

Research on the path of cultivating "three creativity" talents in e-commerce major under the background of new business studies

Li Liu*

Shandong Xiehe University, Yaoqiang town, Licheng district, Jinan city, China

Abstract. With the rapid development of internet technology, e-commerce has become an important component of modern business. In the context of the new business discipline, the cultivation of "three innovative" talents in e-commerce has become a key task required in today's era. This article proposes three paths for cultivating "three innovative" talents. One is to cultivate students' "three innovation" abilities through school enterprise cooperation projects. The second is to cultivate students' "three creativity" abilities through subject competitions. The third is to cultivate students' "three creativity" abilities through practical teaching reform. The above paths can effectively improve the quality of cultivating "three innovation" talents in the field of e-commerce.

1 Introduction

In recent years, the digital economy has empowered the transformation and upgrading of traditional industries, providing broad development space. From live streaming to "cloud healthcare", from online classrooms to "home office", many new demands have been created, driving new consumption concepts and methods, and has become the strongest growth pole of China's economy. The demand for e-commerce talents driven by the digital economy has also shown a "blowout" growth, posing new requirements for the professional quality of e-commerce talents.

In the context of the big data economy, there have been a series of changes in the goals and needs of cultivating e-commerce professionals. It is necessary for universities to explore the path of cultivating e-commerce talents based on the current development of the digital economy and the concept of talent cultivation in the new business field. Encourage students to participate in subject competitions and carry out various forms of practical teaching through school enterprise cooperation projects. Building a "dual teacher" teaching team and other paths to cultivate the "three creative" abilities of e-commerce students. Better adapt to the market's demand for e-commerce talents in the new digital economy.

The commonality of innovation, creativity, and entrepreneurship lies in "creativity", which is to give students the spirit of "creativity", inspire their thinking, will, and quality of "creativity", and cultivate their knowledge and ability of "creativity". Innovative talents

* Corresponding author: 9989037@163.com

usually refer to talents who have innovative awareness and thinking, innovative spirit and ability, and are able to achieve innovative results. Creative talents mainly refer to talents who use their own knowledge, experience, skills, and creative abilities to create new content, services, and value in certain fields. Entrepreneurial talents generally refer to those who are able to establish a foundation, typically possessing certain professional skills, possessing the qualities of innovation, organizational communication, and entrepreneurship. They are good at discovering business opportunities and obtaining benefits through creative production or business activities.

2 The current situation and problems of cultivating talents related to e-commerce

2.1 Analysis of the current situation of e-commerce talent training

E-commerce major is a hybrid and cross-border major that has emerged actively from the rapid development of the Internet around the world in recent years. It is regarded as a "new" major that continues to innovate and transform driven by comprehensive factors such as IT development and the transformation of "old-fashioned" economic forms. The development of e-commerce professionals should closely monitor industry changes and network market trends, and make dynamic reforms in a timely manner. At present, in terms of talent cultivation, universities are limited by talent cultivation plans, textbooks, and teachers' own practical experience, making it difficult for the trained talents to meet the job requirements. There is an awkward situation where students majoring in e-commerce are facing unemployment upon graduation, unable to find suitable jobs, and a large number of enterprises in society are unable to find suitable e-commerce talents. The emergence of this mismatch between supply and demand is caused by various reasons, and universities have not kept up with the times when formulating and revising talent training plans. Some universities' talent training programs have been used for several years without being revised or updated, and teachers organize teaching activities based on their own teaching experience rather than actual work needs. The practical platforms and equipment updates on campus are far behind the development of actual e-commerce platforms, making it difficult to seamlessly connect the talents cultivated with the needs of society. It is difficult to cultivate all the talents with creative thinking, innovative awareness, and entrepreneurial ability that society needs under the current teaching mode. The existing educational concepts and methods cannot support the goal of cultivating "three innovative" talents, which requires universities to reform and innovate their existing educational models, with the goal of meeting the needs of social talents, and to explore the path of integrating the "three innovative" educational concepts into the entire process of talent cultivation.

2.2 Analysis of the problems in the cultivation of e-commerce professionals

2.2.1 The phenomenon of homogenization of talent cultivation goals is severe.

With the development of the Internet and the increase in social demand, various levels of universities have opened e-commerce majors. Many universities develop talent development plans for e-commerce majors based on their own resource advantages during talent development. During the undergraduate stage, we will refer to the national teaching quality standards of the Ministry of Education for undergraduate majors, and develop our university's talent training plan, professional curriculum system, and practical content with many

similarities. Especially in applied universities, there is a serious phenomenon of homogenization in talent cultivation. There is no obvious difference in specialization, differentiation, and industrialization. Inaccurate positioning of e-commerce talent cultivation in similar universities. Resulting in low discrimination and recognition among students in the talent market after graduation.

2.2.2 There is a significant gap between the professional curriculum system and industry needs.

The curriculum of talent cultivation programs in general universities mainly includes public compulsory courses, basic professional courses, elective professional courses, and practical professional courses. Except for public basic courses that are generally prescribed by schools, other professional courses are formulated by professional leaders based on market demand. But many e-commerce professionals in universities use their own teaching resources as the main basis when setting up course systems, and teachers set up courses based on what courses they can and will take. The market does not require the quality of e-commerce talents to set up courses. At the same time, the teaching staff carry out teaching activities with the purpose of talent cultivation plans and teaching syllabus, using textbooks as materials, and organizing teaching based on their own work experience and teaching experience. Neglecting the current development trend of the e-commerce market and the actual demand for talent in society. Due to the requirements of both course hours and standardized teaching materials, there is less room for reform and innovation for teachers. Students learn outdated theories and skills from textbooks in the classroom, and are unable to grasp and understand the latest knowledge and trends in industry development. After graduation, I found that my major was disconnected from social needs, which made it difficult for me to be competent and become a popular e-commerce talent.

