Research on the Reform of Talent Cultivation in Management Majors in Higher Vocational Education in the Digital Economy Era

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Abstract. This study focuses on the transformation needs and reform paths of talent cultivation in management majors in higher vocational education in the digital economy era. Based on an analysis of the current status and trends of China's digital economy development, combined with the challenges of industry-education collaboration and the structural contradictions in talent supply and demand, the study systematically explores the innovative directions for the cultivation objectives, curriculum systems, and practical models of management majors. The research finds that the digital economy is driving the evolution of management job competencies toward "digitally integrated" capabilities. However, current higher vocational education faces issues such as misaligned cultivation objectives (e.g., lack of digital skills training), outdated curriculum systems lagging behind technological advancements, and a disconnect between practical teaching and industry scenarios. To address these issues, the study employs a combination of literature research and dynamic weighting to propose reform strategies including the reconstruction of a "management + digital technology" curriculum system, the construction of a "real data, real scenarios" practical teaching chain, and the empowerment of "dual-qualified" teaching staff. Additionally, the study suggests optimizing the adaptability of educational supply through the integration of "1+X" certificates and dynamic demand response mechanisms. The research emphasizes that higher vocational institutions need to focus on deep industry-education integration to cultivate application-oriented talents with both business logic and digital literacy, thereby providing human capital support for the high-quality development of the digital economy.

Keywords: Digital Competence; Higher Vocational Education; Management Majors; Talent Cultivation Reform

1 Introduction

With the rapid development of information technology, the digital economy has become a new engine for global economic growth. The digital economy not only encompasses fields such as e-commerce, digital finance, and smart manufacturing but also profoundly changes the operational models and management philosophies of traditional

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industries. According to the Global Computing Power Index Assessment Report jointly compiled by Tsinghua University and other institutions[1], which selected 15 major global economies as samples, the proportion of the digital economy in GDP is increasing year by year (see Fig. 1). It is projected that by 2026, this proportion will exceed 50%. This trend highlights the importance of the digital economy in driving economic structural transformation, enhancing production efficiency, and promoting innovation.

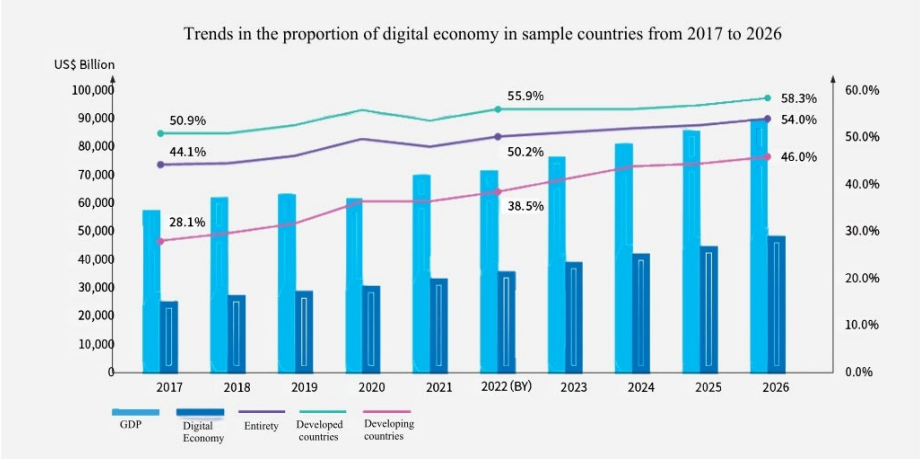

Fig. 1. Trends in the Proportion of the Digital Economy in 15 Sample Countries from 2017 to 2026

Data Source: 2022-2023 Global Computing Power Index Assessment Report

In this context, higher vocational education, as the main front for cultivating application-oriented talents, bears the responsibility of providing high-quality human resources for the development of the digital economy. Higher vocational institutions should actively respond to the call of the times and promote curriculum reforms to meet the urgent societal demand for management professionals. The digital economy era imposes higher requirements on management talents, who not only need solid management knowledge and skills but also emerging skills such as data analysis and information technology. Therefore, management majors in higher vocational education must keep pace with the times to cultivate talents adapted to the digital economy environment.

