Research on the Integrated Training Mode of Business Administration Talents in Colleges and Universities under the Background of Digital Transformation

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Abstract: In the wave of digital transformation, the talent cultivation of business administration majors in colleges and universities is facing unprecedented challenges and opportunities. With the rapid development of information technology, the market demand for business administration talents is gradually shifting towards a higher level and more comprehensive direction. However, the current business administration education in colleges and universities still has many deficiencies in talent cultivation mode, educational resource allocation, teaching methods, etc., and it is difficult to meet the needs of high-quality talents in the digital era. This paper aims to explore the optimization path of the integrated training mode of business administration talents in colleges and universities under the background of digital transformation. Through an in-depth analysis of existing problems, this paper puts forward strategies such as deepening the integration of industry and education, updating the curriculum system and teaching methods, and strengthening students' digital skills and quality education, in order to provide reference for the talent cultivation of business administration majors in colleges and universities.

Keywords: Digital transformation; Business administration in colleges and universities; Integrated training mode of talents

1. Problems in the integrated training of business administration talents in colleges and universities under the background of digital transformation

1.1. Disconnection between talent cultivation and market demand

On the one hand, the update speed of educational content lags behind the change speed of the market, resulting in a large gap between the knowledge learned by students and the actual work requirements. For example, with the rapid development of technologies such as big data, cloud computing, and artificial intelligence, enterprises have an increasing demand for management talents with the background of these technologies. However, the curriculum settings of many colleges and universities still remain in traditional management theories and methods, and the latest technical content has not been introduced in a timely manner. This makes students lack the necessary technical skills after graduation and it is difficult for them to meet the needs of enterprises for compound talents. On the other hand, the disconnection between theory and practice is also an important reason why students have difficulty quickly adapting to the needs of the workplace[1]. Some colleges and universities overemphasize the teaching of theoretical knowledge in the teaching

process and neglect the cultivation of practical ability. Students lack practical operation and project experience during their school years, which makes them at a loss when facing the complex and changeable business environment. In addition, the insufficient communication between colleges and universities and enterprises is also an important factor leading to the disconnection between talent cultivation and market demand. When formulating teaching plans, some colleges and universities lack in-depth communication and cooperation with enterprises and fail to timely understand the specific needs of enterprises for talents. As a result, it is difficult for colleges and universities to be targeted in the talent cultivation process and fall into the dilemma of working behind closed doors[2].

1.2. Insufficiency of educational resources and technology application

On the one hand, there is an uneven distribution of educational resources. There are resource gaps between different colleges and universities and an unbalanced distribution of resources among different majors within the same college. Some top colleges and universities can provide rich teaching resources, advanced experimental equipment, and high-level teaching staff, while ordinary colleges and universities are lacking in these aspects. This uneven distribution of resources leads to uneven educational quality obtained by students during the learning process, affecting the overall effect of talent cultivation. On the other hand, the application of information technology is insufficient. Although many colleges and universities have realized the importance of digital transformation and have introduced information technology to a certain extent, there are still many deficiencies in practical application. For example, the online teaching platforms of some colleges and universities have single functions and cannot meet diversified teaching needs; the information technology application capabilities of teachers vary, and there is a lack of effective training and support; students also have differences in their mastery of information technology, resulting in obstacles in the digital learning process. These problems not only affect the teaching effect but also limit students' autonomous learning ability in the digital environment. In addition, the insufficient application of information technology also limits students' opportunities to obtain timely feedback and personalized guidance during the learning process, affecting the learning effect[3]. These problems to a certain extent restrict the cultivation of business administration talents in colleges and universities, making students lack the necessary competitiveness when facing the complex and changeable market environment.