2.2.3 The teaching content and methods are not conducive to the cultivation of "three creative" talents.

In order to adapt to the future development of the Internet and cultivate new business talents with certain practicality, cutting-edge, and comprehensiveness, students majoring in e-commerce in universities should learn the latest, cutting-edge, or ultra cutting-edge knowledge during their school years, and encourage them to participate in more pioneering practical activities. But the actual situation is that the professional teaching content lags behind the market development, there is more theoretical teaching than practical teaching, experimental conditions fall behind actual needs, and teaching methods are single, making it difficult to arouse students' interest in learning. It is common for students to memorize a large amount of theoretical knowledge before the exam for credit, and then return it to the teacher after the exam. One of the reasons is that the current update of teaching materials in universities lags behind the rapid development of e-commerce technology, making it difficult to synchronize teaching content with job requirements. The second reason is that the relevant teachers themselves lack practical experience, coupled with the slow updating of the school's experimental and training software, making it difficult to stimulate students' innovative spirit and creative thinking in this teaching atmosphere.

3 The path of cultivating "three creativity" talents in e-commerce majors

3.1 Cultivate students' "three innovation" abilities through school enterprise cooperation projects.

Practice has proven that "three innovative" e-commerce talents cannot be cultivated solely in the classroom. Enable students to truly participate in the project practice process, allowing them to follow up on the entire process of e-commerce operation from the start of project enrollment, and cultivate students' "three innovation" abilities through practical training.

3.2 Cultivate students' "three creative" abilities through subject competitions.

At present, universities are represented by innovation and entrepreneurship, and various subject competitions are being held in full swing. The national "Internet plus" competition has been held for eight consecutive years. The E-commerce "Innovation, Creativity, and Entrepreneurship (Three Innovations)" Challenge has been held for twelve consecutive sessions. There are also competitions such as "Creating Youth", "Discovery Cup", and "Learning Innovation Cup" held year after year. During the competition, students will form a competition team according to the requirements of the organizing committee documents, jointly study the direction of the competition topic, and design specific project plans. During the creative process of the competition, students combined their professional theoretical knowledge and consulted relevant materials, and after multiple rounds of team communication and collision, formed a complete planning plan through practice and summary reflection. The projects in which students participate and ultimately win awards are a good example of the popularity of the "three innovations" concept among today's student community. The entire competition process has honed students' "three creations" ability, improved the practical effect of "three creations", and laid the foundation for leading the team towards social entrepreneurship in the future. Therefore, universities should encourage students to participate more in subject competitions. Subject competitions can also be included as practical credits in the talent cultivation system, and students can obtain corresponding practical credits by participating in subject competitions. At the same time, the software provided by the organizing committee during the competition is free to use, which can compensate for the insufficient practical conditions in some universities.

3.3 Cultivate students' "three creativity" abilities through practical teaching reform.

E-commerce major is a highly practical major, with different types of practical teaching content included in the professional talent cultivation plan, including in class practice, professional concentrated practice, and practical teaching in the second classroom. Arranging these practical teaching methods can set different practical content and venues according to different grades. In terms of teaching methods, practical teaching arrangements can be carried out by introducing real projects, experiencing roles, and collaborating with each other. In the early stages of project operation, the teacher leads students to conduct market research and project prediction, and designs specific planning plans. Guide students to conduct relevant research and research in the market, understand the real needs of consumers, and analyze the differences between their previous plans and the real needs of the market. Continuously revise, improve, and optimize plans, understand consumer feedback during practical activities, and conduct project summaries and reflections. Through this practical process,

cultivate students' initiative and enthusiasm to discover and solve problems, thereby cultivating their innovation ability and entrepreneurial spirit, and better adapting to market demands.

4 Conclusion

With the rapid development of e-commerce coverage and the practical requirements for the construction of professional talents in the new business environment, the curriculum design of e-commerce majors in universities should be highly aligned with the cultivation of students' "three innovation" abilities. Fully explore the paths and methods of cultivating "three creations" talents, and leverage the role of "three creations" literacy in the cultivation of e-commerce talents, so that the e-commerce talents cultivated by university business schools can meet the job requirements in today's increasingly innovative business environment.

National Business Education and Scientific Research "14th Five-year plan" 2023 annual subject: Research on the Path of Cultivating "Three Creativity" Talents in E-commerce Major under the Background of New Business Studies(SKJYKT-2306335)

References

1. HOPE J.Achieving equity in education requires systemic change[J].The Successful Registrar,2020,20(10) : 8.
2. WANG Yanxia, LI Peng,WU Jian,et al.Research of innovation entrepreneurship education mode based on engineering technology research center[J].Bulletin of Surveying and Mapping,2019 (6) :146-151.
3. HE Chunbao, NI Chunlin,LI Gengying,et al. Channel to improve quality of practical teaching of college students'discipline competition[J]. Experimental Technology and Management, 2020, 37 (10) : 23-26.
4. HAN Sihai, WU Ying, LI Peiyan,et al. Exploration of ideological and political education and teaching innovation in biochemistry courses[J].Guangdong Chemical Industry,2021,48(12) : 224-225.