

Research on the Training of Talents in Economic and Management in New Business Forms

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Abstract. In today's rapidly evolving new business forms, higher demands are placed on both the professional capabilities and comprehensive qualities of talents. Therefore, universities must keep pace with the times in training talents in economic and management, ensuring that the cultivated talents meet the needs of societal development. To this end, universities should closely monitor industry trends, understand the development trends of new business forms and changes in talent demands, and accordingly adjust and optimize the curriculum to ensure that course content is closely linked to social needs. Furthermore, universities should strengthen practical teaching segments, providing students with more opportunities to engage with real work environments through collaborations with enterprises and practical training. This enables students to learn and grow in practice, enhancing their hands-on and problem-solving skills. Lastly, universities should also focus on cultivating students' overall qualities and innovative abilities. By offering interdisciplinary courses and organizing innovative practice activities, they can stimulate students' innovative thinking and entrepreneurial spirit, fostering their critical thinking, teamwork, and effective communication skills to meet the needs of national development and social progress.

Keywords: University Education; Economic Management; Talent Training.

1. Introduction

With the deepening concept of innovation and entrepreneurship, traditional teaching models and talent training methods in universities show significant limitations in meeting the current societal development needs for talents, even affecting the quality of innovative talent training. Given the applicative nature of the discipline of economic management, students should possess solid professional knowledge and strong comprehensive qualities under the current social context, including problem-solving abilities, practical skills, and innovative and entrepreneurial capabilities[1-3]. This imposes stricter requirements on the talent training efforts of universities. Therefore, universities should further optimize teaching processes, abandon outdated teaching methods, and actively introduce innovative teaching models. This includes updating course content and strengthening practical teaching components to ensure students can practice and enhance their abilities in real operations. Additionally, universities should build an integrated teaching structure that closely combines theoretical and practical teaching, allowing students to quickly apply their theoretical knowledge in practice to meet the new requirements for economic management talents in society.

2. Analysis of the Employment Situation for Talents in Economic Management

2.1. Stability Becomes an Important Consideration

In the rapidly changing job market, stability has increasingly become a critical factor in career choices for graduates in economic management. Amidst global economic fluctuations and intensified industry competition, graduates face unprecedented employment pressures. In this context, they begin to place more importance on job stability and long-term development potential. State-owned enterprises and large corporations, with their strong brand reputations, stable operations, and comprehensive benefits, have become the preferred employment choices for these graduates. These companies offer a



relatively stable work environment and more learning and development opportunities, helping graduates continuously grow and progress in their careers. Consequently, more and more economic management graduates consider stability as a key factor in their career choices, actively seeking development opportunities in state-owned and large enterprises.

2.2. Diversified Employment Trends Become Evident

In the rapidly changing social and economic environment, diversified employment trends are becoming more pronounced. Especially in the field of economic management, besides traditional full-time jobs, graduates are actively exploring more flexible and diverse employment methods. This change is driven by technological advancements and structural adjustments in the job market, as well as a rethinking of work styles and career paths by the younger generation. Flexible employment and entrepreneurship provide economic management graduates with more stages to showcase their talents and realize their self-worth. They are no longer satisfied with traditional career paths but are embracing change and seeking work styles that better match their interests and values. This diversification in employment trends vividly reflects the shift in employment perspectives of economic management graduates and brings new vitality to the overall employment ecosystem[4-6].

2.3. Strengthening of International Trends

In the context of globalization, the international trend in the field of economic management is becoming more pronounced. With the rise of multinational corporations, the prosperity of international trade, and the close integration of global markets, economic management graduates are facing increasingly fierce international competition. To stand out in such an environment, graduates not only need solid professional knowledge but also a broad international perspective and excellent cross-cultural communication skills. These skills help them better understand the operations of international markets and promote effective communication and collaboration in multinational companies and international organizations. Therefore, in training economic management talents, universities should place greater emphasis on international education to enhance students' global competitiveness and adapt to the increasingly international job market.

3. The Structure of Talent Training Systems for Economic Management in Universities

3.1. Types of Practical Teaching

Under the impetus of new business forms, practical teaching in economic management at universities is undergoing profound changes to meet higher educational requirements. This comprehensive teaching is mainly conducted from four perspectives, as shown in Figure 1. First, laboratory teaching enhances students' ability to understand theory, apply knowledge to solve practical problems, and develop logical thinking. Second, the training model focuses on improving students' professional skills and thinking abilities, enabling them to acquire more comprehensive capabilities needed for employment and laying a solid foundation for their future career paths. Third, the internship teaching method, internships are an effective way and method for comprehensive training of students. Universities typically allocate specific times for internships, allowing students to intern freely, thereby enhancing their innovation and entrepreneurship abilities and ensuring smooth graduation[7-8]. Fourth, the completion of a thesis or design project not only comprehensively reviews students' professional knowledge but also serves as an integrated test of their academic literacy and practical abilities.

