

# AN INVESTIGATION ON ENTERPRISE PRACTICE OF INTERNATIONAL BUSINESS TEACHERS UNDER THE BACKGROUND OF INDUSTRY-EDUCATION INTEGRATION

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**Abstract:** This paper delves into the current state of corporate practice for teachers in higher vocational international business programs. Based on extensive surveys and interviews with educators and industry professionals, it identifies several key shortcomings in the existing corporate practice models. These include a lack of structured training programs, insufficient support from enterprises, and limited opportunities for teachers to engage in hands-on business activities. To address these challenges, the paper proposes a series of targeted improvement measures. These measures focus on strengthening the collaboration between educational institutions and enterprises, developing comprehensive training frameworks for teachers, and creating more practical and relevant corporate practice opportunities. By implementing these strategies, the paper aims to promote the common development of both schools and enterprises, ultimately enhancing the overall effectiveness of corporate practice and the quality of international business education.

**Keywords:** Higher vocational education; Enterprise practice; International business

## 1 INTRODUCTION

In recent years, vocational education has entered a golden age of development, thanks to the strong support from the state. This progress is evident as vocational education is experiencing its best development phase in history [1]. The impetus for this growth can be traced back to the implementation of specific requirements outlined in the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" and the "Several Opinions on Deepening the Integration of Industry and Education." These policies have set the stage for optimizing the vocational education and training system, with a particular emphasis on strengthening the integration of industry and education as well as school-enterprise cooperation. These have become the main directions for the development of vocational education, aiming to align educational outcomes more closely with the needs of the modern workforce.

In the digital age, the cultivation of practical skills in international business education has taken on a new level of importance. The rapid evolution of business activities into digital formats has transformed the skill set required for success in the business world. Students are now expected to master practical skills such as data analysis, digital marketing, and e-commerce. These skills are not only essential for their future careers but also serve as a foundation for innovation and adaptability in an ever-changing global market.

The shift towards digital business practices has profound implications for educational institutions. To remain relevant and effective, these institutions must maintain close ties with the industry, keeping abreast of the latest trends in business practices and technological advancements. This alignment ensures that the knowledge and skills taught in classrooms are up-to-date and applicable in real-world scenarios. Integrating new knowledge into teaching content is a continuous process that requires educators to stay informed and responsive to industry changes.

Moreover, educators should develop more digital practice projects and case studies. These resources allow students to apply what they have learned in real or simulated online business environments. By engaging in practical exercises, students can enhance their practical operational abilities and problem-solving skills. This hands-on approach is crucial for bridging the gap between theoretical knowledge and practical application, preparing students to tackle the challenges they will face in their future careers.

Given these developments, accelerating the transformation of talent development structures and innovating the architecture of educational systems have become critical issues that need to be addressed urgently. Strengthening the close collaboration between education and industry is no longer an option but a necessity. This collaboration should extend beyond traditional partnerships to include joint efforts in addressing technical challenges, product development, technology transfer, and project incubation. By sharing research outcomes and working together on these multifaceted initiatives, schools and enterprises can effectively contribute to regional economic development and achieve a win-win situation.

In the current environment, teachers of international business at higher vocational colleges face unprecedented teaching challenges. These challenges are multifaceted and primarily manifest in technical proficiency, problem-solving skills, and innovative practical abilities. Enhancing these capabilities is a "dynamic" development process that requires continuous review and evaluation, keeping pace with the times, and accepting challenges and tests [2]. Under the background of industry-education integration, professional teachers engaging in practical work in enterprises play a vital role. Their involvement helps to assess whether various factors influencing international business teaching

capabilities meet the standards and satisfy actual enterprise needs. This practical experience is essential for promoting improvements and innovations in international business teaching capabilities [3,4].

To summarize, the current landscape of vocational education is marked by significant opportunities and challenges. The strong support from the state has laid the foundation for rapid development, but the shift towards digital business practices demands a new approach to education [5,6]. Educators must adapt to these changes by integrating practical skills into their teaching, maintaining close ties with the industry, and fostering a dynamic learning environment. The success of this endeavor depends on the ability of educational institutions to innovate, collaborate, and continuously improve their practices. Only through such efforts can vocational education meet the needs of the modern workforce and contribute to the broader goals of economic development and social progress [7].

