

# *Exploration and Thinking on the Training of New Business Applied Talents under the Background of Digital Economy: Take Tourism Management as an Example*

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**Abstract:** Under the background of the current digital economy, new economic forms are constantly spawned, which directly drives the innovation and change of new business. People's way of thinking also constantly reform and innovate more new production and living processes under the influence of the social environment. All industries are facing digital transformation and upgrading, and the social production and consumption structure is constantly upgraded and reorganized. The continuous update of traditional positions has created conditions for the newly established business model, and also put forward new requirements for the talent training system of the new business. It has become an inevitable trend to train new business talents who can meet the needs of social development. Taking tourism management major in universities as an example, this paper analyzes the current situation of talent training for new business, clarifies the orientation of talent training, optimizes the teaching model, builds a multi-dimensional evaluation system, links with the university-enterprise collaborative practice teaching platform, improves the teaching level of teachers, and cultivates applied, composite and innovative talents with an international vision.

## 1. Introduction

With the gradual strategic transformation of China's industries and the increasingly extensive application of science and technology, China has quickly entered the era of digital economy. "Internet +", data mining, AI and other new technologies are widely used in various industries, sharing economy, consumption upgrading, the application of the Internet of things, the traditional commercial real economy is quickly replaced by the Internet online economy, the digital application background based on the Internet of things online and offline combination of new economic management model immediately appeared, which poses new challenges to the training of talents in various industries.[1] In order to implement the national *14th Five-Year Plan* and serve local economic construction, in December 2018, the joint meeting of the Chairman of the Economic and Management Education Advisory Committee of the Ministry of Education proposed that new business is the core part of the development of new liberal arts, and training comprehensive talents suitable for the development needs of the new era is the key[2]. The cultivation of new business talents in higher education is an

inevitable requirement of China's economic development, and also the focus of the education reform of application-oriented colleges and universities in China. Colleges and universities need to combine with the needs of social enterprises when training talents, especially financial application talents, the demand for practical experience is more stringent than other majors, and the innovation of the education system of colleges and universities is imminent. Tourism management professionals should, on the basis of training new business talents as the orientation, focus on their professional characteristics and social needs, gradually clarify the training objectives of talents, promote financial and economic application talents to form an innovative consciousness, and cultivate a new generation of new business talents with solid foundation and professional accomplishment.[3]

## **2. The Value and Significance of Training New Business Talents**

Under the current background of digital economy, all sectors of society have gradually completed digital transformation, and college students are encouraged to start their own businesses. Enterprises are in urgent need of compound digital talents with innovative ability. However, the survey data shows that the proportion of talents engaged in product research and development in China is as high as 85%, and the others are mainly involved in the grassroots management of manufacturing enterprises. Therefore, the new business-related applied majors will gradually become the cradle of enterprise management talents training in the era of digital economy, and the reform of the training mode of new business talents in colleges and universities is also imminent.[4]

New business education focuses on the new connotation given by the era of digital economy, integrates AI, blockchain, big data and other technologies, fully integrates with the new era, new industries and new technologies, pays attention to the cultivation of students' critical thinking, cooperation consciousness and problem-solving ability, and builds composite new business talents with innovative, international vision and lifelong learning ability.

The Opinions of the Ministry of Education on the Establishment of institutions of higher Learning in the "13th Five-Year Plan" Period put forward that application-oriented colleges and universities are mainly engaged in the training of talents at the undergraduate level or above serving economic and social development, with characteristics of local and service, focusing on serving local economic development, providing consulting services and technical support to solve major problems in the industry. Because of this, colleges and universities need to combine their own characteristics, improve the top-level structure of talent training, and cultivate new business talents who are multi-disciplinary and comprehensive application, innovative spirit and adapt to the future development of digital economy.[5]

Talent cultivation involves all aspects of the education system, from the national level to the students' families from top to bottom constitutes the general background of education, but its core is school education. In the era of the vigorous development of new commerce, the construction of new business majors should take the initiative to meet the social demand for the reserve of applied talents of finance and economics, comprehensively improve the teaching quality of various majors of new business, take the educational objects of new business as the main body, deepen the training program for applied talents of finance and economics, adjust the internal structure of each major and the number of students of each major. Further innovate and update the applied talents training system based on the training advantages of applicable talents in finance and economics.

