

Research on the Professional Development Orientation and Requirements of Business Teachers in the New Era

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ABSTRACT

The modern business talent standards, teaching concepts, teaching models, curriculum systems, and talent training models formed in the industrial economy era can no longer meet the needs of social and economic development. The construction of business in the new era is an important way to conform to the development trend of the times. Clarify the connotation and characteristics of business education in the new era, and analyze the guidance and requirements of business teachers in the new era, so as to provide references for the professional development of business teachers under the background of the new era. The business education in the new era is a new model business education under the background of the new business era which is transformed from the traditional business education, relying on new business thinking, new technology, new knowledge and new capabilities, aiming at the cultivation of new business talents with compound, innovative, applied and high EQ, and taking new talent standards, new teaching concepts, new teaching models, new talent training models, and new curriculum systems as the construction content in order to adapt to the needs of social and economic development. The new business is with characteristics of sociality, integration, applicability and openness. It is necessary for business teachers in the new era to stick to demand orientation, goal orientation, problem orientation, and development orientation, in order to deeply understand social needs and strengthen practical experience, possess compound knowledge and integrate cross-industry capabilities, focus on business issues and emphasize research and application, and establish an inclusive mentality and face the future development.

Keywords: *New era, Business Teachers, Professional Development, Orientation, Requirements.*

1. INTRODUCTION

Compared with the production organization of tangible material goods in the industrial age, the Internet economy presents completely different production methods, organizational forms, business models, and business rules. The modern business teaching concepts, teaching models, talent standards, talent training models and curriculum systems formed in the industrial economy era can no longer meet the needs of social and economic development, and need to be optimized and innovated [1]. The construction of business in the new era is inseparable from the transformation and development of teachers and the reconstruction of the faculty, in order to meet the needs of students, the needs of discipline construction, and the needs of society and their changes. The key to the creation of an educational brand of business schools lies in the quality and ability of the faculty, especially excellent educators who are

suitable for teaching business in the new era [2]. In the new era, business education has stronger sociality, integration, application, and openness, and it also puts forward many new requirements for teachers. The development of teachers is affected by multiple dimensional factors [3], among them environment is a key influencing factor. Therefore, it is necessary to clarify the connotation and characteristics of business education in the new era, analyze its new requirements for teachers, to clarify the orientation of teachers' professional development and provide references for the teachers and universities in professional development of business teachers under the background of the new era.

2. THE CONNOTATION AND CHARACTERISTICS OF BUSINESS EDUCATION IN THE NEW ERA

2.1. The Connotation of Business Education in the New Era

At present, the academic and industrial circles have not yet reached a consensus on the concept and connotation of business education in the new era. Zhou Mingyang pointed out in his research on the new business that the new business is vocational education which is adapted to the needs of the new commercial civilization era, with new retail, new finance, new logistics and information flow management as the core, establishes new thinking, new technology, new knowledge, and new quality education ideas, and cultivates high-quality technical talents in cross-border business. Ling Xuegang believes that new business is a new business model based on commodity markets, financial markets, and talent markets, with commodities, technology, and people as the main participants, and market-driven, knowledge-driven, data-driven, and wisdom-driven as the development engine [4]. Zheng Yi and Wang Huimin mainly explained the connotation of the new business from the perspective of talent training. They believed that the new business was produced under the background of the expansion of the new business ecosystem and the blurring of the boundaries of traditional business majors. The new business model proposes new ideas for higher vocational education. The requirements for talent training also objectively require educators to thoroughly study the main characteristics and evolutionary trends of the new business model, and to innovate the concept, goal, approach, and mode of "new business" talent training [5].

This article believes that "new business" essentially refers to business education in the new era. It originated from the fact that with the development of business economy, traditional business teaching concepts, teaching models, and talent training models can no longer meet the needs of social and economic development. Its scope has been extended from the earliest vocational education to business education in various colleges and universities. Therefore, this article defines the business education in the new era as follows: the business education in the new era is a new model business education under the background of the new business era which is transformed from the traditional business education, relying on new business thinking, new technology, new knowledge and new capabilities, aiming at the cultivation of new business talents with compound, innovative, applied and high EQ, and taking new talent standards, new teaching concepts, new teaching models, new talent training models, and new curriculum systems as the construction content in order

to adapt to the needs of social and economic development.