2 Current Status and Trends of China's Digital Economy Development

2.1 Concept and Development History of the Digital Economy

The digital economy is an economic form that takes digitalized knowledge and information as core production factors, driven by digital technology, and relies on modern information networks as an important carrier. It leverages cutting-edge technologies such as big data, cloud computing, the Internet of Things, and artificial intelligence to

deeply empower and reconstruct traditional economic models, achieving efficient resource allocation and economic structural optimization.

With the rapid development of internet technology and the widespread use of smart devices, new business models such as the sharing economy and live-streaming e-commerce have emerged, profoundly changing consumption and lifestyle patterns. In recent years, with the maturation of technologies like 5G, artificial intelligence, and blockchain, the digital economy has entered a deepening development stage. The industrial internet facilitates the digital transformation of manufacturing, smart agriculture enhances agricultural production efficiency, and digital technology permeates the core links of various industries, driving industrial integration and innovation. The digital economy has become a new engine for global economic growth and is increasingly reshaping the global economic landscape.

2.2 Current Status of China's Digital Economy Development

Scholars generally consider 2016 as the first year of the digital economy. During this year, the G20 Summit released the G20 Digital Economy Development and Cooperation Initiative, marking the first time the digital economy was included in the G20 innovation growth blueprint. The importance of the digital economy in global economic development was highly emphasized, and China seized this opportunity to vigorously promote the development strategy of the digital economy, ushering in a phase of comprehensive and rapid development. By 2019, with platforms like Tencent and Pinduoduo entering the live-streaming e-commerce field, China's digital economy experienced even more rapid growth, becoming a key force driving economic growth and industrial transformation.

According to the China Digital Economy Development Research Report (2024) released by the China Academy of Information and Communications Technology[2], the scale of China's digital economy reached 53.9 trillion yuan in 2023, accounting for 42.8% of GDP, an increase of 1.3% compared to 2022. The contribution rate of digital economic growth to GDP growth was as high as 66.45%, strongly supporting stable economic growth.

In terms of industrial structure, the proportion of digital industrialization and industrial digitalization continues to optimize. In 2023, the proportions of these two sectors in the digital economy were 18.7% and 81.3%, respectively. The scale of digital industrialization reached 10.09 trillion yuan, with a nominal growth rate of 9.57%, showcasing the vitality of technological innovation and industrial upgrading. The scale of industrial digitalization was 43.84 trillion yuan, with a nominal growth rate of 6.9%, and its penetration into various industries continues to deepen[3]. For example, industrial internet facilitates the digital transformation of manufacturing, and the informatization rate of agricultural production exceeds 25%.

In terms of regional development, China's eastern region, with its strong foundation and rich application scenarios, holds a significant advantage. In 2023, the number of legal entities in the core industries of the digital economy in the eastern region accounted for 62.2% of the national total, with revenue accounting for 73.0%. Meanwhile, the central and western regions are accelerating their catch-up. For instance, Guizhou promotes the development of the big data industry by hosting the China International

Big Data Industry Expo. The number of data-related enterprises nationwide exceeds 190,000, and the data industry is expected to maintain an average annual growth rate of over 20%.

In terms of employment, the number of people employed in the digital economy field has exceeded 200 million, creating a large number of job opportunities for society. As of July 2024, the number of digital occupations identified in the Occupational Classification Dictionary of the People's Republic of China reached 106, and new occupations brought about by the digital economy are continuously emerging, providing more abundant job opportunities for social workers.

As can be seen from the above, the impact of the digital economy on education and management work is reflected in the shift of talent cultivation goals from "execution-oriented" to "digital integration". This requires dual core competencies of "management + digital technology", such as digital transformation of business processes and data-driven decision-making. General knowledge, the knowledge structure from "single discipline + general skills" to "management + digital technology + industry" three-dimensional framework, the need to integrate big data analysis, intelligent system applications and other tools and methods. The core competencies are iterated from "manual experience-based" to "digital intelligence-based", and data visualization and analysis, user profile construction, etc. become standard[4].

In summary, China's digital economy has achieved remarkable results in scale, structure, regional coordination, and employment promotion. In the future, it is essential to deepen innovation-driven development, accelerate the integration of digital technology with the real economy, improve digital infrastructure, and strengthen talent cultivation to support the high-quality development of the digital economy.

