Pathways for Innovation in Industry-Education Integration of New Business Application-oriented Talent Training Mode

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Abstract: Industry-education integration is a vital pathway for application-oriented new business talents. These talents should possess an integration of multidisciplinary knowledge, the ability to solve complex problems, the capability to apply new technologies, and the capacity for innovation and entrepreneurship, along with good comprehensive qualities. Therefore, to cultivate innovative new business talents, it is necessary to strengthen the integration of majors and courses with the industry, innovative teaching methods with digital intelligence, enhance practical teaching through school-enterprise cooperation, and improve the safeguard mechanism for industry-education collaborative talent cultivation in new business.

Keywords: Industry education integration; New business talents; Safeguard mechanism

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Introduction

In recent years, under the background of new liberal arts, the reform of business education and the cultivation of new business talents has been continuously promoted. To cope with the challenges posed by technologies such as artificial intelligence, big data, cloud computing, and mobile internet to the modern business environment, the cultivation of business talents has increasingly focused on the deep integration and innovation of new technologies with business disciplines. Faced with the continuous development of digital technology innovation and the drastic changes in the corporate market environment, the new business education in most universities is still oriented by "major + technology," and there are widespread problems such as the disconnection between the cultivation of business talents and the actual needs of enterprises, weak practical abilities of students, and insufficient innovation and entrepreneurship capabilities. In particular, the cultivation of applied talents lacks the ability to respond to future industry changes and corporate transformations. Therefore, innovate the cultivation of new business talents through industry-education integration, it is essential to adopt a systematic approach to strengthen the integration of industry and education, promote the deep integration of the education chain,innovation chain, and industrial chain, and enhance the match between social talent demand and the supply of business talents.

1.The Connotation and Requirements of New Business Talent Cultivation

1.1 New Business Talents Should Possess the Integration of Multidisciplinary Knowledge

The rapid development of big data, artificial intelligence, and Internet technologies has fundamentally changed the demand for talents in society. Business talents should be composite talents with multidisciplinary knowledge. First, business talents should not only possess relevant professional skills but also master digital technologies. The rapid development of information and digital technologies requires new business talents to have not only diversified knowledge reserves but also the ability to integrate and apply knowledge from multiple fields, forming a knowledge system that is structurally rational, adapted to the times, diverse, and deeply integrated. Second, with the cross-border integration and development of industries, the cross-industry integration demands that business talents master professional knowledge in multiple industry fields. Business education should be deeply integrated with industrial development， business talents also need to master industry-related knowledge. In addition, business education also needs to cultivate high-level talents with an international perspective.

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1.2 New Business Talents Should Focus on the Cultivation of Digital Intelligence Management and Innovation and Entrepreneurship Capabilities

Modern business talents should possess the ability to solve complex problems, apply new technologies, and innovate and start businesses. They should also have strong self-expression, interpersonal communication, teamwork, and organizational leadership skills. First, in the digital age, data has indeed become a very important production factor. These data include user behavior data, market data, product data, etc. New business talents need to master the relevant technologies and tools for data analysis. By mining and analyzing these data, they can better understand market demand, customer preferences, industry trends, etc. They need to be able to use big data, artificial intelligence, and other technologies for market analysis, customer management, product development, marketing promotion, etc. Therefore, data management capability is a core competency of new business talents. Second, in the rapidly changing market environment, new business talents with innovative thinking and entrepreneurial spirit can identify market opportunities and bring new opportunities to enterprises. Therefore, new business talents should dare to challenge traditional concepts, be brave in trying new business models and management methods, and possess innovative thinking and innovation and entrepreneurship capabilities to adapt to the constantly changing market demand. Third, new business talents should have strong cross-cultural communication skills. New business talents with cross-cultural communication skills can effectively communicate and interact with people from different cultural backgrounds, understand their needs and expectations, and thus better conduct cross-border business activities and win competitive advantages for enterprises in the international market.

1.3 New Business Talents Should Possess Good Comprehensive Quality

New business talents should possess correct values, a sense of social responsibility, and professional ethics. New business talents should not only pursue economic benefits, but also pay attention to social development and have a strong sense of social responsibility. Care about social development, people's livelihoods, actively participate in social welfare undertakings, and contribute to the progress of social development. In business activities, new business talents should focus on sustainable development, environmental protection, and social responsibility, integrate social responsibility into corporate development strategies, and achieve common development between enterprises and society.

