

Research on the Optimization of Practical Teaching System for Business Administration Vocational Undergraduate Program

Chang Fu*

*School of Finance and Economics, Hainan Vocational University of Science and Technology,
Haikou, Hainan, 571126, China*

**Corresponding author*

Keywords: Vocational Undergraduate; Business Administration; Practical Teaching System; Three-Level Four-Module; Industry-Education Integration

Abstract: To solve the core problems existing in the practical teaching of business administration vocational undergraduate programs, such as imbalanced system structure, disconnection between content and industry, and insufficient resource guarantee, this study constructs a "three-level four-module" practical teaching system oriented by progressive ability. This system realizes the step-by-step cultivation of professional qualities, professional skills, and innovative abilities through three levels: basic, advanced, and comprehensive. It also achieves the systematic integration of teaching content through four modules: basic experiments, professional skills training, internship, and social cognitive innovation. The study further proposes implementation paths and guarantee mechanisms with curriculum project-based reconstruction, intelligent training platform construction, "dual-teacher" faculty system cultivation, and diversified process evaluation as the core. This system provides an operable theoretical framework and practical plan for business administration vocational undergraduate programs to achieve deep integration of industry and education and improve the quality of applied talent training.

1. Introduction

As a crucial component of China's modern vocational education system, vocational bachelor's education bears the mission of cultivating high-level technical and skilled personnel. Its core characteristic lies in the deep integration of "vocationalism" and "academicism," emphasizing the systematic development of students' complex problem-solving abilities, technological innovation capabilities, and job adaptability [1,2]. As a highly applied social science discipline, the quality of talent cultivation in business administration largely depends on the scientific nature and effectiveness of its practical teaching system [3,4]. Therefore, constructing a business administration practical teaching system that highly aligns with the positioning of vocational bachelor's education has become an urgent task for deepening professional teaching reform and improving the quality of talent cultivation.

Scholars both domestically and internationally have conducted beneficial explorations of

business administration practical teaching. Leading business education powerhouses in Europe and the United States, such as Wharton School of Business and Sloan School of Management, generally emphasize that "practice is at the core of learning." They integrate practice into the entire talent cultivation process through undergraduate research opportunities (UROP), case teaching, team projects, and cooperative education (Co-op) models[5]. Domestic research focuses on elaborating the necessity of practical teaching, analyzing existing problems (such as emphasizing theory over practice and a lack of teaching resources), and providing macro-level suggestions for system construction. However, existing research often starts from a general perspective and lacks an in-depth understanding of the inherent laws of this specific education type of vocational bachelor's degree, especially in how to systematically integrate "hierarchical ability advancement," "modular teaching content," and "real industrial environment." A highly instructive operational framework has not yet been formed[6].

Based on this, this study will focus on constructing a vocational bachelor's degree business administration practical teaching system with clear goals, distinct levels, rich content, and strong guarantees, using a "three-level, four-module" framework. The study will comprehensively use literature research, comparative analysis, and case study methods. By analyzing the current situation, drawing on advanced experience, and proposing an optimized solution that closely combines the talent cultivation goals of vocational bachelor's degrees and emphasizes the progression of capabilities and the integration of industry and education, it aims to provide practical and feasible path support for achieving high-quality cultivation of vocational bachelor's degree talents in business administration.

2. Current Situation and Problems

Vocational undergraduate education, as an important component of China's higher education system, has a fundamental mission to cultivate high-level technical and skilled talents with a solid theoretical foundation, sophisticated professional skills, and good professional qualities. Business administration, as a highly applied discipline, largely depends on the scientific and effective nature of its practical teaching system for the quality of its talent cultivation. This chapter will analyze the current situation and existing problems of the practical teaching system for vocational undergraduate business administration programs from three dimensions: system structure, content design, and resource guarantee.

