

"Internet +" Background E-Commerce Professional Courses and Teaching Content Style Method Reform

Meiju Gao

Ningxia Institute of Technology, Shizuishan, Ningxia, 753000, China

Abstract: Premier Li Keqiang put forward the "Internet +" action plan, with the "Internet + education" and "big data + education" era, based on the Internet and BYOD (Bring Your Own Device) mobile cloud teaching methods to become modern classroom teaching reform Trends and trends. Ningxia Institute of Technology was identified as the first batch of local undergraduate colleges transition pilot schools, e-commerce professional as the autonomous region to focus on cultivating construction projects, how to expand teaching time and space, enhance teaching attraction, stimulate students to learn enthusiasm and autonomy, expand quality education Resources benefit side, become the urgent problem to be solved. This paper studies the content, methods and methods of e-commerce under the background of "Internet +", so as to be able to reform the problems existing in the teaching of e-commerce in colleges and universities and improve the teaching quality of e-commerce.

Keywords: Internet +; Teaching methods; Teaching methods

DOI: <http://dx.doi.org/10.26549/jetm.v1i1.579>

1. Introduction

Internet +" is a new concept in the context of mobile Internet, large data age, "Internet +" is not just the original thing more than a sum of the Internet, but things have changed in nature. "New" teaching model embodies the "modular", "network", "flip", colleges and universities is hoping to use "Internet + education" to achieve information technology and education and teaching The transformation of the traditional mode of education, ideas and methods to cultivate students' Internet thinking, innovation awareness, to develop students a good habit of learning ability, cultivate innovative talents. How to use the "Internet +" new thinking applied to the university education, to enhance the new level of education is every university educator worth pondering.

2. The Status of E-Commerce Professional Teaching

2.1 Lack of Scientific "Internet +" Background

Teaching Implementation Plan and Curriculum is Lack of Scientific "Internet +" background, the e-commerce industry is extremely rapid development, and undergraduate training programs need to have a certain stability and continuity, therefore, between the two have a certain understanding and action delay, this delay led to teaching plan and curriculum settings can not meet the actual needs.

2.2 Teaching Methods, Methods to be Innovative

With the popularity of mobile Internet, the rapid development of Internet +, large data, and the birth of a series of new teaching ideas such as micro course, MOOC, flip classroom and mobile teaching, the traditional classroom

teaching is undergoing profound changes. The reform of professional methods has become the key link in the construction of e-commerce cultivation. The traditional training mode has been unable to meet the rapid development of e-commerce under the background of mobile Internet.

2.3 Lack of Teaching Information Means, the Level of Teachers' Information is not High

At present, although the climax of information reform, but many teachers can not achieve the integration of information technology and curriculum teaching, teaching activities are still whiteboard, PPT, teacher teaching, students accept the spoon-feeding method; Although the operation is in the engine room, but the lack of guidance, really contain sound, images and other multimedia courseware rarely, especially digital, tutorial, cloud teaching materials. As many teachers are not graduated from computer science, the level of information technology is low. Micro class is not "fine course" of the traditional classroom video, high-quality micro-class, Mu class more like a micro-film production, the need for podium experts, photographers, teaching designers and other people to work together. And for a single teacher, due to time and energy is limited, it is difficult in a short time to produce a fine micro class, Mu class, coupled with funding problems, even worse. This requires the school's policy protection, long-term high-intensity teaching and research, making it difficult for them to take time to learn micro-class production technology, it is difficult to produce a high standard of micro-class.

2.4 Teaching Process of Teaching Practice is Relatively Weak, A Single Assessment Method

E-commerce professional courses tend to emphasize the concept of teaching content, pay attention to theory. And the practice of strong methods, techniques, strategies are not enough attention, students encounter practical problems, the analysis of the problem, the ability to solve the problem is poor. The existing in-class experimental session, more case studies, less students practice. The final teaching evaluation is more of a traditional examination, and some only papers will be uploaded to the network, to achieve the so-called machine test.