3 The Impact of the Digital Economy on the Reform of Talent Cultivation in Higher Vocational Management Majors

Driven by the wave of the digital economy, the demand for talent in higher vocational management majors is undergoing profound changes. Talents who previously focused on traditional management theories and practices can no longer meet the needs of enterprises. Today, enterprises require talents who not only possess solid traditional management knowledge but also new skills such as digital technology application and data analysis processing to adapt to new management scenarios like digital operations and intelligent decision-making. Therefore, the cultivation of talents in higher vocational management majors must also transform to keep pace with the trends of the digital economy era.

3.1 Transformation of Talent Cultivation Objectives in Higher Vocational Management Majors

The digital economy is driving the transformation of talent cultivation objectives in higher vocational management majors from "executive-oriented" to "digitally integrated." “digitally integrated” means that management talents need to possess the dual core competencies of “management + digital technology”, which can not only accomplish daily management tasks, but also possess the abilities of digital transformation of business processes, data-driven decision support and cross-departmental collaboration and innovation. Traditional cultivation objectives focused on the operational skills of basic management positions, emphasizing standardized process execution and proficiency in single-domain business operations, such as administrative clerks and warehouse managers. In the digital economy era, the cultivation direction shifts towards talents with dual-core capabilities in "management + digital technology." Graduates are expected not only to perform daily management tasks but also to possess the ability to digitally transform business processes (e.g., ERP system optimization), data-driven decision support capabilities (e.g., strategy formulation based on business data analysis), and cross-departmental collaborative innovation capabilities (e.g., coordinating technical teams and business departments). The core of the cultivation objectives shifts from "job adaptation" to "digital transformation driving force," aiming to provide enterprises with key forces capable of participating in digital transformation[5].

3.2 Reconstruction of the Knowledge Structure of Higher Vocational Management Talents

The knowledge system of management talents is transitioning from a "single discipline + general skills" structure to a three-dimensional structure of "management + digital technology + industry." Traditional curriculum systems focus on the fundamentals of management, with skill training concentrated on related office software and basic professional skills, and industry knowledge updates occurring over long cycles. In the context of the digital economy, enterprises are accelerating their digital transformation processes, with core technologies such as big data, artificial intelligence, and blockchain driving the shift from traditional process management to data-driven decision-making and innovation. Therefore, traditional management courses (e.g., financial management, marketing) need to integrate digital tools and methods, such as Python data analysis, intelligent supply chain systems (e.g., SAP), and financial robots. At the same time, curriculum settings should deeply integrate industry digital modules, such as artificial intelligence and business decision-making, social e-commerce operations, digital employee performance management, and smart warehousing and distribution management in the logistics industry. Teaching content needs to dynamically align with industry digital transformation needs, shortening the knowledge update cycle and forming a three-dimensional knowledge framework with "management theory as the foundation, digital technology as the wings, and industry scenarios as the application."

3.3 Iteration of Core Competencies in Higher Vocational Management Talents

The core competencies of management-related job groups are undergoing a paradigm shift from "manual and experience-based" to "digital and intelligent." Traditional competencies focus on "human-centered" standardized operations, emphasizing process compliance and experience accumulation. In the digital economy era, competencies such as data visualization analysis (Tableau/Power BI), user profile construction and precision marketing, and intelligent supply chain forecasting have become standard requirements for business-related majors. For example, financial positions in accounting majors have upgraded from manual bookkeeping to risk warning through financial big data platforms. Therefore, the focus of competency cultivation shifts from "single-skill proficiency" to "data thinking and technical tool collaborative application," requiring talents to not only analyze business pain points but also achieve efficiency leaps through digital tools[6].

3.4 Expansion of Career Scenarios for Higher Vocational Management Talents

The digital economy has given rise to a large number of emerging positions, redefining traditional career boundaries. In the past, graduates of management majors mainly flowed to middle and lower-level positions in service, manufacturing, and traditional commerce industries, such as administrative clerks, accountants, and marketers. Current employment scenarios are rapidly extending to digital transformation positions, including e-commerce operations (live-streaming sales strategy design), digital HRBP (optimizing recruitment using talent data analysis), and smart store management (tracking consumer behavior based on IoT devices). At the same time, traditional positions are being infused with digital connotations. For example, warehouse managers are upgrading to smart warehouse system operators, requiring mastery of AGV scheduling and logistics big data analysis. Career development paths are shifting from "vertical promotion" to "cross-domain integration," requiring talents to not only deepen their expertise in specific fields but also adapt to the rapid iteration of the digital ecosystem[7].

