

Research on the Cultivation of Applied International Economic and Trade Talents in the Context of the Digital Economy

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Abstract: In the new era, with the rapid development of the digital economy, the demand for applied international economic and trade talents in various industries is increasing. Against this background, teachers of international economic and trade majors in higher vocational education should carry out innovative reforms in education and teaching, introduce advanced educational concepts, and apply innovative teaching strategies to improve the quality of talent cultivation[1]. Based on this, this article will briefly analyze the significance of strengthening the cultivation of applied international economic and trade talents in the background of digital economy, and explore talent cultivation strategies, with hoping to provide some reference for the innovative development of international economic and trade professional education and teaching.

Keywords: Digital economy; International economy and trade; Talent cultivation

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1. Introduction

With the advent of economic globalization and the digital economy era, the education of international economic and trade majors has become one of the key focuses of vocational education reform research. In response, many higher vocational colleges actively explore the application of diversified teaching strategies such as case teaching, simulation operation, and project-oriented teaching in professional teaching. Based on school-enterprise cooperation, through the teaching model of integrating industry and education, they strengthen the cultivation of students' professional abilities and vocational qualities. However, in the teaching practice of international economic and trade major courses in higher vocational education, there are still some challenges, such as untimely updating of teaching content and formalized integration of industry and education. This requires teachers of international economic and trade majors in higher vocational education to continuously explore effective strategies for improving the teaching quality and effectiveness of international economic and trade major courses, so as to cultivate more high-quality applied international economic and trade talents for society.

2. Significance of strengthening the cultivation of applied international economic and trade talents in the context of the digital economy

2.1. Meeting the demand for international economic and trade talents in the digital economy era

In the digital economy era, the process of globalization is accelerating, and the traditional training model for international economic and trade talents no longer meets the social demand for talents. On the one hand, with the wide application of information technologies such as big data, cloud computing, and artificial intelligence in the economic and trade fields, the international economic and trade industry has higher requirements for the professional abilities of talents in data analysis, online marketing, e-commerce, and other aspects. On the other hand, the current society has put forward new requirements for the cross-cultural communication abilities of international economic and trade talents^[2]. Especially in the international market in the context of the digital economy, many business activities have shifted from face-to-face to online, which requires international economic and trade practitioners to have good cross-cultural communication abilities to promote smooth trade and the establishment of cooperative partnerships. In addition, in the face of the rapidly changing market environment in the digital economy era, international economic and trade talents not only need to have solid professional theoretical knowledge but also master the ability to apply their professional qualities to solve practical problems^[3].

2.2. Promoting the high-quality development of China's international economy and trade

Applied international economic and trade talents refer to outstanding talents with innovative thinking and practical abilities, who can use digital technology to develop new trade models, optimize trade processes, and improve trade efficiency. By cultivating applied international economic and trade talents with good professional abilities and vocational qualities, it is helpful to promote the optimization and upgrading of China's international economic and trade structure, expanding from traditional goods trade to higher-value-added fields such as service trade and digital trade. At the same time, such talents often have good digital literacy and can use big data to analyze market trends in actual work, thus continuously improving the digital and intelligent level of China's international economic and trade. Therefore, strengthening the cultivation of applied international economic and trade talents can not only realize the development of traditional industries towards high-end, intelligent, and green directions but also help to promote the overall improvement of economic quality and efficiency.

2.3. Promoting the innovative development of international economic and trade education and teaching

In the context of the digital economy era, the innovative development of international economic and trade education and teaching is not only an important direction of higher vocational education reform but also an inevitable requirement for providing talent support to enhance China's international economic and trade competitive advantage. Therefore, teachers need to carry out innovative reforms in international economic and trade education and teaching in combination with the development of the digital economy and the employment needs of enterprises, break the boundaries of traditional disciplines, optimize the teaching design of interdisciplinary professional courses, and organically integrate information technologies such as big data analysis and artificial intelligence with international economic and trade teaching to enhance students' comprehensive application abilities. In this process, teachers need to attach great importance to the combination of theory and practice, adopt diversified teaching strategies such as case teaching, simulated trading, and enterprise internships, provide students with rich teaching resources and practical opportunities, and help them deepen their understanding of professional knowledge while cultivating their innovative thinking abilities.