## **2 THE SIGNIFICANCE OF ENTERPRISE PRACTICE FOR INTERNATIONAL BUSINESS TEACHERS**

In recent years, the importance of corporate practice for teachers in international business programs at higher vocational colleges has gradually increased. Many schools have established partnerships with enterprises, providing teachers with opportunities for practical training and promoting deeper collaboration between schools and businesses. Through corporate practice, professional teachers can integrate theoretical knowledge with practical operations, enhancing the relevance and applicability of teaching content, thus better preparing students to meet future workplace demands. The practical experience of teachers in enterprises helps update the teaching case library, introduce real-world cases, and enhance the practical significance of classroom discussions, stimulating students' interest in learning and fostering innovative thinking. Corporate practice also promotes the personal career development of teachers, increasing their visibility and influence in the industry, and providing valuable firsthand data for academic research and professional growth. The outcomes of teachers' corporate practice are fed back into teaching, creating a virtuous cycle that continuously optimizes teaching methods and content, laying a solid foundation for cultivating more high-quality international business talents who meet market needs [8,9].

From the school's perspective, professional teachers can gain a deep understanding of the vocational qualities and skill requirements that companies have for specialized talents during their internships in enterprises. This provides a scientific basis for schools to adjust and optimize the talent cultivation programs in international business. At the same time, the new technologies and knowledge that teachers learn in enterprises lay a solid foundation for cultivating "dual-qualified" teachers, promoting the development of faculty and enhancing the reputation and prestige of educational institutions.

From the perspective of enterprises, both parties can build trust and rapport in cooperation, promoting each other's development and fully leveraging their respective strengths to enhance competitiveness. By utilizing the actual work environment of the enterprise, after 3-6 months of training, teachers can become high-quality professionals with job-specific skills, comprehensive abilities, innovative thinking, and an entrepreneurial spirit. They will then "pass on" these capabilities to students, cultivating the talent needed by the enterprise.

From the perspective of individual teachers, internships in enterprises not only broaden teaching horizons but also significantly enhance professional practice levels. They integrate scattered theoretical knowledge into a systematic teaching framework, update the structure of professional knowledge, and strengthen practical teaching skills. Teachers extensively gather firsthand materials and engage in deep exchanges with industry elites to conduct in-depth research on new issues. This approach emphasizes the combination of theory and practice in teaching, ensuring that international business education remains at the forefront and is practical.

## **3 THE ACTUAL SITUATION OF ENTERPRISE PRACTICE TRAINING FOR TEACHERS OF INTERNATIONAL BUSINESS MAJOR IN HIGHER VOCATIONAL COLLEGES**

### **3.1 Insufficient Internal and External Driving Forces for Professional Teachers to Practice in Enterprises**

Currently, most teachers' participation in corporate practice remains superficial, failing to achieve the expected outcomes. Some teachers are merely assigned to "observe and learn," without being allowed to engage in actual operations, making it difficult for them to delve into the core business and advanced technologies of companies. Meanwhile, some schools lack enthusiasm for teacher enterprise practice, treating it as a mere task to fulfill from superiors. They casually assign unoccupied teachers, even those from unrelated fields, to participate in corporate practice; moreover, there is no established scientific and reasonable evaluation system for the results of teacher enterprise practice. This severely dampens teachers' enthusiasm and motivation to participate in corporate practice, and deviates from the original intention of promoting teacher capability through such practice.

### **3.2 The Results of Enterprise Practice Often Fail to Meet the Expected Goals**

In most cases, teachers from vocational colleges spend 1 to 6 months practicing in enterprises. During this relatively short period, they can only gain a preliminary understanding of the company's projects and find it difficult to delve into research and master cutting-edge industry technologies. This limits their skill improvement and knowledge updates. Moreover, when enterprises accept teachers for practice, they often treat them as "visitors," rarely assigning them actual work tasks. This makes it hard for teachers to truly integrate into the company's positions, teams, and management systems. At the same time, to protect business secrets, enterprises tend to be conservative with core technologies and

key positions, preferring to assign auxiliary or temporary tasks rather than core R&D projects. Therefore, various constraints result in less than ideal outcomes for teachers during their enterprise practice. Their practical working abilities do not significantly improve in the short term, which is far from the original intention of enterprise practice, which aims to align teachers' professional skills with industry development.

### **3.3 Lack of Clear Practice Plans and Regulatory Processes**

Schools and enterprises lack comprehensive strategies to promote teachers' practical experience in companies, clear action plans, and regulatory processes. Some teachers have been practicing in companies for as long as six months without any school representatives visiting them. Moreover, some teachers' practical experiences in companies are limited to "writing summaries and giving reports," failing to delve into new situations and technologies. The practical experience gained by teachers during their company visits has not been quickly converted into teaching resources, thus failing to achieve the goals of practical teaching. Additionally, schools do not consider teachers' practical experiences in companies as key factors for annual evaluations, promotion, selection of professional leaders, or opportunities for further study abroad, which fails to fully motivate teachers to actively participate in such experiences.

