

Research Article

Research on the Training Model of E-Commerce Professionals Based on Big Data Analysis

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In a new era of booming information technology, E-commerce has become an important developing country in China, and parents and students have gradually welcomed this profession. In the information age, how to improve the quality of training in professional higher education and then meet the employment needs of industries and enterprises has become a key issue for higher vocational education in China. This article mainly studies the E-commerce professional talent training model based on identity inheritance. This article analyzes the current situation of E-commerce talent training, combines pragmatism, and proposes strategies for training talented E-commerce experts in underdeveloped western regions. The theory of business talent development has certain theoretical significance for guiding and promoting electronic trade and socioeconomic development. The research in this article shows that despite a large number of international trade graduates every year, the electronic trading group (70.1%) is still international trade, and 85.9% of companies still believe that there is a gap between transnational E-commerce traders. In order to “effectively connect” the training of E-commerce talents in higher vocational education and social needs, it is necessary to take the needs of industrial development as the driving force and market demand as the guidance and take practical measures to improve the school-enterprise matching. The distance between talents ultimately promotes professional construction and talent training and achieves a win-win situation for both schools and enterprises.

1. Introduction

At present, in the development process of China's E-commerce specialty, it has encountered bottlenecks in talent training. Traditional talent training concepts and training models have failed to meet the industry and enterprise requirements for talents, and the school-enterprise cooperation model has gradually encountered problems such as low cooperation enthusiasm. Therefore, E-commerce majors urgently need to carry out reforms and innovations, thereby improving the quality of talent training and delivering elite talents to the industry. Introduce modern mentoring system in the training of this professional talent. Through the master's guidance of apprentices and the transfer of apprenticeship experience and skills, it can effectively meet the actual needs of society and enterprises for talents and carry out tar-

geted personnel training to alleviate the current. The lack of elite talents in the E-commerce industry effectively solves the contradiction between the difficulty of employment of enterprises and the difficulty of employment of students.

Modern apprenticeship training institutions are jointly established by schools and enterprises, and the main purpose is to effectively train students' professional skills in E-commerce through the guidance of teachers. In addition, under the cultivation of modern apprenticeship education mechanism, students can not only enrich their theoretical knowledge, but also gain a lot of experience in practice, providing a basis for future employment and development [1, 2]. Of course, the modern apprenticeship system is not limited to the study of school curriculum content but mainly trains students' technical skills and professional ethics. To a certain extent, it can better teach students according to

their aptitude. Modern master and apprentice teaching also belongs to a class of today's teaching situations. Modern teaching situations not only enable students to become participants in learning, but also allow students to have immersive conditions in the learning process. More importantly, students and teachers can communicate effectively during the learning process, and students can also feedback questions to teachers in a timely manner, which can improve learning efficiency to a certain degree [3, 4].

Hobson has proposed a new framework for mentoring new teachers, which has the potential to prevent and combat judgement and enable the full potential of institution-based mentoring. He used the following thematic analysis: previously published results of three empirical studies conducted during 2003-2015, new data on two empirical studies conducted in 2012-16, and recent literature on judgment. His findings further prove the nature, scope, causes, and consequences of judgement as a national and international phenomenon. In doing so, it extends previous knowledge that can raise or lower the conditions for beginner teachers to guide successful implementation. His findings have implications for the work of educational policy makers, school and college leaders, mentor trainers, mentors, and others who care about strengthening mentorship and effectively supporting the professional learning, development, and well-being of new teachers. His chapter proposed a primitive, research-based framework for guiding novice teachers. The framework can also be applied in other contexts, especially the guidance for early professional professionals [5]. Archer and Parker have established a systematic and efficient college credit connection and conversion system and adopt flexible and diverse mechanisms to identify and convert different types of credits. They borrowed from the practices of American colleges and universities to encourage innovative ideas, broaden his mind, and redesign and optimize the recognition and conversion of the operation process of transnational credit, explored new methods of mutual recognition of various transnational credits, and sought to expand the internationalization path of countermeasures. To expand the internationalization path of countermeasures [6]. Phillips took the science and engineering of a university as an example, from the training reform, revising the syllabus, teaching methods, improving teaching methods, making full use of the second classroom and other aspects, and analyzing the compression of credit under the conditions of building a college teaching quality assurance system [7].

