

Original Paper

Research on the Construction of Digital Commerce Professional Group from the Perspective of Dual Collaborative Education

Xue Bing¹

¹ Master degree candidate, PhD candidate, Associate Professor, Jinan Engineering Ployteching, 250200, China

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Abstract

This study explores the importance of building a digital commerce professional group from the perspective of dual collaborative education. By strengthening interdisciplinary cooperation, continuously updating teaching resources, and improving talent training and evaluation systems, students can broaden their disciplinary horizons, master knowledge and skills in multiple fields, which helps to improve their overall quality and competitiveness, cultivate innovation and teamwork abilities. This is of great significance for the development of digital commerce professional groups and talent cultivation.

Keywords

From the perspective of dual collaborative education, Construction of a professional group for business and commerce, Insufficient, Strategy

1. The Importance of Building a Digital Commerce Professional Group from the Perspective of Dual Collaborative Education

From the perspective of dual collaborative education, digital commerce involves knowledge and skills in multiple fields such as marketing, information technology, and data statistics. Relying solely on a single knowledge system of traditional disciplines is difficult to meet the needs of the industry. Therefore, it is crucial to cultivate digital commerce talents with practical abilities that are closely aligned with market demands. Through the perspective of dual collaborative education, the digital commerce professional group organically combines theory and practice, enabling students to apply the knowledge they have learned in practical operations and practices, cultivate the ability to solve practical problems. At the same time, through cooperation with enterprises, schools understand the current market needs and trends, adjust curriculum and teaching methods in a timely manner, and make

educational content closely related to actual business, Cultivate digital commerce talents with market competitiveness, closely monitor market demand, adjust education content and training objectives in a timely manner, and cultivate high-quality talents that meet market requirements. This will provide strong support for students' employment and career development, and meet the market demand for digital commerce talents.

2. Problems in the Construction of Digital Commerce Professional Groups from the Perspective of Dual Collaborative Education

2.1 Insufficient Teaching Resources

The industry in the field of digital commerce is developing rapidly, with new business models, market trends, and technological tools emerging one after another. However, the updating and supplementation of teaching resources cannot keep up with the development speed of the industry, resulting in a relatively lagging existing teaching resource that cannot meet students' interdisciplinary knowledge needs. Among them, the digital commerce major not only involves multiple disciplinary fields, including marketing, e-commerce, data analysis, etc. The knowledge and skills of these disciplines need to be comprehensively applied by students in practical learning, but traditional teaching models cannot fully meet students' interdisciplinary knowledge needs. In addition, the digital commerce major has high requirements for technical equipment such as computers and data analysis, but the school has limited investment in hardware and software equipment resources, lacking sufficient professional computer equipment and professional software, which also affects the learning effectiveness of students in practical operation and practice.

2.2 Insufficient Professional Literacy of Teachers

The development speed of digital commerce is fast, and new technologies and knowledge are emerging endlessly. The industry's requirements for graduates majoring in digital commerce are also rapidly increasing. However, in the construction of professional groups, due to the rapid changes in the industry and the learning pressure of teachers themselves, some teachers in the field of digital commerce have not updated their professional knowledge and skills in a timely manner, resulting in insufficient professional literacy and affecting the quality of teaching and the competitiveness of students in employment. At the same time, there are deficiencies in the training of current teachers' professional literacy. The school has limited training in emerging knowledge and skills related to the field of digital commerce, and teachers do not have systematic and comprehensive education and training support. Therefore, in practice, theoretical knowledge cannot be combined with practical applications, affecting their guidance and guidance ability in teaching. From the perspective of dual collaborative education, there is no good cooperation between teachers and related disciplines, as the differences in professional boundaries between disciplines make it difficult for teachers to fully grasp the needs for the integration of subject knowledge and skills in the construction of digital commerce professional groups.

2.3 Insufficient Practical Teaching

The digital commerce major needs to focus on cultivating practical abilities, including practical experience in market research, data analysis, and e-commerce platform operation. However, the teaching format for students during the learning process is usually single and lacks practical operation. For digital commerce majors, more attention should be paid to the teaching of practical operations and simulation experiments. However, in the current practice stage of professional group construction, the curriculum arrangement does not provide sufficient practical opportunities for students, and some practical teaching has not been combined with practical applications. This leads to a disconnect between the practical aspects of professional group construction and the demand of the job market, making it difficult to meet the demand for professional skills in the job market, and being disconnected from the actual development needs of the market. In addition, the lack of practical teaching facilities and equipment is one of the main reasons why digital commerce majors cannot meet students' practical needs. Schools have not invested enough resources and provided sufficient computer equipment and professional software to support students in practical courses such as data analysis and e-commerce platform operation.

3. Construction of Digital Commerce Professional Group from the Perspective of Dual Collaborative Education

3.1 Strengthen Practical Links

For digital commerce majors, schools can add practical courses, such as market research and e-commerce platform operation, to provide students with opportunities for practical operation and experience, allowing them to practice in real business environments and scenarios, and cultivating their practical application abilities. At the same time, establish a close relationship with the enterprise for internship programs and cooperation, carry out internship programs and practical courses, and provide beneficial and important internship opportunities for the enterprise. Through real business environments and scenarios, students can discover and solve problems in practical operations, cultivate their problem-solving and innovation abilities, and gain beneficial and important internship opportunities to be exposed to real business work, Enable students to accumulate practical operation and practical experience, enabling them to better respond to various requirements and challenges of the job market. Moreover, schools should increase and improve practical facilities and teaching equipment in an appropriate amount to provide students with a better practical environment, such as computer equipment and professional software, as well as a simulated business environment, to support students in achieving their learning goals.

