

Integration of Information Technology in Higher Vocational Economic and Trade Disciplines: Inputs for a Development Plan

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Abstract. This study was carried out for the integration of information technology and economics and trade disciplines. It analysed the integration of information technology and vocational economics and trade disciplines, the effectiveness of information technology integration, administrative support for the integration of information technology and vocational economics and trade disciplines, the advantages and disadvantages of information technology and other aspects. It was found through the study that integration of information technology with vocational economics and trade subjects is conducive to innovative teaching methods, providing more opportunities for communication between students and teachers, and obtaining teaching evaluations. By providing administrative support for the integration of information technology and vocational economics and trade disciplines, building digital training rooms, and purchasing information technology systems, the integration of information technology and the curriculum will be more effective, and the information technology literacy of teachers and students will be significantly improved. Strengthening the integration of information technology and economic and trade disciplines, teaching content is livelier and more interesting, students are more active in learning, and teaching feedback is timelier. For this reason, this study gave a theoretical explanation from the process of integration of information technology and economics and trade subjects. It is made clear that carrying out the teaching of integrated marketing practice system can only form a new educational impact and play a new educational role if it is accepted by both teachers and students.

Keywords: information technology; integration; integrated practice system.

1.Introduction

At present, economic and trade activities are becoming more and more informatized, and information technology provides a strong driving force for the development of economy and trade. In this context, the job market for economic and trade personnel information technology ability requirements are also increasingly high, to promote information technology teaching has become an important content of the new era of economic and trade professional teaching.

In the era of information technology, the learning psychology and cognitive characteristics of teaching college students have undergone great changes, and they generally have many characteristics of "digital aborigines", and the demand for using information technology for learning is expanding. Traditional economics and trade professional course resources, course teaching, course management, course evaluation and other methods, obviously cannot meet the needs of contemporary college students digital learning. In the context of the digital era, if information technology is only treated as an auxiliary means in the process of course teaching, it is not able to meet the needs of students' independent, personalized and diversified learning.

With the continuous progress of science and technology, especially the popularity of the Internet, the integration of information technology into teaching has provided a strong impetus to the development of trade and commerce and triggered a new revolution in trade and commerce. The traditional education model of economic and trade majors is relatively rigid and is no longer applicable in the modern information age. In the process of teaching economics and trade majors in colleges and universities, the construction of course informatization is an important direction for the reform of teaching. The reform of economics and trade courses includes the macro-adjustment of professional courses and the micro-optimization of individual courses, which is an important part of the education information system. In the informatization configuration of individual courses, the informatization of teaching mode is the most obvious. In order to better accomplish the integration of economic and trade courses with information technology, it is necessary to focus on the use of information technology to innovate the education model and actively organise information technology education activities. Only when colleges and universities make good progress in the teaching construction of course informatization can the professional

construction be in line with the national strategy and make "Internet + education" become a new standard. Curriculum informatization construction needs to follow the footsteps of the times, in the process of the continuous development of information technology, we need to find a combination of the specific situation of colleges and universities, but also with the integration of information technology teaching methods. At present, emerging information technologies continue to emerge, providing new means and support for the integration of information technology in education and teaching, especially in recent years, the emergence of blended learning for students' personalised learning, in-depth learning to provide strong support. In the context of "Internet + education", teaching has long been not limited to the classroom, began to move towards the "time, everywhere, everyone" ubiquitous learning space. The ubiquitous learning space. Driven by the integration of information technology in economic and trade majors, the teaching of economic and trade majors has been transformed from traditional task-driven to data-driven, and students' personalized characteristics are assessed through the analysis of massive learning data and learning plans are pushed based on such characteristics to promote the customized delivery of teaching content, teaching modes, and teaching methods, so that personalized learning can be achieved. Under the support of big data, the teaching of economic and trade majors has been transformed into data-driven. Learning supported by big data is the deep mining of learning data, from which valuable features are extracted, and then the valuable information is accurately delivered to teachers and students to facilitate teaching and learning activities. This study focused on the integration of information technology in higher vocational economics and trade subjects. It explored how teachers integrate IT in the teaching of vocational economics and trade subjects, explored the effectiveness of the integration of IT in vocational economics and trade subjects based on the available data, explored the level of support from school management for the integration of IT in vocational economics and trade subjects, and additionally, found out how respondents evaluated the integration of IT in vocational economics and trade subjects. Based on the results of the study, what training needs analysis can be proposed to improve the integration of IT in education.

2.Methodology

This study employed a quantitative research design to investigate the integration of information technology in higher vocational economics and trade disciplines. Specifically, a descriptive–correlative research method was utilized. The descriptive aspect of the research aimed to provide a detailed account of the then–current state of information technology integration within the context of higher vocational economics and trade disciplines. It sought to answer questions about how and to what extent information technology had been integrated, systematically describing the variables without manipulating them.

2.1. *Data Gathering Procedure*

Based on the general framework of the study, the specific research includes:

Through in–depth interviews with the leaders of domestic economic and trade professional colleges and information department heads and technicians, as well as comparative analysis of cases of the construction of the professional practice teaching system, the researcher summarized the status quo of the development of the practice teaching system, the problems faced, and put forward the research on the model of the integrated practice system of marketing for economics and trade professionals.

By analysing and generalizing the methodology of the literature, an analysis of the connotations of the main influences on the development of the practical teaching system and influencing the acceptance of the teaching system by teachers and students was carried out.

