Analysis of Training Paths for High-quality Talents in New Business Disciplines Based on the Background of Big Data

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Abstract: In the context of big data, the emergence of new technologies has given rising of new business formats and new retail management models, which accelerates the development of business models and promotion in-depth cross-integration of multiple disciplines, which pose challenges to the training of business talents. The traditional way of training business talents cannot meet the ever-changing needs of social development. It is imperative to improve the quality of new business talent training. It is necessary to transform to new business as soon as possible, which combines with the new demand for business talents in the big data era, which based on the new situation, who put forward new path of improving the quality of business professional talent training.

Keywords: Big Data; New Business Course; Paths for Training High-Quality Talents

1. Introduction

With the advancement of science and technology, big data technology and artificial intelligence are gradually becoming indispensable tools in corporate decision-making and market analysis. Big data technology and artificial intelligence are becoming important driving forces in the commercial industry. They provide enterprises with more opportunities and challenges. Under the influence of big data technology and artificial intelligence, which profound changes will occur in all aspects of social economy and bring new challenges to the new economy[1]. The construction of business majors and talent cultivation pose challenges. The Ministry of Education has proposed that the construction of new business subjects must cultivate new business talents that meet the development needs of the new era. Therefore, under the background of big data and artificial intelligence, it must adapt to the changes in the needs of business talents in the new era to improve students' digital application capabilities and business ethics, and cultivat, which is of great significance to have more compound that applied and innovative high-quality business talents which meet the needs of social development in the new era.

2. Clarification of Concepts

Business Studies is a very broad professional category and a collective name for a discipline, which cover a wide range and involve many majors, and different countries, which schools also have differences in major subdivisions. The more mainstream business majors include eight major categories: finance, accounting, marketing, management, business majors (including international business, e-commerce, etc.), logistics, economics, and human resources management. With the rapid development of global economic integration, business has become a popular major choice. In March 2019, the Education Steering Committee for Business Administration Majors in Colleges and Universities of the Ministry of Education conducted an in-depth discussion on new business subjects for the first time and proposed that "new business subjects" are the reorganization and crossover of traditional business subjects and the integration of new technologies into business courses.

New Business is no longer a single business subject, but integrates multiple disciplines, whih integrates new technologies into business courses, that uses new ideas, new models, and new methods. Providing students with a comprehensive interdisciplinary education, which characteristics of "New Business": 1. Interdisciplinary integration. New Business is no longer a single business subject, but a fusion of multiple disciplines. 2. Data-driven.

New Business emphasizes data analysis and data-driven thinking. 3. Innovative thinking.[2] The new business major focuses on cultivating students' innovative thinking and entrepreneurial spirit. 4. Internationalization. The new business discipline emphasizes international vision and cross-cultural communication capabilities. Students need to have the ability to communicate and cooperate across cultures and ablility to adapt to the global business environment. 5. Practical education. The new business major focuses on practical education and emphasizes students' practical ability and practical experience. New Business is a more comprehensive, practical and innovative business education model that can better adapt to today's rapidly changing business environment and cultivate business talents with global vision and innovative capabilities.[3]

3. Reviewing of Literature Research

Reading the existing research literature, it was found that the research on the cultivation of new business talents includes: Some authur analyzed the problems of cultivating new business talents under the background of the Internet, and pointed out that it is necessary to transform the single skills of talents into compound types, which the professional quality type into cross-disciplinary ones, and comprehensive quality transformation; (2020) pointed out that the training of new business talents requires scientifically formulating training plans, which determining the training goals of new business talents, and building an effective practical education system to cultivate innovative, compound, which applied new talents.eg Business talents;　pointed out that the training of new business talents needs to be oriented by industrial needs, which optimizes the curriculum system, enriches teaching content, that builds a dual-qualified and dual-ability teaching team; [4], who pointed out that the new business talents which is necessary to cultivate scientific and technological international business talents, that it is necessary to build a systematic, open, professional, practical, and dynamic training path to provide better talents for local economic development; [5] pointed out that the development of new business talents of the quality structure should include professional awareness, which professional knowledge and

professional abilities. Colleges and universities should set talent training goals based on corporate needs, which adjust teaching content in response to industry realities, that build an interdisciplinary faculty team.

4. Characteristics of Demand for New Business Applied Talents Under the Background of Big Data

With the development of information technology and the Internet economy, business activities increasingly rely on big data technology to improve the efficiency of business management. In the context of the rapid development of big data technology, how to integrate big data technology with business majors and how to promote the integrated development of business majors and big data technology through effective means are important issues currently facing the cultivation of business majors. In order to adapt to the requirements of the rapid development of the big data era, the talent training requirements for business students have undergone four changes: from single skill type to compound type, from professional quality type to comprehensive cross-type type, from traditional type to innovative type, from conservative type to innovative type. Transformation from type to open type [6]. New business talents must keep pace with the times, change the traditional way of learning and thinking, and improve comprehensive abilities such as professional knowledge learning, skill training, practical innovation, general quality, and international perspective.