In short, making full use of practical teaching can better enhance students' practical abilities in the field of business and trade, enabling them to have better practical operation and accumulation of practical experience, and enhancing their professional competitiveness.

3.2 Improving Teachers' Professional Literacy

From the perspective of dual collaborative education, in the construction of digital commerce professional groups, various measures are taken to improve teachers' professional literacy and promote the improvement and optimization of digital commerce professional courses, such as training, training, and practice. Because the development of digital commerce majors is very rapid, it is necessary to constantly update teaching content and methods. Only teachers with rich practical experience and professional knowledge can deeply understand the characteristics and trends of digital commerce majors, integrate the latest business technologies into teaching, and better meet students' learning needs. In practice, the cultivation of teachers' practice and abilities can enable them to better bring practical business operations into the classroom, allowing students to be closer to actual business scenarios in their courses, and cultivating true practical application abilities. Only with high-quality teaching staff can we attract more students to study digital commerce, thereby driving the growth and development of digital commerce.

In short, by improving the professional ability and professional level of teachers, we can ensure the continuous improvement of teaching quality in the construction of digital commerce professional groups, and inject new vitality and momentum into the development of digital commerce majors.

3.3 Continuously Updating Teaching Resources

The development of digital commerce majors is very rapid, and it is necessary to continuously update and optimize course content and teaching methods to meet the needs of the market. Therefore, a comprehensive teaching resource system should be established, including textbooks, cases, laboratory equipment, etc., to meet students' needs for new knowledge and technology. The updated teaching resources should be kept in sync with the market and keep up with the development of the times, To adapt to the constantly changing business environment and technological advancements. In addition, the course content and teaching methods of the digital commerce major must comply with the concept of dual collaborative education, achieving an organic combination with enterprises, education, and practice. By closely integrating digital commerce education with real practice, students' practical and problem-solving abilities can be better cultivated to meet the market's requirements for digital commerce talents. At the same time, schools should provide students with the best resources and support, such as offering multiple styles of courses, laboratories, internship opportunities, etc. on the platform, to help students lay the foundation for outstanding performance in the business field in the future.

In short, the education of digital commerce majors should keep up with market demand, constantly update teaching resources, establish a comprehensive teaching resource system, enhance the theoretical level and practical value of digital commerce majors, in order to better cultivate talents in digital commerce related fields and meet the market's demand for high-quality talents with strong practical application ability and adaptability to market changes

3.4 Improve the Talent Training and Evaluation System

The development of digital commerce requires a high level of comprehensive talent quality, including professional knowledge, practical operation ability, and teamwork ability. However, traditional evaluation systems often focus more on assessing students' subject knowledge, while neglecting the cultivation of students' practical application abilities and comprehensive literacy. Therefore, through a comprehensive talent cultivation evaluation system, the development of digital commerce professional group construction can be promoted. A comprehensive talent cultivation evaluation system can more accurately evaluate the student's performance in various aspects of knowledge, skills, and qualities, such as homework, analysis, practical operations, etc. This can comprehensively understand the student's actual and applied abilities, This evaluation system can better stimulate students' self-learning and innovative potential, encourage students to self-learning and actively explore, and cultivate innovative thinking and problem-solving abilities. At the same time, regular evaluations and assessments can timely identify students' learning gaps and provide targeted learning support and personalized guidance to help them fully develop their potential.

In short, through a comprehensive talent cultivation evaluation system, the comprehensive quality and application ability of students in the digital commerce professional group can be better cultivated, and their competitiveness and adaptability in practical work can be improved. This will help promote the development of the digital commerce professional group construction and meet the industry's demand for talents.

3.5 Strengthening Interdisciplinary Cooperation

The field of digital commerce is a rapidly developing and changing field, and there is a mutual penetration relationship between different fields. In this situation, strengthening interdisciplinary cooperation can promote communication, interaction, and knowledge sharing among different disciplines. For example, in digital marketing, knowledge and skills in multiple fields such as marketing, information technology, and data statistics are required, Strengthening interdisciplinary cooperation can help students majoring in digital commerce master knowledge and skills in multiple fields. In addition to improving students' professional knowledge and skills, it can also enhance their overall quality, innovation awareness, teamwork ability, and future thinking mode, which helps them possess interdisciplinary thinking ability and comprehensive quality to adapt to the future job market and work environment.

In short, the digital commerce professional group should strengthen interdisciplinary cooperation, and through communication, interaction, and knowledge sharing between different fields, students in the digital commerce professional group can have a richer academic background and professional literacy, while also improving their innovation ability and ability to respond to changes, in order to better adapt to the rapid changes and development of the digital commerce field.

4. Conclusion

In summary, in the research on the construction of digital commerce professional groups from the perspective of dual collaborative education, we have deeply explored the importance of strengthening interdisciplinary cooperation in improving students' comprehensive quality and adapting to industry needs. We recognize that the rapid development and changes in the field of digital commerce require students to possess interdisciplinary thinking and comprehensive qualities to adapt to the future job market and work environment. In the future, we hope to further promote the development of the digital commerce professional group, continuously improve teaching methods and evaluation systems, cultivate more outstanding talents with interdisciplinary thinking and comprehensive qualities, and make greater contributions to the development of the digital commerce field.

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