

# A Summary of Research on Reform Strategy of Business Management Talents Training Mode in Applied Undergraduate Universities

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## ABSTRACT

The undergraduate is a new product of the popularization of higher education. Applied undergraduate education is the application of talents between the application skills and research. The practical teaching system is an important guarantee for the cultivation of applied talents in colleges and universities. The application-based undergraduate education practice teaching system must be a combination of professional technology application ability and professional technology theory. It must be conducive to cultivating students' ability to apply technology, analyze and solve practical problems. Faced with the rapid development of today's social economy and the increasingly fierce competition for talents, the cultivation of innovative talents in higher education has outstanding importance and urgency. It is imperative to cultivate innovative talents that meet the needs of building an innovative country. Based on the research results of scholars such as Chen Code, Zhao Xin, Du Hailing, Wang Dan and Li Wei, this paper analyzes the connotation of the training mode of applied-oriented undergraduate business management professionals in local universities, the status quo of talent training, and the existence of talent training mode. On this basis, the training model of business management professionals in applied undergraduate colleges is constructed and the guarantee measures for successful implementation of this model are put forward.

**Keywords:** *applied, business management, teaching reform*

## 1. INTRODUCTION

Higher education in the popularization stage puts new demands on the goal of talent training. From focusing on cultivating single ruling elite and academic talents to focusing on cultivating diverse applied talents, undergraduate colleges need to better adapt to diverse societies. The demand for talented people, the development of applied undergraduate colleges and universities is in the midst of this rare strategic opportunity. Therefore, applied undergraduate colleges must start with an innovative talent training model and explore a path to sustainable development.

Under the conditions of market economy, if students of business administration major want to adapt to the needs of future social and economic development, it is far from enough to master the knowledge of books. They must have the ability to learn, adapt, and survive independently. The ability to integrate intrinsic capabilities[2].

## 2. PROBLEMS IN THE TRAINING OF BUSINESS MANAGEMENT PROFESSIONALS IN APPLIED UNDERGRADUATE COLLEGES AND UNIVERSITIES

### 2.1. The Training Model Focuses on Theory

Throughout the nationwide colleges and universities, the application-based undergraduate business management professional training model can be seen almost all of the emphasis on theoretical teaching. In the curriculum, in the past few years, there were more professional theoretical courses, less practice time; in recent years, although the practice time increased, but the implementation of practical teaching is difficult, the practice is poor, especially for off-campus internships. Most of the local application-oriented undergraduate business management majors generally include three parts: internship, professional internship and graduation internship. With the further intensification of competition in the market economy, in order to enhance the competitive advantage, improve economic efficiency, streamline the organization, and compress the staffing of management positions, the company itself is not self-sufficient and it is difficult to guide students' internship. Especially in recent years, enterprises are facing more and more competitive pressures. Based on the consideration of economic benefits, the professional internships and graduation internships organized by schools have been met with cold reception or even rejection. Many local colleges have to let students contact the students themselves. Units, self-seeking internships, corporate internships have been in the form, and the effective internship model in the past is facing severe challenges[1].

### 2.2. Teaching Methods are Single, Lacking "Double-type" Teachers

At present, the teaching of business administration majors in

most applied undergraduate colleges is still based on teachers and teaching materials, and one-way infusion of teaching methods. The teaching method is single, the teaching methods are still relatively backward, and there is no active and vivid teaching situation with teacher-led and student-centered teaching. The lag of teaching methods and means has become a bottleneck for further deepening the reform of local college education and teaching, directly affecting students' comprehensive the improvement of quality and the realization of the training objectives of local colleges and universities. At the same time, the business administration major is a professional with strong theoretical and practical skills. It has high requirements for teachers' theoretical level and practical ability, that is, not only requires teachers to have higher teaching and research level, but also requires Teachers have the quality of "double teacher". The so-called "double teacher" means that teachers, in addition to teaching positions such as professors and lecturers, should also have other titles such as economics, engineering, and law that have been obtained through examination or assessment, or are employed by the society. The unit is appointed to the corresponding position. However, at present, such "double-teacher" teachers are extremely lacking[4].

### ***2.3. The application characteristics in the training plan are not prominent Applied undergraduate colleges often formulate syllabus and talent training programs with reference to academic institutions.***

There is no essential difference between the business administration majors in terms of training objectives, curriculum, practice links, and syllabus, and the application-oriented characteristics of running schools. Not well reflected. The courses offered in the teaching plan are management-oriented, economic-oriented and micro-level. The courses involved are extensive and large, and the content of the courses is universal. The cultivated students understand management and understand the economy. They seem to be based on the foundation, the caliber is wide, the actual study is not deep, and there is a big gap between the requirements of the society and the applied talents.

### ***2.4. The curriculum can't keep pace with the times; the teaching method is monotonous, ignoring the characteristics of college students in the new era. Contemporary college students have unique learning ability.***

They are independent and independent. They are more likely to accept new things. They like to actively acquire knowledge. They are not satisfied with the passive acceptance of the teachers in the classroom. Therefore, they are more willing to practice and participate in competitions. Verify your abilities. The application-oriented undergraduate college teachers usually have heavy teaching tasks, and the teacher base does not have enough practical experience and practical knowledge, so the classroom teaching basically stays at the theoretical level. In the classroom, students also

follow the traditional learning mode of taking notes and notes. They lack active thinking and the classroom atmosphere is not active. They cannot achieve the ideal listening effect and cannot fully display the talents and wisdom of students. They cannot fully satisfy the students of the new era. Needs, cannot give full play to the leading role of students.