The purpose of this article is to compare the development of E-commerce talents based on the apprenticeship system based on the master and apprentice system, carefully analyze the current situation of E-commerce talent cultivation, and propose strategies for the cultivation of E-commerce talents. The future cultivation of E-commerce talents should be in line with market demand Match, and adopt government guidance, universities as the main body, enterprises as platforms, and industries as ties to build a new E-commerce talent training model, which provides a theoretical basis for the implementation of E-commerce talent training and also provides a reference for regional development of E-commerce talent training.

2. Proposed Method

2.1. Apprenticeship. The popular interpretation of the master-apprentice system is mainly divided into two types. The first is the relationship between the master and the apprentice. It is just work, but the dual roles of life and work [8, 9]. Secondly, apprentices should respect the master and always be grateful. The second is the responsibilities of the master and the apprentice. The master teaches the apprentice skills and crafts free of charge. The apprentice must in turn return the work for the master. Such a relatively traditional and mature training method has always achieved very significant results. It has been widely favored and used for hundreds of years and has become an indispensable method for training new employees [10, 11]. The general main process is as follows: new employees come to the new workplace, and the experienced staff will lead the new employees to train their skills. The general training duration is 2 to 3 years. After the training period, apprentices will be assessed if the two sides are qualified, and they will be given a certain skill level. If they are not qualified, the training will be delayed and the training will continue [12].

The most significant effect is the fresh graduates who have just stepped into the society, immature faces, and lack of experience. This mentoring system allows them to not only quickly integrate into the work environment, but also learn the ability to settle down and accumulate work experience. The master is the beacon of the way forward, answering their doubts and feelings of sleepiness and adding bricks to the lack of them, to a large extent help them to alleviate the discomfort in all aspects of psychology and skills and integrate into the society faster [13].

With the development of the times, the new apprenticeship system has some new characteristics: the first interactive relationship is obvious. In the past, the apprenticeship relationship was more of a single transmission, transmission skills, and transmission experience from the master to the apprentice. In the context of the new era, apprentices have also responded more. It is no longer a single transmission, but a two-way interaction. The second master-apprentice relationship has become more of a spontaneous behavior. The apprentice spontaneously seeks out skilled technicians to learn skills, from passive to active. The content of the guidance in the third guidance relationship has been expanded. In the past, it was only guidance skills, but now it is not only transmission skills, but also more personal life issues such as corporate culture and psychological construction [14, 15].

2.2. The Function of Apprenticeship. In the interactive process of the master-disciple relationship, successful masters have the following five professional guidance functions: sponsorship, exposure (also known as exposure opportunities), teaching, protection, and giving challenging work. These professional skills can not only help students quickly adapt to the new environment [16, 17] and realize the steady development and promotion of their careers, but also enable the enterprise to reach the state of maximum productivity and efficiency [18-20], as shown in Figure 1.

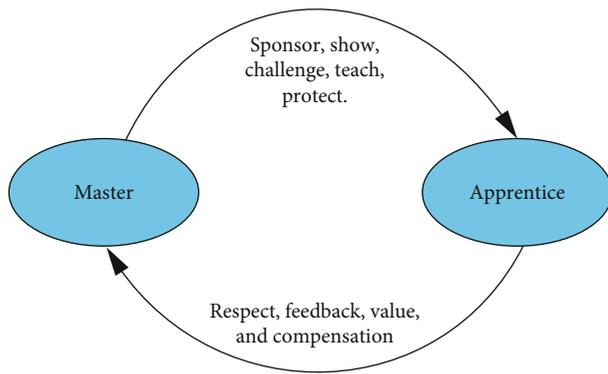


FIGURE 1: Career guidance for successful mentors.

During the implementation of the mentoring system, the mentoring and apprentices can also discover their own problems in a timely manner based on the apprentice's feedback and exchanges [21]. It is also a process of adjustment and improvement for themselves, not only in terms of professional skills. The development and development have also been valued psychologically, and the desire for respect has been satisfied.