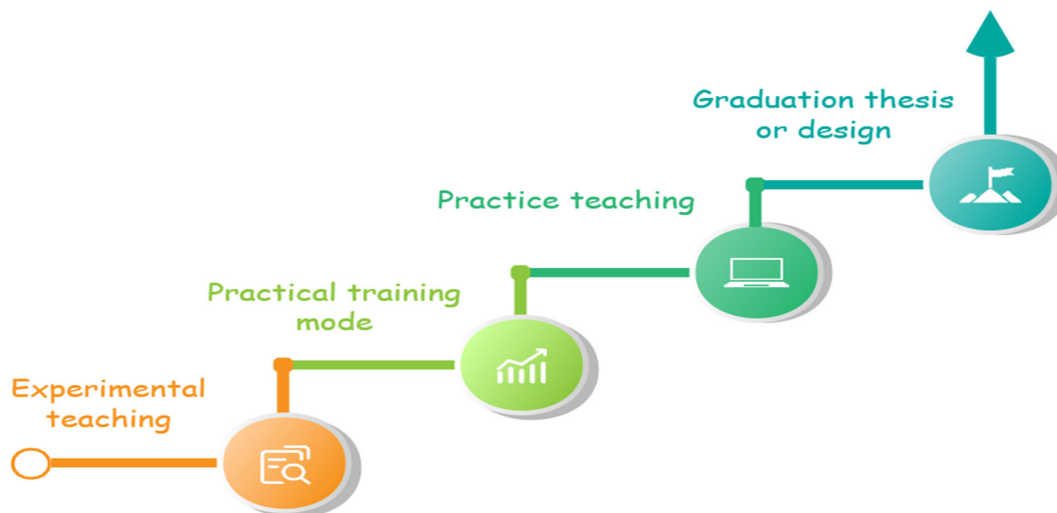


Figure 1. Types of practical teaching

3.2. Narrow Practice Teaching System

Compared to traditional teaching methods, which can be dull and monotonous, integrating practical teaching modes into the training of economic management talents in universities can greatly enhance teaching quality, providing students with more comprehensive and in-depth training opportunities. The key lies in liberating students' minds and fostering their various abilities, promoting their overall growth and progress. When teaching modes are combined with social practice, scientific research practice, or various competition models, students can directly engage with practical operations in the field of economic management, thus enhancing their responsiveness, processing, communication, and innovation skills. Such teaching modes are not only more macroscopic but also help build a complete teaching system, standardize teaching processes, and ensure students gain more from their practical experiences.

4. Misconceptions in Talent Training for Economic Management in Universities

4.1. Ideological Misconceptions

In past economic management education in universities, the imparting of theoretical knowledge dominated, and this knowledge-centric teaching model, while building a solid theoretical foundation for students, neglected the cultivation of students' practical abilities and overall qualities. Due to the lack of practical teaching content, students often acquire hollow, abstract theoretical knowledge, which is difficult to apply to practical problems, resulting in limited depth of understanding. Moreover, traditional didactic teaching focuses too much on completing teaching tasks, neglecting students' understanding and absorption. The lack of innovation in teaching methods, combined with insufficient teacher-student interaction, makes the classroom atmosphere stagnant and fails to stimulate students' learning enthusiasm and interest. These factors together restrict the improvement of teaching quality and hinder the comprehensive development of students' abilities.

4.2. Practical Misconceptions

The training of economic management talents in universities often falls into practical misconceptions. On the one hand, there is a lack of a systematic and comprehensive teaching quality supervision and management system. Students are placed in practical environments without in-depth assessment and evaluation of their activities, overlooking the actual level of their operations. On the other hand, teaching facilities and equipment are relatively outdated, and in some cases unusable, failing to meet the needs of modern educational activities. More seriously, some teachers mistakenly believe that students' operational skills will naturally improve by participating in social practice activities, leading

to extracurricular practical activities being merely formal, unable to truly enhance students' actual operational abilities. Such training methods struggle to ensure the quality and effectiveness of talent, and the training outcomes for economic management talents in universities are difficult to reflect higher value in new business environments.

5. Strategies for Training Economic Management Talents in Universities under New Business Forms

5.1. Strengthening Collaboration between Schools

In the context of rapid knowledge renewal in current society, universities, as important bases for knowledge dissemination and innovation, bear the mission of training talents adaptable to the times. To keep up with the pace of knowledge renewal, universities need to actively promote inter-university cooperation and build efficient collaborative models. Specifically, universities can organize professional collaboration organizations between schools to jointly build an e-commerce ecosystem, which helps to promote the stable development of the e-commerce profession and facilitates the exchange of experiences and resource sharing between different universities. This cooperative model can pool ideas and provide economic management students with more diversified learning opportunities and discussion platforms, thereby enhancing students' overall qualities. Additionally, building economic management laboratories in collaboration with other universities can absorb and learn from other universities' experiences in talent management during their development processes, promoting exchanges among major universities, and providing students with simulation laboratories where they can complete various operations and practices, deepen their understanding of theoretical knowledge, and improve their practical skills.