## **3. BASIC STRATEGIES FOR THE REFORM OF THE TRAINING MODE OF BUSINESS ADMINISTRATION PROFESSIONALS IN APPLIED UNDERGRADUATE UNIVERSITIES**

### ***3.1. Selecting a Reasonable Talent Training Target***

From the balance of enterprise talent demand structure and college talent supply structure, the professional management stage of business administration should cultivate the staff of all functional departments of the enterprise. The undergraduate stage should train the staff of the functional departments of the enterprise or the leaders of the functional departments. Reserve force; the MBA stage should cultivate the leadership of the corporate functional department, or the backup force of the top management of the enterprise. The higher level of management talents should focus more on the cultivation of advanced management concepts and methods, while the lower level management talents should focus more on the development of business skills.

As an applied undergraduate college, the specific training objectives of business management professionals are more suitable for the orientation of high-level applied talents. Compared with the specialist "skills application type" talents, the undergraduate stage should focus on cultivating talents who use the basic theories and methods of business administration to guide management practice ability, that is, "theoretical application type" talents. "Advanced talent" refers to talents who are qualified to work in various functional departments of the enterprise or have the potential of functional department leaders[5].

### ***3.2. Building a Reasonable Curriculum System***

In order to adapt to the training orientation of "advanced undergraduate talents", the general principle of curriculum setting is: public basic courses should reflect professional characteristics and focus on theoretical application; professional basic courses should reflect the support of the profession, pay attention to the choice of classical theory; professional courses should be closer Market demand, focusing on emerging hotspots; elective courses should reflect individual differences and focus on quality training. According to this guiding principle, the reform of the business management professional curriculum system, the strengthening of the basic curriculum construction, the optimization of professional curriculum construction, and the increase of practical teaching links.

### ***3.3. Develop a Practical Teaching Plan with Competence Training as the Core, and Build a Experimental Training System***

It is necessary to have adapted textbooks, pay attention to the planning, guidance and monitoring of practical teaching links, and appropriately adjust the proportion of professional theory teaching and practical teaching. Through the construction of the laboratory and the construction of professional internship bases, students will build a good internship platform for cognitive internships, professional internships, curriculum design, graduation internships and graduation design. Through this approach, theoretical teaching and practical teaching are gradually rationalized.

Teachers of all disciplines should design different classroom structures according to the characteristics and teaching content of the subject, reform classroom teaching, and help students to understand the nature and regularity of the things reflected in the current learning content and the internal relationship between the things and other things. It is necessary to consider the theoretical teaching and practical teaching in the study of students as a unified whole, and to formulate the practical content of different grades to form a systematic and practical teaching system with clear objectives and different levels. In the design of practical teaching system, it should combine the in-class and extra-curricular combination, the combination of scientific research and internship, the combination of intra-school practice and off-campus practice, and organize the practice teaching activities for college students of different grades.

### ***3.4. Highlight the Status of Students' Development and Promote the International Interaction between Teachers and Students***

The internationalized training of applied undergraduate business management professionals is students. It is far from enough to improve the internationalization level of the teaching staff. Colleges and universities should also highlight the main position of students' development based on the plans and goals of talent internationalization. The design of the international talent training model should fully consider the students' main factors and guide students to participate in all aspects. The school should conduct research on the main body of students through various forms, and collect the main body information of the students through questionnaires, interviews and other forms. On this basis, colleges and universities should actively promote the international interaction between teachers and students. It not only guides teachers to carry out international interaction, but also actively guides students to carry out international interactions and increases the frequency of international interaction based on students' horizons. Through the international interaction of a small number of students, we will promote the internationalization of teachers and students on a larger scale, build a management mechanism that not only has China's national conditions, and continuously explore an international management operation mechanism based on international vision, and learn advanced foreign countries. Teaching experience to enhance the level of international development.

### ***3.5. Promote Deep Cooperation between Schools and Enterprises***

The target is student training. The school-enterprise cooperation model will become a new direction of higher education. The school will train applicable talents by signing training agreements with employers. The school-enterprise joint operation, the combination of engineering and learning, not only saves educational resources, but also reduces the economic burden of students, and at the same time expands the school students. School-enterprise cooperation, complementary advantages and mutual benefit, so that education serves the industry, industry returns to education, industry and education are organically combined, and school-enterprise interaction forms the "ecological chain of talents." In the process of close cooperation between the school and the enterprise, the school, the enterprise and the students have benefited[1].

A large-scale enterprise and industry organization experts form a teaching and steering committee to jointly explore the training model for business management professionals. The experts of the enterprise should communicate with the teachers of the institution in a timely manner on the development of the industry and the changes in the needs of the enterprise. On this basis, the training specifications should be determined, and the implementation of the teaching plan should be developed and designed. It is best for enterprises to sign talent training contracts with schools, give priority to graduates of cooperative schools, and actively participate in school teaching activities.

In the industry, talent needs, training objectives, knowledge ability structure, curriculum, teaching content determination and learning outcomes Evaluation and other aspects play a leading role.

## **4. SUMMARY**

To sum up, the general idea of the reform and innovation of the training mode of business administration majors in applied undergraduate colleges is to comprehensively reform from the aspects of application-oriented talent quality training, curriculum system construction and practical ability training, and put forward the application-oriented undergraduate college. The business management professional talents of the school can cultivate the commercialization operation mode, and provide reference and reference for the cultivation practice of business administration professionals in applied undergraduate colleges, so as to help cultivate more high-quality business management professionals who meet the needs of the society and serve the society. Contribute to the local economic construction[3].

From the traditional business management teaching mode, the talent training goal to the new application-oriented talent training mode that adapts to the market demand, it is a breakthrough of the traditional concept of modern education concept, and it is a historical progress in line with the trend of economic and social development. We believe that as long as we follow objective laws and seize favorable historical opportunities, we will be able to successfully develop applied business management talents that meet the needs of the talent market[4].

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