

Exploration and practice of the teaching model for compound talent education based on the background of digital economy

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Abstract. In the era of digital economy, enterprises are increasingly focusing on new demands, and the integration of new technologies and new business models is advancing together. This new business model puts forward higher requirements for the construction of the business teaching system and talent cultivation. The teaching model plays a bridge and link role between teaching theory and teaching practice. To achieve innovation in business education and talent cultivation, the teaching mode must keep up with the times, clarify the training positioning, and integrate the concept of digital economy development. This study starts with exploring teaching models and proposes feasible teaching methods to effectively cultivate the ability to use theoretical knowledge to solve practical business problems, and help students learn towards the future.

1 Introduction

We need to accelerate the construction of a digital China and build a digital economy with data as the key element. The digital economy has changed the business model, accelerated the updating and iteration of knowledge, and put forward new requirements for the talent cultivation of business students. As a transportation base for talents, universities shoulder the burden of keeping up with the times and cultivating composite talents.

This points out a clear direction and strategic goals for taking the path of independent talent cultivation. Composite talents are talents with a diverse professional foundation, strong comprehensive abilities, and expertise in specific areas^[1]. From the perspective of talent growth patterns, in order to cultivate high-level composite talents, it is necessary to pay attention to the learning and cultivation of basic disciplines and multiple disciplines, pay attention to the intersection and integration of professional knowledge, adhere to the collaborative innovation of industry, academia, and research, and multiple job experiences, and adhere to the guidance of "being the greatest of the country" and national needs^[2]. Implementing the task of cultivating high-level composite talents and cultivating new business talents suitable for the development needs of the times has become an urgent issue that must be faced.

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2. Meaning

2.1 Meet the talent needs of society and promote regional economic transformation and development

Based on the exploration of applied talent cultivation models in universities, it can be seen that there are many urgent areas for improvement in talent cultivation in Chinese universities, which leads to the inability of professional talents cultivated by universities to meet the actual needs of the talent market^[3]. Introducing a composite talent cultivation model can determine the comprehensive characteristics of business management majors, closely combining management theory and skills, so that students not only have solid theoretical knowledge, but also possess necessary skills and leadership traits in the industry field, thereby meeting the demand for talents with different qualities in different industries in the refined division of labor^[4]. This will better promote the updating and upgrading of talent layout for enterprises in various industries and fields, indirectly driving the innovative development of regional economy.

2.2 Building a competitive advantage for students and improving the quality of employment for graduates

The issue of employment has been a social highlight in recent years. The mismatch between the actual social needs and the professional qualities possessed by talents is one of the reasons for the contradiction in social employment^[5]. As for the major of business administration, according to statistical data, there are a total of 1243 undergraduate universities in China, most of which offer the major of business administration. This invisibly exacerbates the employment pressure of graduates majoring in business administration. By cultivating composite business management talents and increasing the proportion of employment target courses, different universities can form unique talent cultivation paths based on their own actual conditions and regional characteristics. Displaced competition can effectively improve the employment quality of graduates.

3 Exploration of new teaching models

3.1 Teaching Mode of "Double Teacher Classroom"

The "dual direction" in the "dual direction, three integration" innovation and entrepreneurship "dual teacher type" teacher team construction model refers to two directions: in campus and off campus. The campus mentor team is composed of various professional counselors and full-time innovation and entrepreneurship teachers. The mentor provides students with theoretical guidance on innovation and entrepreneurship education, helping them understand the basic knowledge and skills of entrepreneurship. In campus mentors can also assist students in planning and designing entrepreneurial projects, guiding entrepreneurship and innovation activities such as market analysis, business plan writing, and team building, assisting students in integrating entrepreneurial resources such as funds, talent, networks, technology, and helping them find suitable entrepreneurial partners. Off campus mentors are mainly composed of expert teams from governments, enterprises, industries, and research institutes. The "dual direction" composition of innovation and entrepreneurship teaching staff effectively solves the problems of single and limited guidance for innovation and entrepreneurship teachers in higher vocational colleges, as well

as the current insufficient number of innovation and entrepreneurship teaching staff in higher vocational colleges.