## **3. Characteristics of New Business Application -Oriented Talents Demand under the Background of Digital Economy**

Today, data is regarded as an important factor of production. In the era of big data, there are ever-changing teaching resources, which change the traditional single learning channel, facilitate students

to have access to diversified interdisciplinary knowledge, broaden their horizons, and exercise students' re-learning ability in data collection, analysis and application. Educational data also drives the reform and optimization of disciplines. The interdisciplinary thinking ability, innovation ability, communication ability, international vision and other qualities led by Internet thinking are the requirements of the new economy and new forms of business for high-level talents. [6] We try to define these abilities as the characteristics of new business talents. In order to meet the requirements of the rapid development in the era of big data, four changes have taken place in the talent training requirements of business students: from single skill type to compound type, from professional quality type to comprehensive cross-type, from traditional type to innovative type, from conservative type to open type. New business talents should keep pace with The Times, change the traditional way of thinking about learning, and improve their comprehensive abilities such as professional knowledge learning, skill training, practice and innovation, general quality and international vision.[7]

#### **4. Problems in the Training of Applied Talents for Tourism Management under the Background of New Business**

The connotation and path of the new business are still in the stage of exploration. In March 2019, the Education Advisory Committee of Business Administration in higher education institutions of the Ministry of Education conducted an in-depth discussion on the new business for the first time, and researchers also have different definitions. The author believes that the concept of the new business is as follows: Based on traditional business, it emphasizes interdisciplinary integration, integrates new technologies into business courses, pays attention to the use of new models, concepts and methods to carry out comprehensive interdisciplinary business education, and aims to cultivate composite innovative business talents in the new era. This is a new concept of business education in accordance with the concept of new liberal arts, and has the characteristics of interdisciplinary integration, integration of industry and education, and cross-border integration.[8]

The tourism management major involves tourism enterprise operation, resource planning, scenic spot design, catering management and other professional directions. Relying on the application of emerging technologies in the background of digital economy, the industry is in urgent need of comprehensive talents with rational and practical ability. However, there is an obvious disconnection and lag between the current training mode of tourism management professionals in colleges and universities in China and the market demand and technological innovation of economic transformation, which is reflected in the following aspects:

##### **4.1. The Orientation of Talent Training is Fuzzy**

The promotion of enterprise core competitiveness is the cornerstone of enterprise growth under the digital economy. The construction of application-oriented higher education needs to pay attention to whether the current talent training and quality ability can adapt to and meet the local economic structure adjustment and industrial upgrading. It is necessary to train the modern technical service talents with complex and innovative abilities according to the current needs of various industries, and combine the current development of digital information technology. Actively provide talent guarantee for the transformation and upgrading of local industrial structure and product innovation drive. However, the training of tourism management professionals in colleges and universities has insufficient understanding of the responsibility and mission of promoting and supporting local economic construction, and the positioning of professional talents is vague, which is disconnected from the full implementation of the goal of training talents urgently needed for national and local economic and social development.[9]

#### **4.2. The Talent Training Program Needs to be Improved**

Tourism management is a comprehensive discipline. At present, most colleges and universities in China lack the digital information development to keep pace with The Times in the formulation of talent training programs, and have not deeply studied and discussed the direction of national economic development and construction, lagging behind and integrating into the development needs of the industry. [10]The specific performance is: the professional curriculum system is incomplete, the curriculum ideological and political education is insufficient, the current subject theory development, technology application, market demand and other knowledge cannot be timely and effectively integrated into the classroom teaching, which greatly limits the real requirements of new business talent training.

#### **4.3. The Concept of Talent Training Education Lags Behind**

At present, the colleges and universities of China still adopt traditional teaching methods to cultivate application-oriented talents in new business subjects, and rarely apply modern teaching methods (such as group collaborative inquiry learning, project-based research, etc.) . Teachers are still in the main position in classroom teaching, accounting for a large number of theoretical hours, and students are output passive masters. They seldom use new teaching methods such as MOOC, NetEase Cloud classroom and flipped classroom, ignoring the cultivation of students' innovative consciousness and classroom practice.

