is an important measure for cross-border E-Commerce teaching. The school can formulate relevant measures to encourage teachers to take temporary training in enterprises and associate it with professional title evaluation, economic benefits and annual assessment, which can not only improve teachers' enthusiasm for practice in enterprises, but also promote teachers' exchange and learning, and promote in-service teachers to change to "double qualified" teachers, so as to better engage in education and teaching. In addition, in-service personnel of enterprises can be employed as teachers of practical courses in schools to supplement and improve the professional teaching team of cross-border e-commerce.

## **7 Conclusion**

Cross border e-commerce is a new industry supporting enterprise transformation and industrial upgrading. It has changed the traditional trade mode, affected people's lifestyle and become a new economic growth point in China. In 2020, China was affected by the epidemic and cross-border e-commerce trade was impacted. However, from the perspective of long-term development, the epidemic also changed the cross-border e-commerce trade model and promoted the transformation and upgrading of foreign trade enterprises. In this regard, under the background of cross-border e-commerce development, a long-term talent training mechanism should be established to cultivate e-commerce talents that meet enterprise and

industry standards, which is also an important problem faced by both schools and enterprises. This paper provides a new idea for the training of cross-border e-commerce talents, hoping to promote the development of cross-border trade.

## Acknowledgments

This work is supported the following fund:

Guangxi Science and Technology Base and Talent Project: research on user Information sharing incentive Mechanism in Live E-commerce-based on Social Capital Perspective (No .2020 AC19034)

Guangxi Education Planning Project: research on the influence of Learning Community in Information Technology Environment on user online Learning behavior (No .2021 A033);

Guilin University of Electronic Science and Technology Ph. D. Research launch Project: online Medical Community knowledge sharing incentive Mechanism Research (No. US20001Y).

2019 Guangxi higher Education Teaching Reform Project: " Exploration on the Construction of Postgraduate Teaching Materials in Local Medical university" (No,JGY2019152).

## References

- [1] Tsai W, Ghoshal S. Social Capital and Value Creation: An Empirical Study of Intrafirm Networks[J]. *Academy of Management Journal*, 1998, 41 (4): 464 -476.
- [2] Larson A. Network Syads in Entrepreneurial Settings: A Study of the Governance of Exchange Relationships [J]. *Administrative Science Quarterly*, 1992, 37(1):76 -104.
- [3] Chiu C M, Hsu M H, Wang E T G. Understanding Knowledge Sharing in Virtual Communities: An Integration of Social Capital and Social Cognitive Theories [J]. *Decision Support Systems*, 2006, 42 (3):1872 -1888.
- [4] Dobrzykowski D D, Tarafdar M. Understanding Information Exchange in Healthcare Operations: Evidence from Hospitals and Patients[J]. *Journal of Operations Management*, 2015, 36:201 -214.
- [5] Chang H H, Hsieh P H, Fu C S. The Mediating Role of Sense of Virtual Community [J]. *Online Information Review*, 2016, 40 (7):882 -899.
- [6] Zárraga C, Bonache J. Assessing the Team Environment for Knowledge Sharing: An Empirical Analysis [J]. *International Journal of Human Resource Management*, 2003, 14 (7) : 1227-1245.
- [7] Nonaka I, Takeuchi H. *The Knowledge-creating Company: How Japanese Companies Create and the Dynamics of Innovation* [M]. New York: Oxford University Press, 1995.
- [8] Bostrom R P. Successful application of communication techniques to improve the systems development process [J]. *Information and Management*, 1989, 16 (2): 279-295.
- [9] Huber G P. Organizational Learning: The Contributing processes and the literatures [J]. *Organization science*, 2000, 11 (5): 538-550.
- [10] Gunnar H. A model of knowledge management and the N-form corporation [J]. *Strategy Management Journal*, 1994, 15 (5): 73-90.
- [11] Hou Changhai. Analysis of China's online education market in 2015. *Internet World*, 2016(2): 85-88.
- [12] Huang Wenzhi, Zhao Jing. Discussion on the development prospect of online education in the era of "Internet +" [J]. *China Adult Education*, 2016(6): 138-140.
- [13] Dinah G. & Daniel K. & Isabel W. & Jayne C. Training Needs Analysis: A Literature Review and Reappraisal. *International Journal of Nursing Studies*, 2014, 42(5): 1-10.

