



Research on the Training Mode of Management Graduate Students in the Background of Digital Economy

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Abstract. With the continuous development of the digital economy, the training mode of management graduate students urgently needs to be reformed. How to construct a management graduate training model that adapts to the development of the digital economy is an important issue facing the current field of higher education. The purpose of this study is to explore the cultivation mode of management graduate students in the context of the digital economy. Through analyzing the current situation of management graduate student cultivation, and aiming at the existing problems in cultivation, targeted suggestions are proposed. Research has shown that in the context of the digital economy, the training model for management graduate students should focus on cultivating students' information literacy, practical ability, and innovative thinking, and should establish closer links between industry, university, and research to better adapt management graduate students to the needs of the digital economy era.

Keywords: Digital economy · Graduate student in management · Training model

1 Introduction

With the rapid development of the digital economy and the continuous promotion of the digital transformation of society, the digital literacy and ability of management graduate students has become a hot topic of current research [1]. The digital economy is a new economic form based on digital technology, represented by informatization and intelligence, which puts forward new requirements for graduate training models. Management graduate training models also need to be constantly innovated and improved to adapt to the development of the digital era. This article conducts an in-depth study of the existing training models, proposes corresponding optimization strategies for the existing problems, and explores the management graduate training model in the context of the digital economy.

2 Problems in the Cultivation Mode of Management Graduate Students in the Digital Economy Era

2.1 The Curriculum Lacks Digital Economy Courses

Currently, the general basic courses for the cultivation of management graduate students are divided into two categories: one is the public courses (basic courses and degree courses) that do not involve the digital economy; The other category is courses related to the digital economy [2]. The majority of management graduate students are trained in disciplines such as advanced management, microeconomics, management research methods, operations research, and supply chain management. The traditional curriculum in the cultivation of management graduate students has been relatively mature, but its digital economy curriculum is still relatively single.

2.2 The Teaching Content Lacks a Digital Economy Module

In the course teaching of most management graduate students, emphasis is placed on the interpretation of classic theories and models in traditional teaching content, while ignoring the theoretical analysis of the digital economy in the information society. Because the development of the digital economy has just started, the technology involves a wide range of topics, and teachers have not conducted much research on cutting-edge issues of the digital economy [3]. In the selection of teaching cases, the development practice of the digital economy has not been considered.

Currently, the digital economy courses offered by various universities mainly include management information systems, game theory, and big data and data mining. The teaching content of these courses does not closely follow the development of information technology [4]. For example, in the information game decision-making section, in the digital economy era, the continuous development of information technology has changed the degree of information asymmetry, which has an impact on the strategic choices of game players.

2.3 The Digital Economy Teaching Environment and Practical Teaching Lag Behind

The practical ability of graduate students is mainly cultivated through three channels: scientific and technological papers, project research, and enterprise internships. At present, the practical teaching content of these three channels is lagging behind the development of the digital economy. Tutors' projects related to the digital economy are very limited, resulting in relatively few opportunities for management graduate students to participate in research related to the digital economy, limited workload, low participation, and little room for students to develop their innovative thinking [5]; Graduate students lack the opportunity to participate in internships in enterprises related to the digital economy, and most students are unable to access the internship content of the digital economy, resulting in their loss of practical training opportunities for the required data collection, processing, and analysis abilities in the digital economy era; Due to the lack of training at ordinary times, the model construction of the paper rarely considers the digital economy.

At the same time, the rise of the digital economy has also brought new training methods and needs [6]. The emergence of networking, intelligence, and openness requires graduate students to have more flexible training methods, such as online teaching, work gap practice, and communication training, to adapt to the development direction of the digital economy era.

3 Optimization of Management Postgraduate Training Mode Under the Background of Digital Economy

In the context of the current digital economy, the postgraduate training model of management is facing some new status quo and challenges. First of all, the traditional education model has been difficult to adapt to the needs of the digital economy era. The era of digital economy puts forward higher requirements for the comprehensive quality of managers, such as data analysis ability, innovation ability, information management ability, etc. [7]. These capabilities have become key criteria for judging whether managers meet the requirements of the digital economy era (Fig. 1).

3.1 Frontier Courses in Digital Economy Were Added

The development of the digital economy is developing by leaps and bounds, and if the current curriculum system is not adjusted in time, it will affect students' employment. The postgraduate training program of management should add cutting-edge courses that are compatible with the digital economy and society, such as data mining, business intelligence, Python big data analysis, visual analysis and enterprise digitization [8]. Digital technology will become the most important tool for postgraduate education in management. Management graduate training requires a large amount of data analysis and information processing, while digital technology can help students quickly obtain and process massive data, provide innovative application scenarios in practical courses, and cultivate students' independent thinking and problem-solving skills.