1.3. Lagging teaching mode and educational method

The traditional teaching mode usually takes the teacher as the center, focuses on the teaching of theoretical knowledge, and neglects the cultivation of students' initiative and practical ability. This leads to students lacking the ability to solve practical problems when facing complex problems in actual work. For example, in the process of enterprise digital transformation, students need to have various abilities such as data analysis, project management, and team collaboration, but the traditional teaching mode cannot provide the cultivation of these skills. Moreover, the current teaching methods have not fully utilized the educational resources and tools brought by digital technology. Although many colleges and universities have introduced online learning platforms and digital resources, the use of these resources remains on the surface and has not been truly integrated into the teaching process. At the same time, although some colleges and universities have introduced virtual laboratories and simulation software, the use of these tools is often limited to individual courses or projects and has not formed a systematic teaching system. This leads to students lacking systematicness and coherence when using digital technology and being unable to form a complete set of digital skills.

2. Strategies for the integrated training of business administration talents in colleges and universities under the background of digital transformation

2.1. Deepening the integration of industry and education to promote students' exposure to the latest market and professional trends

The key point of the integration of industry and education is to break the boundaries between traditional education and

the industrial sector, and actively construct an industry-education system in which enterprises participate in the education process, introducing industry needs, advanced technologies, and real-world cases into classroom teaching. This integration model not only enables students to obtain a more authentic professional experience during the learning process but also helps them better understand industry development trends and market demands, thus laying a solid foundation for their future careers. In the specific implementation process, colleges and universities can promote the integration of industry and education through various means. First, invite education experts in business administration and enterprise managers to participate in curriculum design and teaching activities, sharing their industry experience and the latest trends. These experts can not only provide valuable practical cases but also answer students' questions in actual work, helping them combine theoretical knowledge with practical applications. In addition, colleges and universities can cooperate with enterprises to develop relevant courses in business administration, using actual enterprise projects as teaching content, allowing students to improve their professional abilities while solving practical problems. Second, establish a practical teaching base for the integration of industry and education. By setting up a practical teaching base, students can carry out internships and training in the real-world environment of enterprises, directly accessing the operation and management processes of enterprises. This practical teaching can not only improve students' hands-on ability and problem-solving ability but also enhance their understanding and interest in the industry. For example, colleges and universities can jointly build laboratories, research and development centers, or internship bases with enterprises, allowing students to participate in actual projects in these bases and experience the working environment and culture of enterprises. Third, make the learning process close to market demands and actual enterprise situations, improving the adaptability and flexibility of education. Through close cooperation with enterprises, colleges and universities can timely understand industry development trends and technological needs, adjust curriculum content and teaching methods, and ensure that the knowledge and skills learned by students are consistent with market demands. In addition, the integration of industry and education can also promote students' employment and career development. Enterprises' participation in the education process can not only provide more internship and employment opportunities for students but also cultivate students' innovation ability and teamwork spirit through school-enterprise cooperation projects, improving their comprehensive quality and competitiveness[4]. Therefore, the integrated talent cultivation model can not only enhance students' professional qualities and employment competitiveness but also promote long-term cooperation between colleges and universities and enterprises, achieving a win-win situation.

2.2. Updating the curriculum system and teaching methods based on the requirements of digital transformation

The update of the curriculum system aims to meet the requirements of the digital age by introducing teaching methods combined with practice, such as case teaching and simulation operation, and updating curriculum content. The update of the curriculum system not only involves the innovation of curriculum content but also includes the improvement of teaching methods and evaluation mechanisms, ensuring that students can learn and apply new knowledge and skills in practice.

2.2.1. Updating curriculum content

Traditional business administration courses often focus on the teaching of theoretical knowledge. However, in the digital age, students need to master more practical application skills. Therefore, the curriculum content should incorporate the application of cutting-edge technologies such as big data analysis, artificial intelligence, and cloud computing, as well as the latest developments in fields such as digital marketing, e-commerce, and fintech. By introducing these contents, students can better understand and respond to business challenges in the digital environment. For example, courses such as "Application of Big Data in Business Decision-Making" and "Digital Marketing Strategies" can be set up to enable students to master the latest methods of data analysis and marketing planning.

