



# Build a new development pattern and the cultivation of new management ideas in the future

Maoye Chen

Haerbin University of Commerce, Haerbin, China

E-mail:mao861545733@sina.com

**Abstract.** Under the influence of the construction of a new development pattern, the field theory is the theoretical tool, and the use of literature research, qualitative research and system analysis methods, from the three units of students, schools, and enterprises. Contact the three in groups, guide their respective purposes, give full play to their ability to move, analyze the new management ideological content, and the problem and countermeasures of the future new management ideas of the structure.

**Keywords:** new management ideas; education; integration of production and education

## 1 Introduction

The "Opinions on Promoting High-quality Development of Modern Vocational Education" from the General Office of the Chinese State Council highlight vocational education's crucial role in national development. It's responsible for skill development, employment, and entrepreneurship, contributing to socialist modernization. To achieve high-level vocational education and drive economic growth, they emphasize the need for innovative thinking and adaptability in a rapidly changing world, citing the importance of post-modern Marxism. The document suggests aligning vocational education with ongoing reforms, cultivating new management ideologies, and staying abreast of societal changes. The article employs field theory, literature research, qualitative research, and system analysis to explore the future of management ideologies in vocational education, seeking to understand and improve the path forward in light of significant social transformations.

## 2 Theoretical foundation: field theory

The article discusses the theoretical foundation of field theory, a concept by the French sociologist Pierre Bourdieu. In this theory, a field is described as a network of objective relationships among various components, forming a self-contained and functional

© The Author(s) 2023

Z. Wang et al. (eds.), *Proceedings of the 2023 2nd International Conference on Public Service, Economic Management and Sustainable Development (PESD 2023)*, Advances in Economics, Business and Management Research 273,

[https://doi.org/10.2991/978-94-6463-344-3\\_10](https://doi.org/10.2991/978-94-6463-344-3_10)

social structure. This network consists of three main components: the network itself, positions within the network, and the configuration of these elements.

Within the field, diverse social relationships and interactions take place, driven by subjective interactions among members. It encompasses various social occasions and forms of social relations, with the core essence being the relationships themselves. Different social actors, institutions, systems, and rules contribute to the field, but the crux lies in the relationships between them.

Positions within the field are occupied by different social elements, and they hold social resources or power capital, which is crucial for their presence in the field. These positions are dynamic, subject to constant change and conflict as actors vie for resources and power.

Configuration refers to the field's capacity to reconstruct relationships and strengths within it based on its unique structure. The field's structure defines its inherent logic and the ability to establish specific structures and orders by adjusting the functions of its various components. In essence, the article explores the dynamics of field theory in understanding complex social interactions and the importance of social capital within these networks. [1]

### **3 The impact of building a new development pattern on the cultivation of new management ideas in the future**

Amid a global economic downturn, China maintains a commitment to openness, deepening reforms, and supply-side structural improvements. The focus is on promoting high-quality development, fostering a new development model, and pursuing innovation-driven strategies, including technological self-sufficiency. This approach is necessary due to challenges in higher education, where students lack practical skills and struggle with employment and integration into the workforce.

In terms of social development, the focus is on improving people's livelihoods, healthcare, and overall well-being. The article emphasizes the importance of education in addressing social inequality and promoting change.[2]

The interaction between students, schools, and enterprises is central. Schools act as bridges between families and society, with their performance reflecting in students' success in the labor market. Educational institutions serve as partners for enterprises, providing valuable human capital. The article highlights the need for cooperation and synergy among students, universities, and enterprises, creating a comprehensive and innovative system for the cultivation of management ideas.

In summary, China's approach in the face of economic challenges involves education reforms, social development, and strengthening the relationship between education and the workforce. Collaboration between educational institutions and enterprises is seen as a way to create a mutually beneficial system and promote innovation. It aims to develop well-rounded, morally sound socialist builders and successors. Education reforms are needed to enhance quality, fairness, and integration of urban and rural education systems.

## **4 Analysis of the cultivation of future new management ideas under the new development pattern**

### **4.1 The main content of the cultivation of new management ideas**

In response to the digital economy's development, a new management concept has emerged, combining traditional management principles with interdisciplinary knowledge and resources. This concept involves reorganizing disciplines and fostering management ideas suited to the digital age. "New management ideas" are characterized by their integration of interconnectedness, artificial intelligence, big data, and the sharing economy, drawing from the latest ideas, technologies, and models in the digital economy era.

