

Research on the Teaching of the Practical Course of International Freight Forwarding Based on the Standard Ability of the World Skill Contest

Jianheng Huang*

Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China

**Author to whom correspondence should be addressed.*

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Under the background of the internationalization and standardization of vocational education, the freight forwarding standards of the World Skill Contest concentrate and condense the international forwarding industry cutting-edge operating norms, job skills system and comprehensive professional quality requirements, which is an important reference to measure the quality of high-skilled personnel training of modern freight forwarding, but also provide an authoritative direction for the upgrading of professional curriculum teaching. This paper takes the international freight forwarding practice course as the core object of study, combining with the content of assessment, skill dimension and business system of the world freight forwarding project. Based on the existing pain points in the current curriculum teaching, we should reconstruct the curriculum system, optimize the teaching mode, build the practical training system and improve the evaluation mechanism to construct the implementation path of the World Skill Contest standard empowerment curriculum teaching, effectively solve the problems such as the lag of traditional teaching contents, weak practical training and insufficient international adaptability, and provide teaching reference for cultivating high-quality comprehensive international freight forwarding talents in the construction of free trade ports.

Keywords: World Skill Competition; Freight forwarding standard; International freight forwarding practice; Course teaching reform

Online publication: May 26, 2026

1. Introduction

The traditional international freight forwarding practice course has been subject to the solidified teaching system for a long time, and there are common problems such as the lag in updating the teaching contents, the solidification of the single training scene, the disconnection between the teaching standards and the international industrial norms, and the insufficiency of comprehensive capacity training, which are difficult to match the employment standards for modern and international freight forwarding posts. The freight

forwarding items of the World Skill Contest integrate the world's advanced business processes, standardized operation paradigm and comprehensive assessment system, highly in line with the objectives of curriculum education. Integrating the standards of the World Skill Contest into the whole teaching process can promote the teaching of courses to meet the international cutting-edge standards, make up for the shortcomings of traditional teaching, comprehensively enhance the post adaptation ability of students, and help the high-quality development of the cross-border logistics industry in the region.

2. Logic of match criteria and course teaching of freight forwarding in the World Skills Competition

2.1. Job competency requirements highly fit

The World Skill Contest freight forwarding events shall set up a competition task system entirely based on the real job scenes of the industry, comprehensively cover the core job contents such as customer development and maintenance, accurate accounting of international freight rates, multimodal transport scheduling, full set of document review and preparation, business contract processing, cross-border dispute and complaint and claim handling, and highly match the overall talent training objectives of the international freight forwarding practice course. Competition assessment is no longer limited to a single theory of memorization; more emphasis is placed on students in the time-limited, high-pressure, complex scene of integrated business processing capabilities, accurately covering the core professional competencies required for training.

Talent selection in the World Championships adheres to the core of position-oriented practical ability, abandons the examination-oriented, theorized assessment model, and is fully in line with the vocational education to technology-based, position-based education concept. Compared with the traditional training mode which emphasizes the indoctrination of theoretical knowledge and the superficiality of practical training, the World Championships' standardized, scenario-based and integrated ability requirements can accurately make up for the outstanding problem that the course teaching is divorced from the real posts in enterprises, and provide an authoritative and practical reference for the construction of the course capacity system and the refinement of skill training standards.

2.2. Business process systems correspond to each other

The Freight Forwarding Competition of the World Skill Contest has established a complete transport business system covering shipping, air, railway, highway and multimodal transport, which runs through the four core business chains of information flow, document flow, capital flow and cargo flow recognized by the industry, and forms a systematic, standardized and international freight forwarding business operation framework system. The framework has a comprehensive correspondence with the core teaching modules of intermodal transport operation, import and export document processing, international freight quotation, implementation of international trade contracts, and cross-border business docking.

The teaching contents of traditional courses are mostly based on the teaching system established for domestic basic freight forwarding business, with a relatively single business type, a simplified and solidified operation process, a lack of teaching contents of international complicated cross-border business, multi-scene linkage business and abnormal business disposal, and there is an obvious gap with the development trend of the modern international freight forwarding industry. The World Skill Contest standard integrates the global standard of operation and the complete practice process of cross-border trade, which can effectively broaden

the teaching scope and deepen the teaching content.