- [14] Wu Xiaoqiong, Xing Yanfang. Analysis of the Development Path of Online Education[J].Journal of Zhangzhou Teachers College,2015(1):87-90.
- [15] Chen Qilin, Bao Haobo. The history and current situation of online education development in China. Xueyuan, 2014(26): 184-185
- [16] Yang Wei, Yan Jin. Analysis of the Teaching Reform of Open Online Course——Taking L College as an Example[J]. Value Engineering, 2016, 35(19): 207-209.
- [17] Xiao Yuewen, Wang Mingyu. Talking about the status quo and development trend of online education. China Business Theory, 2017(18): 176-177
- [18] Earl L., Katz S. Leading Schools in a Data Rich World. Corwin Press, 2006, 23(2): 9-16.
- [19] Zhang Junchao. Institutional Research and University Management in the Age of Big Data[J]. Higher Education Research, 2014(1) : 128.
- [20] Chen Lei. Application of Big Data in Teachers' Online Education Environment——Taking Courses in Zhejiang Province as an Example[J]. Continuing Education, 2017, 31(9): 7-11.
- [21] Yang Xianmin, et al. Development Strategy and Path Choice of Wisdom Education in China [J]. Modern Educational Technology, 2014(1) : 14.
- [22] Liu Bin, Zhang Wenlan. Research on the Influencing Factors and Structure of Online Course Learning Experience [J]. Modern Educational Technology, 2017, 27(09): 107-113.
- [23] Zheng Lei. Online Learning and Quality Assessment Research [J]. Shenzhou, 2014, 14.
- [24] Zhang Wei. Strategies for improving the participation of college students in online learning. Zhejiang Normal University. 2011.11-12.
- [25] Maclaughlin E J, Supernaw R B, Howard K A. Impact of distance learning using videoconferencing technology on student performance [J]. American Journal of Pharmaceutical Education, 2004, 68(3): 1-6.
- [26] Guan Jia, Li Qitao. Development Status, Trends and Experiences of Online Education in China [J]. China Electro-chemical Education, 2014(08): 62-66.
- [27] Sun Li, Cheng Yuxia. Research and Implementation of Online Education Learning Achievement Prediction in Big Data Era--Taking English as an Example of Undergraduate Public Courses[J]. Open Education Research, 2015(3): 74-80.
- [28] Kees J., Tangari A. H. The Impact of Regulatory Focus, Temporal Orientation, and Fit on Consumer Responses to Health-Related Advertising [J]. Journal of Advertising, 2010, 39( 1) : 19 - 34.
- [29] Heng-Li Yang, Wu, T.C.T.. Knowledge Sharing in an Organization-Share or Not[J]. Technological Forecasting & Social Change, 2008, 75(8): 1128-1156.
- [30] Higgins E. T. Beyond Pleasure and Pain: How Motivation Works [M]. London: Oxford University Press, 2012.
- [31] Higgins E. T. Making a Good Decision: Value from Fit [J]. American Psychologist, 2000, 55( 11) : 1217 -1230.
- [32] Roy R. ,Naidoo V. The Impact of Regulatory Focus and Word of Mouth Valence on Search and Experience Attribute Evaluation [J]. European Journal of Marketing, 2017, 51( 7 / 8) : 1353 - 1373.
- [33] Avnet T. ,Higgins E. T. How Regulatory Fit Affects Value in Consumer Choices and Opinions [J]. Journal of Marketing Research, 2006, 43(1) : 1 - 10.
- [34] Godes, D., Mayzlin, D.. Using online conversations to study word-of-mouth communication[J]. Marketing science, 2004, 23(4): 545-560.

- [35] Hennig, T.T., Gwinner, K.P., Walsh, G.. Electronic word-of-mouth via consumer-opinion platforms: What motivates consumers to articulate themselves on the internet? [J]. Journal of interactive marketing, 2004, 18(1): 38-52.
- [36] Duan, W. J., Gu. B., Whinston, A. B.. The dynamics of on-line word-of-mouth and product sales- an empirical investigation of the movie industry [J]. Journal of retailing, 2008, 84(2): 233-242.
- [37] Goldsmith, R., Horowitz, D. Measuring motivations for online opinion seeking [J]. Journal of interactive advertising, 2006, 6(2): 1-16.
- [38] HIGGINS, E. T. Self-discrepancy: a theory relating self and affect [J]. Psychological review, 1987, 94(3): 319-340.
- [39] Lockwood, P., Jordan, C. H., Kunda, Z. Motivation by positive or negative role models: Regulatory focus determines who will best inspire us [J]. Journal of Personality and Social Psychology, 2002, 83(4): 854 - 864.
- [40] Lee, R. Social Capital and Business and Management: Setting a Research Agenda [J]. International Journal of Management Reviews, 2009, 11(3): 247 -273.