

## **Key Points for the Reform of Applied Talents Training Mode in Business Administration Majors**

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**Abstract:** With the development of social economy and market improvement, the demand for business management professionals in the market is expanding. The traditional talent training mode of colleges and universities cannot meet the actual needs. It is of practical significance to innovate and optimize the application-oriented talent training mode of business administration. Colleges and universities should build a new model that is oriented by ability and cultivates applied talents, and delivers high-quality business management talents for society and the market.

### **1. Introduction**

At this stage, China's market needs a large number of high-quality, professional and comprehensive business management talents to promote the rapid development of social modernization, but in practice most graduates are difficult to meet these requirements. The business management profession is closely related to the social economy and enterprise operation. As a typical applied discipline, it cultivates application-oriented business management talents with comprehensive capabilities.

### **2. Overview of applied talents**

Applied talents refer to specialized talents who can apply professional knowledge and skills to social practice, and master the basic knowledge and skills of social production or social activities, mainly professional and technical personnel working in front-line positions. The author consults a lot of data and combines his own experience. The applied talents mainly include the following characteristics: the knowledge structure of applied talents is defined around the first-line production needs. The curriculum emphasizes the almost mature, mature and applicable knowledge of the vehicle, while the systematic system of the subject system is no longer considered. The core objective of the competence system is to meet the needs of front-line positions. The talent cultivation emphasizes the proficiency and application of the medium knowledge, and the research and innovation. There is no specific requirement for the ability; the talent cultivation process emphasizes the combination with the post practice, pays attention to practical teaching, and usually uses the practical teaching to integrate professional knowledge and professional skills.

### **3. Status of training of applied talents in business administration**

#### **3.1 The school does not pay much attention to the cultivation of students' practical ability**

The biggest problem at present is that some colleges and universities do not pay attention to the cultivation of students' practical ability, mainly as follows: (1) Lack of detailed teaching planning. Most colleges and universities do not have detailed plans for the cultivation of practical ability, nor do they incorporate practical teaching in the curriculum standards, which causes the theoretical knowledge system to be out of touch with practice training. (2) Professional teachers only pay attention to the teaching of theoretical knowledge, lack of practice. The content of teaching; (3) students do not pay enough attention to the application of professional knowledge in practice, most students pay more attention to the results of the face, can not effectively cultivate their practical ability. This point should be paid attention to by professional teachers, and the teaching process can

effectively combine theoretical knowledge with practical teaching.

### **3.2 Insufficient relevance of rationality**

The setting of business administration textbooks for colleges and universities is mainly aimed at the business management mode of large and medium-sized enterprises, but it is not very concerned about small enterprises. However, after entering the society, most of the students entered the society, and most of them entered the small business. This caused the students to find that the knowledge they learned did not match the job responsibilities and could not be effectively applied. At present, China's colleges and universities business management textbooks focus on Western business management theory, but there are many gaps between China's business management and Western business management, such as market environment, economic system, etc., making it difficult for college graduates to apply professional theoretical knowledge in practical work. Affecting their own competitiveness and having an impact on career development.

#### **3.3 Insufficient cooperation between schools and enterprises**

Although the school-enterprise cooperation model has been proposed for many years, there is a lack of effective cooperation between universities and enterprises in China. The business administration mainly focuses on the business management of enterprises. The lack of cooperation between the two sides makes it difficult for students to improve their professional internship opportunities. In this context, it is difficult for graduates to stand out from the competition after graduation and show their own value. Because of the lack of practical ability, the lack of competitiveness will affect the later development. Therefore, the university's business management management teaching focuses on cultivating students' practical ability, and provides students with a practical platform by deepening the cooperation between schools and enterprises, and turns theoretical knowledge into practical experience.

## **4. Key points for the reform of the application-oriented talent training model for business administration**

In order to better improve the teaching reform of business administration, it is necessary to study and solve the problems existing in teaching, promote the improvement of teaching quality by improving the teaching effect, and cultivate high-quality business management talents that meet modern needs.

### **4.1 Optimizing teaching content**

For traditional teaching, compulsory courses account for a large proportion, while elective courses only account for a small part, which leads students to rely only on textbooks and lack of innovative practical ability. In the context of new education, reforming the content of teaching should comprehensively increase the proportion of elective courses, so that students can fully understand the connotation of business management and cultivate them into comprehensive talents. At the same time, with the globalization of the economy, students' English quality requirements are increased. Some foreign professors and other professionals can be hired to teach students. In order to avoid paper talk, we should introduce some classic cases at home and abroad and actively lead students. Analyze and explore to avoid problems such as incomplete understanding and incomplete control. At the same time, in order to improve teaching efficiency and improve supervision, the party organized school teachers and leaders to attend lectures.