The four sociopsychological functions of the mentor are as follows: role models, consulting functions, acceptance functions, and affirmative functions. It is mainly the teacher's support and guidance to the apprentice's psychological construction, so that the apprentice can be more motivated and confident. Specifically, it includes friendship roles and parental roles [22]. The first is the friendship role. The relationship between the two should exceed the ordinary working relationship, and there is a kind of feeling higher than the working state. They can listen to each other, communicate with each other, and solve problems with each other. Second is the role of parents. As the saying goes, one day is a teacher for life and a father. Not only is the master a little better in professional skills, but he has more rich experience in life. The apprentice is more a state of worship and respect. When deep communication occurs, they will rely more and trust each other in the process. Role models in psychological functions are important, so they are listed separately as their main function. Bringing an example is a spiritual sustenance and strength, as a spiritual conviction can lead the disciples all the way. In the process of communication between the teacher and the apprentice, they gradually formed the values of convergence, a view of things and a communication, an interactive exchange, mutual warmth, mutual benefit and reciprocity.

2.3. Significance of Introducing Apprenticeship to Current E-Commerce Talent Training

2.3.1. National Attention. In recent years, China has attached great importance to the modern apprenticeship education for the cultivation of E-commerce talents, and all parts of the country are increasing their efforts on the modern apprenticeship training system. At the same time, the apprenticeship education system has been taken as the focus of school education reform, because strengthening the mod-

ern chemical apprenticeship education for the cultivation of E-commerce talents can effectively improve the level of vocational education in our country. In addition, it can also help students to understand and master the technical functions required to enter the society in the future. In some provinces of China, apprenticeship trials have been arranged and related subsidies have been given, so that to a certain extent, the training of diversified talents in China can be greatly accelerated.

2.3.2. Demand for E-Commerce Talents. In recent years, the demand for E-commerce talents in the E-commerce industry has been increasing, but the E-commerce professionals are seriously lacking. Therefore, the talent reserve of the E-commerce industry is very insufficient. Especially in some southern cities in China, they may rely on traditional manufacturing or agriculture to increase marketing volume and are actively seeking marketing business. Of course, the E-commerce major in higher vocational colleges is the main source of talents in the E-commerce industry. Therefore, it is necessary to strengthen the cultivation of E-commerce talents in higher vocational colleges and to promote higher vocational colleges to attach importance to the education and teaching of E-commerce talents. It is conducive to the college to cultivate better E-commerce talents, thereby promoting the development of the E-commerce industry.

2.4. Demand Characteristics of E-Commerce Talents

2.4.1. Have Working Experience in E-Commerce. People engaged in E-commerce activities must perform a series of operations in the real E-commerce environment, such as purchasing, marketing, distribution, and payment. E-commerce personnel must have relevant work experience and be familiar with the basic operation of E-commerce in order to do a good job of the enterprise's E-commerce.

2.4.2. Compound Talents Who Need Knowledge Plus Skills. E-commerce talents must not only have business knowledge but also be able to transform traditional needs into the use of E-commerce. At the same time, they should be familiar with various business operation methods and models in the E-commerce environment. Therefore, E-commerce talents are new types of composite talents with knowledge of the Internet and other related technologies and commerce, and focusing on only one of them is not qualified. The knowledge and technology mastered by E-commerce talents are not a simple stacking of two aspects of electronics and commerce, but rather business organization, management, and business methods in the E-commerce environment. They are the update and transformation of the original business operation model and business operation system.

2.4.3. Requires Industry Knowledge. E-commerce has involved various industries, and each industry has its own characteristics and knowledge structure. Therefore, E-commerce talent is not just a type or a level. In the process of training E-commerce talents, we should pay attention to combining with the industry, cultivate students' different knowledge and abilities, and cultivate their learning abilities.

2.5. Problems Existing in the Training of E-Commerce Talents in Colleges and Universities

2.5.1. Unclear Professional Positioning. E-commerce is a comprehensive subject that includes both Internet technology and business knowledge. Different vocational colleges have different emphasis on E-commerce professional talent training, and it is difficult to achieve both. Therefore, there are different forms of E-commerce specialty construction in higher vocational colleges:

The first is that the E-commerce major is arranged in the electronic information department of higher vocational colleges. These departments have strong computer or network technology. The curriculum is mainly based on computer applications and network technology. At the same time, some courses in business trade are added. Courses for building E-commerce were based on technology.

