

Research on the Training Path of Business Management Talents in the Internet Age

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Abstract: In the rapid development context of the Internet, business management has been closely integrated with the Internet. Combining the Internet with business management and readjusting the curriculum system of business management majors plays a very important role in cultivating business management talents in the new situation. This paper analyzes the problems existing in the training of business management talents in the context of the Internet age, and puts forward the corresponding training path in order to play a guiding role in reality.

1. Introduction

Today, with the continuous rise of the Internet revolution, the role of the Internet in international trade is becoming increasingly prominent, and it has become an essential new tool in business trade and business management processes. Especially since joining the WTO, business cooperation and exchanges between China and various countries have become increasingly close [1], and there is an increasing emphasis on business management talents in the Internet age. Business trade is no longer a simple offline transaction, but involves various forms of online and offline business transactions, as well as domestic and foreign forms, which puts forward various requirements for the cultivation of business management talents [2]. How to explore comprehensive talents for foreign trade, e-commerce, and business management, how to better leverage their professional advantages in the Internet era, and how to become bridge builders and management talents for business trade are urgently needed.

2. Problems in Training Business Management Talents in the Internet Age

In the Internet age, we should clarify the problems in the current talent training model, if we want to better play the role of business management talents.

2.1. Unclear Goals for Cultivating Business Management Talents in the New Context

In the current mode of cultivating business management talents, many universities still have unclear goals for cultivating business management talents. At present, some colleges and universities cannot distinguish the training objectives of business management professionals,

business English business management talents and e-commerce management talents in the training process of business management talents. In the new era, business forms are becoming more diverse, and the requirements for business management talents are also higher [3]. How to fully integrate course practice with business training in accordance with the positioning of universities is a necessary content for cultivating talents in business management under the new background.

2.2. The Quality of Teachers Needs To Be Improved Under the New Educational and Teaching Methods

The wave of Internet is blustery. There are still prominent issues in the education team of universities, such as unclear integration of the Internet and majors, and weak awareness of cultivating business management talents in the context of the Internet. In the specific teaching process, teachers often still carry out traditional theoretical cramming teaching and rarely carry out suitable business teaching practices. The form of classroom teaching is single and outdated, lacking innovation in classroom teaching models, and it is difficult to attract students' interest, resulting in serious problems such as low quality of classroom teaching [4]. Although there are many experienced teachers in professional teaching in the teaching team, there is a shortage of talents in business management and teaching. There is a lack of teachers with frontline business management experience in cultivating business management talents. In addition, the teaching mode of business management in higher education tends to be academic oriented, lacking flexibility and practicality compared to the lack of practical business management skills and content required in specific business communication and cooperation processes.

2.3. The Business Curriculum System is Not Perfect in the Internet Age

There are still some problems in the current business teaching practice, such as the imperfect curriculum system. For example, the business curriculum is not fully integrated with the Internet; the lack of new curriculum construction that can meet the background of the Internet age, and the lack of unified curriculum planning for the business management of the college curriculum under the new background. Business English, as a characteristic major of the College of Foreign Languages, is a major combining business and trade with English culture. In the current professional teaching system, the curriculum content for English culture and English major teaching is often comprehensive, but the curriculum for business trade, especially business management, is often lacking, resulting in imbalanced curriculum construction and other issues. In addition, some universities' business courses are often derived from other professional courses, and the professionalism of business teaching is not fully reflected. In summary, the cultivation of business management talents in the new form is no longer what a single business knowledge teaching can meet. Faced with the constantly changing external business environment, the construction of university curriculum system also needs to be constantly innovated [5].

2.4. Lack of Effective Business Practices and Application Platforms

Business is a practical activity that requires specific practice, and current teaching in universities often only emphasizes the cultivation of classroom teaching content and the explanation of theoretical knowledge in books, lacking practical business practice training for students. In addition, some universities often lack practical cooperation units and platforms related to business practices due to various factors such as educational level and regional economic development level, resulting in many students lacking professional internship and training experience. In practical work, there are often prominent problems such as high difficulty in getting started and mismatch with the actual

needs of enterprises.

3. The Training Path of Business Management Talents in the Internet Age

After clarifying the problems in the cultivation of business management talents in the current era, the third part of this paper proposes specific paths for how the current business management talent cultivation system can adapt to the trend of the Internet and cultivate business management talents.

