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Research on Practical Teaching of Economics and Management Majors in the Context of New Business Disciplines

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Abstract

Global economic development and technological innovation are driving changes in business education, ushering in a new era of business disciplines. Traditional talent cultivation models in economics and management emphasize the imparting of professional knowledge while neglecting the cultivation of comprehensive qualities and innovation abilities, making them difficult to meet current demands. There is a need to align with the operational needs of modern enterprises and conform to the trend of multidisciplinary integration, cultivating versatile new business talents who possess cross-disciplinary knowledge and skills, diverse thinking, and lifelong learning abilities.

Keywords

New business disciplines; Practical teaching; Economic and management talents.

1. The Dilemma of Economic and Management Talent Cultivation in the Context of New Business Disciplines

With the continuous development of the global economy and the rapid advancement of science and technology, business education is facing unprecedented changes and challenges. The advent of new business disciplines not only demands that business talents possess solid professional knowledge but also emphasizes interdisciplinary comprehensive literacy and innovation ability. As an important branch of the business field, the training mode of economic and management talents also needs to keep pace with the times to adapt to the development needs of the new era. Traditional training modes for economic and management talents focus more on imparting professional knowledge and neglect the cultivation of students' comprehensive quality and innovation ability. However, in the context of new business disciplines, economic and management talents not only need to master core knowledge such as economics and management but also possess abilities in various fields such as data analysis, information technology, and marketing. Therefore, multidisciplinary integration has become an important trend in the cultivation of applied composite economic and management talents.

2. Competency Characteristics of New Business Talents

In terms of talent cultivation, the new business discipline requires an industry-oriented approach to nurture interdisciplinary and composite talents with distinctive characteristics such as cross-disciplinary knowledge and skills, integrated multiple ways of thinking, and lifelong learning for sustainable development.

2.1. Professionalized

Professionalized new business talents not only need to master specialized skills and knowledge, but also need to understand the composition of the entire industry's industrial chain and supply chain, be familiar with business processes, production processes, and financial systems, and understand the business interrelations between various positions and types of work, thereby

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possessing the ability to integrate industry and finance. In other words, new business talents have industry-specific characteristics.

2.2. Cross-disciplinary Integration of Knowledge and Skills

New business talents are composite talents who possess cross-disciplinary knowledge and skills, embodying the concept of "specialization in one field and versatility in many others". The term "specialization" refers to their primary field of study, where new business talents must master professional knowledge and skills in areas such as economics, management, accounting, and finance. "Versatility" denotes their mastery of cross-disciplinary professional knowledge and skills. As new technologies drive the development of new business forms, operations, and models, new business talents, besides possessing professional knowledge and skills, should also develop other professional abilities and skills relevant to their job positions, achieving "versatility". For instance, they should possess strong data statistical analysis skills, a certain level of computer programming proficiency, robust communication and coordination abilities, and a lifelong learning capability.

2.3. Cross-integration of Multiple Thinking Modes

New technologies are driving the continuous innovation and development of new business forms, models, and operations. To become a new business talent adapting to industry development, besides possessing cross-disciplinary knowledge and skills, a more crucial aspect is the transformation of thinking mode. Internet thinking, big data thinking, programming thinking, aesthetic thinking, philosophical thinking, etc., are all important qualities that new business talents should possess.

In the era of the Internet, data has become an important means of production and capital. The development of new technologies provides better support for data acquisition and analysis. The multi-dimensional and comprehensive characteristics of big data offer more possibilities for business innovation and product innovation. Therefore, new business talents are able to understand the open, equal, and shared spirit of the Internet, and can analyze and solve problems using Internet thinking and big data thinking, carrying out creative work.

2.4. Lifelong Learning and Sustainable Development

In today's society, new technologies are developing rapidly, the iteration speed of various industries is accelerating, and knowledge is being updated at an increasingly fast pace. To avoid falling behind and becoming outdated in the tide of information, one must maintain a thirst for knowledge, continuously learn new knowledge and skills, and keep pace with the times. Therefore, new business talents should possess the ability and consciousness of lifelong learning. The mastery of cross-disciplinary knowledge or multiple ways of thinking requires continuous and proactive learning.