2.Innovative Pathways for New Business Talent Cultivation through Industry-Education Integration

2.1 Constructing an Integrated Professional Course System

Optimizing the design of the new business professional course system, centered around the training objectives and positioning of new business talents, is a prerequisite for talent cultivation. In particular, the development of industrial digitalization and digital industrialization demands an accelerated integration of business majors and courses with the industry. First, it is crucial to build a professional system that is compatible with new-generation technologies. such as "Internet + Finance," "Digital + Marketing," "Intelligent + Accounting," and "Digital + Trade" can be established to cultivate composite talents that meet the needs of the digital economy. By integrating business majors with fields like big data, not only can students develop a more comprehensive knowledge structure, but they can also be encouraged to apply data-driven decision-making in future careers. Second, developing digital management courses is key to adapting to industrial digitalization. The design of course content should always be student-centered, adhering to the principles of "emphasizing application and strengthening capabilities." On one hand, it is necessary to focus on the structural adjustment of general required courses, introducing and improving public foundation courses such as advanced mathematics, mathematical statistics, calculus, and information science, to provide a basic support for cultivating the practical abilities of new business talents. On the other hand, the integration of professional business courses with other courses should be strengthened, incorporating new methods and theories such as big data, artificial intelligence, and blockchain technology into the professional curriculum to

expand the knowledge base of new business talents. Additionally, it is important to offer courses with strong practical relevance. By strengthening integration with the industry and enterprises, common data analysis scenarios from enterprises can be integrated into the corresponding learning content, and a variety of teaching resources that match the teaching content can be developed.

2.2 Innovating New Teaching Models under Industry-Education Integration

Aiming at the digital intelligence management and innovation and entrepreneurship capabilities of new business talents, it is necessary to reform and innovate traditional theoretical teaching, continuously optimize the organization of teaching, and innovate teaching methods. First, establish a "project-led, task-driven" teaching model. Fully leverage the principal role of students in business education, and systematically modify and improve traditional business teaching methods with case teaching, task-driven learning, and research-based learning at the core, to promote teachers to guide students to take the initiative to learn. Second, enhance the application of smart teaching methods in teaching. Teachers should actively use digital technologies and tools to develop information-based teaching platforms and utilize intelligent teaching tools. For example, by integrating on-campus and off-campus training rooms and laboratories, a teaching experience environment that is adapted to course teaching can be built, thereby achieving digital and scenario-based teaching methods. Fully utilize various resources such as online educational resources, online education platforms, and application software, publish course-related teaching materials, learning materials, videos, and exercises to guide students' extracurricular learning, and strengthen the consolidation and learning understanding of in-class knowledge. Build a digital, intelligent, and networked new business teaching model. Third, strengthen the case teaching of new business. With the continuous acceleration of business innovation, teachers can obtain cases, analyze data, and guide students in exploratory learning through various new media platforms, continuously broaden students' horizons, and form data thinking. In addition, integrating digital tools into business education and realizing a combination of online and offline teaching can improve students' learning outcomes, help students form the habits of active and in-depth learning, optimize students' learning experience, create a community of teachers and students' growth, and further improve the quality of talent cultivation.

2.3 Creating a Practice Teaching System Fully Integrated with Industry and Profession

Practice teaching is the key to enhancing the digital application and practical abilities of new business talents. To cultivate students' data thinking and data analysis capabilities, it is essential to focus on practicality. First, based on the current production, sales, and operation processes of enterprises, establish a school-enterprise collaborative teaching center to enable students to better understand the actual operations and management of enterprises, thereby closely integrating theoretical knowledge with corporate practice. By introducing virtual simulation training systems to simulate real business environments and business processes, and reconstructing the learning space for business studies, students can learn in an environment that is almost real, promoting the effective integration of theoretical learning and practical experience. Second, using the "intelligence +" education concept and digital teaching models, create big data training rooms that can be shared across multiple terminal devices, as well as digital platforms for new retail, artificial intelligence, smart finance, etc., to provide students with rich data resources and tools. This allows them to practice in complex business environments, cultivate team spirit, and improve their practical business operation capabilities. Third, schools and enterprises jointly develop training projects to quickly enhance students' data thinking levels and data analysis practical abilities through project development and co-construction. For example, through the "Business Data Analysis Boot Camp," students can analyze real data to create value and form feasible and executable plans. In addition, teachers should encourage students to participate in relevant subject competitions, such as market research competitions, data analysis competitions, business training simulation competitions, innovation and entrepreneurship competitions, etc., to continuously promote the improvement of students' practical and team collaboration abilities.