The goal is to adapt to the demands of the 3.0 Digital Economy and Glocalization, aligning with global technological progress and China's socialist economic development. This involves nurturing talents with cross-disciplinary expertise.

Reshaping management ideas and building new ones requires not only academic innovation but also knowledge exchange between universities and society. The integration of education and production in areas like finance and economics necessitates reforming traditional management ideas and constructing new knowledge systems. New management concepts must support knowledge innovation and disciplinary restructuring, aligning with the integration of education and production.

The construction of "new management ideas" should be rooted in China's unique context, aligning with the needs of the 3.0 digital economy. It emphasizes interdisciplinary collaboration and the development of Chinese theories and methodologies. Talent training should focus on cross-disciplinary integration and deepening partnerships between educational institutions and businesses, promoting innovative management ideas and new training models. [3]

### **4.2 Curriculum content of new management ideas**

The curriculum content should be restructured to achieve a harmonious blend of professional education, general education, and ideological and political education. [4] It's not just about acquiring knowledge but also accumulating it to foster innovation. Emphasis should be placed on staying at the forefront of academic developments within the professional field, including the latest research papers and innovative outcomes. This necessitates a broad perspective, embracing multidisciplinary approaches to gain insights from related fields.

Academic research should focus on generating tangible outcomes that benefit society rather than being confined to academic ivory towers. Grassroots party organizations in educational institutions should align with the party's new-era requirements and organizational guidelines.

Collaboration with industry counterparts can provide students with practical insights, allowing them to grasp real-world business scenarios. This shift from academia to practical application is key.

Teaching should encourage mutual learning, role transformation, and cognitive deepening between teachers and students, fostering inspiration and thesis results. This process should contribute to the development of a comprehensive structural framework within the discipline. It reflects a broader and more open-minded approach.

### **4.3 Practical content of the cultivation of new management ideas**

The focus is on active student engagement, shifting away from passive learning. The aim is to stimulate students' initiative and align their goals with practical outcomes and certification requirements. This approach emphasizes practical application over rote learning. It transitions from structured, text-based assessments to dynamic, multimedia evaluations that include images, audio, and video. Students are encouraged to self-assess, with evaluations expanded to a broader platform, making them more inclusive and aligned with real-world needs.[5]

The educational approach evolves from a single mode to a multi-mode system, embracing a multifaceted learning environment. It promotes the use of digital tools for interactive teaching and leverages big data processing for simulations and real-world integration. By partnering with actual enterprises, a digital teaching resource library is created, offering students practical insights and early internship opportunities.

The curriculum integrates mainstream business education with enterprise operations, fostering a network where students confront real-world scenarios, discuss business challenges, analyze data, and engage in predictive analysis. Scientific research becomes an integral part of the educational experience, with student internships and curriculum objectives closely aligned. Encouragement is given for students to pursue corporate internships during holidays, fostering hands-on experience and blending academic and practical knowledge. This approach forms a network of collaborative education and student development.

In essence, this approach aims to transition education from passive learning to an interactive, real-world-oriented, and multi-dimensional system, fostering practical skills and real-world readiness.

## **5 Build the main problems and countermeasures of future new management ideas in the new development pattern**

### **5.1 Future New Business Education Issues**

Traditional management education lacks emphasis on innovation and entrepreneurship, leading to students' fear and inadequacy in these areas. [6]

The teaching methods are seen as outdated and rigid, focusing excessively on memorization and lacking in stimulating critical thinking and problem-solving abilities.

Students are criticized for being too specialized in their chosen fields, limiting their exposure to diverse knowledge and interdisciplinary learning. Knowledge is often

imparted without encouraging practical application, and students tend to specialize in their own discipline without understanding general knowledge.

Additionally, individualized career plans hinder collaborative learning and personalized development. Internships are also problematic due to issues such as unstable opportunities, weak relationships, and uncertainty about practical learning and certification.

Internships present challenges related to job stability, learning, and rights protection, and students may not effectively prepare for the workforce or assess the risks involved.