2.1 Positioning Deviation and Structural Imbalance

Currently, the practical teaching system for vocational undergraduate business administration programs has a clear deviation in its positioning. From a normative perspective, vocational undergraduate practical teaching should be based on the organic unity of "vocationalism" and "academicism," emphasizing the deep integration of theoretical application and skills training. However, the actual situation shows that the practical teaching system in most institutions is trapped in a dilemma of ambiguous positioning: on the one hand, it is difficult to get rid of the path dependence of traditional undergraduate education's "discipline-oriented" approach, and on the other hand, it cannot fully conform to the essential requirements of vocational education's "job-oriented" approach.

This positioning deviation directly leads to structural imbalances in the practical teaching system. Specifically, there is a lack of organic connection between the three levels of basic practice, professional practice, and innovative practice, and each practical module presents "fragmentation" characteristics. Taking the survey data of a vocational undergraduate institution as an example, although the proportion of practical teaching credits in business administration programs accounts

for 30% of the total credits, the proportion of general practical links such as military training and social practice is too high, while the practical links related to professional core competence are relatively weak[7]. This "emphasizing form over substance" credit allocation structure cannot support the systematic cultivation of students' professional abilities.

2.2 The Adaptability of Practical Teaching Content to Industry Needs

The degree to which practical teaching content aligns with industry needs is a key indicator of the quality of vocational undergraduate education. Research reveals a significant "double disconnect" in the current practical teaching content of business administration programs. The first is a disconnect between theory and practice, where most practical training projects remain at the level of simple verification of theoretical knowledge, lacking the complexity and uncertainty of real business scenarios. Taking enterprise management sandbox simulation as an example, most simulation systems used by colleges and universities have fixed rules and simplified parameters, making it difficult to reflect the dynamic competitive environment faced by enterprises in the digital economy era.

The second is a disconnect between teaching and industry. With accelerated industrial upgrading and technological changes, emerging business formats have profoundly changed the competency requirements for management talent. However, the practical teaching content of most colleges and universities is updated slowly, with insufficient coverage of emerging fields such as big data analysis, digital transformation, and platform operation management. The business administration program of an aviation college, for example, focuses its practical teaching for the civil aviation transportation management direction on traditional business processes, with seriously lagging development of practical projects in cutting-edge fields such as smart airports and digitalized aviation logistics.

2.3 Gap Analysis of Teaching Resource Allocation and Implementation Effectiveness

The quality of teaching resource allocation directly determines the implementation effectiveness of practical teaching. From the perspective of hardware resources, vocational undergraduate colleges generally have a problem of "emphasizing equipment while neglecting the environment" in their practical training conditions. Although most colleges and universities have established business administration training centers and are equipped with basic management simulation software, the authenticity and advancement of the training environment are insufficient[8]. In particular, there is a serious lack of high-end resources such as cross-disciplinary training platforms and real enterprise data platforms needed to support comprehensive practical projects.

In terms of faculty resource allocation, the low proportion of "dual-qualified" teachers has become a bottleneck restricting the improvement of practical teaching quality. Data shows that the proportion of business administration faculty in vocational undergraduate colleges with enterprise work experience is generally less than 30%, and the match between enterprise experience and the professional courses taught is not high. This structural defect often makes teachers feel inadequate when guiding students to carry out comprehensive and innovative practical projects. In addition, the employment mechanism for enterprise mentors is not sound, and the depth and stability of their participation in teaching cannot be guaranteed.

The construction of off-campus practice bases also faces the dilemma of "mismatched quantity and quality." Although colleges and universities have established a considerable number of practice bases through school-enterprise cooperation, most cooperation remains at a superficial level. Out of consideration for operational efficiency and business secrets, enterprises often arrange students in auxiliary positions, and the practical content has a low degree of alignment with the professional

training goals. This "free-range" internship management is difficult to achieve the expected teaching results.

3. Construction of the "Three-Tier Four-Module" Practical Teaching System

Based on the in-depth analysis of the current situation and problems of the practical teaching system for the undergraduate business administration program in the previous chapter, this chapter proposes a system reconstruction plan with the "Three-Tier Four-Module" as the core framework. Guided by the competency-based education theory and the integration of industry and education concept, this system aims to construct a new paradigm of practical teaching that is well-structured, modularly complementary, and progressively advanced, effectively resolving the structural contradictions existing in the current system.