#### **4.4. The Talent Training and Evaluation System Needs to be reformed**

Written examination or paper writing are used in the evaluation of higher education professional talent training courses, and the evaluation is mainly based on professional theoretical basic knowledge. Traditional evaluation methods cannot comprehensively evaluate and evaluate the training objectives of new business talents in the digital economy era. Enterprises need solid professional theoretical knowledge, but pay more attention to students' learning innovation, personal communication and team coordination abilities, which are relatively insufficient in the current new business talent training programs. [11]

#### **4.5. The Construction of Practical Platform for Talent Training is lacking**

In terms of school-enterprise cooperation, most of the domestic colleges and universities lack cooperation platforms and corresponding communication and coordination mechanisms, school-enterprise cooperation is just a superficial form, the internship content is too simple, the repetitive work is mainly, the training of students' innovative consciousness is lacking, the lack of opportunities to solve practical problems and the training of practical ability, and the internship has little harvest. Colleges and universities lack relevant internship and training management systems and norms, and personnel training goals often cannot correctly match the needs of industry talents.

#### **4.6. There is a Shortage of Teachers for Personnel Training**

Excellent teachers are an important support for the cultivation and output of talents in colleges and universities. The biggest obstacle to the cultivation of new business talents is the lack of practical teachers who can fully match the teaching. At present, most of the teachers in colleges and universities come directly from the doctor's degree. Although they have the corresponding theoretical knowledge, most of them have weak practical ability and lack of working experience in relevant enterprises.

Tourism management is a special specialty with wide coverage and strong practical ability, and work experience in related industries is the core ability to cultivate tourism management professionals in applied universities. There is a serious shortage of teachers who can integrate digital technology and professional theories, and the shortage of teachers will directly lead to the implementation of the training of new business talents in the era of digital economy.

## **5. Research on the Training mode of New Business Applied Talents under the Background of Digital Economy**

### **5.1. Define the Orientation of Talent Training**

Based on the era of digital economy, the innovation of talent cultivation models in higher education institutions needs to be combined with the strategic development layout of national regional economic integration and industrial structure upgrading, clarify the positioning of talent cultivation, cultivate applied, compound, and innovative talents with a high sense of professional responsibility and mission, deep professional cultural knowledge literacy, innovative awareness and practical ability, and international perspective, assisting in the rapid and high-quality sustainable development of the national and local economy and society.

Introduction of new concepts and transformation of teaching methods. The Outcome Based Education (OBE) educational concept was first proposed in 1981 and first applied to engineering education. Its core idea is "result-oriented, student-centered and continuous improvement", which coincides with the IACBE certification concept. It is in line with the new characteristics of contemporary talent training. When developing new business talent training, it is necessary to make use of big data, cloud computing, artificial intelligence, sharing economy and other technologies to improve the teaching mode and talent training mode, overturn the traditional "teacher-centered knowledge infusion" training mode, and change into "student-centered and ability-oriented" training mode.

Efforts should be made to cultivate students' learning ability and professional technical ability, respect the development of students' personality differences, and help students learn and train to become "skilled craftsmen". At the same time, through the teaching during the epidemic period, it is obvious that data information technology has changed the traditional teaching methods. The talent training of new business majors should make use of the Internet and other new methods and new means, and carry out special, practical and interactive teaching with the help of man-machine collaborative education.

### **5.2. Optimize the Mode of Personnel Training**

Investigate industry development and market demand, update the top-level design of college talent training, and actively integrate disciplinary post groups. According to the new business talent training orientation, update the talent training objectives, optimize the talent training plan through the establishment of curriculum ability training matrix and curriculum system, optimize the talent training plan through scientific teaching methods, cultivate its own high-quality and high-quality teaching teachers through the construction and development of high-quality training cooperation practice platform for industry-university-research enterprises, and reasonably set the weight ratio through multi-dimensional evaluation. Improve the assessment system of talent training teaching quality.

### **5.2.1. Revision of General Education**

By integrating and optimizing the teaching links and contents, the course hours should be allocated according to the proportion of theory and experiment, the scope of quality electives such as humanities and social sciences should be expanded, and the application and integration of ideology and politics in the teaching of various majors should be strengthened. The personnel training program involves college students' innovation and entrepreneurship, career planning and other courses as the core connecting courses between teaching and employment. The cultivation of social responsibility and sense of mission, humanities literacy and innovation and entrepreneurship awareness is taken as the core of new business talents.

