

Research on the reform and quality improvement of new business talents training mode under the background of digital economy

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Abstract: With the advent of the era of digital economy, more and more scholars have begun to pay attention to the cultivation of new business talents. In recent years, the Ministry of Education has proposed a comprehensive "four new" strategic layout for the construction of new engineering, new medical, new agricultural, and new humanities. The new business science is an important part of the new liberal arts, which is to carry out economic management education under the concept of the new liberal arts. Its construction is receiving close attention from all sectors of society. Under the background of the digital economy, the reform of the new business talents training mode can effectively respond to and fully rely on the needs of society, the market, industry, and enterprises, break the closed and block oriented knowledge system of business talent training under the traditional mode, and better adapt to the complexity, dynamic, and cross-border of modern economic and social business problems. Under the background of the era of digital economy and industrial upgrading, it is of practical significance to explore a new talent training model for new business and the reform direction of new business education.

1. Introduction

In today's world, human society is facing the most rapid, widespread, and profound revolution in history. Driven by advanced technologies such as cloud computing, big data, the Internet of things, and artificial intelligence, the digital economy is having a profound and disruptive impact on economic and social development and has spawned new technologies, products, business operations and management models. The Chinese government has introduced a series of policies to promote the development of the digital economy, vigorously promoting innovation and entrepreneurship, and encouraging traditional industries to carry out digital transformation and upgrading. With the impact and penetration of information technology and Internet applications on the business environment, the business environment has undergone disruptive restructuring and innovation under the impact of technological changes such as "Internet plus", artificial intelligence, big data, cloud computing, and blockchain.

The emergence of a new business environment has led to the inability of traditional business education to meet the social and economic development needs of the new technological revolution, resulting in the emergence of "new business". With the emergence of the concept of "new business",

corresponding talent standards, teaching concepts, teaching modes, curriculum systems, and talent cultivation models need to be adjusted as well. How to change the paradigm of business education and cultivate the top innovative talents of "new business" suitable for the development of The Times is not only related to the career development of students but also to the sustainable development of the country in the era of the digital economy. "New Business" focuses on social development and change, faces the future, and is a new concept of talent training. The cultivation of talents in the field of new business should follow the development laws of new business. It should not only meet the needs of business students to grasp the knowledge and theoretical system but also establish a corresponding relationship between the course content of business and business practice activities, meeting the requirements of new course theories and the era for talent cultivation. Therefore, in the context of the digital economy, it is of great practical significance to construct a composite and innovative new business talent training model.

2. Training objectives of new business talents under the background of digital economy

With the advent of the digital economy era, the new business education should aim to cultivate innovative and composite talents with "business thinking + knowledge cross-border + skill integration + humanistic literacy" as the goal of the new business education. At the same time, there should be new integration in the knowledge level, ability and quality level.

2.1. Integrate the development and highlight "new knowledge"

The training of new business talents should highlight the "Internet plus" and other emerging information technology elements, as well as new business models and new forms of business in the program. Teachers focus on training students to master the basic knowledge of modern business, strengthen students' comprehensive knowledge accumulation in economics, management, finance, trade, logistics, and other aspects, and realize the integration of international policy, artificial intelligence, cloud computing, blockchain, and other cross-professional knowledge. In the process of knowledge transmission, we should constantly update the teaching content, innovate the teaching organization forms, and explore the use of heuristics, inquiry, role participation, and other teaching modes so as to more effectively teach students the basic knowledge of business and interdisciplinary knowledge.

2.2. Innovation and integration, highlighting "new capabilities"

The cultivation of new business talents should rely on the digital economy, industrial upgrading, and modern economic systems, especially the application and service of the digital economy. In terms of ability objectives, it is necessary to enhance the ability of data scientific thinking, from computing thinking, new business thinking, and data thinking, critical thinking, interactive thinking to innovative ability, so as to cultivate students with scientific thinking ability. From the application of a new business foundation, new business skills, business methods, and tools to comprehensive business practice ability and cross-border comprehensive ability, it can train students to have business skills and professional ability. From the perspective of expression and communication ability, analysis and problem solving ability, and teamwork ability, lifelong learning ability and so on, it can train students to become a new type of corporate social personage with social responsibility and certain innovation ability. In the actual training process, cross fusion is used to achieve the training goals of different levels of abilities.

