

## **Analysis on the Training Countermeasures of Applied Talents in Business Administration in Higher Vocational Colleges**

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**Abstract:** The education of business administration major in higher vocational colleges often attaches great importance to the cultivation of students' ability. The business administration major is a major with strong practicability, which requires teachers and colleges to increase the supervision and ability of students. At present, most of the higher vocational colleges in China have changed the education mode for business administration students, gradually turned to the cultivation of applied talents, and achieved certain results. However, education is a matter of sustainable development. This paper analyzes the specific methods of cultivating applied talents of business administration in higher vocational colleges and puts forward some corresponding suggestions and countermeasures according to the problems.

### **1. Introduction**

With the continuous progress of China's economy and society, the specialty of business administration has gradually derived. It is an inevitable product of China's society in the period of economic transformation. It has a complete system bred by countless colleges and universities after attempts and failures, and has strong vitality. In the current society, talent competition is gradually emerging, occupying a certain position in the economic competition, and the major of business administration is also keeping up with the pace, constantly strengthening and enriching itself. However, the skilled talents in business administration still can't meet the needs of the society. The polarization of students' work after graduation is serious, which virtually creates a certain pressure on colleges and universities<sup>[1]</sup>. Therefore, it is necessary to make certain changes in talent training mode, so as to meet the needs of social development and posts.

### **2. Importance of Cultivating Applied Talents in Business Administration in Higher Vocational Colleges**

With the continuous changes of China's economy, society and employment environment, business administration, as the most needed supplementary force for enterprise development, has an incomparable position in employment. The requirements of modern enterprises for candidates have become more and more diversified. Only theoretical knowledge is far from enough. It focuses on requiring candidates to have skilled professional skills and good communication and execution ability. At the same time, they pay more attention to students' practical ability than ever before.

However, in the current social and economic development, the employment pressure that business administration students have to deal with is also increasing with the change of market demand. At the initial stage of employment, students are mostly engaged in operation and management. Although this kind of work has a high degree of repetition, it has low requirements for students' professional level and is easy to start, which causes students of other majors to obtain the post qualification through their own learning and skilled application of professional knowledge of business administration, replace business administration students to work. This is a great employment threat for students majoring in business administration.

Meanwhile, in order to save the cost of subsequent talent training and resource mobilization, many enterprises began to promote experienced personnel from the veteran employees within the enterprise or employ personnel from several other units<sup>[2]</sup>. To a certain extent, this weakens the employment channels of business administration students. Enterprises are more inclined to select managers with certain work experience to carry out new advanced training in business administration, and then give up or replace the intake of freshmen, which can greatly reduce the cost of subsequent talent training, restore part of the vitality of the enterprise, and improve the final benefit of the enterprise. Therefore, the improvement of teaching quality, the improvement of student' practical ability and the cultivation of innovation ability in higher vocational colleges are the general trend and inevitable requirement of promoting the application-oriented talents of business administration needed by the society.

### **3. Problems in the Cultivation of Applied Talents in Business Administration in Higher Vocational Colleges in China**

#### **3.1 Less Practical Students**

Business administration major is a subject with high requirements for students' practical ability. It requires students to always closely combine theory with practice, and has strict requirements for schools. Schools should focus on cultivating students' practical application ability, actively carry out various main special activities in line with the market, and improve students' learning ability. However, in the actual teaching process of higher vocational colleges, students have fewer practical opportunities and short time, and the cultivation of comprehensive practical ability is limited. Due to the lack of specific scene experience, students can't really understand the work content and key points they will face in the future. They are not well familiar with the specific operation methods and behavior requirements, and lose the sense of experience of teamwork<sup>[3]</sup>. On the other hand, schools are also willing but unable. Some colleges and universities are constrained and limited by economic ability and practical location, and can't provide effective help for students.

#### **3.2 Shortage of Teachers and Backward Teaching System**

If we want to build a complete application-oriented talent in business administration, the test for teachers is also extremely severe. Most teachers in higher vocational colleges lack practical teaching experience, and the teachers with outstanding practical ability and clear and thorough grasp of career orientation and industry trends are still the weakness of higher vocational colleges. This has a certain impact on the cultivation of students' comprehensive ability. Meanwhile, from the perspective of the teaching system of higher vocational colleges, it can also be found that the teaching of business administration still follows a relatively single teaching method. This teaching method is conducive to consolidating and deepening students' professional knowledge, but to a certain extent, it ignores students' innovative training and delays the development of innovative ability. Traditional rigid teaching methods lack emphasis on the cultivation of students' practical ability, and students' subsequent application ability of professional knowledge can't be brought into good play.