### **5.2.2. Improve the Basic Education of Disciplines:**

The university should fully leverage the disciplinary advantages and professional characteristics of universities, develop and construct interdisciplinary big data teaching application platforms for management and economics, and combine the effective integration of majors in the digital economy era to redefine the direction of talent cultivation, select professional courses, and fundamentally stimulate students' interest in learning.

### **5.2.3. Build a Professional Curriculum System:**

The cultivation of students majoring in business administration in the new business discipline should be based on the demand for talents in the new situation, optimize the talent training program, and straighten out the curriculum system. Break the boundaries of the industry and pay attention to the integration of multiple disciplines. Focus on management and economics, systems science, network data science and other interdisciplinary integration, business and different industry knowledge integration.

We will attach importance to students' humanities education and improve their comprehensive literacy. We should appropriately increase the proportion of credits in general education courses, train students to master basic knowledge of humanities, social sciences and natural sciences, and expand the depth and breadth of courses on economic, social and legal environment.

Guide students to understand the global business environment and broaden students' international vision. Increase the global business dimension, add international business environment analysis, cross-cultural courses, etc., to enhance students' cross-cultural communication ability and enhance their international vision.

Universities need to strengthen the cultivation of students' application abilities and improve their comprehensive qualities. In the course of teaching, teachers should focus on cultivating students' ability of communication and emergency treatment, improve students' practical ability and solve problems with theoretical knowledge. It aims at cultivating application-oriented business talents with solid professional knowledge and high EQ quality, and conveying talents in line with the needs of the new era and industry enterprises to the society.

Professional teachers in universities utilize existing online and offline teaching resources in professional classrooms, appropriately reduce the proportion of professional public compulsory courses based on professional characteristics, increase the proportion of professional elective courses according to industry development and needs, and integrate disciplinary and professional course resources. By setting up a course system that matches professional courses with the forefront of disciplinary research through three stages of "job requirements, ability requirements, and course development", the position integrates internship, research, and skill enhancement into the teaching materials.

#### **5.2.4. The Implementation of Comprehensive Collaborative Training**

Colleges and universities combine professional characteristics, develop and build industry-university-research practice teaching platforms through the docking of schools and high-quality enterprises, and screen outstanding management practice cases related to course majors into the classroom teaching of professional courses, so as to improve students' ability of team communication and individual coordination in actual work. Through the establishment of an on-campus training base, the course is simulated to enrich students' knowledge application ability, team cooperation and innovative thinking. Professional management personnel in universities need to modify their training plans and carry out professional cognitive internships, enterprise research, and graduation internships in stages. By organizing and guiding students to participate in professional skill competitions in different disciplines, promoting learning and teaching through competitions, students' understanding and application of professional knowledge are continuously improved during the preparation period for the competition.

#### **5.3. Optimize the Teaching Concept and Method**

The classroom teaching makes full use of digital network platform and other modern teaching technology and methods to enhance students' interest in understanding and mastering knowledge and improve their ability to transform and apply knowledge. Through flipped classroom, combined with the professional years of teaching disciplines accumulated high-quality course resources, effective integration of network quality courses, fully theory teaching as the first classroom, integration of extracurricular discipline group practice of the new teaching mode. Based on the teaching chapters of some professional courses, project investigation and analysis, the teaching and research department selects representative knowledge cases and organizes students to complete

The self-preparation before class by releasing pre-tasks, so as to improve the preparation and application of knowledge sharing ability. In the class of professional teaching, ideological and political education is incorporated into the whole process of teaching design and implementation, cultivating students' sense of responsibility and mission, adhering to the moral education and moral education priority, and becoming patriotic and dedicated, high quality applied new business talents.

#### **5.4. Construct Multiple Evaluation System**

According to the training objectives and plans of professional teaching talents, with the training of comprehensive applied talents as the core, a multi -component comprehensive assessment and evaluation index system is constructed, with weights divided into three levels: First of all, based on different majors and disciplines, students have different degrees of mastery of professional knowledge, and diversified evaluation indicators are constructed by setting different forms, enriching and improving the assessment content by stages. The evaluation indicators are set with emphasis on the evaluation weights of students' ability to communicate, teamwork and innovative application, and a comprehensive evaluation index system is constructed from these dimensions. Second, colleges and universities, excellent cooperative enterprises and local industry associations jointly constitute the main body of diversified student evaluation and assessment. Professional teachers in colleges and universities are responsible for the evaluation of students' professional theoretical knowledge, cooperative enterprises are responsible for the evaluation of students' quality and comprehensive ability, and industry associations judge whether they match the required professional standards through the mode of professional qualification examination and recognition. Third, considering the deficiencies of the traditional evaluation in colleges and universities, the process assessment module of students should be added to build a diversified evaluation method. The final professional written