2.3. Unification of professional literacy evaluation standards

In addition to the professional skills assessment, the World Freight Forwarding Competition has established clear, detailed and quantifiable evaluation standards for the professional quality of employees, such as professional awareness, customer service awareness, on-the-spot response ability, ability to work under pressure, and English business negotiation ability, which fully meet the comprehensive evaluation system of modern international freight forwarding enterprises for compound high-quality talents. Freight forwarding posts are core posts of cross-border services, with the characteristics of high intensity, multiple changes and high rigor, which are highly consistent with the comprehensive assessment guidance of the World Skill Contest ^[1].

The traditional teaching evaluation system is obviously one-sided. The focus of the assessment is on theoretical knowledge and basic skills. Students' professional development, comprehensive service accomplishment, on-the-spot problem-solving ability, and English business application ability are neglected for a long time, which leads to the students' professional ability reaching the standard but lacking post adaptability. The comprehensive evaluation standards of the World Championships can guide the teaching of the course from single knowledge and skills to skills, accomplishment and thinking.

3. Existing problems in curriculum teaching under the guidance of the World Skill Contest

3.1. Course content lagging industry standards

At present, the pace of updating the teaching content of international freight forwarding practice courses in most colleges and universities is slow. The content of teaching materials and lectures is still mainly based on traditional basic theories, simple import and export document operation, and basic routine maritime transportation business. There is a serious lack of frontier and core contents such as cross-border multimodal transport combination business, complex cross-border claim complaint handling, international English customer docking and complex freight rate combination accounting that are mainly covered by the World Skill Contest. The overall teaching content is obsolete, basic and localized.

The existing curriculum knowledge point system is relatively scattered and lagging, which makes it difficult to adapt to the current transformation and upgrading trend of digitalization, internationalization and integration of the international freight forwarding industry, and is obviously divorced from the talent demand for high-end posts of cross-border logistics in free trade ports. The course focuses on basic mechanical operation skills, lacks comprehensive training modules for complex business scenarios, sudden business risks and abnormal cross-border business problems, and lags far behind the high standard, comprehensive and whole-process business assessment system of the World Skill Contest, resulting in insufficient cultivation of students' comprehensive business capabilities.

3.2. Teaching model is difficult to adapt to the requirements of the World Skill Contest

At present, the traditional solidified teaching mode of "theory teaching by teachers + simple simulated training in class" is widely used in the curriculum. Most of the classroom training scenes are to simplify the simulation of a single teaching scene, completely missing the World Championships' unique time-sensitive,

high-pressure, multi-task parallel competition training environment; students can not effectively train rapid response and on-the-spot handling capabilities.

Most of the practical training courses are fragmented and single-skill training, such as separate document making and separate freight rate calculation training, which do not build a complete, integrated, and comprehensive practice system for cross-border freight forwarding business and do not match the whole-chain, task-oriented, and systematic assessment model of the World Championships. A long-term single solidified training mode makes it difficult for students to form complete business operation thinking. Facing complex business tasks, there are problems such as chaotic processes, omission of details, low disposal efficiency, and weak comprehensive practical ability.

3.3. Imperfect training resources and evaluation system

At present, the construction of supporting practical training and teaching resources is relatively weak. Colleges and universities generally lack an intelligent digital training and teaching platform for the official standards of the World Standard Competition, a full set of international cross-border freight forwarding training case databases, a standardized layered training item database and task packs. The existing training materials are old and unitary, the standards are low, and do not conform to international industry norms, and cannot support students to carry out high-intensity, standardized and higher-level special training of world-class skills ^[2]. The lag in training software and hardware resources seriously restricts the effectiveness of curriculum reform.

There are obvious shortages in the assessment and evaluation system of curriculum teaching. For a long time, it relies on the traditional assessment method of paper-based written examination and simple individual training. The core assessment dimensions, such as comprehensive practical ability, English business application ability, problem-solving ability and professional ethics, which are completely missing in the key assessment of the World Skill Contest, cannot comprehensively, objectively and accurately reflect the level of students' comprehensive professional ability, and are difficult to measure up to the talent assessment standards of the industry and the World Skill Contest.

4. The Teaching reform path of World Skill Contest standard empowerment course

4.1. Reconstructing the curriculum content system of World Standard Competition

Based on the official technical specifications, competition task system and industry cutting-edge standards for the freight forwarding items of the World Skill Contest, comprehensively sort out the weak points and redundant contents of the existing curriculum teaching, systematically eliminate the outdated traditional knowledge points, add new core teaching modules such as multi-modal transport cross-border operation, international complex freight rate accounting, English business communication and negotiation, cross-border complaint and claim processing, and international trade risk prevention and control, and comprehensively optimize the curriculum knowledge structure and skills training system. At the same time, in combination with the characteristics of posts in the cross-border logistics industry in Hainan Free Trade Port, integrate into the localized foreign trade freight forwarding business scene, and enhance content adaptability.