### **4.2 Building the curriculum system**

Before formulating a talent training program, business administration must understand the market demand and understand the qualities that business administration students need to meet their job requirements. Based on these necessary job qualities, the core curriculum is developed, and based on this; a professional curriculum system sufficient to support the core curriculum is constructed. In this way, the curriculum system of the business management curriculum can be constructed, which can be roughly divided into public basic courses, professional core courses,

supporting courses and quality development courses. Each part is designed according to professional requirements, and the specific curriculum standards, implementation plans and follow-up courses are designed to build a perfect curriculum system based on the cultivation of applied talents. Colleges and universities should earnestly do a good job in the assessment of students' business management courses, establish a sound assessment standard, ensure that each student can participate in practical courses, and fully exercise their comprehensive ability in teaching.

#### **4.3 Deepening school-enterprise cooperation**

Colleges and universities should cooperate extensively with social enterprises to provide students with rich practical opportunities. Through this mode of cooperation, not only can students be provided with a practical platform and develop students' practical ability. It can also provide a professional and integrated talent for the company to achieve a win-win situation. School-enterprise cooperation allows students to apply theoretical knowledge to specific work, accumulate rich social experience through self-employment internships, and lay a solid foundation for students' workplace competitiveness. Secondly, students adjust their professional characteristics and corporate conditions. Self-teaching materials, strengthen the practicality of professional textbooks, and the relevance of actual enterprises. The teaching group macro-adjusts the content and sequence of the lectures, and it is easier for teachers to integrate the research ideas, methods, and scientific research progress into the teaching activities. Through a series of interlocking scientific questions in the classroom, students can fully It is more attractive to understand the logic analysis process of the scientific research process than to directly know the answer itself when asking questions.

#### **4.4 Innovating the Goals of Talent Training**

The University of Applied Sciences' talent training objectives are different from traditional comprehensive universities and aim to provide high-quality applied talents to the society. It requires students to achieve three objectives: a solid theoretical foundation, the ability to solve specific problems in actual production and life through scientific methods; the completion of new research and technology development projects; the introduction, optimization and monitoring of new methods, The use of new processes. Local undergraduate colleges have been squatting between academic and teaching universities since their inception. The purpose of talent training follows the academic comprehensive university. The rate of entrance examination is often an indicator of talent training. It often creates a tendency: students ignore professional applications and Learning in practical operation cannot meet the skill requirements of the employer. For a long time, the structural contradictions of college graduates' employment difficulties and the shortage of high-level technical talents in enterprises have become prominent, which constitutes a dual constraint on the development of local universities and regional economies. In the transition of vocational education, local undergraduate colleges should clarify the orientation of their own applied science and technology universities, and the goal of talent training should be to train high-quality technical and skilled talents, and combine talent training objectives with local development orientation and development planning to serve localities. Economic and social development is oriented. In the setting of the training program, we will fully investigate the special needs of professional talents in regional economic and social development, and establish a professional talent training system with local characteristics. At the same time, explore the "order-based" talent training model, carry out joint training of schools and enterprises, combine production, study and research, and jointly develop training programs with employers, adjust the hours and credits accordingly, and realize the connection between the actual needs of enterprises and professional curriculum.

#### **4.5 Improving Professional Settings and Curriculum Design**

The purpose of running a university of applied science and technology is application-oriented. Professional settings and curriculum design are closely related to regional social and economic development needs, focusing on integration with local economic and industrial structure. On the

other hand, it is also committed to interdisciplinary or interdisciplinary majors. The establishment of a comprehensive talent with interdisciplinary knowledge and skills to solve complex technical problems in modern social and economic development. At the same time, the University of Applied Sciences is based on a distinctive development path, opening up specialties and training courses that are needed by the local community. Most local undergraduate colleges have traditional and professional characteristics, and have considerable professional reputation in the region and even the whole country. They are specialties that can enhance college brands. However, after the promotion, the professional setting is often pursued to be large and comprehensive. Compared with the comprehensive university, a large number of basic and research majors are opened, which weakens the original specialty. In addition, the local economic construction urgently needs professional and some interdisciplinary compound majors, but it is difficult to get priority development, lags behind the regional industrial structure adjustment and the development needs of emerging industries. In the transition of vocational education, local undergraduate colleges should, under the macro-coordination and guidance of provincial and municipal governments and educational authorities, innovate professional settings and curriculum design in accordance with the principle of industrial docking. Priority is given to the development of industries in the region, the need for professionalism, the rationalization of interdisciplinary composites, the advantages of traditional disciplines, the training of specialized talents needed for the regional economy, and the transformation of the advantages and characteristics of the region and industry into their own professional development. At the same time, the curriculum design adopts the “dual system” mode of theoretical foundation courses and professional practice courses. The basic theory courses and other auxiliary courses are professional-oriented, keeping the theoretical teaching wide and shallow, and highlighting the practical teaching links. Incorporate professional-related enterprises into the main body of practical teaching evaluation and assessment, and participate in the whole process of professional setting and curriculum design.