The second type is that the E-commerce specialty is arranged in the second-level college of economics and trade related to higher vocational colleges. When it opens courses, it takes trade and economics courses as the main courses, and it also offers a small number of basic computer and computer courses, that is, business content rich and technically weak. E-commerce is an interdisciplinary and emerging discipline. There is no correct conclusion as to whether the electronic commerce major should emphasize "electronics" or "commerce." Many vocational colleges are still in the early stages of professional construction of E-commerce. They lack professional characteristics and are inconsistent with market needs. They need to be further improved. What kind of E-commerce merchants should be trained by E-commerce majors is determined by social needs. At present, many colleges and universities are unclear in their professional positioning, the training goals are too broad, they are not targeted, and they want to cultivate a "universal" talent, and as a result, the graduates' job suitability rate is not high.

2.5.2. Insufficient Teacher Construction. The increase in the scale and number of E-commerce companies has promoted the rapid development of E-commerce specialty, the hardware implementation has been continuously updated, and the enrollment scale has been continuously expanded, but the construction of the teaching staff has not kept pace. Most of the E-commerce professional teachers are transferred from economic management majors and computer majors. They undertake E-commerce courses through self-study or teacher training, so they do not have systematic E-commerce knowledge. In addition, most of their knowledge comes from books, so they lack the experience of E-commerce practice and cannot provide valuable guidance when students practice E-commerce. Under the circumstance that the theoretical knowledge of E-commerce teachers in higher vocational colleges is difficult to form a system, and the practical experience is relatively lacking, the graduates they teach cannot meet the social demand for E-commerce talents.

2.5.3. The Practical Conditions Are Relatively Weak, Which Is Different from the Real E-Commerce Environment. Higher

vocational colleges emphasize students' hands-on practice, and E-commerce is a highly practical specialty, so practical teaching is very important in higher vocational E-commerce majors. Most vocational colleges and universities adopt two types of practice teaching methods: on-campus practice and off-campus practice. Among them, the practice teaching in the school is mainly using simulation software to simulate the real E-commerce environment, so that students understand the various operating links and operating processes of E-commerce. Many vocational colleges have weaker E-commerce training conditions, including less training venues, simple software, and gaps between training content and social needs, which limit practical teaching. Because of the rapid development of E-commerce, the simulation software needs to be updated and upgraded frequently, and the funds used in this area by schools are not in place, resulting in the content of students' practice is always lagging behind, and it does not meet the social demand for E-commerce talent. Off-campus practical teaching mainly adopts school-enterprise cooperation to establish off-campus training bases or directly organize students to enter E-commerce enterprises for internship training. It is to provide students with a real environment for E-commerce and allow students to directly touch E-commerce positions. This method solves the contradiction between the relatively lagging practice teaching in schools and the rapid development of E-commerce. However, due to the students' limited practical ability, internal business secrets, and the efficiency of E-commerce, it is impossible for companies to provide students with all. In the E-commerce practice link, most of the practices do not touch the core content of E-commerce enterprises. In addition, some colleges lack an off-campus E-commerce training base due to issues such as short professional establishment time, insufficient training funding, and city location.

3. Experiments

3.1. Questionnaire Design. In this study, a self-made questionnaire was used to conduct a sample survey. The questionnaire is divided into two versions, the employee version and the leader version. The specific process is as follows:

(1) Through exchanges with teachers of E-commerce majors in secondary vocational schools, we have initially grasped the development direction of innovation and entrepreneurship education. (2) We will talk with vocational students majoring in E-commerce to understand the attitudes of vocational students to innovation and entrepreneurship education. Under the guidance of the instructor, based on the information obtained in the interview, a draft of the questionnaire was compiled and the completed draft was distributed to a small number of E-commerce teachers and students. When the subjects filled out the questionnaire, they communicated with the subjects and listened to their opinions. (3) A formal questionnaire was formed based on the feedback from the participants and the modification suggestions of the instructor.

TABLE 1: Number of E-commerce (undergraduate) admissions by institution.

