

Exploration on the Talent Training Model for Economics Majors in Colleges and Universities in the Context of Digital Intelligence

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Abstract: In the context of digital intelligence, when carrying out the talent training work for economics majors in colleges and universities, teachers should attach importance to the introduction of high-quality teaching concepts, ideas, and models. This can greatly enhance the interest and effectiveness of teaching, and further deepen students' understanding of economic professional knowledge. In the digital-intelligent context, there is a rich variety of technical means, which can provide great assistance to teachers in teaching economics, enrich the talent-training content for economics majors, and promote the long-term development of students. In view of this, this article will analyze the talent-training work for economics majors in colleges and universities in the digital-intelligent context and put forward some strategies for reference.

Keywords: Digital intelligence; Colleges and universities; Economics major; Talent training

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1. Background analysis of talent training for economics majors in colleges and universities in the digital-intelligent context

1.1. The state advocates informatization reform

According to the landmark document "Guiding Opinions on Promoting the Development of 'Internet + Education'", the Chinese government has further deepened and refined the importance of information-based teaching and pointed out the way forward for subsequent information-based education reforms. The introduction of this policy document not only reflects the high-level attention of the state to education informatization but also injects new vitality into the development of the education field. In addition, with the continuous improvement of digital network teaching platforms, it has invisibly laid a solid and profound foundation for optimizing the talent-training work for economics majors in colleges and universities in the digital-intelligent context. The construction and development of these platforms have not only improved teaching efficiency but also greatly enriched teaching resources, enabling students to access more diverse and cutting-edge knowledge, thus providing strong support for cultivating economics majors with an international

perspective and innovative spirit.

1.2. Improvement of online teaching level

At present, many colleges and universities in China generally adopt advanced network education platforms such as Chaoxing Fanya and Lanmoyun to implement and promote teaching activities. The popularization and application of these platforms have significantly promoted the innovation of education models and successfully produced a large number of high-quality online course resources. These online course resources have provided valuable opportunities and important resources for the cultivation of future information-based professionals in China. They have not only enriched teaching content, improved teaching efficiency but also further enhanced the possibility of realizing professional reform and education modernization, injecting new vitality and impetus into the development of China's education cause.

2. Value analysis of talent training for economics majors in colleges and universities in the digital-intelligent context

2.1. Contributing to enhancing the attractiveness of courses

In the digital-intelligent context, carrying out the talent-training work for economics majors in colleges and universities can more effectively integrate Internet resources into the economics-major classroom, thus enriching professional education resources, which is of great significance for improving teaching effectiveness. In addition, a more intelligent talent-training method can significantly enhance the attractiveness of economic-major knowledge to college students, enabling them to participate more actively and proactively in the exploration and learning of professional knowledge^[1]. At the same time, integrating Internet technology into the college-level economics-major classroom can significantly enhance the fun of the teaching process, allowing college students to understand the economic-major knowledge they have learned more intuitively and deeply, which plays an important role in enhancing their learning interest and promoting the development of their application ability.

2.2. Contributing to enhancing the timeliness of teaching

In the digital-intelligent context, when teachers carry out the talent-training work for economics majors in colleges and universities, they need to ensure the effective implementation of teaching content, enable college students to have a more comprehensive understanding of the knowledge they have learned, and help them cultivate good professional qualities and professional abilities, so as to achieve the teaching goal of "digesting knowledge in class"^[2]. Therefore, teachers should be good at using Internet resources to optimize the forms and processes of traditional talent-training work for economics majors in colleges and universities, so as to continuously enhance the timeliness and interactivity of professional education work for economics majors and help students make more reasonable and efficient use of network resources and practical cases, which is of great significance for improving the effectiveness of talent-training work for economics majors in colleges and universities.