3.Safeguard Mechanisms for New Business Talent Cultivation through Industry-Education Integration

3.1 Improving the Industry-Education Integration Cooperation Mechanism

Faced with the rapid development of digitalization, Universities, Governments, Enterprises, and Industry-related social organizations need to fully utilize the Internet, big data, artificial intelligence, and other technologies to strengthen collaborative innovation, enhance the coordination and orderliness of the cooperative system, promote the sharing and interconnection of knowledge and information, and build a win-win and symbiotic talent cultivation safeguard mechanism. First, it is necessary to establish a joint training mechanism for digital talents, support the construction of industry-university-research innovation consortia, promote the cross-integration of different disciplines and majors, and fully utilize the advanced technology and digital resources of leading enterprises to optimize the industry-education integration innovation platform. This will play a supporting role of new technologies in the cultivation of business talents and build a positive interactive system for the development of industry-university-research, forming a mechanism for sharing benefits. Second, integrate resources from all parties and strengthen the construction of teaching resources. Develop digital courses and textbooks, jointly build practice bases, and construct digital resource platforms. Share teaching resources such as courseware, exercises, cases, experimental projects, digital textbooks, training projects, and data sets on the platform to form a high-quality teaching resource repository.

3.2 Building an Industry-Education Integration Faculty Team

With the development of digital technology and artificial intelligence, the knowledge in the business field is updated rapidly. This requires teachers to have strong learning and knowledge updating abilities to ensure the timeliness and accuracy of teaching content. First, university teachers should actively connect with industries and enterprises to strengthen the learning of new knowledge and technologies. They should enhance exchanges with domestic and international counterparts and participate in industry and enterprise practices. By engaging in academic exchanges, on-the-job training, and social practice at well-known domestic and international universities and research institutions, teachers can broaden their horizons and enhance their social interaction and practical teaching abilities. This provides solid faculty support for the comprehensive training of business talents in the new era. Second, as universities, they should strengthen the professional training of existing teachers. By adopting the "bringing in" approach, they can hire industry executives and professional trainers to provide professional training for university teachers. They can also consider bringing in front-line operation and management personnel from characteristic industries to participate in the school's teaching activities on a part-time basis. Through the "one course, two teachers" model, different responsibilities in teaching can be undertaken to improve students' adaptability to market demands, effectively enhance the practical teaching team in business education, and promote the quality and level of business teaching in higher education institutions.

3.3 Forming a Multi-Dimensional Talent Cultivation Assessment and Evaluation Mechanism

Improving the talent cultivation evaluation and incentive mechanism is an important part of the safeguard mechanism for new business talent cultivation. Establish comprehensive evaluation system combining "university teachers + corporate mentors." First, university teachers should lead the evaluation of the first classroom. Guided by the OBE (Outcomes-Based Education) concept, strengthen the process evaluation of learning. Comprehensive assessments can be conducted on various aspects of students, such as attendance, pre-class preparation, classroom participation, knowledge mastery, and task completion (including group tasks, individual tasks, and project outcomes). This allows teachers to keep track of students' learning progress, content, and outcomes in relevant stages in real-time, facilitating timely personalized guidance for students. Second, fully leverage the role of off-campus mentors, especially corporate mentors, who should lead the evaluation of the second classroom. A comprehensive evaluation can be conducted from aspects such as work attitude, teamwork, professional standards, and practical

abilities. By assessing students' professional spirit, workplace literacy, innovation capabilities, and technical application abilities during internships and training, a comprehensive and fair judgment can be made. This evaluation helps to assess the effectiveness of students' participation in social practice, assists schools in adjusting specific training goals, continuously improve talent cultivation plans, and enhance the quality of business talent cultivation.

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