In conclusion, the digital economy not only changes the competency coordinates of management positions but also reconstructs the talent cultivation paradigm of vocational education. By "empowering management education with digital technology and driving teaching reform with industry needs," higher vocational management majors can cultivate a new generation of enterprise-ready talents with both business logic and digital literacy[8].

4 Current Status and Problem Analysis of Talent Cultivation in Higher Vocational Management Majors

4.1 Cultivation Objective Level: Structural Misalignment with Digital Economy Needs

The current cultivation objectives of higher vocational management majors are still oriented towards traditional job demands, focusing on executive-oriented position skills, emphasizing standardized process operations and single-domain business proficiency. However, the digital economy has given rise to emerging positions such as "digital management specialists" and "smart supply chain management specialists." Enterprises' demand for talents has shifted from "process executors" to "participants in digital transformation." In existing cultivation plans, core competency requirements such as "data-driven decision-making" and "business process digital transformation" are generally missing or vaguely defined, making it difficult for graduates to meet the needs of enterprise digital upgrades. For example, some higher vocational logistics management programs still list warehousing, transportation, and distribution as core competencies, while actual enterprise positions require "logistics big data analysis" and "smart warehouse system operation and maintenance." This objective misalignment directly results in a "generational gap" between talent cultivation and industry needs, necessitating the embedding of objectives such as "digital thinking cultivation" and "technical tool collaborative application" into cultivation specifications[9].

4.2 Curriculum System Level: Knowledge Supply Disconnected from Industry Upgrades

The existing curriculum system exhibits a "theory-dominated, digitally weak" characteristic. Traditional courses such as management principles, advertising principles, and accounting basics account for over 60% of the curriculum, while digital courses like Python data analysis, AI applications, and business intelligence operations are mostly offered as electives or short-term training, with a coverage rate of less than 30%. The development of interdisciplinary courses is severely lagging. For example, "social e-commerce operations" only exist as special topics and have not formed systematic course modules. At the same time, textbook cases are still dominated by traditional typical enterprises, lacking cutting-edge cases from emerging enterprises, and the knowledge updates of related courses are far behind the digital iteration speed of the industry[10].

4.3 Practical Teaching Level: Insufficient Depth of Industry-Education Collaboration

Practical teaching faces the dilemma of "virtualization" and "superficiality." Most institutions rely on traditional simulation tools (e.g., manual report filling, paper-based warehouse scheduling), while digital training conditions such as intelligent ERP sys-

tems and CRM data analysis platforms are still insufficient. Industry-education cooperation mostly stays at the level of basic position internships (e.g., customer service reception, marketing outreach), with few opportunities for practical experience in core digital scenarios such as user behavior analysis and intelligent decision system debugging. For example, during the "Double 11" e-commerce festival, related logistics enterprises seek support from logistics students through industry-education cooperation, but the types of practical positions provided are relatively single, mostly concentrated in low-tech basic labor positions such as package sorting, and students do not have access to logistics path optimization algorithms or carbon-neutral supply chain design. At the same time, industry real data (e.g., e-commerce user profiles, logistics heat maps) have not been effectively transformed into teaching resources, and the matching degree between training content and real enterprise needs is insufficient. This "simulation-reality split" directly leads to students' weak application ability of digital tools, requiring enterprises to provide secondary training after employment[11].

4.4 Teacher Support Level: Lagging Digital Transformation Ability

The teaching staff faces the dual challenges of "outdated knowledge" and "insufficient cross-disciplinary capabilities." Most teachers have traditional management discipline backgrounds, and only a small portion of teachers fully possess "dual-qualified" qualifications. “dual-qualified” refers to teachers who have both solid theoretical teaching ability in management disciplines and practical skills such as digital technology application, and who can integrate cutting-edge technology and actual needs of the industry into teaching through school-enterprise cooperation, dual-mentorship and other mechanisms. Teachers who can fully master and proficiently teach corresponding digital software systems are severely lacking. More critically, the formation rate of cross-disciplinary teaching teams (management + IT + industry experts) is even lower, severely restricting the development of integrated courses such as "business-finance integrated system operation and maintenance" and "cross-border e-commerce data compliance," leading to the awkward phenomenon of "teachers teaching outdated knowledge, students learning disconnected content."