Strictly follow the logic of developing skills from simple to complex, systematically integrate and reorganize the scattered and fragmented knowledge points of the original courses, and construct a modular

course teaching system. Four teaching levels, namely, cognition training of basic skills, special training of individual business, training of comprehensive business process, and training of actual combat in complex scenes, shall be set up in order to fully comply with the rules of talent growth in the World Skill Contest and help students to master gradually a complete set of international, standardized and professional practical skills of freight forwarding business ^[3].

4.2. Innovating the Classroom Teaching Mode Relying on the World Skill Contest

We should thoroughly reform the traditional one-way classroom teaching mode and carry out a new type of classroom teaching mode featuring scene, project and task. Take the real competition tasks of the World Skill Contest, the real cross-border freight forwarding business orders of enterprises, and foreign trade practice cases as the core teaching items, set up high-pressure practical training scenes in the classroom with time-limited completion, parallel multi-tasks, and simulation of unexpected situations, and comprehensively exercise the students' core professional abilities of rapid response, efficient operation and on-the-spot response.

A dynamic closed-loop classroom teaching mode featuring “synchronous learning and practice, promotion of learning through practice and improvement through evaluation” shall be established, and the standardized operation rules, refined operation requirements and professional service standards of the World Championships shall be comprehensively carried out throughout the whole process of classroom teaching. Integrate English business negotiation, cross-border customer docking, business abnormality handling, team collaboration and other practical scenes into daily teaching, completely break the barriers between theoretical teaching and practical training, and let students steadily improve their comprehensive post-actual fighting ability in immersive, high-intensity and standardized training, and educate people in the standard world competition.

4.3. Perfecting practical training and resource construction based on the requirements of the World Championships

Comprehensively set up a modern practical training teaching environment in line with the international industry standards and the requirements of the World Skill Contest by upgrading and transforming the existing teaching conditions for digital practical training of courses, introducing the intelligent comprehensive practical training platform for freight forwarding agencies, the international freight forwarding agency standardized question database and a full set of cross-border multi-modal transport business case resource databases. The standardized training guide manual, the detailed rules of operation norms, and the stratified training task kit shall be compiled simultaneously so as to construct a three-dimensional, systematic, and high-level teaching resource system.

Strictly refer to the World Championships' standardized operation procedures and scoring standards, unify the operation standards, procedure standards, detail requirements and quality standards of the course training and teaching, and comprehensively regulate the professional behaviors of students in document preparation, freight rate accounting, business connection and process operation. Deepen the mechanism of educating students through coordination between schools and enterprises, linkage with local freight forwarding agencies, port logistics enterprises and foreign trade agencies to introduce real business projects and post tasks, and build a practical training platform for the integration of schools and enterprises to achieve the deep integration of the World Championship standards, industry posts and classroom practical training ^[4].

5. Guarantee and Optimization Mechanism for Teaching of World Skill Contest Standard Empowerment Course

5.1. Construction of diversified curriculum teaching evaluation system

We shall, by referring to the comprehensive evaluation system of the World Championships in an all-round, refined and quantifiable manner, completely break the traditional single final assessment mode, and reconstruct the diversified curriculum assessment system integrating process assessment, comprehensive practical assessment and professional quality assessment. The core scoring indicators of the World Championships shall be fully integrated into the curriculum assessment, including such core dimensions as the accuracy of business operation, timeliness of task completion, level of English business application, effect of emergency response, implementation of professional norms and customer service literacy, so as to achieve full coverage, high standards and professionalism of assessment.

Refine the detailed rules for the assessment and scoring of each teaching module and each training item, refine the scoring logic for the World Championship, formulate the scoring standards for classroom practice, project task assessment and comprehensive ability assessment, and promote the standardization and quantification of curriculum evaluation. Through the whole process, multi-dimensional and three-dimensional comprehensive assessment and evaluation, accurately diagnose students' shortcomings in professional skills, vocational quality defects, and insufficiency of comprehensive ability, accurately feed back classroom teaching results, and reverse promote the continuous optimization and upgrading of curriculum teaching content and training mode.

