

# Discussion on the Construction of Business Management Specialty in Colleges and Universities

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**Abstract:** With the development of the market economy, there are a series of problems that need to be solved urgently in the original talent training program of business management in higher vocational colleges, such as inaccurate positioning of professional training objectives and talent training specifications, unconformity of teacher team construction, and lagging behind of practice training construction. This paper, based on the specific content of the professional construction of colleges and universities, has carried out detailed elaboration and suggestions on the construction of the business management specialty. This paper probes into the brand construction of business management major in higher vocational colleges from four aspects: talent training mode, curriculum system construction, practical training teaching and teacher team construction.

## 1. Introduction

Business management is a new major emerging in recent years to adapt to the rapid economic development, and it is also one of the fastest growing majors under the new normal of economic development [1]. As a comprehensive, social, service-oriented and cultural activity, business management activities require employees to have high professional and humanistic qualities in the process of performing their duties [2]. As the major leader of higher vocational colleges, business management should continue to develop, improve and enhance its major trend [3]. The key lies in whether colleges and universities have excellent teaching environment, teaching resources, groups of students who constantly explore the truth and practice, and a positive learning environment [4]. Business management major construction mainly includes business management construction, talent training construction, teacher construction, the combination of courses and practice, etc. Professional construction can guarantee the training of business management professionals in higher vocational colleges, which is its characteristic teaching method [5]. The training goal of business professionals is to train high-quality skilled talents who have good professional quality, master the necessary knowledge of business management, have the ability to engage in business management activities, and can meet the needs of business departments and tertiary industry management [6]. Specialty construction is an important link to take the road of characteristics and branding, and the construction of curriculum system and curriculum content is an important part of specialty construction [7].

## 2. Specialty Construction in Colleges and Universities

### 2.1. Connotation of Professional Construction

The talents in colleges and universities are "senior professionals with innovative spirit and practical ability", not ordinary talents [8]. Specialized personnel are trained through various specialties set up by colleges and universities, and teaching is organized according to the requirements of the specialty [9]. Only after professional training and reaching certain standards can they become professionals. Therefore, the specialty is the base for the growth of specialized talents, and the construction of specialty construction provides strong support for talent cultivation. In fact, the specialty construction is to optimize and combine the discipline resources [10]. The "first-class major" of colleges and universities is a business card of colleges and universities because of its

advantages or characteristics, which is an important indicator to reflect the competitiveness of colleges and universities [11]. At the same time, in the process of specialty construction and creation, it is bound to focus and optimize the discipline system and discipline resources, promote the innovation and development of first-class discipline construction, and improve the overall school running level and international competitiveness of colleges and universities. Therefore, specialty construction is an important embodiment of enhancing the core competitiveness of colleges and universities. Professional construction in colleges and universities includes seven aspects: talent training orientation, talent training mode establishment, curriculum system construction, teaching staff construction, practice training system construction, teaching quality assurance and monitoring system improvement (Figure 1). This paper mainly explores four aspects: talent training mode, curriculum system construction, practical training teaching and teaching staff construction.

