

Exploration on the Educational Reform of Business Administration Courses in Higher Vocational Colleges Under the Background of New Business

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Abstract: With the continuous development of artificial intelligence technology and the digital economy, the business environment is undergoing subtle changes. Against this background, the concept of “new business” has emerged as the times require, which also puts forward new requirements for the business administration major in higher vocational colleges. Faced with the reality that the market’s demand for the quality of business administration talents is constantly improving, business administration course education should also continuously innovate and reform to comprehensively improve the quality of talent training and transport more high-quality, compound business administration talents for society. While discussing the connotation and characteristics of new business, this paper explores the current situation, problems and effective reform countermeasures of business administration course education in higher vocational colleges under the background of new business, for reference only.

Keywords: Higher vocational colleges; Business administration; New business; Reform countermeasures

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1. Introduction

The proposal of “new business” is a key measure for higher vocational education to meet the social demand for high-quality business talents in the new era. Its concepts such as technology empowerment, interdisciplinary integration, and integration of production and education are important directions for the teaching reform of business administration major in higher vocational colleges in the new period^[1]. Combined with the actual situation, the traditional business administration major in higher vocational colleges has problems such as disconnection between theory and practice and outdated models, which also affects the quality of talent training in this major. In this regard, it is necessary for the business administration major to innovate and reform the curriculum education system based on the concept of new business, so as to cultivate more high-quality and compound business talents and contribute high-quality talent momentum to the transformation and development of social economy.

2. Connotation and characteristics of the new business

2.1. Connotation overview

For “new business,” it is not a single disciplinary concept, but a reconstruction and upgrading of traditional business-related majors (such as business administration, accounting and finance, marketing, etc.)^[2]. Its core lies in breaking through traditional disciplinary barriers based on the development of modern technology, realizing the deep integration of business knowledge with information technology, humanities and social sciences, data science, and other fields, to comprehensively improve the quality of talent training and transport more compound business talents for society^[3].

2.2. Characteristics analysis

Firstly, it is the technology-driven characteristic. In the new era, business decision-making has also started to shift from “traditionalization” to “dataization,” and relying on big data to carry out business decision-making has become an inevitable trend^[4]. Secondly, it is the interdisciplinary characteristic. New business is not limited to a single business professional field, but integrates knowledge from multiple disciplines and fields such as modern technology, accounting and finance, and business administration. It requires professional talents to not only understand data and the market, but also understand technology and content, to achieve the goal of cultivating high-quality and compound talents^[5]. Thirdly, it is the characteristic of integration of production and education. The connection between enterprises and education under the new business will be closer, which also requires vocational education to actively carry out multi-dimensional cooperation with enterprises, so as to comprehensively improve the adaptability and effectiveness of talent training.

3. Current problems of business administration course education in higher vocational colleges under the background of the new business

3.1. Disconnection between the curriculum system and the industrial structure

Combined with the actual situation, the current business administration courses in higher vocational colleges have a certain lag in the curriculum system. On the one hand, the teaching content still focuses on traditional courses such as “Principles of Management” and “Marketing,” lacking the integration of new theories and content; on the other hand, the update of the curriculum system is relatively slow, failing to fully integrate advanced industry frontier knowledge, such as new technologies and smart supply chains. This makes it impossible for students to learn the professional knowledge required by the current industry, affecting their career choices and employment^[6].

3.2. Single teaching mode and methods

In the past, educational practices in this major still mainly relied on verbal explanations. At the same time, students do not get more independent practice space in the learning process, which seriously affects the cultivation and development of their professional abilities. In addition, although some teachers have reformed the teaching mode by using case teaching method, project teaching method and other methods, there is a problem of “wearing new shoes to walk the old road.” For example, the cases used are outdated, and the project design is not flexible enough, which makes it difficult to effectively stimulate students’ learning interest and potential, and affects the effective improvement of the talent training quality of this major^[7].