2.2. The Characteristics of Business Education in the New Era

2.2.1. Sociality

New business education in the new era focuses on the needs of social development and cultivate new types of talents. Combining with the current domestic and foreign industrial development, especially the needs of the development of modern service industries, new business is committed to researching new business forms, new industries, new technologies, and new models that adapt and fit the background of the new era, and focus on cultivating new talents that meet the development needs of the times. For new business, cultivating application-oriented talents is the core task [2], to realize the "trinity" of talents, that is, the integration of political literacy, humanistic literacy, and professional literacy [4].

2.2.2. Integration

New business education integrates related disciplines and majors as well as develop scientific research. A big difference between new era business and traditional business is that it breaks through the limitation of traditional business that only takes economic management as the subject content, but integrates information engineering, management engineering, art, etc. while focusing on economics and management discipline and specialty, to expand the connotation of the training of business professionals, focus on the development of business science research at the same time, and provide scientific services for the society.

2.2.3. Applicability

New business education emphasizes applied science and technology research and focuses on the transformation of results. Business is not a discipline built behind closed doors, but a discipline that is closely integrated with the business market environment, business operation management practices, continuous reforms, and continuous deepening of theory. The new era of business further emphasizes the research and development of the latest commercial products and business models on the basis of traditional business by paying attention to and focus on the solution of specific business problems. This is inseparable from the characteristics of the regional economy and pillar industries that specific universities rely on. Only by combining specific business issues, the new era of business can truly develop the school's characteristic subject clusters and professional clusters, meet social

needs, and highlight the social nature of the new business.

2.2.4. Openness

New business education faces the future development based on the professional field of business. The openness of business in the new era is reflected in three aspects. Firstly, it is necessary to pay attention to the current social economy, industrial economy, and business environment, and to face the new situation and changes that may appear in the future social and economic fields with an open mind. Secondly, it must not only be rooted in the actual development needs of the region where it is located, but also face the current and upcoming real and potential problems in the whole country and even the world [6]. Thirdly, it is necessary to seek cross-border integration with other related fields, expand professional extension, and promote development through integration.

3. THE GUIDANCE AND REQUIREMENTS OF BUSINESS EDUCATION TO TEACHERS IN THE NEW ERA

3.1. Demand orientation: deeply understand social needs and strengthen practical experience

Before teaching business knowledge to students in the new era, business teachers must have a clear understanding of the current and future needs of the society, especially the business world, and their knowledge and capabilities. On this basis, they must combine social needs, subject needs, students needs and their own knowledge and abilities to build core professional qualities and abilities, that is, insist on demand orientation. In particular, "double-qualified" teachers should make more use of their own practical experience in order to strengthen their practical value. For teachers who currently do not have actual business operation and management experience, they can use the resources and mechanisms of their school, such as phased practice, temporary training, etc., to rebuild their own practical knowledge ability system. Only by achieving a higher degree of integration between theory and practice, can it be possible to internalize the practical value and make the theoretical value and the practical value form a spiral upward trend.

3.2. Goal orientation: possess compound knowledge and integrate cross-industry capabilities

New business education aims at cultivating new business talents, which will serve the local, regional and even cross-regional industrial economy in the future.

Therefore, while possessing the business knowledge and capabilities possessed by traditional talents, new business talents should also have business data and information analysis and application capabilities, cross-cultural communication ability, innovation ability, and new business thinking, that is, integrating data thinking, interactive thinking, computational thinking, etc. [4]. This puts forward new requirements for teachers who cultivate the talents. Teachers should not only be aware of the importance of cultivating students' abilities, but also possess the corresponding compound knowledge and integrated abilities and externalize them to convey and inspire students. They should adhere to goal orientation, always keep in mind the knowledge and ability goals that students need to achieve, integrate them into specific teaching content, teaching models, teaching methods, teaching evaluation, and teaching feedback links, and use teaching results to test teaching effects and improve goal achievement and student satisfaction.