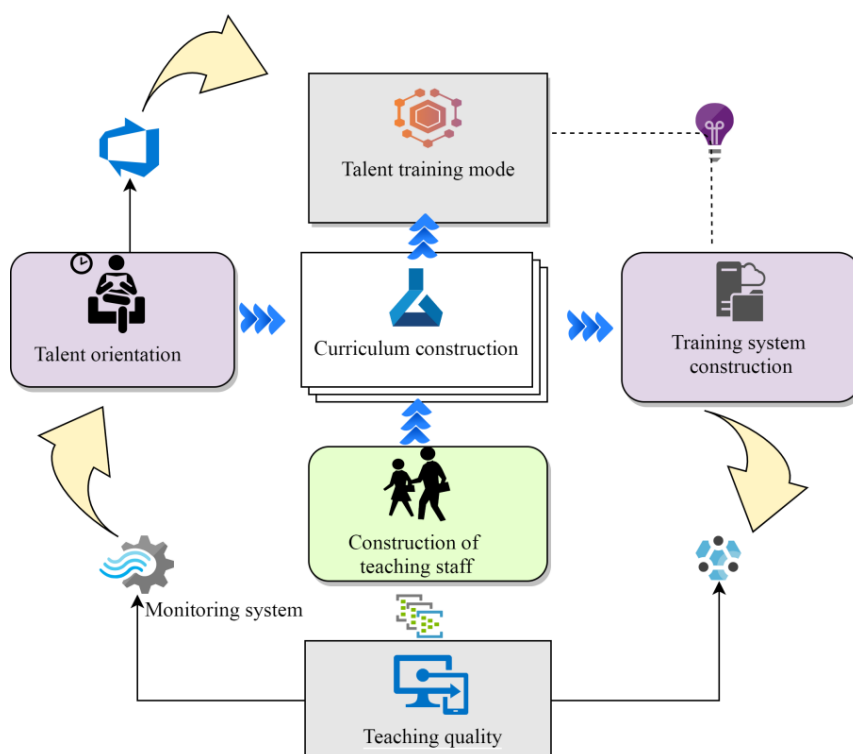


Figure 1 Contents of discipline construction

The fundamental goal of specialty setting in colleges and universities is to meet social needs. The development of specialty construction in colleges and universities should not only be guided by social needs, but also can not blindly cater to social needs. If colleges and universities indiscriminately comply with social requirements, they will lose their inherent characteristics and become training institutions. In addition, if the specialty construction in colleges and universities is completely guided by the market demand, some disciplines will be weakened, leading to the defects of the specialty construction in colleges and universities. To strengthen specialty construction in colleges and universities, in addition to meeting the needs of society, colleges and universities should also handle the relationship between discipline construction and specialty construction, speed up the construction of characteristic specialties, etc., so as to strengthen the reform and construction of specialty teaching.

## 2.2. Current situation of practical teaching of business management

Compared with architecture, machinery, electronics and other specialties, the construction of business management specialty has the characteristics of less capital investment, small space required, low degree of specialization of training places, short training period, high degree of intensive intellectual investment. Unlike many other majors, business management majors do not have strong operating rules to teach and obvious vocational skills to train, but need to have brain

skills. This kind of practical training is often abstract and intangible, and needs to vary from person to person. More importantly, it is to impart a concept, train a kind of thinking, and require students to develop the ability to be flexible and innovative. Business management major involves a wide range of knowledge and its employment direction. This requires students to have strong comprehensive business and management abilities, and the formation of these abilities is a process of practice accumulation, so students majoring in business management need high-intensity and high-logic practical course training. However, the problems existing in practical courses have deeply affected students' learning efficiency. These problems are mainly manifested in:

(1) The relationship between disciplines and specialties is not clearly understood. Due to the lack of understanding, some teachers and administrators believe that the discipline and specialty are not closely related, and the connotation and dialectical relationship between the discipline and specialty are not clear. It is believed that discipline construction is mainly based on scientific research, and talent training is mainly related to the quality of postgraduate training, ignoring the leading role of disciplines in specialty construction and the important supporting role of specialty construction and undergraduate talent training in discipline construction.

(2) Teachers often stay in the traditional mode of thinking when teaching courses and evaluating courses, so that the promotion of innovation ability and scale expansion of business management major are not broad and profound enough. Business teachers are not strong enough, and the number of excellent practical teaching teachers is seriously insufficient. Compared with theoretical teachers, teachers who really specialize in practical education are still far behind.

### 3. Business Management Professional Development Analysis

In view of the rapid development of the trade circulation industry, it is necessary to build a business management professional group to train talents for the trade circulation industry on the basis of the existing trade majors. Optimize the allocation of educational resources, radiate the industries and enterprises targeted by services, and improve the employment rate of students. At the same time, it will play a leading role in demonstration to promote the construction level of business management and other related business majors in other vocational colleges, and enhance the professional reputation. Professional construction depends on a team of teachers with good quality and reasonable structure, advanced equipment and laboratories, and rich books and materials. Without a strong discipline foundation, it is difficult to be above the professional level. Only by adhering to the discipline construction as the leader, taking the faculty construction as the key, and driving the professional construction, teaching construction and infrastructure construction, can the school's school running level and education quality be greatly improved. In terms of professional construction mode, we should adhere to the combination of professional construction, discipline construction and curriculum construction. The specialty setting should be based on a certain social division of labor and correspond to a certain discipline foundation. Specialty construction and discipline construction are complementary, and the dominant and characteristic disciplines of a school may be both dominant and characteristic disciplines at the same time. As an integral part of the vocational education system, the orientation of the training specifications of talents of different levels in the vocational education system, the training objectives of business management majors in undergraduate education are also different from those of higher vocational education and graduate education. Table 1 shows the key differences between the professional settings and courses of the three majors.