## 5.2 Strategies for Future New Business Education

**Multi-College Driver Model:** Enhance the curriculum system and encourage cross-disciplinary integration. The university needs to develop a comprehensive strategy for educational reform and integration in business education, emphasizing interdisciplinary collaboration, industry-education partnerships, and the development of versatile, goal-oriented talents for the digital economy. It aims to break away from traditional specialization, advocating for a holistic approach that connects various disciplines and promotes a symbiotic relationship among them.

**Integration of Production and Education:** Establish collaborative education models involving schools, enterprises, and government to facilitate practical learning.[7] This involves creating a network involving educational institutions, businesses, and governmental bodies to foster talent development, aligning courses and majors to reflect real-world needs. The strategy promotes equal treatment for students in various educational programs, integrating them into daily teaching and fostering an enterprising academic environment. The integration of theoretical and practical knowledge, drawing on experiences from enterprises, is emphasized to cultivate multi-dimensional skills and innovation.

**Students' Self-Planning:** Encourage students to actively plan their career paths in alignment with evolving economic development and employment trends, including specialization and innovation.[8] Students are encouraged to set clear goals early, leveraging resources such as research opportunities, dual-degree programs, and practical internships to enhance their expertise. It also emphasizes the importance of students setting clear goals early in their academic journey, engaging in research activities, pursuing further education like postgraduate studies or dual-degree programs, and gaining practical experience through internships to prepare for employment.

The collaboration between academia and industry is crucial, allowing students to gain practical experience and easing the burden on enterprises. It encourages a holistic approach to education, incorporating both academic and practical elements to prepare students effectively for future employment. Related institutions can ease the burden on enterprises by leveraging educational resources for practical training, aid students in their transition to employment.

These measures aim to align management education with the demands of the digital economy and the real economy, emphasizing practical skills, innovation, and adaptability. Integrating academia with the business world and fostering student agency in career planning are essential components of the approach, which advocates for a com-

prehensive overhaul of business education, focusing on interdisciplinary collaboration, practical application, and individualized talent development aligned with real-world needs.

## 6 Conclusion

The future of management education demands a shift from the traditional to a more dynamic and adaptable model. It should encourage innovation, entrepreneurship, interdisciplinary knowledge, and practical skills. This transition requires not only changes within educational institutions but also active involvement from students and collaboration with businesses. By addressing these issues and implementing corresponding countermeasures, we can better prepare the next generation of professionals for the challenges and opportunities of the digital age.

## References

1. JONES, Peter E. Marxism and education: renewing the dialogue, pedagogy and culture. [M]. Palgrave Macmillan. 19 Jun 2012. <https://shura.shu.ac.uk/id/eprint/5390>.
2. Zhang Guoping, Wang Kaitian, Shi Yang. Analysis of the "four-in-one, four-dimensional integration" new business compound talent training model [J]. China Higher Education. 2022, (11). <http://www.cqvip.com/QK/96957X/202211/7107554504.html>.
3. Wang Xin, Shi Weiping. Construction of new business majors in higher vocational colleges in the digital economy era: goals, challenges and paths [J]. Vocational and Technical Education. 2022,43(11). <https://doi.org/10.3969/j.issn.1008-3219.2022.11.004>.
4. Su Chonglai, Ma Yongling. Construction of a talent training system in higher vocational colleges based on the concept of "three-round education" - taking new business education as an example [J]. Vocational and Technical Education. 2021, 42(29). <https://doi.org/10.3969/j.issn.1008-3219.2021.29.005>.
5. Jiang Taotao, Wang Wenhua. Research on the reform of business innovation and entrepreneurship education under the background of new liberal arts construction. [J] Accounting Communications. 2021, (21). <https://doi.org/10.16144/j.cnki.issn1002-8072.2021.21.037>.
6. Cai Xuan. Research on the integration of industry and education in finance and economics colleges in Heilongjiang Province under the background of new business [J]. Harbin University of Commerce. 2022(05). <https://doi.org/10.27787/d.cnki.ghrbs.2021.000275>.
7. Pierre Bourdieu. Participant Objectivation[M]. The Journal of the Royal Anthropological Institute. Volume 9, Issue 2. 2003. PP 281-294. <https://doi.org/10.1111/1467-9655.00150>.
8. Kong Xiangwei, Wang Mingzheng, Chen Xi. Practice and exploration of the construction of "new business" digital and intelligent undergraduate courses under the digital economy [J]. Chinese University Teaching. 2022, (08). <https://doi.org/10.3969/j.issn.1005-0450.2022.08.006>.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