3.1. To Clarify the Training Objectives for Professional Talents

In response to the current issue of unclear talent cultivation in the field of business management in universities, each university should first clarify that the current business management talents are composite talents, establish a comprehensive awareness of cultivating business management talents, and also clarify the training directions for various types of business talents. Based on the actual teaching situation of the region and campus, talent cultivation should be tailored to local conditions. For example, for students majoring in business English, the international community should make them clear about the common rules and practices in international business trade, so that students of this major can be proficient in using English to engage in foreign trade business management related work, and guide students to actively understand the new methods and means of foreign trade work in the context of the Internet during the training process [6]. For students majoring in e-commerce management, universities cannot cultivate a single network technician, but should focus on electronic information and the internet to cultivate personnel who master business knowledge and modern network technology. In summary, under the new requirements of the Internet, universities should not only cultivate students at a single level, but should use Internet technology to carry out comprehensive training at multiple levels, angles, and fields, cultivating talents with outstanding professional abilities and advanced business management experience.

3.2. To Improve the Comprehensive Quality of the Education and Teaching Team

The quality of the teaching staff directly determines whether the process of cultivating business management talents is smooth or not. In the specific training process, teachers should update their teaching concepts and enrich the teaching forms in the classroom firstly. Teachers themselves should establish a teaching concept of the Internet, use Internet technology for teaching current business knowledge, and use Internet teaching resources to explore advanced business teaching concepts for learning. Secondly, schools should attach importance to the overall quality and level of the teaching staff. In the context of the Internet, universities should conduct assessment and training on internet applications for the current teaching staff, encourage teachers to actively participate in training on business management concepts, and encourage teachers to consciously and actively learn advanced concepts. Finally, schools should adopt effective incentive mechanisms to encourage teachers to actively participate in different business directions and qualification exams related to business management, so that teachers can become comprehensive business talents with multiple qualities [7].

3.3. To Promote the Improvement and Coordinated Development of the Curriculum System

To explore the path of cultivating business management talents in the context of the Internet, universities should first build a professional business knowledge system. The current business management course is no longer a single business course, but a course that integrates internet related knowledge. University teachers need to combine business knowledge with various

professional characteristic courses such as management, business fundamentals, and international trade, forming a business management knowledge system that is led by the internet. Universities should improve the core courses and professional courses in the business management system, and reasonably set up business management professional courses to address the issue of unreasonable course hours during the teaching process, coordinating the relationship between the Internet and professional courses. Secondly, universities need to reform the traditional teaching mode, change the teaching philosophy of a single major, and pay attention to the coherence of business management content in the teaching process, so that students can have a deep understanding of business management knowledge and master the basic theories of business management, thereby cultivating management talents who master various levels of knowledge.

3.4. To Open up a Multi-Dimensional Application and Practical Path

Based on the highly practical professional form of business management, universities should not only focus on teaching business theory knowledge, but also carry out specific business training and practical activities in the teaching process. Firstly, universities should improve their business training bases, improve the content and form of internships, and integrate the training content with the internet. In addition, universities should also broaden the forms of practical training, based on the vast teaching resources of the Internet, so that the practical training methods are not limited to traditional practical teaching, but promote the combination of online and offline practical teaching, and improve students' ability to face Internet business. Secondly, universities need to improve their infrastructure, such as various professional laboratories commonly used in business management, and large-scale simulation teaching software equipment. Finally, universities should actively establish off campus experimental and practical training bases, and actively cooperate with enterprises to explore new internship and employment channels [8]. Colleges and universities should actively cooperate with enterprises to understand the actual needs of enterprises in the current Internet context, so that students can improve their understanding of theory in practice, and understand the business management skills and levels required by enterprises. This will improve students' adaptability to society after graduation, and establish a long-term and effective school-enterprise cooperation platform to provide students with long-term and effective business teaching practices.

4. Conclusion

In a word, in the context of the Internet age, the training mode of business management talents is no longer a single training mode. Only by combining a variety of business management disciplines with new Internet technologies and new ideas, improving the curriculum, and clarifying the training objectives of business management talents can we truly cultivate comprehensive business management talents that meet the requirements of the times.

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