School	2010	2011	2012	2013	2014	2015	2016	2017	Total people
A University	45	40	40	45	40	40	40	40	290
B University	0	0	0	0	80	90	90	90	340
C College	0	0	120	53	50	67	49	49	388
D College	0	0	0	0	0	0	60	70	130

3.2. Interview Design. Because the questionnaires are fixed and cannot be used to explore the most real psychological activities of the participants, the questionnaires should be supplemented by interview methods to understand the situation of the participants in a true and detailed manner. In addition to interviewing students, they were also interviewed because relevant management staff and teachers also occupy an important position in innovative entrepreneurship education activities. The content of the interview is mainly for topics that are highly subjective and excavable, for example, “What do you think of the apprenticeship system?” And “What is the significance of the apprenticeship system?” The interviewees can understand the deeper motivation of the participants. The information collected is also more accurate and specific.

3.3. Data Collection. In the second half of 2018, this article went to companies A and B to conduct questionnaire surveys and interviews with their E-commerce professional employees and leaders. A total of 24 leadership version questionnaires were distributed, and 24 valid questionnaires were collected. A total of 300 employee version questionnaires were distributed. 276 valid questionnaires were collected, and the efficiency of the questionnaire reached 92%.

4. Discussion

4.1. Analysis of the Training of E-Commerce Talents with the Apprenticeship System

4.1.1. Accurate Positioning of Modern Apprenticeship. As shown in Table 1 and Figure 2, in recent years, although major universities have successively established undergraduate majors in E-commerce, the total number of E-commerce personnel training has increased year by year. But the data shows that the number of E-commerce majors recruited by major universities is not large every year. Guangxi University of Finance and Economics’s E-commerce enrollment has been decreasing year by year. The enrollment of other colleges has not increased significantly each year and has not even opened the major. The E-commerce has not been established as an independent major attention, resulting in a shortage of E-commerce professionals (see Figure 2).

In the process of strengthening the education and training of talents and apprenticeship for E-commerce merchants, it is necessary to clarify the characteristics of the E-commerce specialty and to mobilize students’ enthusiasm for learning from multiple directions and angles. More importantly, the college must improve the talent training quality of schools and enterprises through reasonable plan-

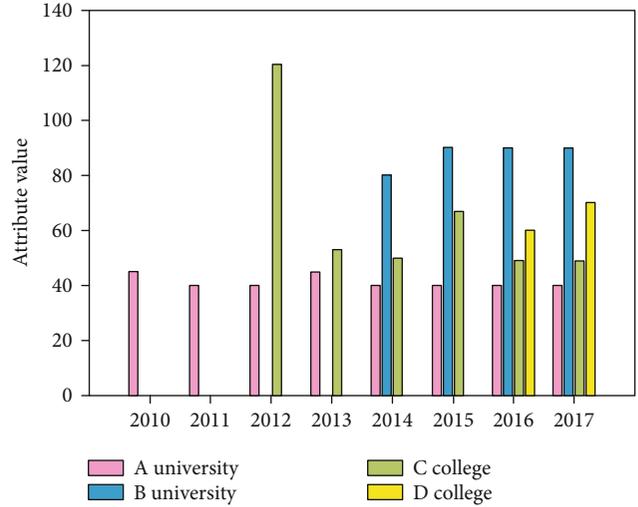


FIGURE 2: Number of E-commerce (undergraduate) recruiters by institution.

ning and create more talent training channels, so as to effectively ensure the position of the E-commerce industry in the modern fiercely competitive market. At the same time, schools and enterprises should establish cooperation bases to make the cooperation between the two parties closer, which will not only help strengthen the harmonious cooperation between the two parties but also provide a favorable basis for future cooperation between the two parties. Of course, schools and enterprises must pay attention to the actual training program while formulating an integrated training mode and ensure that the new training mode can bring better learning benefits to students. In addition, schools and enterprises must pay attention to the effective combination of employment and class to ensure that teachers and students can effectively complete the graduation task.

4.1.2. Joint Management of Schools and Enterprises. As shown in Table 2, private enterprises accounted for 76.71%, Sino-foreign joint ventures accounted for 20.97%, and state-owned enterprises accounted for 2.32%. Secondly, among the types of enterprises surveyed, 20.31% belong to foreign trade companies, 66.82% belong to manufacturing companies (independent processing and production), and 12.87% belong to E-commerce platforms (mainly based on C2C and B2C online trading). Generally speaking, E-commerce is basically a private enterprise, and the type of enterprise is mainly production and processing.

TABLE 2: Nature and type of business.