3. Analysis of Talent Qualities in the Context of New Business Disciplines

From the perspective of quality structure, it can be decomposed into "five quotients", namely, health quotient, emotional quotient, aesthetic quotient, intelligence quotient, and financial quotient. In the "five quotients" system, health quotient serves as a solid foundation for individuals to achieve lasting success and is also the fundamental prerequisite for daily learning, life, and work; emotional quotient helps individuals acutely perceive emotional fluctuations in themselves and others, and adjust their thoughts and behaviors accordingly to flexibly solve problems, making it a key element in building leadership; aesthetic quotient, which embodies professional traits and personal style in the workplace image, has emerged as a new type of competitiveness in the workplace, following intelligence quotient and emotional quotient; intelligence quotient, as a core element contributing to success, directly affects various abilities

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such as observation, memory, analytical judgment, logical thinking, and adaptability; financial quotient reflects one's ability to create, control, and utilize wealth in the economic society, and together with intelligence quotient and emotional quotient, constitutes the three indispensable core abilities in modern society. To cultivate high-quality new business talents, it is necessary to focus on enhancing intelligence quotient, activating emotional quotient, shaping aesthetic quotient, exploring financial quotient, and strengthening health quotient, achieving the goal of "developing all five quotients" simultaneously.

From the perspective of the capability framework, it can be divided into "four capabilities", namely general capability, professional capability, social comprehensive capability, and innovative capability. Within the "four capabilities" system, innovative capability refers to the ability to create unique and novel achievements with social value in practical activities, which can promote the transformation from "professional knowledge" to "innovative achievements" and help enterprises enhance their core competitiveness. Professional capability is a new requirement for new business talents in the era of big data. It requires talents to be proficient in operating basic business software and adept at using new-generation information technology and tools to efficiently analyze and extract effective information, providing support for scientific decision-making. Social comprehensive capability refers to the fact that job functions have extended to areas such as business decision-making, management control, and predictive analysis in the new era, requiring talents to possess comprehensive qualities for handling cross-disciplinary business. Professional capability specifically refers to the ability to transform and integrate disciplinary knowledge and skills in a specific field under specific scenarios, which is a necessary condition for competently fulfilling corresponding professional positions. General capability is the professional judgment ability formed on the basis of integrating scientific literacy, humanistic literacy, and professional literacy, enabling one to properly handle business and coordinate interpersonal relationships in complex and changing business environments.

4. Path for Enhancing Practical Ability of Students Majoring in Economics and Management

4.1. Implementing "Cross-Disciplinary" Composite Practical Projects

Based on the "interdisciplinary" characteristics of new business disciplines, design cross-major practical projects. For example, developing business data analysis systems, conducting research on corporate compliance management, etc., to guide students to expand their knowledge boundaries in interdisciplinary collaboration and cultivate their cross-sector integration abilities to solve complex business problems.

4.2. Build a Dual-Innovation and Entrepreneurship Practice Platform Driven By Competitions and Empowered By Critical Thinking

Deeply integrate high-level innovation and entrepreneurship competitions with innovation and entrepreneurship practice courses, promote teaching and learning through competitions, and establish an integrated cultivation model of "course teaching - practical honing - review and improvement", strengthening the dual improvement of students' practical ability and logical thinking ability.

Relying on the innovative entrepreneurship practice course, targeted critical thinking training is carried out. Through classroom activities such as discussions on classic business cases, logical dismantling of business models, and debates on entrepreneurial project risks, students are guided to conduct in-depth analysis and argumentation around core aspects of business projects, including market positioning, profit models, cost control, and risk prevention and control. At the same time, combined with course assignments, students are required to write

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feasibility analysis reports for entrepreneurial projects, using analytical tools such as SWOT and Porter's Five Forces to rigorously deduce the feasibility and innovativeness of the projects, thereby solidifying the theoretical and practical foundation of logical critical thinking.

Focusing on event preparation, we promote practical teaching in innovation and entrepreneurship courses, extending the classroom to the scene of event preparation. Students are organized into teams based on course groups to form participating teams, and they are encouraged to design innovative and practical innovation and entrepreneurship projects in line with the development trend of the digital economy. A "simulated defense" segment is introduced into the curriculum, simulating the scenario of event judges asking questions, allowing students to hone their logical expression and on-the-spot critical thinking abilities through team collaboration in refining project plans and responding to judges' inquiries on the spot. Additionally, we invite award-winning contestants and entrepreneurial mentors from enterprises to the classroom to provide feedback and guidance on students' project plans and defense performances, helping students optimize their project logic and expression ideas.