In the teaching of business administration, the teaching materials have not been completely rectified and improved. Colleges and universities still use the most basic teaching materials for teaching. However, the development needs of enterprises are changing with each passing day, and the content of teaching materials can't keep up with the changes, leading to the lack of space for students to display their theoretical knowledge, and the practical difficulties they face can't be answered by specific theories<sup>[4]</sup>. Meanwhile, the knowledge system of the teaching materials learned by students is not completely aimed at business administration, but also involves many aspects such as finance, logistics and manpower, which seems to increase the knowledge of students. However, after the specific implementation, the research on any aspect is not in place, and students are easy to have half-baked knowledge.

#### **3.3 Imperfect and Unreasonable Establishment of Evaluation System**

In the current environment, the vast majority of higher vocational colleges still use the practice major report to assess and test students' learning achievements and quality, but this method often has great limitations and can't systematically and comprehensively test students' practical ability. It is easy to ignore the cultivation of all-round talents that enterprises want to recruit, causing the lack of students' overall planning and innovation ability.

#### **4. Countermeasures for the Current Situation of Training Applied Talents in Business Administration in Higher Vocational Colleges in China**

##### **4.1 Strengthen the Understanding of Students' Practical Activities in Colleges and Universities and Build a Practical System**

All higher vocational colleges should actively create opportunities for students to practice and extend the platform for students to practice. Schools should first realize that the key to students' future employment is the strength of practical ability, and replan the teaching system from the teaching practice of the school. Schools can strengthen the establishment of simulation laboratory, introduce more new equipment and facilities, enable students to quickly integrate into their posts, enhance their adaptability and shorten the adaptation time after entry<sup>[5]</sup>. The laboratory in the school should work with the real purpose, strive to restore the working environment of students at a high level, combine practice with daily training, increase students' experience, improve practical ability, and establish a sound comprehensive working level. At the same time, schools can also strengthen the cooperation opportunity of school-enterprise alliance, actively formulate long-term effective contracts and plans with enterprises, and provide students with solid and reliable jobs.

##### **4.2 Improve the Threshold of Teacher Recruitment and Improve Teachers' Teaching Level**

Schools should consider comprehensively and focus on improving the threshold of teacher recruitment according to the actual environment of the school, so as to improve the education and teaching level of teachers. At the same time, teachers' education and teaching ability should be assessed regularly. It is necessary to provide more learning opportunities and platforms for teachers, carry out the combination of production and learning, and let teachers personally invest in the front line of production work, so as to reduce the teaching situation of teachers engaging in idle theorizing. With real practical experience, teachers can better combine knowledge with reality and then impart it to students. Schools should also pay attention to the boosting ability of diplomacy and regularly invite leading benchmarking personnel in enterprises to give lectures to teachers and students, so as to achieve real mutual benefit and win-win results and give full play to the subjective initiative of education. In the form of education or lectures, teachers can effectively understand the needs of society and adjust their teaching plans and directions in real time.

##### **4.3 Focus on Comprehensive Quality Training and Improve the Evaluation System**

Schools should change the focus of education, pay attention to the comprehensive education of students' quality development<sup>[6]</sup> and build a clear education system. The assessment of students can no longer be limited to the results of test papers. We should strengthen the supervision and detection of practical teaching, so that students can have a multi-directional evaluation in the process of learning and work. For different modes of teaching, we can carry out different and diversified evaluation mechanisms, so that students can clearly understand their own learning state and clarify the next direction.

#### **5. Conclusion**

In a word, in order to cultivate applied talents in business administration in higher vocational colleges, we should abandon all unrealistic frivolous behaviors, and earnestly start from the development of students, contact reality and reach a bridge of cooperation with enterprises. At the same time, we can't ignore the actual needs of the society. Only those who can adapt to the needs of the society for a long time can stand a firm foothold in the enterprise. Only by paying attention to

the comprehensive cultivation of students' professional theory, practical ability and comprehensive quality can the ultimate goal of talent training be truly realized.

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