In summary, the current talent cultivation in higher vocational management majors faces multi-dimensional contradictions such as "objectives deviating from needs, courses lagging behind development, practice disconnected from scenarios, and insufficient teacher support." It is urgent to achieve a paradigm shift from "traditional executors" to "digital enablers" through systematic reforms such as reconstructing cultivation objectives, deepening industry-education integration, and accelerating teacher transformation[12].

5 Exploration of Talent Cultivation Reform in Higher Vocational Management Majors

5.1 Reconstructing The "Management + Digital Technology" Curriculum System

To address the issues of fragmented digital content and low industry adaptability in traditional curriculum systems, it is necessary to systematically reorganize the course structure. The “Management + Digital Technology” course system refers to taking Python data analysis, intelligent supply chain system and other digital technology tools courses as the core content, embedding Power BI visualization, live e-commerce ROI analysis and other modules into the traditional management courses such as financial management, marketing, etc., and introducing cutting-edge case studies through dynamic updating mechanism and school-enterprise cooperation. Through dynamic updating mechanism and school-enterprise cooperation, cutting-edge cases are introduced to form a deeply integrated course structure of “management theory + digital tools + industry scenarios”.

5.2 Building A "Real Data, Real Scenarios" Practical Teaching Chain

The key to solving the dilemma of "simulation" and "superficiality" in traditional training lies in building an industry-education deeply integrated ecosystem. The “real data, real scene” practice teaching chain refers to the deep cooperation between schools and enterprises, embedding the actual business data of enterprises (such as e-commerce user profiles, logistics heat maps) and real work scenes (such as intelligent warehouse operation, live e-commerce whole process) into teaching, and constructing the integrated training mode of “teaching-practice-innovation”, so that students can improve their digital tool application and problem solving ability in dealing with real business. "The integrated training mode enables students to improve their digital tool application and problem solving ability in dealing with real business. For example, modern logistics management majors can build a smart logistics industry-education integration base, upgrading Cainiao Stations into intelligent warehousing and distribution centers. While processing real order flows, students not only master hard skills such as WMS system operation and AGV scheduling but also cultivate smart supply chain optimization capabilities through logistics big data collection and analysis. Marketing majors can build a digital marketing practical workshop based on the Douyin open platform. Student teams can fully operate the entire process from influencer signing and live-streaming planning to data review, using real-time data such as GMV, UV, and conversion rates provided by the platform to precisely optimize marketing strategies, completing the entire chain from traffic operation to commercial realization. Big data and accounting majors can jointly build an "accounting factory" with enterprises, undertaking real businesses such as agency bookkeeping and tax declaration. Students rotate in groups to handle the full range of accounts for different enterprises, cultivating professional judgment in invoice review and tax processing. In the advanced stage, RPA financial robot development projects can be introduced, guiding students to use tools such as UiPath

to design automated tax declaration solutions for enterprises, enhancing intelligent financial implementation capabilities in business-finance digital practice[13].

By establishing a "fully real" training system with real business scenarios, building position task chains, and connecting industry technical standards, the teaching process and production process can be deeply coupled. Students can achieve knowledge transformation while handling real businesses and solving practical problems, promoting the formation of a sustainable industry-education integration ecosystem among "schools, enterprises, and students," ultimately achieving the resonance of education supply and industry demand[14].

5.3 Building a "Dual-Qualified" Teaching Staff

To address the issue of teachers' weak digital capabilities, a "three-dimensional empowerment" project should be implemented. First, a teacher digital capability development system should be constructed, encouraging teachers to participate in digital capability training and certification. The certification results should be directly linked to performance pay, position promotion, and title promotion. Second, an "inviting in" strategy should be adopted, widely hiring leading talents from enterprises and industries as part-time teachers, and building an industry-education integrated teaching team. A "dual-mentor" system for professional education should be promoted, with internal and external teachers pairing to develop courses, jointly formulating teaching plans, and guiding student training projects. Third, an innovative industry-education collaborative development mechanism should be created, breaking the "superficial cooperation" dilemma between schools and enterprises, and establishing a "revolving door" talent symbiosis plan to build a two-way embedded collaboration ecosystem. An "enterprise practice position/teaching innovation position" dual-track mobility mechanism should be promoted, with schools and enterprises regularly selecting personnel for role exchanges, encouraging both sides to actively participate in project development in their exchanged positions. This mechanism breaks organizational boundaries, allowing teachers to deeply participate in enterprise technology iteration and enterprise experts to systematically intervene in talent cultivation, truly achieving "teaching-enterprise capability symbiosis and talent two-way empowerment."