Incorporate the post-event analysis and review into the curriculum assessment of the innovation and entrepreneurship practice course. After the competition, organize a special review meeting, requiring participating teams to combine their competition results with the judges' feedback, identify the strengths and weaknesses of their projects, and write a review report. Conduct a review sharing session in the classroom, encouraging students to reflect on issues related to project design, defense expression, and other aspects from a logical and critical perspective, and summarize lessons learned. Through the closed loop of "practice-critical thinking-optimization", transform competition experience into course learning outcomes.

4.3. Deepen Collaborative Innovation in "Industry-University-Research" and Enhance High-Level Practical Capabilities

The cultivation of comprehensive business talents in the new era inevitably relies on cooperation with high-quality enterprises and collaborative education through practice. New business talents need to possess the ability to solve practical problems, apply theoretical knowledge to practice, and enhance practical operation skills. By strengthening cooperation with leading enterprises, schools or colleges can identify partner companies, sign cooperation agreements in terms of enterprise mentor curriculum setting, enterprise practice internships, etc., enhance students' in-depth internship practice, exercise students' practical operation ability and communication and coordination skills, and cultivate their business decision-making ability and organizational management ability, providing talent support for the era of business economy and better adapting to the actual needs of enterprises.

4.4. Enhance Global Perspective and Cross-Cultural Communication Skills

New business talents need to be grounded in the actual development of China, while possessing a global perspective, in order to cope with the rapid iteration of the international market and meet the industry's advanced requirements for composite abilities.

To this end, the cultivation of new business talents must place the shaping of a global perspective and the nurturing of cross-cultural communication skills at the core. By establishing diversified international exchange and cooperation platforms, we aim to expand the international cognitive boundaries of teachers and students, and strengthen students' foreign language application and business communication abilities. At the same time, benchmarking against the cutting-edge standards of global business education, we systematically enhance cross-cultural collaboration literacy, thereby driving the international transformation of professional talent cultivation and helping them better adapt to the development pace of the global business economy.

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4.5. Anchor Ideological and Political Education Into the Core Direction, and Clarify the Value Orientation of Practical Education

Incorporating the practical characteristics of economics and management majors, we focus on three core dimensions of ideological and political education: First, national sentiment and responsibility. We guide students to pay attention to national strategies (such as rural revitalization, digital economy, and dual carbon goals) in business practice, and to serve national development needs with their professional abilities. Second, business ethics and integrity awareness. We emphasize concepts such as market rules, contract spirit, and honest professional conduct, avoiding utilitarian and short-sighted tendencies in business practice. Third, global vision and cultural confidence. We adhere to China's position in international practice, pass on Chinese business culture, and enhance value recognition and cultural confidence in cross-cultural communication.

5. Constructing a "Diversified and Collaborative" Practical Teaching System for Economics and Management

Based on the personalized development needs of students and the demand for composite talents in society, we aim to build a diversified and collaborative practical teaching system that is "student-centered and aims to cultivate applied and innovative economic management talents". The system is centered around the "four abilities" (general knowledge ability, professional ability, social comprehensive ability, and innovation and entrepreneurship ability), precisely aligning with all aspects of the modern enterprise operation and management process. With the cultivation of composite, innovative, and high-quality new business talents as its core value, it follows the logic of talent growth and ability progression, adopts a project-based curriculum group construction approach, and gradually improves students' professional ethics and professional abilities in specific fields through the "integration of theoretical and practical teaching" mode.

From the perspective of the "four modules" of talent cultivation, the curriculum projects are student-centered. Following the logic of students' knowledge and ability construction, the course content is decomposed into a series of sequential projects, and teaching is conducted in a project-based manner. Professional course experiments draw on the CDIO project teaching model in the field of engineering, which includes "Conceive, Design, Implement, Operate," and the outcome-oriented OBE concept. They deconstruct professional course knowledge points and reconstruct and reproduce them through a complete practical process, enabling students to shift from "memorization" to "action" and from passive acceptance to active exploration and discovery. Professional comprehensive projects focus on cultivating core professional abilities and qualities. They break down barriers between courses and integrate different course elements and content based on "ability," forming specialized comprehensive projects with different emphases to specifically cultivate students' professional abilities and qualities. Cross-disciplinary comprehensive projects are based on the new requirements for cross-border thinking, cross-border capabilities, and cross-border talents brought about by the application of new technology clusters and modern industrial transformation. Following the ideas of cross-border integration, mastery, and collaborative cultivation, they rely on projects to organically integrate knowledge, abilities, and quality cultivation across two or more majors into a single teaching project, aiming to cultivate students' cross-border thinking, composite abilities, and innovative creativity.

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