3. Analysis of the cultivation strategies for applied international economic and trade talents in the context of the digital economy

3.1. Optimizing the curriculum system of international economic and trade majors

In the context of the digital economy, the training plan for international economic and trade talents needs to keep up with the times to adapt to the global trade environment and the new opportunities and challenges brought by digital technology. Optimizing the curriculum system of international economic and trade majors is a key link in improving the quality of cultivating applied international economic and trade talents. In actual teaching, teachers should first strengthen interdisciplinary curriculum design. In the digital economy era, excellent international economic and trade talents not only need to understand the rules of international trade but also possess professional abilities in digital technology, data analysis, and other aspects. Therefore, teachers should integrate the applications of computer programming, artificial intelligence, and big data analysis in international economic activities into relevant courses to cultivate students' diversified skills. Secondly, in order to better meet the learning needs and career development paths of different students, the courses of international economic and trade majors can be set in a modular way. Change the shortcomings of traditional teaching materials that are taught in a fixed chapter order, and re-divide the teaching modules of course content according to the connections between professional knowledge, such as the international trade law module, e-commerce module, supply chain management module, etc., to enhance the effectiveness and personalization of international economic and trade professional education and teaching. At the same time, teachers can innovatively offer an elective course "Business Ethics in the Digital Economy Era" to strengthen the cultivation of students' professional ethics and social responsibility as "digital citizens". Such a curriculum setting enables students to have good digital ethics literacy while mastering economic and trade knowledge and digital technology, laying a good foundation for their future career development. In addition, the teaching of traditional international economic and trade major courses often focuses on the explanation of theoretical concepts, and the business cases introduced often have a certain lag. In this regard, teachers should use Internet resources or school-enterprise cooperation platforms to provide students with the latest international economic and trade business cases, allowing students to understand the latest business cases in the digital economy era and broaden their professional horizons.

3.2. Enriching the teaching content of international economic and trade major courses

With the rapid development of the social economy, the teaching of international economic and trade major courses needs to continuously adapt to the new economic situation and update the teaching content to cultivate applied international economic and trade talents who can effectively communicate and cooperate in the context of the digital economy. First of all, the current digital economy has become an important force driving world economic growth. Therefore, the courses of international economic and trade majors should include, but not be limited to, theoretical knowledge such as the basic concepts and characteristics of the digital economy, as well as its impact on international trade models and economic and trade relations, so as to help students understand and master the development laws of international economic and trade in the digital economy. Secondly, cross-border e-commerce, as a new trade method in the digital economy era, has put forward higher requirements for international economic and trade professionals. Therefore, the corresponding courses should cover theoretical knowledge and practical skills in cross-border e-commerce market analysis, marketing strategies, payment systems, logistics management, laws and regulations, etc., so that students can quickly adapt to their posts after graduation. At the same time, international economic and trade activities involve a large amount of data analysis work. Therefore, in actual teaching, teachers should teach students how to use tools such as big data and artificial intelligence to predict the international economic and trade market and analyze consumer behavior, etc., to enhance students' business analysis and decision-making abilities. Moreover, international trade activities also involve complex international laws and political and economic relations. Teachers should strengthen the explanation and popularization of knowledge in these fields, so that students can have a deeper understanding of the legal basis of international economic and trade activities and the complexity of international relations, laying a solid theoretical

foundation for their future international economic and trade practices. In addition, good cross-cultural communication ability is also crucial. Teachers can create cross-cultural communication scenarios for students, let students play the roles of enterprise employees from different countries, and exercise their cross-cultural communication abilities. This not only helps to promote the all-around development of students but also effectively enhances students' employment competitive advantage.