Table 1 Differences in the cultivation of professional talents at different educational levels

	<b>Vocational school</b>	<b>Undergraduate institutions</b>	<b>Postgraduate institutions</b>
<b><i>Professional knowledge</i></b>	General knowledge	Comprehensive understanding	Tactical management
<b><i>Vocational skills</i></b>	Single operation skills	Comprehensive vocational skills	Strategic planning and decision-making
<b><i>Competent position</i></b>	Executive	Grass roots management personnel	Middle and senior managers

#### **4. Specific Measures for the Construction of Business Management Specialty**

The practical teaching of business management specialty should be closely related to its employment situation, and a highly targeted teaching model should be developed based on the type of industry. Business management majors have a wide range of employment, which makes students confused about their career orientation. However, there are many problems in the current practical teaching mode. In order to solve these problems and realize the new exploration of practical teaching, several updating measures will be proposed below.

(1) The major of modern business management focuses on cultivating comprehensive and export-oriented management talents who are familiar with modern business management theories and methods, master business processes and relevant practices and rules of business management, have good business communication and business negotiation skills, and have certain innovative ideas. This requires the specialty to combine the course content with the actual needs of the enterprise, from the excellent school resources and practice base required by the enterprise. Students can be sent to enterprises for practical production and learning, cultivate front-line practical talents, and make good use of local characteristics and advantages.

(2) Carry out professional evaluation continuously and make professional dynamic adjustment. By conducting professional evaluation, we can find out the advantages and gaps of professional development as soon as possible. Then, we will deepen the construction of professional connotation, deepen the teaching reform, and comprehensively improve the level of professional construction and the quality of personnel training. Establish a normalized evaluation mode of "on-campus professional evaluation, third-party organization evaluation and engineering education professional certification (evaluation)", promote professional adjustment and reform, and comprehensively improve the professional construction level.

(3) Establish a real comprehensive simulation experiment center for practice and training, and provide a business simulation operation platform to meet the practical teaching tasks of business management and trade transactions for students of this major. Through the development of teaching activities such as work study integration and post placement practice, students are arranged to carry out cognitive practice, professional practice, course practice, post placement practice and other practices at different times, so as to comprehensively improve students' practical operation ability and professional skill level.

(4) Strengthen the construction of the teaching staff. The educational administration department should regularly carry out the continuing education activities of professional teachers, increase the continuing education activities of teachers, and constantly update the professional knowledge of professional teachers. If conditions permit, teachers and students are encouraged to form innovation and entrepreneurship project teams. The school provides policy and financial support, actively promotes the implementation and incubation of innovation and entrepreneurship projects to transform achievements, and promotes the synchronous growth of innovation and entrepreneurship abilities of teachers and students.

#### **5. Conclusions**

The specialty construction of colleges and universities is one of the most basic contents of the school running activities of colleges and universities, as well as the main contents of the school running characteristics, quality and level. Strengthening specialty construction is of fundamental and strategic significance to the development of the university, and also the foothold of specialty construction. In particular, the specialty construction should be carried out on the basis of full research and scientific planning, in combination with the needs of local economic and social development for talents and the school foundation. It should not only meet the needs of local industrial development for talents, but also take into account the school foundation, school positioning and development planning of the school. Professional construction is a continuous process, and the construction of professional innovation and entrepreneurship education is not a one-off event. It depends on persistence, continuous improvement and accumulation of rich

experience. Only by relying on innovative and entrepreneurial ideas, can the construction of business specialty run well and cultivate talents. With the rapid development of modern information technology and the continuous updating of enterprise management theory, the teaching of business management specialty can no longer stay in the traditional teaching mode. We should keep up with the development of the times and keep up with the pace of the times, so as to cultivate applied talents who can adapt to the rapid development of modern market economy.

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