3.3. Weakness of practical teaching links

Combined with the actual teaching situation of business administration courses in higher vocational colleges, the education of this major still has the problem of “valuing theory over practice.” At the same time, professional practice and training teaching are mostly simple sand table exercises, lacking the integration of the real business environment^[8]. In addition, in terms of off-campus internship, the internship positions that students participate in are often not closely related to their own majors, which makes it impossible for students to use the professional knowledge they have learned for practical exercises,

thus affecting the cultivation of their professional abilities and subsequent employment development.

3.4. Practical problems in the construction of teachers' team

At present, there are certain deficiencies in the construction of the teachers' team of the business administration major. On the one hand, professional teachers lack sufficient educational experience, especially in enterprise practice, which leads to their inability to integrate the new concepts, requirements and standards of the current industry into teaching, affecting the adaptability and effectiveness of talent training; on the other hand, some schools do not pay enough attention to teachers' training and neglect the cultivation of teachers' literacy under the background of new business, which also affects the quality of talent training^[9].

3.5. Rigid evaluation mechanism

Evaluation is a key link in vocational education, which directly affects the quality of business administration talent training under new business conditions. However, the current educational evaluation of this major has a certain problem with a rigid mechanism^[10]. For example, the teaching evaluation of some schools still mainly relies on paper test scores, lacking the assessment and evaluation of students' practical ability growth, which affects their growth and development. In addition, the teaching evaluation of some colleges and universities is still teacher-centered, lacking the introduction of other subjects such as enterprises, which, to a certain extent, affects the connection between curriculum teaching and industrial practice, and hinders the improvement of talent training quality.

4. Effective countermeasures for business administration course education in higher vocational colleges under the background of new business

4.1. Reshape educational concepts and attach importance to ability empowerment

Concept is the forerunner of action. Under the background of new business, the business administration major in higher vocational colleges should change the previous "knowledge education" concept, and based on the connotation and characteristics of new business, actively establish educational concepts such as "student-oriented", "competence-based", "output-oriented" and "market-oriented." Innovate and reform based on the actual demand for business administration talents in the current society, to deeply connect education and teaching with changes in industrial positions, to ensure the quality and effect of talent training^[11]. In addition, we should pay attention to the cultivation of students' practical ability and comprehensive quality, to improve their comprehensive quality and employment competitiveness, and transport more high-quality talents to society. On this basis, we should also deeply understand the content of new business, integrate the interdisciplinary integration, digital thinking and innovative education required by it into professional talent training, and lead the quality of talent training to a higher level.

4.2. Optimize the curriculum system and construct modular courses

Facing the changes in the "demand chain" of talents under new business, the business administration major in higher vocational colleges should optimize and innovate the curriculum system, and promote modular reform based on the needs of post capabilities^[12]. Firstly, we should pay attention to "bottom-level sharing," and introduce courses on artificial intelligence, business data and other aspects based on the connotation and characteristics of new business, to promote the cultivation of students' digital literacy and professional skills. Secondly, we should pay attention to "middle-level separation," and introduce modular courses on new media operation, smart management and other aspects based on the changes in the business environment in the new era^[13]. Each module is composed of several core courses and project courses, with content closely following the industry dynamics. On this basis, introduce the "1+X" certificate system, strengthen the connection between vocational education and vocational skill level certificate training, and effectively improve students' employment competitiveness. Thirdly, we should pay attention to "high-level mutual selection", actively

promote interdisciplinary teaching of business administration, and encourage students to carry out cross-major and interdisciplinary learning and elective courses, so as to cultivate their comprehensive abilities and qualities.