3.3. Strengthening the integration of industry and education in international economic and trade major courses

Strengthening the integration of industry and education in international economic and trade major courses is an effective way to improve the quality of cultivating applied international economic and trade talents. The integration of industry and education refers to the in-depth cooperation and communication between higher vocational colleges and relevant enterprises. Through resource sharing, complementary advantages, and joint participation in knowledge innovation, a school-enterprise joint training model is formed. In this regard, higher vocational colleges should establish long-term and stable cooperative relations with local multinational enterprises, cross-border e-commerce enterprises, etc., which helps teachers better understand the employment needs of the industry and adjust teaching plans and content in a timely manner accordingly. At the same time, enterprises can provide internship and training bases for higher vocational colleges, enabling students to gain practical experience during their school years and helping them better apply theoretical knowledge to actual work. In addition, higher vocational colleges can develop customized courses closely related to the industry according to the employment needs of enterprises or set up "order-based classes". This talent training model is not only conducive to students' mastery of the latest international economic and trade professional knowledge and skills but also helps to improve the employment rate of international economic and trade major students. At the same time, customized courses can also promote the close cooperation between higher vocational colleges and enterprises, further deepening the understanding and trust between the two sides. Moreover, higher vocational colleges should encourage teachers to go out of the campus and take temporary positions in enterprises for training. This can not only enhance teachers' professional abilities and practical experience but also help teachers more accurately grasp the development trends of the industry and introduce the latest industry development trends and technical cases into teaching. Finally, professional teachers should organize students to carry out practical learning activities such as internships, enterprise visits, and project cooperation based on school-enterprise cooperation. In this process, attention should be paid to the cultivation of students' practical operation abilities and teamwork abilities, especially their information technology application abilities and innovative thinking abilities, which are the necessary qualities for applied international economic and trade talents in the digital economy era.

3.4. Improving the construction of teachers for international economic and trade major courses

First of all, higher vocational colleges should, according to actual needs, hire international economic and trade professional course teachers or guest teachers with good professional backgrounds and work experience through formal channels. For example, hire excellent foreign-enterprise management personnel or international trade practitioners with rich practical experience to serve as enterprise mentors on campus to enrich the teaching staff and make up for the shortage of in-school teachers in practical teaching. At the same time, higher vocational colleges can also select young teachers to further their studies in other universities or provide more opportunities for in-school teachers to participate in academic exchange activities, teaching seminars, and other activities, allowing teachers to learn advanced teaching methods and experiences, thus improving the overall quality of the teaching staff. Secondly, higher vocational colleges should regularly organize in-school teaching seminars, encourage teachers to share teaching experiences, discuss teaching difficulties and solutions, and promote communication and cooperation among teachers. With the continuous update of international economic and trade educational concepts and teaching content, higher vocational colleges should also rationally allocate teaching staff according to actual teaching needs to ensure that there are sufficient teaching

resources for both theoretical and practical courses. And encourage teachers to continuously enrich their knowledge reserves and disciplinary horizons through learning. Finally, higher vocational colleges need to establish a scientific and reasonable teacher evaluation system, incorporate multiple factors such as teaching effects, scientific research achievements, and practical guidance abilities into the evaluation scope, so as to build a platform that can fully and comprehensively reflect teachers' comprehensive qualities and work performance. And commend and reward excellent teachers to stimulate the enthusiasm and creativity of other teachers to participate in teaching innovation and reform and promote the overall quality improvement of the teaching staff.

3.5. Strengthening the teaching construction of international economic and trade majors based on project-based tasks

In the context of the digital economy, in order to improve the quality of cultivating international economic and trade talents, students' professional practical abilities are of great importance. In this regard, teachers should strengthen the construction of teaching materials and teaching for international economic and trade majors based on project-based tasks. Teachers should introduce real international economic and trade project-based tasks, design challenging and innovative project themes and detailed tasks for students, and clarify the goals, contents, time arrangements, resource requirements, and other elements of the project tasks. Let students complete the corresponding project-based tasks through simulation software, case analysis, role-playing, etc. This is not only a supplement to the existing international economic and trade major teaching materials but also an effective way to improve the quality and effectiveness of professional teaching. For example, assume that a foreign trade company plans to export a batch of electronic products abroad. Let students play the roles of foreign trade salesmen respectively, complete the whole process of international economic and trade activities from market research, customer development, price quotation calculation, contract clause drafting, transaction negotiation, to contract signing, and require students to complete a detailed project report during this process. This can cultivate students' ability to use professional knowledge and skills to solve practical problems and deepen their understanding and awareness of actual international economic and trade activities.

4. Conclusion

To sum up, in the context of the digital economy, the educational and teaching reform of international economic and trade majors in higher vocational education has achieved certain results, providing students with a solid foundation of professional knowledge and broad development space. In future education and teaching, teachers can continue to explore more efficient and practical training models for international economic and trade talents by implementing teaching strategies such as optimizing the curriculum system, enriching professional teaching content, strengthening the integration of industry and education, and improving the construction of teaching staff.

Disclosure statement

The author declares no conflict of interest.

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