2.3. Contributing to enhancing the flexibility of teaching

In traditional teaching practices, teachers mostly adopt the spoon-feeding teaching method, which is likely to cause college students to have emotions such as resistance and boredom, is not conducive to their in-depth mastery of economic-major knowledge, and is difficult to meet the needs of society for talents in the digital-intelligent context. By reasonably applying Internet technology to the talent-training work for economics majors, the flexibility of teaching can be significantly enhanced, and college students can be better attracted to participate in classroom learning^[3]. In addition, the application of Internet technology in the economics-major classroom can effectively expand teaching content and forms, help college students build a learning platform that transcends time and space limitations, make their learning process more flexible and efficient, and thus significantly improve the effectiveness of talent-training work for

economics majors.

3. Analysis of talent training for economics majors in colleges and universities

3.1. Rigidity of the teaching model

In current educational practices, many college teachers fail to adopt new teaching models in the teaching process of economics majors. In class, they mainly focus on teaching theoretical knowledge of economics majors, while ignoring the importance of analyzing and researching in combination with practical cases and enterprise projects. This approach largely limits the improvement of students' ability to understand economic-major knowledge and is not conducive to their future practical work in the workplace^[4]. In addition, in terms of teaching content, the textbooks used by some institutions are not updated in a timely manner, resulting in a gap between the knowledge learned by students and the actual needs of enterprises, thus giving rise to the phenomenon that what students learn is not what enterprises need. In the long run, this situation will cause frustration among students and pose a significant obstacle to the improvement of their learning efficiency.

3.2. Negative attitudes of enterprises towards cooperation

In the digital-intelligent context, the active participation of enterprises is indispensable for improving the effectiveness of talent training for economics majors^[5]. However, in the actual talent-training process, many enterprises are reluctant to accept students for internships. This phenomenon can be analyzed from two aspects: First, students have insufficient application ability of economic-major knowledge. Under the traditional education model, some students have limited mastery of economic-major knowledge, resulting in their confusion when facing actual enterprise problems and affecting the operation efficiency of enterprises. Second, the lack of professional qualities is also an important factor. Currently, most students grow up in relatively superior environments, lacking the necessary tenacity and the ability to face challenges. They are prone to shrinking back and being afraid of difficulties when facing problems, which invisibly increases the time and cost of enterprise talent training. Due to the influence of these two factors, many enterprises are not enthusiastic about participating in professional talent-training work, which greatly affects the effectiveness of talent training for economics majors in the digital-intelligent context.

3.3. Insufficient teaching staff

At present, in the process of recruiting economics-major teachers, many schools pay too much attention to the academic background of candidates while paying insufficient attention to their economic-major knowledge reserves, practical teaching abilities, and understanding of the industry^[6]. In addition, few current economics-major teachers have an in-depth understanding of market dynamics, and their understanding of commonly used software, problems, and technologies in current enterprises is also insufficient, which invisibly increases the difficulty of talent training for economics majors and is not conducive to improving the effectiveness of professional talent training^[7].

4. Talent-training strategies for economics majors in colleges and universities in the digital-intelligent context

4.1. Skillfully using micro-courses for introduction to stimulate students' learning interest

In the digital-intelligent context, when carrying out the talent-training work for economics majors in colleges and universities, teachers should attach great importance to the pre-class introduction link to ensure a solid foundation for the smooth progress of subsequent work^[8,9]. Generally, a high-quality classroom introduction helps students quickly shift their attention from break-time activities to professional-knowledge learning, which is of great significance for improving learning efficiency. In the past talent-training for economics majors, teachers often did not pay enough

attention to the pre-class introduction link. Instead, they let students preview the textbooks on their own to obtain a basic understanding of theories and concepts and then directly entered the teaching session. This method cannot ensure that students are fully focused on the teaching content from the beginning, which may invisibly affect the teaching effect. Therefore, teachers should make full use of information-technology means to effectively stimulate students' curiosity and exploration desire by playing interesting micro-courses before class, laying a solid foundation for subsequent teaching work ^[10]. For example, in the teaching process, in order to better stimulate students' interest in professional knowledge, teachers can collect some actual enterprise cases on the Internet and integrate these cases into micro-courses through multimedia forms such as animations and pictures, and play them for students to watch before class. In this way, students can more efficiently focus their attention on classroom-knowledge learning, which significantly promotes the enhancement of their learning interest.