4.3. Innovate teaching modes and improve teaching quality

There is no fixed method for teaching, and the key lies in the appropriate method. Under the background of new business, the business administration major in higher vocational colleges should also continuously innovate teaching modes to provide students with high-quality educational services. Firstly, we should improve project-based teaching. Here, we can cooperate with enterprises to introduce practical projects related to real post work, providing students with opportunities to practice and experience in real post work, so as to cultivate their professional comprehensive ability and vocational quality^[14]. Secondly, based on the current digital era background, we should actively introduce micro-class teaching, online teaching, and other modes to provide students with sufficient learning resources and convenient learning auxiliary tools. In addition, we should use artificial intelligence to create a professional digital practice space for students, strengthen their professional abilities, and improve their digital literacy. Thirdly, we should introduce real enterprise cases. For example, we can develop a teaching case database based on current business practice with enterprises, and invite enterprise mentors to enter the classroom to share front-line experience, so that students can face the latest business challenges and improve their vocational quality.

4.4. Strengthen practical teaching and cultivate comprehensive abilities

Faced with the problem of insufficient practical teaching, the business administration major in higher vocational colleges should actively unite the power of enterprises, give play to the advantages of both parties in various aspects, build factories in schools and schools in factories, build professional practice platforms for students, and promote the cultivation and development of their professional practical abilities^[15]. Secondly, we should actively carry out cooperative education with enterprises. For example, we can introduce the “modern apprenticeship system” talent training mode, transfer traditional professional teaching from “classroom” to “enterprise,” allowing students to learn and practice at work, and improving their vocational abilities and qualities. Thirdly, we should actively promote the work of promoting teaching and learning through competitions. Based on the connotation, characteristics, and actual requirements of new business, carry out various forms of business administration skills competitions, such as digital skills and innovation and entrepreneurship competitions, so as to test teaching results and promote the improvement and development of students’ professional and comprehensive abilities.

4.5. Build a “Dual-Qualified” teachers team and ensure educational effects

Teachers are the foundation of education. In the new period, higher vocational colleges should actively promote the construction of teachers’ team of business administration major to better respond to the educational reform and challenges in the new business environment. Specifically, first of all, we should pay attention to internal training, establish a system for teachers to practice in enterprises regularly, encourage teachers to participate in horizontal projects of enterprises, and improve their practical teaching ability. Secondly, we should actively carry out teacher talent cooperation with enterprises, introduce professional enterprise talents to work as part-time teachers in schools, so as to give play to their advantages in practical education, form complementary advantages with professional teachers in schools, and jointly promote the improvement of educational quality. Thirdly, based on the connotation and requirements of new business, we should actively encourage teachers from various majors and disciplines to form interdisciplinary teaching and research teams, conduct discussions and analyses on professional teaching reforms under new business, such as curriculum system optimization and development, teaching mode reform and innovation, and jointly explore effective reform countermeasures to comprehensively ensure the educational effect of this major.

4.6. Reform the evaluation mechanism and assist talent training

The reform of the evaluation mechanism under the new business should first change the previous result-oriented

evaluation mode, pay attention to students' performance in the learning process, and conduct targeted guidance to promote their growth and development. Secondly, based on the talent needs of enterprises, we should introduce multiple evaluation standards such as innovation ability, digital literacy, and vocational quality to ensure the adaptability and effectiveness of talent training. Thirdly, on the basis of teacher evaluation, we should introduce various evaluation modes such as self-evaluation, mutual evaluation, group evaluation and enterprise evaluation to bring more ideas and guidance to students. For example, organize students to conduct mutual evaluation and group evaluation to create a good learning atmosphere and promote students' growth and development. In addition, cooperate with enterprises to evaluate and guide students from the perspective of "professionals," to lay the foundation for the cultivation of their vocational abilities and better employment and development.

5. Conclusion

In short, under the background of new business, the education of business administration courses in higher vocational colleges is in urgent need of innovation and reform. In this regard, teachers should also actively use new ideas and methods to explore effective reform countermeasures, comprehensively innovate education and teaching modes, lay the foundation for the cultivation of students' professional abilities and comprehensive qualities, promote their employment and development, and help them go further and fly higher in the future.

Disclosure statement

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