Business nature	Proportion	Type of enterprise	Proportion
State-owned enterprise	2.32%	Manufacturer	66.82%
Private enterprise	76.71%	Foreign trade enterprises	20.31%
Joint venture	20.97%	E-commerce platform	12.87%

As shown in Figure 3, enterprises need junior talents, accounting for 11.40%; intermediate talents reach 50.67%; senior talents reach 37.93%. It can be seen from the data that enterprises have a relatively large demand for senior and intermediate talents. Due to the rapid development of E-commerce in Nanning, most companies require employees to have knowledge in multiple fields, for example, English communication skills, E-commerce business skills, and computer operation skills. Most companies currently also need some junior talent to handle some daily work and basic web design. The demand for E-commerce talents at this level is not high (see Figure 3).

As shown in Table 3, the E-commerce company's educational requirements for E-commerce talents are generally undergraduate degrees, accounting for 55.63%. The company believes that these talents are more in line with the requirements of the rapid development of E-commerce industry. E-commerce theoretical foundation, computer operation, and English foundation, after a certain amount of practical training, can develop towards the E-commerce middle and senior talents, which meets the current requirements of enterprises for E-commerce talents. Secondly, E-commerce companies accounted for 41.52% of the demand for tertiary students. The company believes that such people have good hands-on ability, are more able to endure hardships, and are cost-effective. Finally, enterprises require only 0.85% of postgraduate qualifications. Enterprises indicate that such talents have deep theoretical research on E-commerce and comprehensive skills in all aspects, and Chinese-foreign joint ventures prefer such talents. The ratio is 2%; the demand for junior college education is 0%.

In the teaching reform of modern Kochi College of Education, both schools and enterprises must strengthen the training of employees before employment. Schools and enterprises should jointly formulate and manage relevant systems and ensure that the relevant systems formulated are appropriate to local conditions. Of course, when formulating the system between the school and the enterprise, it must be negotiated to ensure that the management system for students meets the conditions of both parties. In addition, the enterprise must provide effective guidance to the students, and strict management of the school's daily work must be carried out. What is more important is that both the school and the company should make it clear that the system must have a certain degree of rigor. Students must be rigorously evaluated. In addition, they must pay attention to the diversity of assessment methods and the diversity of assessment content. Comprehensive and effective evaluation can ensure that the internships of students meet the requirements. In addition, when evaluating the internship status of

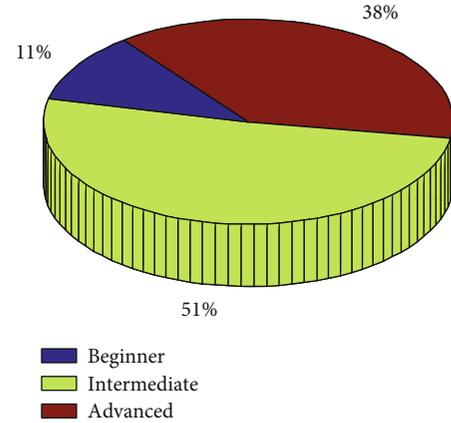


FIGURE 3: Hierarchical requirements.

TABLE 3: Proportion of different cultural levels.

Cultural level	Proportion
College degree or below	0%
College degree	41.52%
Bachelor degree	55.63%
Graduate degree	0.85%
Doctoral degree	2%

top-training intern students, the opinions of the leading teachers should also be combined, so as to better ensure the fairness of student assessment results.

In fact, the diversity of assessment subjects can not only ensure the quality of the assessment, but also effectively improve the fairness and objectivity of the assessment. Because the previous assessment standards were very one-sided and there was no way to motivate students, it is necessary to improve the assessment method and strive to ensure that the assessment content can highlight the level and ability of the students and ensure that the assessment results of the students are fair and just. Only in this way can we better cultivate students with high level and high professional quality. In today's era, the focus of assessment of students gradually tends to evaluate, and this formative evaluation can effectively guide students' future development and actually pay attention to the problems encountered by students and give timely solutions.