2.3. Value guidance, highlighting "new literacy"

Through value guidance, students can achieve the dual functions of new business education knowledge teaching and ideological and political education, which play a role in shaping students' world outlook, outlook on life, and values. The ideological and political education of the new business curriculum is to cultivate students' ideals, beliefs, value orientations, political belief and social responsibility through cases, scenarios and exchanges in the teaching process so that students can form the spiritual quality of daring to take responsibility and taking the initiative. The new business curriculum internalizes students' personalities and moral sentiments and forms academic achievements through objective verification and scientific research. Through external communication, effective language communication, and cross-cultural understanding, the course guides students to form professional qualities in an international thinking mode.

3. Exploration of the New Business Talent Training Model under the Background of Digital Economy

3.1. Multidisciplinary and cross-border integration training

New business is a multidisciplinary and composite discipline. The rapid development of the digital economy forces the digital transformation of traditional business and the innovation of business talent training modes. The cross-border and interactive nature of industries eliminates knowledge barriers between all economic and management disciplines related to the market, making it a composite discipline that serves the needs of the market economy. The new business discipline should be guided by the industry demand in the era of digital business, emphasize the deep integration of business, technology, and humanities in talent training, and seek breakthroughs in crossover and integration, that is, the intersection of management, applied economics, computer science and technology, big data science, intelligent science, and other disciplines, and the integration of new scientific and technological means, new business models, new logistics, new finance, and other means. New and old industries at the top and new technology platforms at the bottom should be connected to realize the cross-integration of business, technology, and the humanities in a larger span, reconstruct the connotation and extension of business majors, and build an inter-professional comprehensive business major group and corresponding curriculum system integrating new management science, new economics, new law, and data science. And cross-professional integrated business disciplines and corresponding curriculum system can respond to the challenges of new business ethics, new technologies, new needs, new practices, shape students to adapt to the new era's needs new business skills and new practical skills^[1].

3.2. Integrated training of industry and education

The integration of industry and education effectively introduces social forces and market entities and actively links the advantageous resources of industries, industries, and enterprises, based on industry demand, with resource sharing as the core, practical platforms as the carrier, applied teaching staff as the guarantee, and curriculum development and innovation as the means, to cultivate innovative business talents in a multi-dimensional and collaborative manner, thus forming a situation where multiple subjects participate, share results, and benefit together in talent cultivation. In the era of the digital economy, many new business models and management concepts have emerged. Under the new business philosophy, higher education should carry out deep integration of industry and education and promote the reform of teaching content, curriculum systems, and teaching methods that adapt to the development of enterprises in the digital economy era. Universities should foster

resource sharing and information exchange between schools and enterprises, rely on enterprises to establish practical platforms and internship bases, and create a collaborative training mechanism between them^[2].

3.3. Integrated training of science and education

The integration of science and education means that scientific research and teaching promote and penetrate each other in form and content. The integration of science and education is a breakthrough for training new business and scientific innovation talents. On the one hand, timely enriching cutting-edge scientific research achievements into classroom teaching can not only enrich the teaching content of theoretical teaching but also meet the growing needs of students to understand cutting-edge professional knowledge. On the other hand, the link of "project research" should be set up in classroom teaching, combining with the background of professional knowledge, to find the convergence point between the frontier hot issues and the teachers' scientific research projects, guide the students to choose the appropriate research methods, carry out the project research, and truly cultivate the students' innovative thinking and innovative ability.

4. Path to improve the quality of new business talent training under the background of digital economy

4.1. Explore interdisciplinary and innovative education

4.1.1. Establish a diversified learning platform for interdisciplinary knowledge integration

The interactive multimedia technology of the Internet is used to complete the learning of multi-disciplinary basic courses and the exploration of cross-innovation. Through the diversified combination and cross-integration of subject knowledge, the four innovative talent training practice modes of teaching and research, the combination of teachers and students, the combination of inside and outside class, and the combination of inside and outside school are realized^[3].

4.1.2. The innovative experimental college, department and class model should be constructed

The Innovation Experimental Institute, department, and class extensively absorb excellent talents to cultivate interdisciplinary innovation consciousness and motivation. Relying on the tutorial system, students are provided with targeted guidance, and the foundation of cross-integration platform empowerment is laid through practical training methods such as joint training, exchange training, double training, and summer training.

4.1.3. Establish a platform-based multi-disciplinary cross-innovation training mechanism

The platform-based interdisciplinary innovation training mechanism should break through the traditional practical training mode, strengthen the talent export mechanism, establish the faculty of interdisciplinary innovation talent training, provide special financial support, build the basic platform that can support the interdisciplinary integration, and track and monitor the talent training situation^[4].