examination content and the evaluation methods such as case analysis, situation practical operation and program cooperation in the course teaching are fully combined and applied. Finally, some college departments carry out three years of follow-up evaluation of graduates after employment, and regularly carry out market monitoring of employment application ability, and constantly improve and optimize the evaluation system from the two aspects of industry demand and graduates' actual integration.

### **5.5. Develop the Practice and Innovation Platform of University and Enterprise**

Combining with the characteristics of tourism management disciplines, we will constantly build and develop innovative teaching platforms for schools, enterprises, universities and research, and improve the transformation of students' knowledge ability into practical operation ability. In combination with their own characteristics, all majors in colleges and universities jointly build practice centers with enterprises to realize the sharing of teaching resources and research results. For tourism management majors, university-enterprise cooperation should be carried out in combination with tourism enterprise operation and tourism resource planning, and enterprise background and R&D resources should be fully integrated with university-enterprise.

In addition, industry mentors are hired to intervene in the process of students' graduation thesis writing, searching for real problems in enterprise production, operation, management, and product services. Industry mentors and school teachers assist students in targeted topic selection, conducting joint research, and improving their problem-solving skills and enhancing students' comprehensive abilities and innovative awareness during this process.

The current social economy shows a diversified development trend, school-enterprise cooperation is the choice to achieve multi-win, the school can timely understand the needs of industry enterprises for talents, students can go to the enterprise internship to apply, enterprises can quickly obtain high matching high-quality talents. The school should pay attention to the deep integration of industry and learning when carrying out the talent training for business administration majors, and the talent training should follow the pace of the development, transformation and upgrading of enterprises and industries, so as to meet the practical needs of enterprises and industries as the focus, create conditions to provide students with practical training practice and innovation and entrepreneurship platform, and open up more high-quality internship enterprises of all kinds, so as to improve students' ability to integrate learning and practice.

### **5.6. To Build a High Quality Teaching Staff**

A team of teachers with knowledge and rich experience is the core and guarantee of personnel training. The composition of the teaching team of application-oriented colleges and universities requires active docking between teachers and enterprises, increasing the proportion of dual-qualified teachers, making full use of the digital teaching innovation platform for integrating production and education, jointly establishing research and training bases with enterprises, and enhancing the effective integration of teachers' practical ability and education and teaching. The competent government departments and senior management personnel are invited to the university to give lectures, and teachers are encouraged to participate in the temporary training of enterprises and carry out research projects. The major discipline leader should employ experienced enterprise managers as industry mentors to collaborate with full-time teachers to guide students in various professional competitions, and provide guidance through industry mentors during internship sessions to enhance internship outcomes. Finally, we must strengthen the political ideology, moral character, and social responsibility of the teaching staff, and strive to become a guide and guide for the cultivation of professional talents in universities. By collaborating with school enterprise internship bases to jointly



establish a teacher training center, we can collaborate to cultivate teachers, create a dual teacher team, and help teachers timely grasp the social and economic development needs, industry development trends, and enterprise employment needs. In practice, we can improve our teaching and research level, further enhance our professional teaching staff, and cultivate high-quality applied talents with new technologies and knowledge that meet the needs of the enterprise industry.

## 6. Conclusion

Under the background of digital economy, China's new business education is facing great challenges, the imbalance of industrial structure causes the shortage of industry information talents, and the change of employment market demand poses great challenges to the training mode of new business talents in colleges and universities. Under the current background of digital economy, business education in applied colleges and universities must break through the traditional training mode and build a new mode of training new business talents.

Under the background of national and regional economic restructuring and the development of new industries and new business models, application-oriented undergraduate colleges should conform to the development trend of The Times, establish a target system for the training of new business talents in application-oriented undergraduate colleges based on "student-centered development", and form a development trend that ADAPTS to the new economy, new industries and new business models. Serve the local, close to the industry, the distinctive "integration of industry and education, collaborative education" mechanism.

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