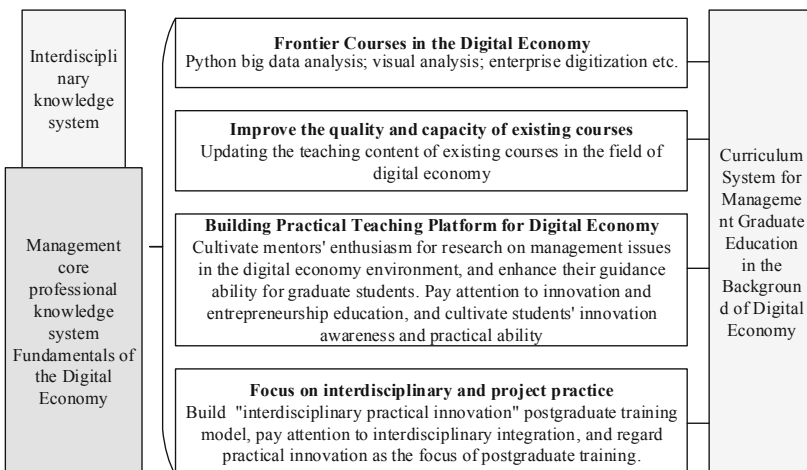


Fig. 1. New Curriculum System

3.2 Updating of Existing Curriculum Teaching Content in the Digital Economy

The rapid development of the digital economy has led to the continuous change of knowledge and skills that management graduate students need to master, which requires that the training model must keep pace with the times, keep up with the development direction of the digital economy, and pay attention to the teaching of information technology, big data, artificial intelligence and other aspects. Through thematic embedding, case analysis and after-class exercises, we try to integrate digital economy theory and knowledge into the teaching content of traditional courses. For example, in the evaluation of decision-making or game theory in the knowledge of incomplete information dynamic games, the introduction of big data and cloud computing can be added. The extensive use of big data and cloud computing in the digital economy era has changed the degree of information asymmetry, which in turn has an impact on game analysis and decision-making [9].

Combined with the characteristics of the digital era, the teaching content of information technology and other related knowledge is increased, and students' information literacy can be improved by strengthening their learning of information technology. The teaching content needs to be updated to be related to the digital economy, and students should be cultivated with a comprehensive knowledge structure such as economics, management, and computer science, so that they can have cross-field scientific research capabilities.

3.3 Build a Practical Teaching Platform for Digital Economy

The wave of digital economy has brought new business models to enterprises, but also brought new management models, therefore, the training mode of management graduate students should be adjusted in time, pay attention to innovation and entrepreneurship education, and cultivate students' innovation awareness and practical ability. Communication and collaboration in the digital economy era require more cross-border integration capabilities, so the training model should also pay more attention to interdisciplinary and cross-industry education and training. At the same time, it is necessary to build a digital, networked and intelligent education platform, train students to use digital technology for learning and research, and improve students' information literacy level [10]. Practical training helps students understand and familiarize themselves with the professional nature and work requirements of digital economy-related work, so as to adapt to the current digital economy professional environment faster.

3.4 Focus on Interdisciplinary and Project Practice

Digital economy and new engineering and new liberal arts era. Build a "interdisciplinary + practical innovation" postgraduate training model, pay attention to interdisciplinary integration, and regard practical innovation as the focus of postgraduate training. Through various forms of practice, management graduate students have been fully exercised, which has greatly improved their practical ability and innovative spirit. The course teaching and mentoring of degree students should pay more attention to innovation and practice, and innovative talents are needed for the development of the digital economy.

Through cooperation with well-known enterprises, we launch enterprise practical courses and project practices to help students master management skills and business practical experience. Enterprises provide projects to schools, giving students direct access to the core content of corporate projects. Project-based practice can not only exercise students' ability to find and solve problems, but also expose students to the latest enterprise management issues in the digital economy era and keep pace with the times.

4 Conclusions

The training mode of management graduate students under the background of digital economy needs to pay more attention to the cultivation of the comprehensive quality of graduate students to meet the demand for management talents in the era of digital economy. In this paper, in view of the current status quo of the training mode of management graduate students and the development needs of the times, some solutions are proposed for the current training mode of management graduate students under the background of digital economy. First, strengthen the cultivation of data analysis capabilities. Graduate students are required to master big data, data mining and other skills, and can complete the support for enterprise decision-making through data mining and analysis. The second is to pay attention to the cultivation of digital management capabilities. In view of the development of the digital economy, graduate students are required to have the ability of enterprise information construction and digital management. Third, we should pay attention to practice and improve our ability to solve practical problems. Graduate students are required to be able to hone themselves in practical work and be able to effectively solve the problems they face. Through the integration of digital economy and management postgraduate training system, students can learn more knowledge suitable for the digital economy era on the basis of the traditional training model, so as to become the backbone of management talents in the digital economy era.

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