4.2. Promote cooperation between schools and enterprises to cultivate new business talents

The school and enterprises jointly build the characteristic industry college and develop professional teaching standards for the training of new business talents. In order to cultivate innovative and compound new business talents through the teaching mode of integrating project practice with courses and certificates and ensuring the forward-looking and practical teaching standards and teaching content, characteristic industry colleges should adhere to industrial

transformation and upgrading as the main standard and internal logic of professional teaching, and formulate talent training programs according to the enterprise post ability standards. The specialty setting of a characteristic industry college should be connected with industrial demand, the course content should be connected with professional standards, and the teaching process should be connected with the management practice process.

Optimizing the structure of new business teachers is an important method to build a teaching team integrating schools and enterprises. Firstly, the new business faculty structure should encourage teachers to master the industry, the new paradigm, and the new dynamics of the industry and better lead students to complete the closed loop of "book-practice-book" learning^[5]. Secondly, we should continuously update teachers' theoretical knowledge systems and practical cognition, and build a teacher team that integrates theory and practice. Once again, we will innovate the teacher appointment mechanism flexibly introduce senior experts and technical experts from industries, industries and enterprises so that the school and enterprise talents can integrate and complement each other to form a "dual-teacher" teaching team with new business.

School-enterprise cooperation is needed to accurately optimize the teaching resources of new business courses. The school should meet the demand of enterprises for new business talents as a principle, according to the specific requirements of practice, to refine the knowledge, ability, and quality goals and create a curriculum system of "integration of knowledge and practice, curriculum and post docking". According to the framework of "professional group sharing course + professional characteristic course + post ability transfer course + certificate training course", the school and the enterprise jointly determine the curriculum system and digital teaching resources of the new business professional group^[6].

4.3. Deepen the integration of science and education and reshape innovative talents

The integration of scientific research and education should adhere to the educational nature of scientific research and the scientific nature of teaching. On the one hand, the educational process of scientific research is the process of individuals' continuous self-construction in research practice. Through research practice, students solve unknown problems and constantly negate and reconstruct existing knowledge. On the other hand, the education-oriented scientific research concept also needs to strengthen the scientific research of teaching and realize the refeeding of teaching by scientific research. University teachers can apply the methods and achievements of scientific research to teaching and promote the cultivation of innovative talents through high-level academic research.

We should strengthen research-based teaching and change the way of cultivating innovative talents. To stimulate individual innovation behavior through the transformation of problem-centered teaching. By reforming the teaching mode and strengthening the research teaching, students' awareness of problems and independent innovation ability can be cultivated. In research-based teaching, teachers and students will form an academic community, students' autonomy and awareness of problems will be strengthened, and creative thinking will be trained.

A high level of scientific research supports a high quality undergraduate teaching path. We should strengthen the construction of teachers with high-level research ability and teaching ability, transform teachers' high-level scientific research results into undergraduate classroom teaching content, adopt the three-step mode of "teacher-teacher-student discussion - student inquiry" to promote research-based teaching, intensify efforts to encourage teachers to integrate scientific research methods with education and teaching methods, and integrate scientific research results with teaching results. Through the construction of a team of teachers who organically combine scientific research and teaching, we can realize the construction of high-level disciplines to promote professional teaching and reflect the frontier and pioneering nature of classroom teaching.

5. Conclusions

With the rapid development of big data, artificial intelligence, and other new technologies, the management practices of Chinese enterprises need the supply of new business talents. Seizing the opportunity of interdisciplinary integration of "new technology+ business" and cultivating innovative and cooperative business talents in the digital economy era is an important mission of China's business education. It has important practical value and practical significance for deepening the reform of talent training models. This article establishes the training objectives of new business talents that integrate knowledge, innovation ability, and leadership literacy, and builds a new business talent training model that integrates multiple disciplines, science and education, and industry and education. At the same time, it points out the implementation path for improving the quality of new business talent training.

The relevant research on the talent training model of "new business" is still being actively explored in the academia. Future research should recognize that the cultivation of new business talents is a comprehensive project, and the research and reform of the teaching system is an important part of talent cultivation. It requires systematic and overall thinking, continuously optimize the system design, so as to adapt to the upgrading of regional economies and industries and the development of modern business.

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