

Guidance, Analysis and Reform on Innovative Thinking in E-commerce

Teaching

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Abstract: In the e-commerce teaching, the school-enterprise cooperation model can be constructed based on the actual situation of colleges and universities to innovate teaching thinking concepts, conduct entrepreneurial guidance for students, realize expansion of e-commerce teaching practice, improve teaching quality, and innovate the thinking, and it plays a good role in promoting the current state of vocational e-commerce education in China to conduct entrepreneurial guidance in the e-commerce teaching. The article will give a detailed introduction here below.

Keywords: e-commerce; teaching; innovation.

1. BRIEF ANALYSIS ON DRAWBACKS OF THE CURRENT E-COMMERCE TEACHING

At present, there are certain drawbacks in the e-commerce teaching of higher vocational schools. In terms of enterprises, the understanding of both parties in the cooperation is not enough so that it can't give students more opportunities for learning and practice. Secondly, in the e-commerce teaching of colleges and universities, the cooperation between enterprises and schools in terms of e-commerce is not enough, and the cooperation enthusiasm is not high. As an active party, the school seeks partners from enterprises, but it only stays on the basis of teaching equipment donations and supply to practice bases and can't realize the optimization of the educational resources of colleges and universities. Furthermore, in the e-commerce teaching, there is no government supervision and support for students' school-enterprise cooperation, so that it is impossible to effectively protect the professional e-commerce teaching interests, thereby reducing the enforcement of entrepreneurial guidance work in e-commerce teaching. In addition, in the teaching of e-commerce, because of the backwardness of some teachers' concepts, they not only lack of innovative thinking, but also have a slow knowledge update, so that the teaching can not keep pace with the times; besides, there are also relatively single e-commerce teaching methods, which can not meet the needs

of modern education. Teachers can't interact well with students, making e-commerce teaching both abstract and boring; thus, it can't arouse students' interest in learning.

2. THE REALIZATION FORM OF E-COMMERCE TEACHING MODE UNDER THE NETWORK ENVIRONMENT

There are generally three types of online teaching modes: direct-transmission network teaching, point-selection network teaching, and autonomous interactive network teaching, which are compared as shown in the following Table 1.

Table 1: Conditions of contrastive teaching

	Direct-transmission network teaching	Point-selection network teaching	Autonomous interactive network teaching
Definition	The teaching contents are mainly based on video display and instant transmission of information, and both the teaching parties conduct real-time teaching directly through the network.	Students can independently broadcast videos and multimedia information according to their needs through the teaching information resource database in the network system.	The entire teaching system is parallel and open, with only teaching organizers and guides but no information controllers.
Applicable conditions	It is commonly applied in LAN-based network teaching.	It is the main mode of network teaching in the future period, and most of the distance network teaching adopts this mode.	Even in countries such as Europe and the United States where information technology is most developed, it is not fully realized.
Advantages	It breaks the geographical restrictions, expands the scope of teaching, and realizes distributed teaching; the "virtual classroom" teaching form is close, with the characteristics of concentricity, efficiency, and controllability.	It gives full play to the advantages of both traditional teaching and network teaching, and partially overcomes the shortcoming of direct-transmission teaching in the poor interactivity.	It truly reflects the network spirit, with the true meaning of network teaching, which is the development direction of future network teaching.
Disadvantages	Teaching is one-way and non-interactive, and it is not convenient for communication and discussion, so it is difficult to provide individual counseling to students in a timely manner.	Its real-time interactivity is not perfect enough to fully give play to the advantages of network technology.	It is difficult to be implemented but has rich network information resources.

3. ORGANIZATION AND MANAGEMENT OF CLASSROOM TEACHING

Based on the teaching mode of flipped classroom, the micro-course is introduced into the classroom, and the role of the dual classrooms is fully utilized. Specifically, the following measures can be taken: the students can use the micro-class preparation to review and sort out the micro-course knowledge points. Secondly, the teacher selects representative students (1-2) to demonstrate the micro-class task on the platform, and the students under the platform listen carefully and identify whether it is good or not so as to gradually improve the quality of the micro-class task preparation and cultivate

