

Research on the Training Mode of Business Administration Talents in Local Universities

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Abstract: The business administration major is a discipline that studies the basic theories and general methods of economic management of industrial and commercial enterprises. Its development is closely related to social and economic development. This paper analyzes many problems existing in the application-oriented talent training mode of local colleges and universities' business administration majors. It is proposed that the cultivation of business management talents must be combined with the development of the times and combined with the local economy to cultivate applicable talents suitable for market demand. In addition, the corresponding countermeasures and suggestions for the training ideas and guarantee mechanism of applied talents in the current context are proposed.

1. Introduction

With the development of the economy and society, the competition for talents is becoming more and more fierce. The requirements and standards for the talents in business administration are becoming higher and higher. The business administration major is a discipline that studies the basic theories and general methods of economic management of industrial and commercial enterprises. Its development is closely related to social and economic development. It must be combined with the development of the Internet era and combined with the local economy to cultivate application-oriented talents suitable for market demand. The management and management of the enterprise itself is a comprehensive and strong management science. A survey of the causes of losses in more than 2,000 enterprises across the country shows that 87.7% of the losses are caused by poor management and management. In response to changes in internal and external environments, modern enterprises need practical, complex, and innovative business management talents. This paper will start from the current situation of China's industrial and commercial management system and the problems existing in the cultivation of business management talents, and explore the training mode of business management talents.

2. Problems in the training of applied talents in business administration majors in local universities

2.1 Professional lacks characteristics and competitiveness is not strong.

The business administration major is one of the most widely-established majors at all levels of higher education in China. As a profession with the same name as the first-level science, it is inevitable that the students have a wide range of knowledge, which leads to the students' knowledge is not deep enough. ^[1]The knowledge of each direction has only a general understanding, and it is difficult to meet the market diversification and differentiation. Talent Demand. At the same time, as the division of labor in business management becomes more and more clear, most enterprises now no longer have integrated management departments, but are decomposed into more specific functional departments such as quality, market, human resources, production, and finance. This change in business management practices makes it difficult for graduates of business administration to locate specific functional management departments. It seems to be able to do it, in fact, nothing can be done. Therefore, its professional depth and market competitiveness are far less than the five brother professions of marketing, human resource management, accounting, financial management, and tourism management, resulting in great employment pressure for graduates.

2.2 Teaching methods and means are single.

Due to the lack of more communication and communication between local colleges and local enterprises, local colleges lack the timeliness and accuracy in the acquisition of talent demand information, so that local college personnel training can not timely adjust talent training programs according to market demand, highlighting the performance in local areas. ^[2]The business administration majors in colleges and universities still generally adopt the traditional theory teaching method, and there is no holistic teaching in which multiple teaching methods complement each other, and most of the theoretical teaching still uses the cramming teaching mode, and the teaching method is single, which leads to the business administration major. The cultivated talents have a strong contradiction in learning.

2.3 The practice link is weak and students have poor hands-on ability.

Through interviews and surveys of previous graduate employers, it is generally reflected that business administration students lack technical knowledge in the industry, weak practical ability, and the overall quality of work responsibility, communication skills, and professionalism are not high. Although in recent years, the business administration major of the Buddhist Academy has continuously strengthened the practical teaching of students, and has opened a number of internships in the field of understanding internship--professional internship--production internship--graduate internship, and also tried to visit enterprises, research Social, ERP projects and other forms of practice have cultivated students' practical ability to some extent. However, the content of practical teaching is still relatively simple, and there is no scientific and reasonable teaching arrangement. There is no standardized teaching mode, and classes are often suspended. The goal of "learning by middle school" is not realized.

2.4 The lack of practical work experience in the teaching staff

The teachers of business administration majors in local universities are basically doctoral students from colleges and universities. The theoretical knowledge is relatively solid, and the basic principles of

management are more in-depth. However, most of them lack practical experience in local business management enterprises. thorough. Moreover, when the young doctors teach professional knowledge, the teaching content is updated slowly, and the international frontier academic theories, practical exploration problems, the latest research results and practical experience are rarely integrated, which directly leads the graduates of business administration majors in practical work. Operational and hands-on ability is weak.^[3]