3.2 Online teaching mode

Teachers need some hardware equipment to carry out online courses, such as live streaming microphones, handwritten tablets, and other tools. Schools can obtain high-quality and affordable hardware equipment through mass procurement and public bidding to better support online teaching. For teachers who do not have network access conditions at home, schools can provide appropriate traffic communication subsidies. In terms of organizing and sharing teaching resources, teachers upload teaching materials, including courseware, lesson plans, and homework solutions, to online platforms after class, allowing students to use them as learning reference materials after class. For some key and difficult points, students can learn again based on the courseware and lesson plan. For situations where multiple teachers teach the same course in a school, multiple teachers can jointly produce recorded and broadcasted video courses, taking advantage of each teacher's strengths while improving teaching quality. Finally, there is the sharing of network resources. Many online education platforms provide a large number of curriculum resources, such as MOOC, Khan academy, which provides many excellent video resources. These curriculum resources are essence formed by experienced teachers combined with years of teaching experience. Our school teachers can learn from such platforms, optimize their teaching methods, fill in shortcomings, and improve their teaching level.

4 Teaching strategies for teachers

4.1 Strategies for building a dual teacher team

Firstly, targeted training is the most direct and effective way to enhance teachers' innovation and entrepreneurship abilities. During winter and summer vacation, our school conducts practical training on innovation and entrepreneurship education for teachers, including enterprise management, marketing model development, and market research. The training instructors are mainly entrepreneurs and industry experts with rich practical experience on the front line of enterprises. Secondly, enterprise practical training is also one of the main ways to quickly enrich the innovation and entrepreneurship practical experience of campus mentors. Our school sends a certain number of teachers to relevant enterprises every year for project training and learning. Innovation and entrepreneurship mentors on campus not only enrich their practical experience but also test the effectiveness of their theories when they step out of school and enter enterprises. Enterprise practical training is not simply about going through the motions of the enterprise, but requires teachers to truly participate in frontline work and discover the problems in current teaching through practical training. Enterprises and schools need to regularly evaluate teachers' work hours, achievements, and other content in order to truly keep up with the times.

4.2 Improve teaching mode and cultivate innovative talents

Firstly, adopting interactive teaching methods enables teachers to effectively implement the concept of individualized teaching while respecting individual differences among students, deepen the interactive effect between teaching and learning, and stimulate students' innovative potential. At the same time, teachers can also find intersections and innovative breakthroughs in the integration of different subjects, stimulate students' innovative abilities,

and build a research-oriented teaching model. Secondly, research-based teaching with classroom linkage should be applied. In the teaching of the new business course, there are different stages and objectives: the first classroom aims to impart knowledge, the second classroom aims to exercise abilities, and the third classroom guides practice. Promoting the coordinated development of the first, second, and third classrooms can effectively enhance students' practical abilities. Therefore, teachers should focus on collaborative classrooms, carry out research-based activity teaching, and enhance their ability for solving practical problems. Under this teaching model, students can delve into the development of the industry, enhance their sense of responsibility, combine personal development with industry needs, and thereby promote sustainable development of the industry.

4.3 Strengthen practical teaching and enhance comprehensive literacy

In the teaching of the new business course, in order to effectively enhance practical abilities, it is necessary to stimulate learning enthusiasm. Teachers need to formulate reasonable teaching objectives, highlight key and difficult points, and improve the effectiveness of course teaching according to students' actual situations. In addition, teachers should increase practical teaching efforts, enhance practical ability cultivation, provide students with as many opportunities for extracurricular practice as possible, and enhance their ability to solve practical problems. In addition, universities can also reasonably divide the levels of practical teaching based on the differences between students, ensuring that each student can receive corresponding training. Schools should focus on the creation of studios in practical teaching, and invite outstanding entrepreneurs to provide guidance to students in order to enhance their comprehensive abilities in practice and ultimately fully activate their innovation awareness.

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