3.1 Theoretical Foundation and Core Concepts of System Construction

The construction of the "Three-Tier Four-Module" system is rooted in the cutting-edge theories of modern vocational education. Competency-based education theory emphasizes achieving vocational competence as the teaching goal, requiring the practical teaching system to be precisely aligned with the requirements of job competence. Constructivist learning theory argues that knowledge is acquired through practical construction in real situations, which requires practical teaching design to provide realistic management scenarios. The theory of integrating industry and education points out that the organic connection between the education process and the production process is the key path to cultivating high-quality technical and skilled talents.

Based on the above theories, this system establishes three core concepts: first, the concept of progressive competence, following the law of vocational competence development of "vocational cognition → skill mastery → comprehensive application → innovative practice"; second, the concept of combining the virtual and the real, achieving a smooth transition from skill training to practical application through the organic combination of simulation and real-world workplace practice; and third, the concept of multi-party collaboration, integrating resources from schools, enterprises, and industries to form an open and shared practical education ecosystem. These concepts together lay the ideological foundation for system construction.

3.2 Design and Implementation of a Three-Tiered Practical Teaching Architecture

The three-tiered architecture serves as the vertical framework of the practical teaching system, corresponding to the three stages of professional competence development and embodying the progressive and continuous nature of the teaching content.

The foundational tier focuses on cultivating professional qualities and general skills. This tier primarily targets freshmen, fostering students' sense of discipline, professional ethics, and communication and collaboration skills through modules such as military training, ideological and moral cultivation practices, and practical training in college English listening and speaking. Particularly in need of innovation is the professional cognition practice, which organizes students to visit cooperative enterprises for tours and job experience, enabling them to establish an intuitive understanding of management professions from the very beginning of their studies. The goal of this tier is to solidify students' basic qualities as future managers, laying the foundation for subsequent professional learning.

The advanced tier emphasizes systematic training in core professional skills. This tier covers the professional learning stage of sophomore and junior years and is the core component of the practical teaching system. In terms of design, it breaks away from the traditional model of setting up

experiments according to courses, integrates knowledge points from multiple courses, and develops a series of progressive comprehensive practical training projects. For example, the content of courses such as principles of management, marketing, and human resources is integrated into the "enterprise operation full-process simulation" project; "enterprise management decision-making analysis" training is developed based on courses such as financial management and management accounting. Each project sets clear skill attainment standards to ensure that students systematically master core professional skills.

The comprehensive tier emphasizes the cultivation of comprehensive job skills and innovative practical abilities. This tier mainly targets senior students, realizing a key transition from learning to employment through graduation internships, graduation designs, and innovation and entrepreneurship projects. Graduation internships implement a "dual-mentor system," with school teachers and enterprise mentors jointly guiding students to participate in actual management work. Graduation designs promote a "real problem, real solution" model, with topics directly derived from the actual management problems of cooperative enterprises. The focus of this tier is to cultivate students' ability to comprehensively use their knowledge to solve complex management problems, achieving a seamless connection with employment positions.

3.3 Integration and Innovation of Practical Teaching Content in Four Modules

The four modules represent the horizontal organization of content in the practical teaching system, with each module corresponding to the development of specific types of skills, collectively forming a complete skill map.

The Basic Experiment Module focuses on consolidating the foundation of the discipline. This module includes in-course experiments and independently designed experiments, such as Management Statistics experiments and Economic Law case studies. The design emphasizes basic principles and standardization, using verification and demonstration experiments to help students understand management theory and master basic management analysis methods. The module implementation requires the establishment of standardized experimental teaching norms to ensure the solid and effective training of basic skills.

The Professional Skills Training Module highlights core professional competencies. This module is key to reflecting the characteristics of vocational undergraduate education, developing specialized training projects for different professional directions. Taking the aviation logistics direction as an example, projects such as "Air Cargo Agency Practice Simulation" and "Airport Operation Management Sand Table" are designed. For the retail management direction, training such as "Smart Retail System Operation" and "Supply Chain Management Simulation" are developed. The module design closely aligns with the latest industry technical standards and business processes to ensure the content's cutting-edge nature.