5.4 Promoting Deep Integration of "1+X" Certificates

To address the issue of certificate-course disconnection, a "course-certificate mapping" system should be reconstructed. “1+X” certificate refers to the system of “academic certificate + several vocational skill level certificates”. By constructing the system of “curriculum - certificate mapping”, the assessment points of vocational skill level certificates are decomposed By building a “Curriculum - Certificate Mapping” system, the assessment points of vocational skill level certificates are decomposed and integrated into the professional curriculum. For example, the assessment points of the "Digital Management Specialist" certificate can be decomposed into six courses such as Business Data Analysis and Intelligent Office Systems, and the Douyin operator certification standard can be directly embedded in Live-Streaming E-Commerce Operations,

achieving "certification upon course completion." An innovative credit substitution mechanism can be established, where obtaining certificates such as "RPA Financial Application" and "E-Commerce Data Analysis" can apply for substitution of corresponding course credits, effectively connecting academic education and vocational qualification certification[15].

5.5 Establishing a Dynamic Demand Response Mechanism

To cope with the rapid iteration of industry digitalization, a relatively agile response system needs to be built. A digital talent monitoring mechanism should be established to capture position skill demands in real-time from recruitment websites such as BOSS Zhipin, generating a Digital Capability Heat Map. At the same time, a rapid response mechanism should be set up to flexibly adjust course settings and plans, promoting the continuous optimization of talent cultivation plans, course settings, and course content, ensuring the dynamic alignment of education supply and industry demand.

5.6 Constructing a Digital Visualization-Based Core Competency Evaluation System

Constructing a multidimensional evaluation system for the core competencies of higher vocational students through an intelligent visual digital platform has emerged as a critical strategy to advance educational assessment reform and innovate talent cultivation models.

Primarily, with regard to digital visualization, the student learning process can be decomposed into specific competency indicators: The capacity to identify complex problems; The design of innovative solution frameworks; the Application of interdisciplinary knowledge (science, technology, engineering, mathematics, and arts) for problem resolution; Validation of solution efficacy through systematic analytical methods (See in Table 1).

Differentiated weights will be assigned to these four dimensions to quantitatively measure students' learning outcomes. Weights are determined using the standard deviation method, as follows:

The original data matrix Xij(i=1,2,….,n;j=1,2,…m) is processed without quantity, and the formula of no scale is used by the extreme value method:

$$Zij= (Xij-Xmin) /(Xmax-Xmin) \tag{1}$$

Find the mean of a random variable:

$$Zij = \frac{1}{n}\sum_{i=1}^{n} Zij \tag{2}$$

Find the mean variance (standard deviation) of the indicator:

$$\delta j=\sqrt{\sum_{i=1}^{n}(Zij - Zj)^2} \tag{3}$$

Finally, the weights of each indicator are calculated using the mean variance (standard deviation):

$$Wj=\delta j/\sum_{j=1}^{m}\delta j \quad (4)$$

Table 1. Weight allocation table.

Evaluation indicators	Be able to identify problems	Design solutions	Use knowledge to solve problems	Verify the effect of the resolution
Weight	0.4	0.3	0.2	0.1
Score	1.6	0.6	0.8	0.3

The results are calculated based on weights and reflect each student's offline learning (see Fig. 2).