5.2. Building a teaching team for adapting to the World Skills Contest

We shall, by centering on the technical standards, competition rules, practice system and international industry cutting-edge norms for freight forwarding items in the World Championships, regularly carry out special skill study and training activities for professional teachers, organize teachers to systematically study the competition system, international freight forwarding business processes, bilingual business communication skills and high-level practical skills in the World Championships, comprehensively improve teachers' standardized teaching, practical guidance and international teaching ability, and consolidate the teachers' foundation for the World Championships standard classroom.

Actively build a platform for teachers' growth featuring two-way communication between schools and enterprises and inter-school teaching and research exchange, encourage professional teachers to go deep into freight forwarding enterprises and the frontline of port logistics to carry out post practice and accumulate real business experience. Regularly invite technical experts from the industry and excellent judges and instructors from the World Skill Contest to carry out teaching and research guidance, sort out the experience of teaching transformation from the World Skill Contest, optimize the classroom training guidance methods and teaching design mode, and continuously build a professional double-teacher teaching team with knowledge of the World Skill Contest, industry and teaching ^[5].

5.3. Establish a long-term dynamic teaching optimization mechanism

Establish a dynamic, iterative and long-term mechanism for curriculum teaching, keep track of the updating of the technical standards for the World Skill Contest freight forwarding items, the upgrading of the international freight forwarding industry operating specifications, the adjustment of international trade policies and the changes in the post demands of Hainan Free Trade Port, regularly optimize and adjust the

curriculum teaching content, practical training items, classroom teaching mode and resource allocation system, and always maintain the forefront, adaptability and professionalism of curriculum teaching.

By relying on the skills training data of students, the results of skill competitions at all levels, the feedback from enterprises on on-the-job internship and the survey data on the employment quality of graduates, we shall regularly carry out the re-analysis of the effects of the curriculum reform and accurately find out the problems in the course teaching, practical training and talent training. Continue to optimize the teaching strategy, practical training system, resource allocation and education mode, form a closed-loop education mechanism of “standard standard - teaching reform - practice test - iteration upgrade”, and continuously improve the overall quality of education and the adaptability of talent training.

6. Conclusion

Integrating the advanced concepts of standardization, internationalization and practicality into the whole teaching process of the World Championships can effectively eliminate the educational malpractices of traditional courses that attach importance to theory, neglect practical operation, weak accomplishment and lack of international vision, promote the comprehensive docking of curriculum teaching standards with international industry norms, demands for high-end posts and competition standards of the World Championships, and comprehensively improve students’ comprehensive practical ability, bilingual business ability and professional comprehensive quality of cross-border freight forwarding. The research results can provide a feasible reference for vocational colleges to upgrade the quality of professional courses of freight forwarding, and help vocational colleges to cultivate more high-quality, professional, and internationally skilled personnel for cross-border trade of Hainan Free Trade Port and the international logistics industry.

Funding

This thesis is supported by the project of the School Planning and Construction Development Center of the Ministry of Education, “Inquiry into the Reform of Practical Teaching of International Freight Forwarding Practice” (Project No.: CSDP25LF4A421)

Disclosure statement

The author declares no conflict of interest.

References

- [1] He S, 2026, Resource Supplementation Strategies among County-Level Secondary Vocational Schools in the AI Track: A Practice Theory Study in the Context of World Vocational College Skills Competition (China). *Computer Informatization and Mechanical System*, 9(1): 12–20.
- [2] Wang L, Wang Y, Li N, 2026, A Deep Reinforcement Learning Approach for Robust Dynamic Bayesian Network Based Systemic Risk Analysis in Freight Forwarding. *Reliability Engineering and System Safety*, 271: 112190–112190.
- [3] Haan DF, Mayer R, Uyan B, 2026, Decision Factors of Air Cargo Freight Forwarders for Transport Service

Providers in Different Geographic Regions: A Systematic Literature Review. *Transportation Research Procedia*, 94: 121–128.

- [4] Romejko FI, 2025, The WorldSkills Competition: An Opportunity to Promote the Trade. *Revue de l’Infirmiere*, 74(313): 38–40.
- [5] Shi LQ, 2022, Research on the Cultivation Strategy of Higher Vocational Students’ Professional Quality from the Perspective of the World Skill Contest. *Adult and Higher Education*, 4(4): 26–34.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.