The Internship Module strengthens the cultivation of practical combat capabilities. This module utilizes practical bases jointly built by schools and enterprises to carry out practical forms such as course internships and on-the-job internships. The innovation lies in the implementation of a "segmented" internship model: cognitive internships during the summer of the sophomore year, professional internships during the summer of the junior year, and completion of on-the-job internships in the second semester of the senior year. This arrangement allows internships to alternate with theoretical learning, promoting the cyclical improvement of students' theoretical and practical abilities. At the same time, an internship quality monitoring mechanism is established to ensure the effectiveness of the internship.

The Social Cognition and Innovation Module expands career development space. This module includes social practice, academic competitions, innovation and entrepreneurship projects, etc.,

aimed at cultivating students' social adaptability and innovative spirit. Students are encouraged to participate in competitions such as the "Internet+" College Student Innovation and Entrepreneurship Competition and enterprise simulation competitions, and to incorporate extracurricular activities into credit recognition. Through this module, students can broaden their horizons, stimulate innovative potential, and lay the foundation for sustainable development.

4. Implementation Path and Guarantee Mechanism

4.1 Systematic Restructuring of Curriculum System and Teaching Content

Addressing the current problems of fragmented practical teaching content and its disconnection from theoretical teaching, the core of the implementation path lies in carrying out integrated curriculum restructuring. Based on the "three-level, four-module" framework, the clear division between the original theoretical and practical courses is broken down to construct a spiral curriculum system of "theory—practice—re-theory—re-practice."

At the foundational level, the practical components of public basic courses such as ideological and political education, foreign languages, and computer science will be thematically integrated. For example, around the theme of "Corporate Social Responsibility Investigation," the social practice requirements of the ideological and political education course are integrated with the communication training of business English, so that students can complete the research report in a foreign language context, realizing the comprehensive application of general skills in real situations. At the advanced level, vigorous promotion of the "project-based" transformation of core professional courses will be implemented. Taking the "Marketing" course as an example, the traditional chapter-based teaching is restructured into a complete project process of "market research—brand planning—promotion plan—effect evaluation." The teaching of theoretical knowledge is embedded in the key nodes of project advancement, and in-course experiments are transformed into practical training driven by project tasks. At the comprehensive level, graduation internships and graduation design (thesis) are bundled together, requiring that the graduation design topic must come from real management problems discovered during the internship, and be jointly guided by corporate mentors and on-campus mentors to ensure that the research results have both academic value and application value.

4.2 Intelligent and Scenario-Based Construction of Practical Teaching Platforms

To address the bottlenecks of low simulation levels and insufficient resources in practical training platforms, it is necessary to create a "virtually and physically combined, intelligently interconnected" practical teaching environment. The focus of on-campus platform construction lies in enhancing simulation levels and data-driven capabilities. On one hand, the platform integrates systems such as Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and Supply Chain Management (SCM), in order to simulate a real business environment, allowing students to make business decisions in a highly simulated dynamic market. On the other hand, by introducing a business big data analysis platform and collaborating with industry enterprises, the real business data can be used to practical training projects such as "Data-Driven Decision Making" and cultivate students' digital management skills.

The key to off-campus platform construction lies in deepening cooperation models, moving from "point-like cooperation" to "symbiotic integration." To address the issue of "imbalance between quality and quantity" in the internship bases, an industrial college that is jointly constructed and managed by schools and enterprises should be established. For example, aviation colleges can jointly build an "Aviation Logistics Management Practice Base" with airport groups. Enterprises

not only provide internship positions but also deeply participate in the formulation of talent training programs, jointly develop practical training projects, and send senior employees as industry teachers, embedding some real business links (such as cargo document processing and customer consultation) into student training to achieve a deep integration of "teaching is operation, and homework is business."