Taking college teachers who have implemented the practice teaching system as the research object, collecting data on their attitudes toward the continuous application of the teaching system through questionnaires. The method of structural equation modelling was used to validate the research model of teachers' influencing factors in order to test the factors and their relationships that affect the willingness of teachers in colleges and universities in China to apply the practice teaching system continuously;

The university students who have participated in the teaching system of economics and trade majors were taken as the research object, and the data on their attitudes towards the teaching system of economics and trade majors were collected through a questionnaire survey.

2.2. Respondents

In this study, the primary respondents consisted of teachers currently employed in higher vocational colleges and universities. To ensure the selection of suitable participants, specific criteria for teacher inclusion have been established. The study was designed to include teachers from higher vocational colleges in the regions of Beijing, Shanghai, Guangdong, Jiangsu, and Zhejiang to ensure a diversity of opinions and experiences. College students who had received information technology teaching were also included. The specific study sample comprised sophomore students majoring in economics and trade from a higher vocational college in Guangdong Province.

2.2.1 Distribution of Respondents

The study was designed to include students from multiple classes and different demographics. By adhering to these sampling criteria, the study aimed to collect a diverse and representative sample of teachers and students, thereby increasing the validity and generalizability of the findings.

Table 1 *Distribution of Respondents*

	Number of Sample	Percentage
Teacher	80	33.33
Students	170	66.67
Total	250	100.00

3. Results and Discussion

This study addressed the research conducted on the integration of information technology with economics and trade subjects. Various aspects were analyzed, such as how teachers integrate IT in the teaching of economics and trade subjects in vocational colleges and universities, the effectiveness of the integration of IT in vocational economics and trade subjects, the level of support from the school administration for the integration of IT in vocational economics and trade subjects, the assessment of respondents on the integration of IT in vocational economics and trade, and the recommendations that can be made for the analysis of the training needs based on the results of the study. It is not uncommon to see a promising pedagogical innovation technology with application prospects being resisted from teachers or students when it is integrated into teaching. Similarly, to promote the development of integrated marketing practice system teaching is also a gradual and difficult process, especially when there is a preliminary attempt to carry out the integrated marketing practice system teaching teachers and then withdrew from the practice, or students in the development of integrated marketing practice system teaching in a negative, resistant attitude phenomenon, will deepen the researchers, administrators, and teachers to carry out the integrated practice system of marketing teaching. When students withdraw from such practices or when students have negative and resistant attitudes toward teaching the integrated marketing practice system, it deepens the concerns of researchers, administrators, and teachers about whether teaching the integrated marketing practice system can be sustained and deeply applied. This study provided a theoretical explanation of the process of integrating information technology with economics and trade subjects. It is made clear that in a good practical teaching system, conducting marketing integrated practice system teaching can only be truly integrated into the system if it is accepted by both teachers and students, forming a new educational impact and playing a new educational role. The conclusions of this study utilise correlation analysis: IT integration in terms of Student-Centered Approach. with A. Effectiveness of IT integration in terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation. there is a positive correlation between A. Effectiveness of IT integration in terms of Student-Centered Approach. Opportunities for Expression, Autonomy, and Connection has a positive relationship with Effectiveness of IT integration in

terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation. Learning Assessments has a positive correlation with Effectiveness of IT integration in terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation. Administrative Support in terms of Provision of Resources has a positive relationship with Effectiveness of IT integration in terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation. Administrative Support in terms of Competency Development has a positive relationship with Effectiveness of IT integration in terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation. Administrative Support in terms of Enabling Environment has a positive correlation with Effectiveness of IT integration in terms of Classroom Environment, Effectiveness of IT integration in terms of Quality of Teaching, Effectiveness of IT integration in Terms of Students Motivation.

Conclusions

On the basis of fully grasping the characteristics of the curriculum of economics and trade disciplines, the integration of information technology and the curriculum requires the construction and reconstruction of the information resource base of the curriculum of economics and trade disciplines. The integration of information technology and economics and trade courses should be carried out reasonably on the basis of full consideration of the characteristics of the courses themselves, the characteristics of the course content and the "compatibility" and "appropriateness" of information technology and information-based learning. "Integration". The degree of support from school administration for the integration of IT with vocational economics and trade subjects. Increase the administrative support of information technology, apply information technology appropriately in the whole process of curriculum resource construction, curriculum learning environment creation, curriculum content construction, curriculum teaching implementation, curriculum management, curriculum evaluation, etc. In the context of the digital era, the integration of IT with the curriculum of economics and trade disciplines, with more diversified course content, more

multidimensional course presentation, and more varied course teaching methods, is favored by many teachers and students, and has gradually led to the formation of a student-centred teaching methodology, which allows students to learn on their own through online courses, simulation and practice systems and other means. Strategies and methods of informatisation teaching practice of economics and trade disciplines should be reasonably applied (creating informatisation teaching environment, selecting and organizing informatisation teaching content, exploring informatisation classroom teaching, activity teaching, networked learning, mobile learning strategies, etc. of economics and trade disciplines) in the light of the specific conditions and characteristics of the curriculum and practice environment, so as to provide policy makers of universities who are pushing forward to carry out the teaching of integrated practice system of marketing , teaching management departments, and teachers to provide valuable references.

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