3.3. Problem orientation: focus on business issues and emphasize research and application

With the continuous and rapid transformation of higher education, the main body of its training has gradually changed from elites in the traditional sense to practical talents, which determines that the knowledge imparted by teachers in the teaching process is more and more "practical"[7]. In the new era, business colleges and disciplines are not pyramids. They are more of an open "melting pot", driven by social needs, supported by college funds, talents, mechanisms and other resources, and relying on the theoretical knowledge system and practical management experience of the faculty, forging a team of students who have business thinking, understand business rules, and have the ability to solve business problems, who can integrate into the business world and create business value in the future. In this process, insisting on problem orientation is an important principle that business teachers must uphold in the new era to promote progress, improvement and development by solving problems.

3.4. Development orientation: establish an inclusive mentality and face the future development

At present, colleges and universities, especially application-oriented universities, are facing the urgency of transformation. The openness of business education in the new era also determines that business teachers need to adhere to the principle of openness and an inclusive mentality, and they should not rest on their laurels in teaching, teaching research, and scientific research, but always maintain the original intention and enthusiasm for learning, spur themselves with lifelong learning to improve and progress continuously by facing

the future. Online teaching during the epidemic period is a good example[8]. With changes in the times and emergence of emergencies, it is impossible for teachers to press the pause button to learn before taking up their posts. Driven by external factors such as the environment, teachers are not allowed instead of passively learning and improving oneself with a posture of facing the future, but proactively facing the future and storing relevant knowledge and abilities in advance, the internal driving force can be exerted to a greater extent and better results can be achieved.

4. CONCLUSIOSN

The new business is a new bisness education with characteristics of sociality, integration, applicability and

openness. In order to adapt to the needs of social and economic development, it is necessary for business teachers in the new era to stick to demand orientation, goal orientation, problem orientation, and development orientation, in order to deeply understand social needs and strengthen practical experience, possess compound knowledge and integrate cross-industry capabilities, focus on business issues and emphasize research and application, and establish an inclusive mentality and face the future development.

The logical framework is shown in the following figure(see figure 1, Professional Development Orientation and Requirements of New Business Teachers).

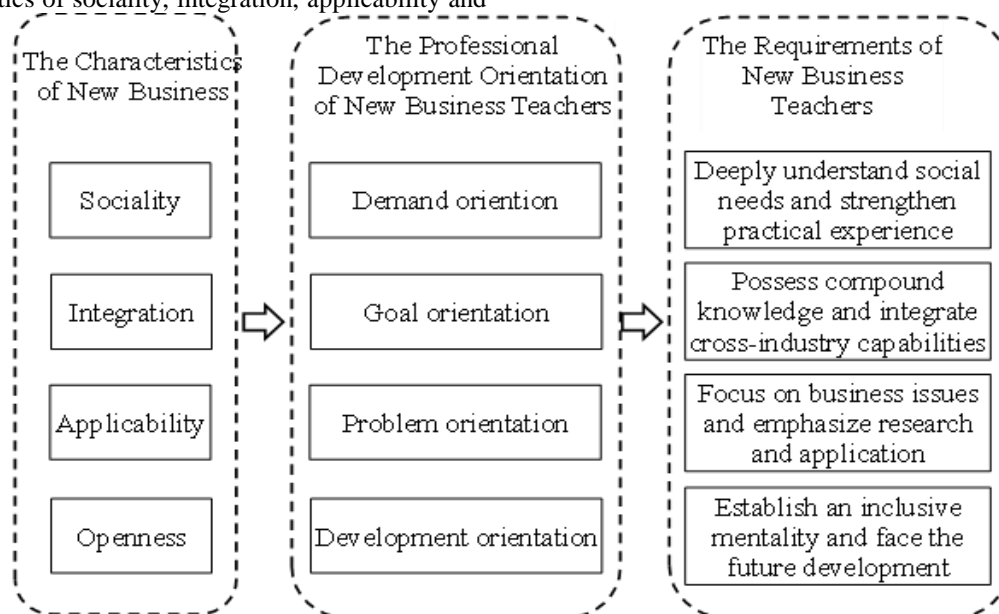


Figure 1 Professional Development Orientation and Requirements of New Business Teachers.

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