4.3 Systemic Cultivation and Introduction of "Dual-Qualified" Teacher Teams

The faculty is the decisive factor for the effective implementation of the practical teaching system. Addressing the current shortage of "dual-qualified" teachers, we implement a faculty development strategy of "internal cultivation and external introduction, bidirectional empowerment." Internally, we establish a regular enterprise practice system for teachers, requiring professional teachers to spend at least a cumulative six months every five years working full-time in cooperative enterprises or participating in project consulting, and making this a necessary condition for promotion of professional titles and job appointment. At the same time, we establish a special fund for "Practical Teaching Ability Enhancement" to support teachers in obtaining high-value professional qualification certificates in the industry (such as logistics engineer, human resources manager, etc.).

Externally, we innovate the flexible talent introduction mechanism and vigorously introduce senior corporate executives and technical backbones with rich practical experience to serve as industry professors or part-time mentors. We formulate clear job responsibilities for industry professors, requiring them not only to undertake lectures and internship guidance, but also to participate in curriculum development, joint teaching, and guidance of graduation design. We establish "School-Enterprise Dual-Mentor" studios to promote knowledge complementarity and ability symbiosis between internal teachers and industry professors in cooperative research and development and project guidance, forming a stable teaching team.

4.4 Mechanized Construction of Industry-Education Integration Community

To ensure the depth and sustainability of school-enterprise cooperation, it is necessary to build an industry-education integration community with shared benefits and shared responsibilities. In terms of mechanism, a "Professional Construction Committee" composed of representatives from the school, government authorities, industry associations, and leading enterprises is established to jointly examine and approve talent training programs, practical teaching standards, and quality evaluation systems. Through this platform, enterprise needs can be institutionalized and regularly fed back to the teaching side, ensuring that teaching content is synchronized with industry development trends.

In terms of cooperation model, we promote the "Shared Teaching and Research Project" model. The school establishes special projects for "Real Enterprise Problems" for cooperative enterprises, encouraging faculty and student teams to work together with enterprise technical personnel. Enterprises obtain intellectual achievements by providing project funds, data support, and practical scenarios, while the school uses this to introduce the most cutting-edge industry practices into the classroom, realizing a virtuous cycle of mutual promotion between talent training and technical services.

4.5 Scientific Construction of a Diversified Process-Oriented Evaluation System

To reverse the drawbacks of a singular evaluation system that emphasizes results over process, a diversified evaluation system should be established that runs through the entire practical teaching

process. The core characteristic of this system is the "three combinations": combining process evaluation with results evaluation, combining on-campus evaluation with enterprise evaluation, and combining quantitative indicators with qualitative evaluation.

In specific operations, detailed evaluation scales are developed for each practical module. For example, for the "Enterprise Management Decision-Making Simulation" training, the evaluation not only focuses on the final simulated profit (results-oriented indicators) but also emphasizes the analysis of the team's market research, data analysis, and risk assessment process in each round of decision-making (process-oriented indicators). Furthermore, enterprise experts are introduced to comment on the rationality and innovation of the decision-making logic. An "Electronic File of Practical Ability Growth" is established for each student to continuously record their performance, achievements, and reflections in practical activities at all levels and in each module, forming a visualized trajectory of ability development, and providing accurate basis for teaching improvement and personalized guidance.

5. Conclusion

This study addresses the structural contradictions existing in the practical teaching system of business administration programs in vocational undergraduate education. It constructs a "three-level, four-module" practical teaching system guided by progressive ability development. Through the vertical connection of the basic, advanced, and comprehensive levels, as well as the horizontal integration of four modules—basic experiments, professional skills training, internship, and social awareness & innovation—the system achieves the organic unity of theory and practice, on-campus and off-campus learning, and simulation and real-world application. The proposed implementation paths, including curriculum project-based transformation, the construction of virtual-real integrated platforms, the cultivation of "dual-qualified" teachers, and diversified evaluation mechanisms, provide a systematic solution to the content disconnection, resource scarcity, and single evaluation methods that plague traditional practical teaching. The practical value of this study lies in providing an operable theoretical framework and practical guide for the reform of practical teaching in business administration programs in vocational undergraduate institutions, which can be used as a reference for institutions with different characteristics.

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