3 E-Commerce Professional Courses Teaching Content Methods and Methods of Reform Measures

3.1 Clear Training Objectives, Reasonable Set of Teaching Content

E-commerce professional not only develops students' cog-

nitive ability, but also develops students' professional ability. The curriculum of e-commerce should be based on the basic management theory and the training of comprehensive management skills as the main line, and construct the teaching content system which is deeply integrated with the theory and practice skills. By constructing the training mode of ability as the main line, realize the unity of theory teaching and the cultivation of skills to achieve the depth of integration of theory and skills. E-commerce teachers in the traditional teaching at the same time, to learn more from the relevant practice cases, which requires teachers to make full use of the Internet, and the use of "Internet +" thinking to set the course, and continue to study the development of e-commerce ideas and ideas. As e-commerce is a highly innovative and innovative ability of professional, in the set of teaching content, it is necessary to develop students' awareness of independent innovation, develop their sense of innovation and ability to enable students to make full use of Internet information technology, so as to effectively improve the quality of teaching.

3.2 To Achieve the Teaching Methods and Learning Changes

With the rise of "Internet +" teaching, a variety of new teaching methods have emerged, e-commerce teachers can teach teaching methods, teaching methods, teaching content and other aspects of classroom teaching practice. Therefore, teachers should change the teaching methods, and actively explore the mobile teaching, information technology, mixed teaching and MOOC, micro-class learning and other teaching methods, methods, to create "interactive" classroom teaching mode, to attract students to participate in teaching process, awareness, habits and abilities of autonomous learning. Students under the guidance of teachers to use a variety of learning methods, resulting in learning enthusiasm and initiative, can be independent, rich personality to learn, so that the learning process into discovery, inquiry and cooperation process, change the learning process for the discovery of the problem, ask questions, analyze problems and solve problems.

3.3 Transformation of Digital Resources, Build Network Teaching Platform

Digital teaching resources refer to the digital processing or re-processing and production, can run on the computer network, to show the contents of the relevant knowledge of teaching materials. The establishment of the resource library can be some business success stories, celebrity lectures, etc., into the curriculum, so that students learn their

own research, at the same time, some of the classroom teaching content made lesson plans on the resource library so that students can after school to learn and consolidate, so as to master these new e-commerce technology. Many teachers in our hospital use blue ink, classes mobile teaching APP, get many students and teachers alike. Cloud classes will be divided into three parts, namely, pre-class, class and after school. Before class, teachers in the class upload graphic PPT, create a question bank, publish friends circle articles and network links, video and other resources for students to learn. Students can use the platform to log classes, study courses, discuss, view the teaching materials, view the study records, and teachers to share the exchange of class, the teacher use the cloud class to sign the function to name, with the phone test, shake questions, teachers and students interaction and summary. After school, teachers set up discussion areas to discuss the topic of guidance, to participate in the discussion of students in a timely manner to encourage. Important issues go through brainstorming, voting questionnaires and other functions to focus on discussion. With the means of information technology, the use of blue ink cloud class mode, whether it is pre-class self-learning process monitoring, learning results of the test, or classroom attendance, with cloud classes can be easily achieved. Whether it is pre-class Q&A discussion, or classroom questions and answers, with the cloud class can greatly improve the efficiency of interaction. Whether it is the experience of the list, or group voting function, cloud class platform to make teaching evaluation becomes open and transparent, easy to statistics.