3. Reform ideas for the cultivation of applied talents in business administration majors in local universities

In contrast to the new requirements of "Made in China 2025", local undergraduate colleges need to accelerate the reform of the talent training model, take the talent to lead the development path, and promote the intelligent transformation of manufacturing. As the main specialty of cultivating applied management talents, the reform ideas for the cultivation of business management professionals in local universities are as follows:

3.1 To improve the training mode of large-scale talents in business administration, and deepen the construction of the "scholar tutor system"

As one of the three major educational models, the tutor system is also one of the ways to solve the disconnect between teaching and practice and improve students' practical ability. In the tutor system, the instructor should guide the students' learning, but also care about the students' lives, so that the tutor and the students have established close contact. In recent years, various domestic universities have begun to explore the establishment of this new type of general higher education system, to adapt to the requirements of quality education and the transformation of talent training objectives. The business administration major can implement the "scholar tutor system" talent training, which is carried out from the entrance of students and is carried out for first- and second-year students. Academic tutors are primarily responsible for developing students' professional skills and nurturing their core competencies. Matching with the academic tutor system, further refine the talent training objectives of the major, require mastery of management science, economic principles and modern enterprise management theory; require mastery of statistical analysis knowledge, prediction and decision-making knowledge, and possess management resources collection of enterprises and institutions And analytical skills; required to master the management knowledge of the core curriculum, master the basic methods of enterprise management, and have the ability to comprehensively apply knowledge and solve practical problems.



Figure 1 "Academic Tutor System"

3.2 To face the local economy and industry, concise professional features

It can learn from the characteristics of other economics and management majors in science and engineering colleges and universities, and face the local economy and industry, and consolidate the characteristics of applied talents in the business administration of the Buddhist Academy. For example, because Zhejiang University of Technology has formed obvious characteristics and advantages in the fields of modern textiles, clothing, machinery, chemistry, and polymers, the economic management discipline relies on this, based on the principle of “comprehensive integration with characteristics and comprehensive enhancement of features”. The idea has been further improved; Dalian University of Technology has emphasized logistics management with the local “Northeast Asia Logistics Center”; Anhui Institute of Architecture and Industry has its own characteristics as a technical economy, construction and real estate management.^[4] Therefore, the business administration major of the Academy of Sciences can make use of the opportunity of Guangdong Province to build the Buddhist Academy into a high-level science and engineering university, and to carry out professional characteristics concise according to its own resource advantages and local manufacturing industry advantages, such as equipment manufacturing management and ceramic industry. Management, home appliance industry management, etc., to meet the requirements of Foshan's economic and social training for talents, to achieve the matching of talent demand and supply.

3.3 To conduct school-enterprise cooperation to build an off-campus practice base, and expand the "double-skilled" faculty

Considering the problems existing in the practical stage of the internship, the university can establish long-term cooperative relationship with the enterprise, introduce the actual experience, production conditions and technical advantages of the enterprise, and meet the needs of students to master the actual skills in the training course; The participation and guidance of the students will give students the opportunity to deepen the practice of the company; it will also help students gradually develop team spirit and collaboration spirit in the actual operation and work, and feel and learn the professionalism of the practitioners. In addition to inviting business managers to attend lectures every year, social enterprises participate in the formulation of teaching plans, reform of curriculum, and participate in the process of talent training in schools, which is conducive to deepening teaching reform.

3.4 To construct a curriculum system based on the theory and practice of professional competence development

According to the specific requirements of the society for business management professionals, according to the needs of the graduates' business management positions, the professional competence requirements of the business management profession and the core curriculum content are organically integrated.^[5] In the theoretical teaching, four major curriculum modules are formed, namely the public basic module, the subject basic module, the professional compulsory module, and the post direction elective module. In the practical teaching, four levels of experimental sections are formed, namely the professional basic simulation experiment and the professional single simulation experiment. , professional comprehensive simulation practice, innovative entrepreneurial practice, strive to build a hierarchical, structural and systematic curriculum system, to achieve the "whole overall function is greater than the sum of some functions" teaching effect, to achieve the optimization of students' knowledge structure and ability structure .

4. Conclusion

In summary, the changed talent training model is very conducive to the development of business management students in higher vocational colleges, which is conducive to improving the quality of higher vocational colleges, improving students' knowledge and ability, and enabling students to meet the needs of the students. Market demand. Therefore, this model should be vigorously promoted to achieve mutual benefits between schools, enterprises, students and the state, to train new talents with knowledge and technology, and to promote social development and progress.

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