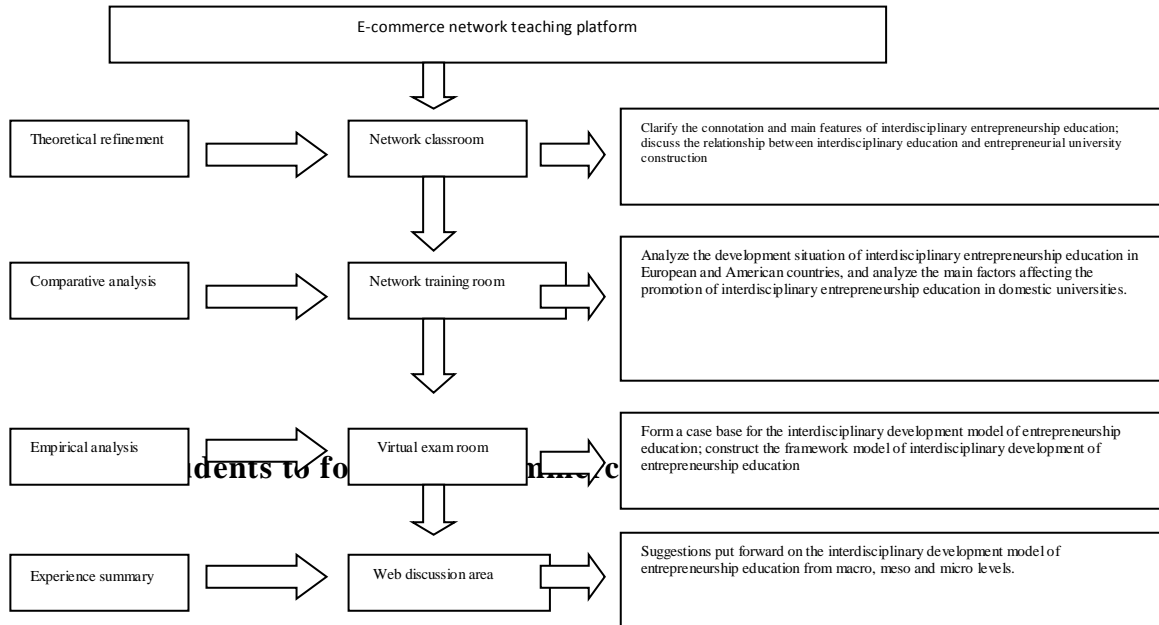
students' courage to speak on the platform and presentation skills. Furthermore, teachers assign classroom tasks and require students to complete them in a limited time so as to enhance the students' sense of time and efficiency in completing tasks. During this period, teachers should pay attention to teaching students in accordance with their aptitude. Because of the different foundations of students, teachers can individually tutor students with poor foundations, and meanwhile students can also conduct mutual exchange and guidance. In addition, the wisdom of students should also be pooled; the teacher can pose the typical problems that students encounter when completing the time-limited tasks in the classroom and guide the students to express their opinions in order to finally solve the problems under the guidance of the teacher. Finally, in the final stage of the class, the students will summarize the learning contents of the class. Through the questioning method, the teacher will guide the students to summarize the class tasks and cultivate students' general ability and presentation skills. In the above teaching process, teachers may choose relevant teaching methods to guide and train students. As for the learning of students, it mainly advocates the "independent and individualized learning based on micro-courses", in which the fragmented time is used for preview before class and post-class review, and leak filling is performed through classroom demonstrations and teachers' questions and answers so as to enhance students' awareness and ability in autonomous exploration, exchange and cooperation, independent acquisition of knowledge, problem analysis and solution.

4. THE SIGNIFICANCE OF INNOVATIVE THINKING IN E-COMMERCE TEACHING

In the current e-commerce teaching, applying innovative thinking can not only promote the development process of social informatization of e-commerce, but also enable e-commerce students to master new e-commerce work knowledge and job skills, and broaden their employment path. It can not only stimulate students' interest in learning in e-commerce teaching, but also deepen the understanding of college students on e-commerce technology and cultivate their ability to operate computers expertly to conduct entrepreneurial guidance on them with the innovative thinking and teaching methods. The entrepreneurial atmosphere of e-commerce is not very good, the e-commerce entrepreneurship of college students is not optimistic, and there is no e-commerce entrepreneurship support policies in many colleges and universities. Although some schools have related policies, they are not fully implemented due to the problems in school management, funds and faculty, and thus the effect is not ideal. Wang Lijuan, Song Yajing, and Yuan Fang pointed out that teaching methods should be improved, educational resources should be integrated, and students' entrepreneurial and employment ability should be cultivated in the e-commerce teaching. Meanwhile, the concept of the student era should be clarified, and the current computer communication software be effectively utilized. It can guide the students to start a business by sending

and receiving faxes and mails in the process of teaching, which can improve the practical ability of students majoring in e-commerce teaching and realize the seamless connection of e-commerce talents from school to society as shown in Table 2.

Table 2: System structure of e-commerce network education platform



In the e-commerce-led entrepreneurship, teachers can take case analysis, website observation, and visits of startup companies to enable e-commerce students to have a more perceptual understanding of the e-commerce industry, and innovate students' thinking with their own management concepts so as to make students form their own e-commerce skills. Duan Limin and Guo Tao pointed out that e-commerce practice teaching can create a large number of e-commerce talents to meet the needs of social e-commerce talents. In the e-commerce practice teaching, students should be guided to pay attention to the practice methods such as blog marketing and online shop opening to promote their external communication and exchange, and cultivate their entrepreneurial ability. Besides, students should be provided with better practice platforms and professional laboratories, including e-commerce laboratory, Taobao entrepreneurial laboratory, and information system & management research institute, to enhance their entrepreneurial ability from professional foundation, theoretical deepening, simulation training and entrepreneurial combat. These four aspects are mutually complemented and constantly deepened. The theory provides a basis for actual combat, and insufficiency is found in the actual combat. Learning, practice, re-learning, and re-practice form a good cycle and thus continuously improve students' e-commerce entrepreneurial ability.