4.2. Introducing using multimedia videos to enrich teaching content

After in-depth research and analysis of the textbooks used for economics majors in colleges and universities, teachers have noticed that the content of these textbooks is usually highly abstract. Due to space limitations, the introduction of some key knowledge points in the textbooks is often not detailed enough, which invisibly poses an obstacle to students in building a solid and comprehensive professional-knowledge system. In addition, in the past talent-training process for economics majors, teachers often did not make full use of information-technology means to assist teaching activities and did not introduce and utilize the rich and high-quality educational resources on the Internet enough. This approach is extremely detrimental to improving the quality and effectiveness of talent training for economics majors ^[11]. Therefore, when teachers consider applying information technology to the talent-training process for economics majors, they can use the powerful function of multimedia videos to search for video resources closely related to the teaching content on the Internet and present these resources to students through multimedia devices, thereby expanding and enriching the content of professional-talent-training work.

In order to ensure that students at different levels can better understand and master economic-major knowledge, teachers can classify students into different levels before selecting video resources to ensure that the selected multimedia videos can meet the learning needs of students at different levels. By introducing multimedia-video resources that match students' learning needs, teachers can greatly enrich the content of professional-talent-training work, helping students build a more complete and reasonable professional-knowledge system ^[12]. This plays an important role in promoting students' future in-depth learning and mastery of economic-major knowledge and can lay a solid foundation for their future academic research or career.

4.3. Building a self-study platform for talent training to cultivate self-study habits

In order to further improve the effectiveness of talent-training work for economics majors, teachers should attach importance to and strengthen the cultivation of students' self-study ability. By guiding students to form good self-study habits, teachers can enable them to participate more efficiently in knowledge preview and review, which plays an important role in enhancing their mastery and application of professional knowledge. However, in the past talent-training process for economics majors, students often had difficulty in efficient self-study, mainly because they lacked an effective self-study platform ^[13]. In the past, when students studied independently, they usually could not solve the problems they encountered in a timely manner, which not only affected the improvement of self-study efficiency but also had a negative impact on self-study confidence, thus hindering the formation of good self-study habits. In view of this, teachers can combine the actual situation of the school and use information-technology means to build a more efficient and reasonable self-study path for students ^[14]. By creating an online self-study platform, teachers can help students solve problems in the self-study process more efficiently and in a timely manner. When students encounter obstacles in learning professional knowledge, they can upload the problems to the online self-study platform and rely on the help of classmates and teachers to solve the problems, ensuring the smooth progress of self-study and thus improving

the teaching effect.

4.4. Implementing reasonable teaching evaluation to improve teaching problems

Before carrying out teaching-evaluation work, it is necessary for teachers to carefully stratify students according to their individual differences and characteristics. This can greatly enhance the objectivity, effectiveness, and pertinence of teaching evaluation^[15]. Specifically, for students with relatively weak basic knowledge, the focus of teachers' evaluation should be on the mastery of basic theoretical knowledge to ensure that they can lay a solid theoretical foundation. For students at an average level, the evaluation needs to be carried out from two dimensions: the theoretical knowledge of economics majors and practical skills, aiming to help them not only master the basic theories of economics proficiently but also master some basic learning skills for economics majors. In addition, teachers should also encourage these students to invest enough time in learning and mastering extracurricular knowledge in their daily studies to meet the needs of in-depth learning of economics majors. As for students with a solid foundation in economics majors and a high comprehensive level, while evaluating their professional theories and skills, teachers should also put forward higher requirements, inspiring them to constantly challenge themselves and strive to improve their comprehensive abilities to reach a higher academic and professional level.

5. Conclusion

To sum up, in order to improve the talent-training effect for economics majors in ordinary colleges and universities in the digital-intelligent era, teachers can start from the following aspects: skillfully using micro-courses for introduction to stimulate students' interest; introducing multimedia videos to enrich teaching content; building a self-study platform for talent training to cultivate self-study habits; and implementing reasonable teaching evaluation to improve teaching problems. In this way, the talent-training quality for economics majors in ordinary colleges and universities in the digital-intelligent era can be invisibly promoted to a new level.

Disclosure statement

The author declares no conflict of interest.

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