2.2.2. Innovating teaching methods

Case teaching and simulation operation are two effective teaching methods. Case teaching helps students understand complex business problems by analyzing real-enterprise cases, cultivating their critical thinking and problem-solving abilities. Simulation operation allows students to experience all aspects of enterprise operation through a virtual business environment, enhancing their practical ability and teamwork spirit. For example, students can be organized to participate in the "Enterprise Operation Simulation Competition", allowing them to conduct practical operations such as market research, product development, and marketing planning in the simulation environment, so as to better understand the whole process of enterprise management.

2.2.3. Improving the evaluation mechanism

Traditional examination and paper evaluation methods overemphasize the mastery of theoretical knowledge and neglect the cultivation of students' practical abilities. Therefore, the evaluation mechanism should pay more attention to students' practical and innovative abilities. A variety of methods such as project-based evaluation, teamwork evaluation, and case-analysis reports can be adopted to comprehensively evaluate students' learning achievements. For example, students can be required to complete an actual market research project, comprehensively examining their comprehensive abilities from topic selection, design, implementation to report writing. Ensure that students can learn and apply new knowledge and skills in practice, so as to better adapt to the business environment in the digital age.

2.3. Focusing on cultivating students' digital skills and strengthening skill and quality education

Under the background of digital transformation, the cultivation of business administration talents in colleges and universities must focus on improving students' digital skills, and at the same time strengthen skill and quality education to meet the challenges of the future workplace. Digital skills not only include the mastery of information technology but also involve application abilities in fields such as data analysis, artificial intelligence, and cloud computing. These skills are crucial for students to maintain competitiveness in the future workplace. However, simply mastering technology is not enough. Students also need to possess comprehensive qualities such as innovation ability, critical thinking, and teamwork ability to cope with the complex and changeable business environment. To achieve this goal, college education needs to innovate in curriculum design and teaching methods. First, the curriculum system should integrate more digital-related courses, such as data science, machine learning, and blockchain technology, to ensure that students can master the latest technical knowledge. At the same time, these courses should focus on practical applications, and students' skills can be improved through case analysis, project practice, and other means. For example, a course on data-driven business decision-making can be set up, allowing students to understand how to use big data for market analysis, customer behavior prediction, etc. through real cases, thus improving their data analysis ability.

In terms of teaching methods, colleges and universities should adopt more interactive and experiential learning methods, such as flipped classrooms, online learning platforms, and virtual laboratories, to stimulate students' learning interest and initiative. Flipped classrooms allow students to preview course content through videos, reading materials, etc. before class, and conduct in-depth learning through discussions, case analysis, etc. in class, improving learning effects. Online learning platforms can provide rich learning resources, allowing students to learn anytime and anywhere to meet personalized needs. Virtual laboratories can simulate real-world working environments, allowing students to conduct practical operations in a virtual environment and improve their skills. In addition, colleges and universities should also pay attention to interdisciplinary education, encourage students to choose courses across majors, and broaden their knowledge. For example, interdisciplinary courses such as "Digital Marketing and Psychology" and "Finance and Big Data" can be set up, allowing students to understand knowledge in other fields while learning professional knowledge, cultivate interdisciplinary thinking, and improve students' comprehensive qualities, enabling them to have a broader competitiveness in the workplace.

3. Conclusion

In conclusion, this paper analyzes the existing problems in the cultivation of business administration talents in colleges and universities from aspects such as market demand, educational resources and technology application, teaching mode and educational methods. On this basis, it proposes strategies for deepening the integration of industry and education, aiming to emphasize that the cultivation of business administration talents in colleges and universities should focus on the all-round development of students. Students should not only improve their professional skills but also strengthen the cultivation in aspects such as humanistic quality and teamwork, so as to cultivate business administration talents with comprehensive qualities.

Disclosure statement

The author declares no conflict of interest.

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