

Exploration on the Reform of Practice Teaching System for Economics and Management Majors under the Background of New Business

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Abstract

In order to adapt to the development of the Internet and economic globalization, "New Business" is to reorganize the traditional business disciplines, integrate new technologies into the business curriculum, and provide students with comprehensive interdisciplinary education with new ideas, new models and new methods. Based on the characteristics of new business, we should cultivate high-quality skilled business talents with cross-border thinking and awareness, master and follow new laws and cultures, and master "innovative ability, social and communication ability, comprehensive ability". Therefore, under the guidance of the development concept of "new business", the economics and management majors in colleges and universities should be trained to serve the social and economic development, take the training of high-quality skilled talents as their own responsibility, and attach importance to the construction and practice of practical teaching system according to the National Standards for Teaching Quality of Undergraduate Majors in Colleges and Universities issued by the Ministry of Education.

Keywords

New business; Practical teaching; Business talents.

1. New Opportunities for Professional Development under the Background of "New Business"

1.1. Putting Forward the Concept of "New Business"

In 2019, in the seminar of "New Business: Concept, Connotation and Realization Path", the connotation and extension of New Business were discussed in depth. "New Business" is mainly embodied in four "new", namely "new thinking", "new rules", "new theory" and "new tools". Compared with traditional business, "new business" talents should pay more attention to the development scale of the latest business models such as platform economy, and connect the curriculum content system with business practice activities to meet the requirements of talent training in the new era.

1.2. Characteristics of "New Business"

1.2.1. The New Business Reflects The Integration of New Technologies

Integrating mobile Internet, big data, Internet of Things, cloud computing and artificial intelligence into the traditional business knowledge structure system makes business activities break through space barriers and distance barriers, and also promotes "new business" to become a more convenient and accurate discipline.

1.2.2. The New Business Subject Embodies The Integration of Various Disciplines

We should not only realize the internal integration and development of economic management disciplines, but also learn from and cross-integrate disciplines outside the major categories of economic management. Through the integration of curriculum system, we can build an innovative talent training system, break the knowledge barriers between disciplines, integrate various disciplines, and form a new knowledge structure model.

1.2.3. The New Business Reflects the Integrate the Resources of Enterprises with Vocational Schools and Universities.

We should promote the reform of the new business teaching system and teaching methods through multi-level integrate the resources of enterprises with vocational schools and universities. Through the combination of theory and practice, online and offline mixing, in-school and out-of-school integrate the resources of enterprises with vocational schools and universities and other ways, the practical ability of new business talents can be comprehensively improved.

2. Current Situation of Practical Teaching of Economics and Management Majors

2.1. Lack of Systematicness in Practical Teaching System

The existing practical teaching system is not closely constructed around the training objectives of high-quality skilled talents in economics and management, and each practical teaching module is independent of each other and lacks effective links, which leads to the fact that the existing practical teaching system can not meet the needs of students for innovation, entrepreneurship and comprehensive ability. That is to say, the current practice teaching system of economics and management specialty is imperfect, lacking scientific and rational planning and in-depth discussion of specialty.

2.2. Solidified Practical Curriculum Hinders the Improvement of Students' Application Ability

Most of the practical courses of different majors in economics and management in colleges and universities are based on a certain theoretical course. Before students practice, teachers will write clearly the practical content, steps, operation methods, report formats and results. These operations are completed within the scope set by teachers, lacking students' own thinking. As a result, the practical course can not achieve the expected goal in cultivating students' practical operation ability. It is difficult for students to put forward comprehensive solutions to some practical application problems, and even more difficult to put forward solutions with personalized and innovative thinking, thus affecting the improvement of students' comprehensive ability.

2.3. The Teaching Environment Lags Behind

The specialty of economics and management is a special subject, and the policy plays an important role in the professional courses of economics and management. Every year, the state basically adjusts the economic policy, but seldom changes it in time in the practical teaching materials, which leads to the fact that the policy basis of practice is out of touch with the latest economic policy, thus failing to achieve the requirements and purposes of practical teaching.

2.4. Insufficient Practical Ability of The Teaching Team

At present, most practical teachers of economics and management still use traditional teaching methods when they complete their teaching tasks, lacking scientific research guidance and creative teaching. Schools put more emphasis on the knowledge structure, educational

background structure and professional title structure of teachers, and do not require too much practical ability, resulting in unsatisfactory practical effect of professors' students.

3. Exploration on the Construction of Practical Teaching System for Economics and Management Majors under the Background of New Business

3.1. Define the Practical Teaching Objectives of Economics and Management.

According to the National Standards for Teaching Quality of Undergraduate Majors in General Colleges and Universities and the characteristic development orientation of new business and internationalization, on the basis of adhering to the fundamental requirements of moral education, the goal of practical teaching of economics and management is to have good professional ethics and social responsibility. Have a profound international vision and good cross-cultural communication skills; Innovative and entrepreneurial thinking; Applied and innovative talents with good practical ability.

3.2. The Design of The Progressive Experimental Teaching Curriculum System

Combining with the development needs of the industry and the knowledge system of the discipline, it is divided into four modules with the orientation of ability training. With the gradual progress of the course, the knowledge mastery is from fragmentary to systematic, the ability improvement is from basic skills to comprehensive quality, and the professional cognition is from superficial to in-depth. The experimental teaching curriculum system is composed of four levels: basic subject experiment, professional skill experiment, cross-professional virtual simulation comprehensive experiment and innovative comprehensive experiment. Through each level of curriculum, the structure and content are from shallow to deep, from basic to professional and then to innovation. At this stage, students can not only learn professional skills in a deeper level and form special practical ability, but also learn multi-post skills in depth according to their own development plans or hobbies, so that students can master comprehensive practical ability earlier and faster, and students can master progressive practical ability layer by layer, so as to achieve "zero distance" docking with employment posts.

3.3. "Teaching, Competition and Innovation" Three Collaborative Practice Teaching Mode

The transformation from "teaching-centered" which pays attention to the teaching of knowledge points to "teaching, competition and innovation" which is a three-coordinated practical teaching mode. It realizes the close connection of students' curriculum learning, subject competition and practical innovation, and achieves the goal of promoting teaching by competition and integrating teaching by double creation. Students' subject competition, innovation and entrepreneurship are closely integrated with industrial demand and enterprise production, and an innovative practice platform integrating teaching and competition, in-school and out-of-school is built, which runs through the whole practice teaching. Through the reform of practical teaching, we can achieve the goal of training applied and innovative talents to meet the needs of industry development and enterprises.

3.4. Strengthen the Dynamic Management of Practical Teaching

The school should also set up a "four-level management mode" of practical teaching composed of the school educational administration department, the experimental management center, the laboratories of each college (department) and the practical teachers, clarify the main responsibilities of each management department, and implement the practical teachers and managers in place, so as to achieve division of labor and cooperation, perform their duties and fulfill their duties. The management of time, place, requirements and progress of practical

teaching must be further refined in order to ensure that all practical teaching links can be implemented.

3.5. Improve the Evaluation and Assessment Mechanism of Practical Teaching

The evaluation system of practical teaching should be set up according to the subject and content of practical teaching. Student evaluation mainly focuses on the completion of professional practice tasks, clarifies the practical knowledge that students should master, and considers students' learning attitude, innovative ability and evaluation of the practice process. Diversified evaluation forms should be adopted, and the assessment of practical teaching with application ability as the core should take basic ability, professional ability and innovation ability as the main observation points. In addition, we can also consider the award of national competitions sponsored by the industry or professional education steering committee and incorporate them into the assessment and evaluation of practical ability.

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