#### **4.6 Reforming the Teaching Model**

The University of Applied Sciences highlights the practical teaching model in talent training. The practice teaching link accounts for a high proportion of the total school hours. Its tasks and contents cover the forms of internship, experiment, operation, homework, discussion, etc., through teacher-led research and project management, skill application and talent training, and also make teaching and research. The combination of application and student ability development and career development is an important measure for the cultivation of applied talents. The following problems are common in the application of professional talents in local undergraduate colleges: in the process of teaching, students lack professional internships; teachers have weak practical ability, lack of case teaching; and insufficient cooperation in the mode of training between schools and enterprises. As a continuation of theoretical teaching, practical teaching is still a weak link in concept, form and method. In the transition of vocational education, local colleges and universities in our province should carry out the reform of teaching model-led teaching mode as soon as possible. Establish a practical teaching concept, aim at the application of ability training, explore the semester system of engineering and learning, and use the school's scientific research platform and training base to actively cooperate with local enterprises to establish a “school factory” and “factory school” of professional scenes. The platform closely integrates the teaching process with the production process to achieve in-depth cooperation between schools and enterprises in personnel training. At the same time, carry out a variety of student skills competitions, encourage teachers and students to focus on skills training and participate in national, provincial and municipal skills competitions, to ensure that students can obtain corresponding credits, encourage outstanding students to carry out creative and independent learning, and cultivate students' innovation.

#### **4.7 Strengthening the Construction of Teaching Staff**

The faculty of the University of Applied Sciences is mostly a “double-type” teacher. It also has the qualities of teachers and engineers, emphasizing the unity of academic and practical. Their research work is more focused on technology development and application, with solid theoretical

knowledge and rich practical experience. Every year, we can also leave teaching and research on a regular basis, go to the counterparts of enterprises and other companies to do practical work, and update knowledge in a timely manner. In addition, the University of Applied Sciences employs experts and technicians with extensive practical experience as part-time teachers from society and enterprises. After the large-scale expansion of enrollment in local undergraduate colleges, the teachers of the experimental teachers are weak, and the transition to applied teachers is difficult. Its new teachers are from academic universities, and their practical teaching ability is weak. The introduction of experts and technicians from society and enterprises is limited by the actual production and institutional and institutional obstacles of their units. It is difficult to systematically guide students in the practical learning process. . Students in the company's job internship, lack of targeted skills guidance, often just visit the production process. In addition, the continuing education and training of the “double-type” teacher profession has not formed a mechanism, often in the form of separation from production practice. Therefore, in the transition of vocational education, local colleges and universities should improve the system construction of the “double-skilled” faculty. Establish a matching management system and incentive mechanism, carry out teacher training activities, arrange teachers to enterprises and scientific research units to conduct professional practice every school year, understand the current status and new trends of professional production, technology, technology, equipment, and solve the first line of enterprises. In the evaluation of the professional title of practical teachers, factors such as product development, technological innovation and patent technology application other than academic papers should be considered. At the same time, a good school-enterprise cooperation mechanism was established, and a large number of experts with rich practical experience were hired as part-time teachers to encourage them to participate in the innovation of professional setting, personnel training plan and teaching mode. In the pattern of higher education in China, local colleges and universities bear the heavy responsibility of training applied talents, and its transformation and development has become an inevitable trend. The transformation of applied talent training mode is not only the inevitable development of social economic development and higher education, but also the inevitable requirement of the quality of talent training. As a local undergraduate college serving local economic and social construction, the innovation of professional curriculum design, orientation and orientation of teaching, teaching model and teacher team construction directly affect the formulation of its talent training program, and how to cultivate the current local social and economic development. The talents needed for the transformation of the industrial structure must also accept a new round of challenges.

## 5. Conclusion

All in all, the development of the market economy requires a large number of applied talents at a certain stage, which is also the main reason for the transformation of education. Colleges and universities will cultivate applied talents by changing the teaching mode to meet the needs of society and the development of disciplines. When the business administration major of colleges and universities trains applied talents, it combines social needs and cultivates students' comprehensive ability. Through reforming teaching models and methods, we will strengthen practical teaching, improve the teaching staff, and lay a solid foundation for cultivating high-quality talents.

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