## **4 IMPROVEMENT OF ENTERPRISE PRACTICE FOR TEACHERS OF INTERNATIONAL BUSINESS MAJOR IN HIGHER VOCATIONAL COLLEGES**

### **4.1 Improve Teachers' Initiative and Enthusiasm to Participate in Enterprise Practice**

Professional teachers need strong support from school and department leaders as well as full assistance from enterprises to conduct practical training in business companies. Teachers participating in the practice should truly integrate into the grassroots level of the enterprise, practicing on-site with an "employee" mindset, maintaining humility and diligence, actively learning, and earning the trust and recognition of enterprise leaders and colleagues through their work performance and professional skills. At the same time, vocational colleges should establish specialized institutions responsible for planning enterprise practice programs, clarifying practical goals, and implementing comprehensive supervision, regular inspections, rigorous evaluations, and establishing a sound evaluation system for practicing teachers. Additionally, a series of incentive measures should be formulated to closely link the outcomes of enterprise practices with important aspects such as teachers' professional development paths, performance evaluation systems, and title assessments, promoting a positive attitude shift from "passive participation" to "proactive engagement."

### **4.2 Promoting School-Enterprise Interaction and Supervision**

Vocational colleges need to proactively seek strong support from local government departments and industry associations, promoting the establishment of a council composed of government, institutions, and enterprises. Through legal means, define the responsibilities and rights of all parties, building a joint education system with government guidance, institutions as the main body, and enterprises participating. Additionally, incentive measures such as tax reductions and credit benefits can be provided to cooperative enterprises to ensure smooth implementation of practical training for international business faculty, thereby enhancing their practical effectiveness. Enterprises should also deeply understand the value of practical training for international business faculty at vocational colleges. Both schools and enterprises can jointly develop training and exchange programs. On one hand, they can accept teacher internships and job rotations, encouraging teachers to participate in corporate R&D and management consulting, thus expanding their practical experience. On the other hand, schools can provide training bases, assist enterprises in conducting skill training and vocational competitions, and invite enterprise experts to serve as industry mentors, teaching on campus, achieving deep integration of industry and education.

### **4.3 Improve the Evaluation System of Teachers' Enterprise Practice**

On one hand, companies can conduct comprehensive evaluations of teachers based on performance assessments. During the practice period, strict management policies should be implemented to strengthen the multi-dimensional evaluation of teachers' professional responsibility, dedication, and actual work outcomes. On the other hand, schools should establish regular and efficient communication channels with companies to keep track of the status and progress of teachers' practical experiences in enterprises [4]. The experience and knowledge gained from practice should be transformed into teaching materials. For example, teachers can simulate real work environments during classroom instruction, effectively narrowing the gap between school education and corporate needs, helping students quickly adapt to the workplace after graduation.

### **4.4 Promoting the Transformation of Achievements**

Transform the knowledge and skills acquired by teachers in corporate practice into teaching research outcomes. For example, schools and enterprises can collaborate on horizontal projects, jointly initiate relevant project applications, and jointly advance the research process. The research results can take the form of research reports, academic papers, patents, or technical materials related to the project, ensuring that practical experience from enterprises is effectively

applied. Based on the development trends of national education reform and the demand for talent and technology in the internet industry's transformation and upgrading, both parties can explore new mechanisms and models for school-enterprise cooperation, achieving innovation in talent cultivation and faculty development. By setting examples of industry-education integration, they can provide a practical system with international business characteristics for the integrated development of industry and education in the country.

## **5 CONCLUSION**

In the realm of international business education, school-enterprise cooperation is of paramount importance. It should center on the integration of resources from both parties, fully leveraging their respective strengths to construct a robust community for practical learning. This collaborative approach not only aims to bolster individual teachers' practical skills and teaching capabilities but also strives to nurture high-caliber talents that are well-aligned with industry demands.

Moreover, the cooperation between schools and enterprises should extend beyond talent cultivation. It should encompass collaborative efforts in addressing technical challenges, engaging in product development, facilitating technology transfer, and incubating innovative projects. By sharing research outcomes and working together on these multifaceted initiatives, schools and enterprises can effectively contribute to regional economic development.

Ultimately, such comprehensive school-enterprise cooperation is designed to achieve a win-win situation. For schools, it enhances the quality of education and the employability of graduates. For enterprises, it provides access to cutting-edge research and a steady stream of well-trained professionals. In the broader context, it fosters innovation, drives economic growth, and strengthens the overall competitiveness of the region in the global market. Therefore, fostering and deepening school-enterprise cooperation is not just a strategic choice but a necessary path for sustainable development in international business education and beyond.

## **COMPETING INTERESTS**

The authors have no relevant financial or non-financial interests to disclose.

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