3.4 Course Module Rollover

With the increase in smart tablet PCs, mobile phone users, flip the classroom in teaching

The application becomes more and more widely. The classroom will redefine the teacher's role. Teachers are not practicing spoon-feeding, teachers are mainly to lead students to learn, Q & A doubts. Students use mobile equipment, in the learning platform to pre-release teachers in advance of the micro-class, complete the teacher's homework. Students can follow their own way and rhythm to learn. In the classroom, the teacher is mainly to answer questions, explain the heavy difficulties, for the students to counseling. Flip the classroom teaching model to liberate the teacher, to stimulate the students' creativity. For example, in the e-commerce professional, many teachers were to flip the classroom, all kinds of learning resources (micro-class, teaching PPT, animation) upload blue ink

cloud class platform. Teacher pre-class puts forward the task, the students in accordance with the requirements of the teacher preview. Students have a puzzled place in the learning process. During the course of class learning, teachers will comment and explain according to the questions raised by the students and the preparatory work completed by the students, and do not carry out the study of knowledge points. After school, students can re-register the learning platform to review the contents of this lesson. Do not know where to repeat the video. Flip the classroom easy to achieve personalized and differentiated teaching methods, so that students learn to become the center of the classroom, so that students appreciate the value of learning and improve learning efficiency.

3.5 Innovative Teaching Model, Emphasizing Process Learning

Whether it is blue ink cloud classes move APP, or flip the classroom, are breaking the time and space barriers, the use of the network to expand the traditional teaching model, so that students better knowledge learning, enhance personal literacy and self-learning ability. From the original end of a paper test paper to emphasize the process of learning, the teaching process is divided into pre-class preview, class interaction, teacher on-demand, after-school consolidation four stages. Process learning to establish the student's dominant position, breaking the traditional classroom space layout, more prominent students of active learning, personality development, to stimulate students' interest in learning, to achieve the development of teachers and students, to create efficient classroom goals, the students and students, teachers and students of cooperation between the realization of the learning of the interactive, diversified, personalized, consolidation of the cross-reunification, easy to break through the drawbacks of the traditional teaching model.

3.6 Change the Traditional Single Assessment Methods

The goal of e-commerce professional training is to enable students to master the basic management theory and cultivate their practical ability, and can serve the local economic development and social development of "ideal, moral, skilled, will manage" high-quality applied talents. In the course of assessment can not only use the "closed-end closed book test", but should be established with the teaching objectives to match the multi-link, all-round assessment system. E-commerce professional courses can be divided into several parts of the assessment: usually results, final results and skills performance. "Internet +"

background, micro-class, MOOC, flip classroom, mixed teaching, mobile teaching, information teaching and other methods, teachers can grasp the state of students in a timely manner, and the principle of communication classroom teaching design. The practice shows that the teaching model can improve the students' interest in learning, enhance the interaction between teachers and students, enhance the quality of classroom teaching, promote the students' ability of learning and study, express communication skills, and improve the teaching quality of teachers.

4. Conclusion

Educational ideas and methods of teaching Quality reform is the need for schools and educators to spend time and patience. "Internet +" under the background of the teaching reform should be student-centered, teaching methods fast, diversified, mobile teaching, micro-class teaching spirit use, reflects the innovative mode of resource sharing. The teaching and learning of e-commerce courses in colleges and universities should keep up with the times and benefit the students from teaching reform. The teaching practice shows that under the background of "Internet +", the reform of e-commerce teaching methods

is adopted to strengthen the students' ability cultivation as the starting point, with the design teaching reform as the general idea, the teaching content optimization as the core, the practical teaching method. The main teaching methods, multimedia teaching as the main teaching methods to enhance e-commerce professional students to learn interest, improve the teaching mechanism, optimize the curriculum, improve teaching methods, to enrich the teaching methods of teachers to improve student interest in learning, interactive, to enhance the quality of classroom teaching, to promote the students to explore the ability to study, to express communication skills and teamwork management ability training, e-commerce professional curriculum reform play a reference.

References

- [1] Delan Xiong. Study on the Cultivation of Students' Innovative Ability in the Data Age[J]. Educational Technology, 2014(6):47-48. (in Chinese)
- [2] Haiying Su. "Internet + Education" Environment "Programming Basis" Teaching Practice[J]. Computer Knowledge and Technology, 2015(12):89-90. (in Chinese)