4.1.3. *The Curriculum Should Be Combined with the Apprenticeship System.* As shown in Figure 4, companies believe that E-commerce personnel and newly employed

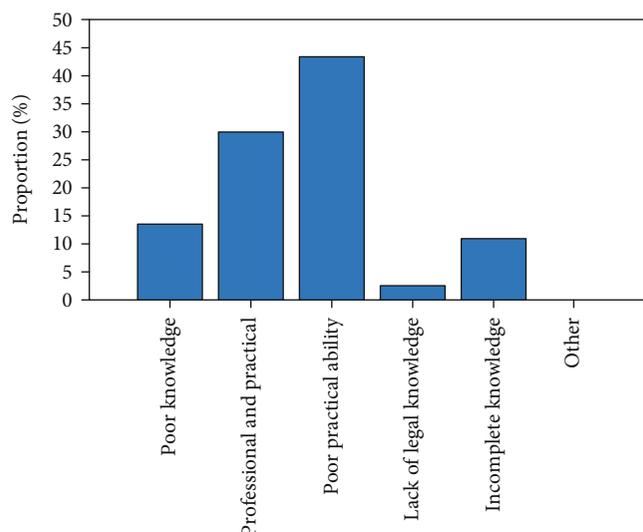


FIGURE 4: Problems of E-commerce personnel and fresh graduates in E-commerce work.

students have poor computer knowledge in E-commerce and cannot use it flexibly. Theoretical knowledge is weak, accounting for 13.45%. Those who are not connected with practical applications account for 29.86%. The company believes that the students' major study in school does not match the skills required by the E-commerce industry. Most employees come from international economics and trade, computer science, E-commerce, etc., accounting for 2.56%; the theoretical knowledge of E-commerce is incomplete, accounting for 10.90%. These data fully show that the professional skills of E-commerce talents are not strong, and the practical ability is weak, and universities cannot meet the needs of enterprises for talents (see Figure 4).

The state attaches great importance to the educational reform of students. Of course, the main content of educational reform is curriculum reform. Effective reform of curriculum content can not only improve students' knowledge and literacy, but also exercise their technical ability. Of course, in the E-commerce specialty, the professional competence of students is very high. Therefore, relevant companies and schools must pay attention to the combination of courses and apprenticeships and ensure that the courses set up are related to the dynamics of employment, so that they can better guarantee that students can exert their technical skills in society. Schools and enterprises should also strengthen communication with graduated students. They must design courses reasonably from the feedback from graduated students. They must also identify the courses that students actually need, so as to better cultivate modern electronics. E-commerce professionals are required by the industry. Relevant companies and schools should also strengthen the students' practical operation ability. In the fierce market competition, they must strive to teach the students' operation ability to exercise, so that they can better ensure that students can meet the social requirements need. Of course, in the process of mentoring and apprenticeship education, relevant schools and enterprises should also con-

tinuously explore academic value in cooperation and promote the improvement of knowledge productivity, so as to help the construction of enterprise resources and create better practices for E-commerce students. Opportunities allow students to be good at finding problems and solving problems in their daily life and practice and constantly improve their innovative awareness and level of innovation.

4.1.4. Establish an Effective Teaching Team. As shown in Figure 5, domestic cross-border E-commerce has developed rapidly, and the absolute value of transactions has continued to increase from 1.3 trillion yuan in 2010 to 6.5 trillion yuan in 2016, with an annual growth rate of 25%. The growth rate is only 3%. The proportion of cross-border E-commerce in China's international trade is also increasing, from 6.3% in 2010 to 20.3%, an increase of 14 percentage points. As shown in Figure 6, employment related to E-commerce has become the fastest-growing employment field in China. As of December 2016, E-commerce service companies directly employed more than 3.05 million people, and the number of employees was indirectly driven by E-commerce, more than 22.4 million people (see Figure 5).

The training of E-commerce talents is a top priority. For modern mentorship education, it is very important to establish an effective teacher team. The excellent teaching team can not only promote the development of the school, but also help schools and enterprises to effectively improve the cooperation efficiency in the process of cooperation. Hiring high-level staff in the field of E-commerce as teaching work is highly desirable. High-tech E-commerce staff can clearly define the direction and intensity of training for students and greatly improve the quality of education and teaching of student training. In addition, it is very important to pay attention to improving the teacher's application ability. Only by improving the teacher's application ability can the teaching quality of teaching work be effectively improved, and the students' practical ability can also be improved. In addition,