5.2. Constructing School-Enterprise Cooperation Mechanisms

When training economic management talents, universities should fully utilize the resources of university training bases and practical bases, actively building school-enterprise cooperation models. This cooperation model can achieve mutual benefits for campuses and businesses through resource complementarity and shared interests, promoting the realization of training goals for economic management talents and thereby bringing higher social benefits. During the school-enterprise cooperation process, universities and businesses should sign cooperation agreements, clarifying the responsibilities and rights of both parties, and jointly advancing the implementation of economic management development projects. Universities can leverage their advantages in theoretical knowledge to provide theoretical support and intellectual resources for businesses. In turn, businesses can provide practical platforms and market demand information, helping universities better understand industry dynamics and market trends. Businesses can jointly build teaching platforms with schools, according to the current needs for enhancing the hands-on and innovative capabilities of economic management students, building a school-enterprise cooperation system, and providing students with a matching e-commerce innovation experimental environment to boost student progress and fully harness the second-classroom effect of businesses[9-11].

5.3. Cultivating Students' Practical Abilities

In today's society, talent training must closely align with the trends of societal development. As important bases for talent training, universities must adhere to the principle of talent orientation, dedicated to cultivating composite talents who possess both professional knowledge and practical abilities. In the process of talent training in universities, it is essential to focus on enhancing students' hands-on abilities and improving their practical skills, making students' knowledge structures more complete, not limited to simple book knowledge, but able to transform their learned knowledge into practical skills, thus significantly enhancing their problem-solving capabilities. Therefore, teachers need to carefully design teaching courses to ensure that course content not only fits students' characteristics but also comprehensively cultivates their various abilities. At the same time,

universities should focus on the training outcomes for applied talents, helping students apply their knowledge to practical problems, so that they can quickly adapt and excel in their future careers. In practical teaching segments, teachers should guide students to deeply understand theoretical knowledge and experience the power of knowledge in practice, thereby cultivating students' initiative and creativity.

5.4. Standardizing Teaching Methods and Approaches

As the main venues for learning, the quality of teachers is crucial to teaching outcomes[12-13]. To enhance the training outcomes for economic management talents, as shown in Table 1, teachers not only need to ensure teaching quality in their teaching but also need to continuously explore and innovate teaching methods and models. The professional foundation is the cornerstone, and teachers should ensure students master solid professional knowledge and skills while also focusing on developing students' overall capabilities, helping them enhance their comprehensive qualities. Moreover, improving teachers' overall qualities is key. Teachers should continually update their professional knowledge and enhance their teaching abilities to be more proficient in teaching. Innovating teaching models and methods is also essential, such as introducing case analysis, simulation practices, etc., to enhance students' learning interest and practical skills. Furthermore, teacher-student interaction is an important way to improve teaching quality. Teachers should encourage students to ask questions and discuss, creating a positive learning atmosphere and stimulating students' learning enthusiasm. Lastly, at the school level, a complete teaching system should be constructed, continuously innovating teaching models, through scientifically reasonable teaching arrangements, promoting the sustained improvement of teaching quality, and laying the foundation for training more outstanding economic management talents.

Table 1. Description of Standardized Teaching Methods

Key points	Description
Teacher quality	It directly affects the teaching effect and needs to ensure the quality of teaching
Teaching methods	Innovative teaching methods and modes to improve the effect of talent training
Teacher-student interaction	Learn to communicate and discuss with students to improve their learning efficiency and enthusiasm
Building a System	The school has constructed and improved the teaching mode and system to promote the improvement of teaching quality
Consolidate advantage	Through scientific and reasonable teaching mode, consolidate advantages and fill the shortcomings of teaching

6. Conclusion

Under new business forms, the system for training economic management talents in universities is becoming increasingly complex and diversified, requiring students to master theoretical knowledge and participate in experiments, training, and internships to gain more social practice experience. However, current talent training processes still have some misconceptions and deficiencies, unable to meet students' development needs. To better adapt to the needs of new business forms, universities should deeply analyze the actual situation of economic management talent training and explore specific talent training methods. For this purpose, it is necessary to transform traditional educational concepts, strengthen practical teaching segments, ensure students gain rich social practice experience in experiments, training, and internships, providing students with better development spaces and growth environments, ultimately promoting the continuous improvement of teaching quality levels.

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