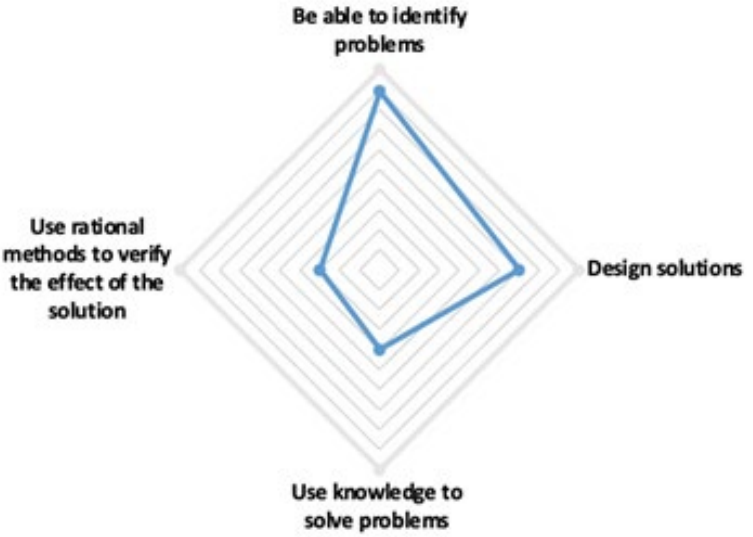

Fig. 2. Each student's offline learning.

Based on data-driven technology, this visual analysis model for student learning constructs a full-process visual tracking system for professional competence, professionalism and innovation potential. It not only provides a precise basis for teaching quality diagnosis but also promotes spiral improvement in education quality through growth-oriented evaluation feedback.

Second, based on big data technology, an education evaluation model is constructed (see Fig. 3). This innovatively establishes a multi-dimensional evaluation mechanism for students' core competencies, promoting the transformation of traditional evaluation models toward scientific and data-driven directions.

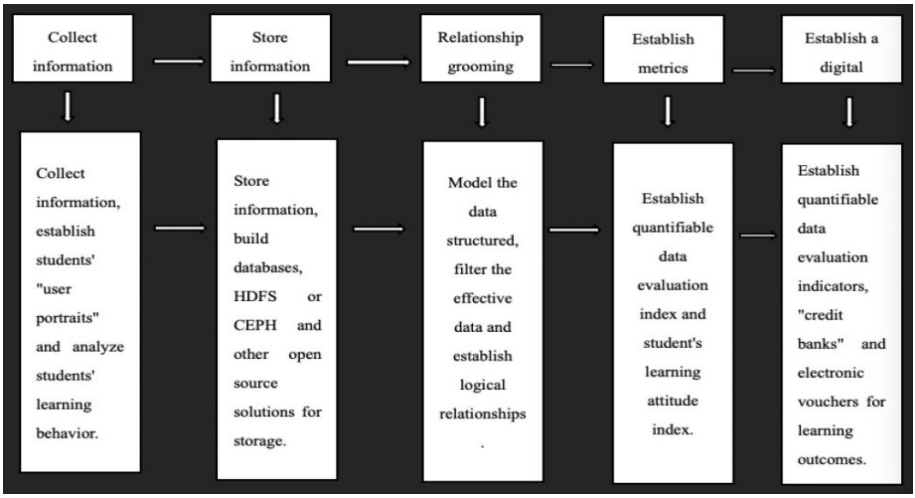

Fig. 3. The construction model of the evaluation index system of big data information technology.

By establishing a digitized visual evaluation system for core competencies of vocational college students, this model systematically applies dynamic dashboards, competency radar charts, and other visualization tools to provide real-time visualization of individual and group competency development trajectories. It not only precisely identifies skill gaps and strength areas but also effectively monitors students' learning and growth progress.

6 Conclusion

The wave of the digital economy is reshaping the talent demand map of the management field at an unprecedented speed. Higher vocational education can only achieve a leap in talent cultivation paradigms by advancing systematic reforms with the courage of "breaking boundaries and reconstructing." Through the reorganization of curriculum systems, the reconstruction of practical scenarios, the upgrading of teacher capabilities, and the construction of industry-education collaborative ecosystems, higher vocational management majors can gradually eliminate the obstacles between "education supply" and "industry demand," cultivating new management talents with business insight, digital tool mastery, and cross-domain collaboration capabilities. In the future, with the improvement of dynamic response mechanisms and the deepening of industry-education data sharing, vocational education will no longer be a "follower" lagging behind industrial development but a "driver" empowering enterprise digital transformation. This reform is not only an innovation in education models but also a key fulcrum for the reconstruction of human capital value in the digital economy era—only by precisely meshing the gears of talent cultivation with the chain of industrial upgrading can the "digital intelligence productivity" be truly unleashed, injecting sustainable momentum into high-quality economic development. This reform has a significant impact on the

students themselves, helping them to improve their comprehensive ability, enhance their competitiveness in employment, better adapt to the needs of the digital economy era, and lay a solid foundation for future development.

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