5. IMPROVE THE E-COMMERCE TEACHING MEASURES

In e-commerce teaching, effective measures should be taken to improve the level of e-commerce entrepreneurship education, enhance the e-commerce skills of higher vocational students, and promote the employment of e-commerce talents in terms of the innovative thinking and entrepreneurial guidance.

5.1 Innovate the teaching thinking

In e-commerce teaching, teachers can encourage students to conduct e-commerce practice projects and carry out e-commerce self-employment activities by organizing e-commerce laboratory courses, enabling students to simulate online e-commerce operations and encouraging students to participate in various e-commerce contests so as to enhance their entrepreneurial ability. In the e-commerce entrepreneurship guidance, teachers should change the teaching thinking, and actively explore the entrepreneurial models of “base joint students”, “enterprise joint students” and “project joint students”, which can enable e-commerce students to accumulate practical experience in entrepreneurship in advance, become familiar with the operation mode of e-commerce enterprises, enhance students' entrepreneurial awareness and improve students' entrepreneurial ability. In the process of e-commerce entrepreneurial guidance, we must combine the talent training objectives of e-commerce major and infiltrate entrepreneurship-led education into the whole process of professional education based on quality education, with training students' entrepreneurial ability as the purpose, and improve the curriculum system construction of e-commerce entrepreneurship education in colleges and universities, cultivate the entrepreneurship spirit of e-commerce students, enrich their e-commerce entrepreneurial knowledge, provide support for e-commerce entrepreneurship education in colleges and universities, and cultivate students' entrepreneurial quality and ability through updating teachers' concepts and establishing the e-commerce faculty team for entrepreneurial guidance.

5.2 Example teaching

In e-commerce teaching, teachers should innovative students' thinking mode, conduct entrepreneurial guidance for students, and enable students to experience and participate in the e-commerce entrepreneurial process and complete the simulation activities of complex e-commerce processes within the cooperation time through the e-commerce platform examples so as to cultivate students' practical operation ability in e-commerce operation process. Wu Aiping pointed out that in view of the gap between the current supply of e-commerce professionals and the needs of enterprises, it should improve the theoretical literacy and operational ability of e-commerce students, and innovate the e-commerce entrepreneurship-oriented teaching methods in colleges and universities, which can realize the teaching mode with the combination of students' theoretical knowledge and entrepreneurship practice.

5.3 Improve the level of e-commerce teachers

The quality of e-commerce teachers can be improved for the current e-commerce teaching so as to avoid the phenomenon of varying quality of teachers in the cultivation of e-commerce students' entrepreneurial ability, and improve the e-commerce entrepreneurship guidance ability of teachers, so that e-commerce students can bravely cope with social changes and open up new horizons for their entrepreneurial path after graduation. In the process of entrepreneurial guidance, the communication and exchange ability of e-commerce college students should be improved, so that they can develop good habits of talking with people, bravely face the difficulties encountered in e-commerce work in the process of e-commerce entrepreneurship, and thus enhance their competitiveness in social entrepreneurship. In the e-commerce teaching, teachers should do a good job in the entrepreneurial guidance for college students, which can enable e-commerce students to have a deeper understanding of the e-commerce knowledge they have learned, strengthen the relationship between teachers and students, improve their e-commerce quality, and enhance their social entrepreneurship ability.

6. CONCLUSION

The e-commerce major in higher vocational colleges aims to cultivate high-tech applied talents. Therefore, in the professional setting and talent training orientation, it is necessary to have a clear industry support, determine the occupational post group according to the actual needs of professional positions, and then formulate talent training specifications and modes.

According to the investigation and survey on the market, it concludes that the technical work that e-commerce professionals are engaged in involves e-commerce platform planning, platform security design, platform color, video and image processing, website design and maintenance, database construction, etc., with the representative positions including e-commerce website guidance and planning staff, website design, development and maintenance personnel, website art processing personnel, etc.; the work in the level of business includes business operation by virtue of websites, online sales and customer service business, international trade business and sales of e-commerce system and related support services via website, with the representative positions involving network marketing staff, website operation supervisors and website promotion personnel, etc.; the comprehensive level of work that e-commerce professionals are engaged in includes integrated management of e-commerce platform, overall planning, construction, operation and management, etc. of enterprise e-commerce, with the representative positions involving e-commerce project managers and e-commerce department managers.

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