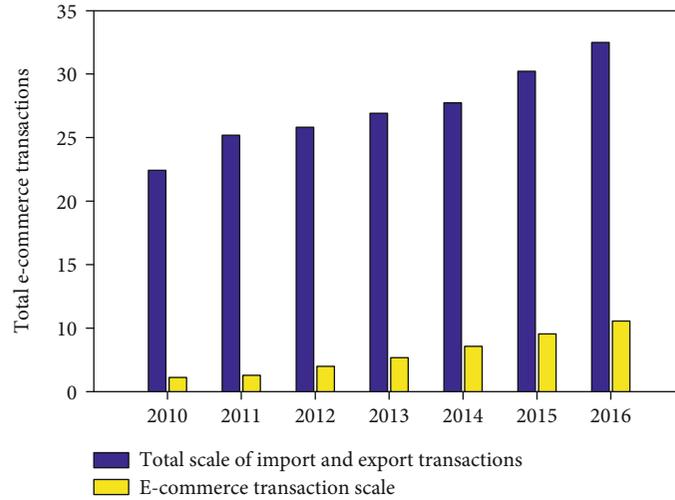


FIGURE 5: Total E-commerce transactions.

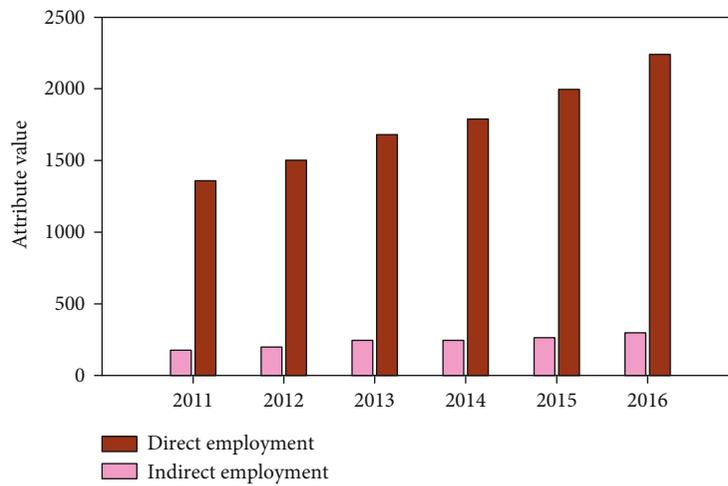


FIGURE 6: Employees of E-commerce service companies.

the establishment of an effective faculty team can provide effective guidance for the future employment direction of E-commerce students, help them better define their development direction, and also help them solve the problems in the course learning in a timely manner. It increases their curiosity about E-commerce knowledge (see Figure 6).

5. Conclusions

E-commerce majors, computer network technology, and other professional students receive the skill guidance of corporate teachers in the enterprise and are repeatedly trained in real environments and tasks. The level of E-commerce and computer network operation skills has significantly improved, and they can quickly enter E-commerce and information after graduation. The production and operation and service positions of technical enterprises have higher working ability and level than other similar interns. During the enterprise study period, some students in the pilot classes of E-commerce, computer network technology, and

other majors were in the “phase” with a good learning attitude, can bear hardships and stand hard work, and had a high level of professional skills. I hope that they can go to work directly after graduation.

In this article, through the pilot and practice of integrating school-enterprise integration of engineering with the new mentorship apprenticeship training model in E-commerce, computer network technology, and other majors, students’ professional skills have been significantly improved, and their comprehensive professional ability has been significantly improved. Professional reform and innovation require a certain degree of enthusiasm. Other professional leaders requested professional reforms and innovations and trials, forming a good atmosphere for professional construction and reforms.

In the process of modern E-commerce professional talent training, schools and enterprises must introduce modern mentoring and apprenticeship education, so as to effectively cultivate the E-commerce talents that enterprises need. In addition, the modern mentoring style of E-commerce talent

training can effectively improve the professional quality and professional skills of students, allowing students to continuously exert their technical level in the actual operation process. In addition, in the process of cultivating E-commerce talents, companies and schools should pay attention to the intrinsic value of their actual operations. They must emphasize the needs of their profession. They must urge students to self-improve and define the direction of self-development. Self-development is to comprehensively cultivate high-quality E-commerce talents, so that we can effectively achieve the goal of education reform.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

No competing interests exist concerning this study.

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