4. Strategies for Cultivating High-quality Talents in New Business Majors under the Background of Big Data

Under the background of big data, the training of students in new business majors should be based on the demand for talents in the new situation, which cultivate applied business talents with solid professional knowledge and high emotional intelligence.

The course teaching incorporates elements of cultivating the professional quality which establishes business ethics and developing business ethics" or creating the soul of business craftsmanship.

Optimizing talent training plans and streamline the curriculum system. Transformation from traditional business majors to new business

majors

Although traditional business majors have been impacted by the current social and economic development and the impact of new business majors, which does not mean that traditional business majors and the talents they cultivate which will definitely be eliminated by social development and educational development. Traditional business majors need to shorten the distance from social and economic development. They need to adjust their own majors which absorb some courses of new business majors, and timely revise talent training plans for each major. [4,5] This can also ensure that the students who their train can adapt to change in social and economic development, which ablity to gain a foothold in business activities in the digital economy era.

The existing majors in the School of Economics and Management of Zhangjiajie University are all traditional business majors, which the original professional talent training plan has been dynamically adjusted. During the adjustment process, each major needs to conduct multiple internal discussions and propose corresponding modification that plans to further improve the design of the training plan. In the process of revising the above-mentioned training plan, each major has basically modified and added relevant courses in the original talent training plan for the 2020-level talent training plan. For example, the international economics and trade major has added cross-border e-commerce practice, which international trade and cross-border e-commerce simulation and other courses[7]. The logistics management major has added e-commerce logistics management courses, which the e-commerce major has added courses such as database principles and business data analysis. Through the setting of these new courses, it can be ensured that students in traditional business majors can also be in line with the current society of digital economic development, which can effectively guide students to pay attention to the development of the digital economy on their own majors, thereby which encourage students to learn independently, who takes the initiative to learn other professional-related digital economy courses.

Break down industry boundaries and focus on the integration of multiple disciplines which pay attention to the integration of management and economics, systems science, network data science and other interdisciplinary subjects, and the integration of business and different industry knowledge;

Pay attention to students' humanistic education and improve students' comprehensive quality, which increase the proportion of credits in general quality courses, appropriately who train students to basically master relevant knowledge such as humanities, social sciences and natural sciences, and expand the depth and breadth of course content such as economics, society and legal environment;

Guide students to understand the global business environment and broaden their international horizons which increase the global business dimension, that add international business environment analysis, cross-cultural and other courses to enhance students' cross-cultural communication skills and enhance their international perspective;

4.6 Strengthen the cultivation of students' application abilities and improve their overall quality which teachers should focus on cultivating students' communication, emergency response and other abilities, that improve students' hands-on practical ability, and use the theoretical knowledge that they have learned to solve problems during the teaching process.

5. Paths to Improve the Quality of New Business Professional Talents under the Background of Big Data

With the continuous application of various, new technologies in business development, new business talents need to possess various capabilities such as data technology, network skills, and intelligent technology[8].Therefore, new business talents must have innovative ideas and a new understanding of new businesses. They must focus on cultivating their own sense of innovation and gradually form new business talents with strong professional skills, which high innovation awareness, and wide range of knowledge.

5.1 Training Objectives and Curriculum System Construction

The new business major big data integration talent training model trains students with solid basic knowledge of business majors, who masters relevant technologies and methods

such as big data collection and analysis, which has the ability to apply big data to practical positions such as marketing and financial management consulting. Since the core competitiveness of business professionals in the era of big data is their insight into the market and the ability to solve practical problems, which a big data integrated talent training model for business majors that meets market needs should be constructed with the orientation of cultivating students' practical and innovative abilities.

5.2 Focus on the Construction Of Course Groups for New Business Specialty Clusters

The innovative curriculum construction ideas in colleges and universities must continuously integrate course resources, which focus on the construction of business course groups, and divide business professional courses into humanistic quality course groups, professional basic course groups, professional core course groups, and shared course construction groups. In addition, some personalized courses should be set up in a targeted manner[6]. For example, in accordance with the job requirements of business majors, we should jointly build curriculum standards with enterprises and decompose job capabilities into several competency modules, which establish course groups based on competency modules to highlight the practice of business students Ability etc.

5.3 Pay Attention to the Construction of New Business Teaching Faculty Team

Business education is a very typical training of compound applied talents, which should follow the training concept of "competence center" and the idea of university education. Attaching great importance to the construction of high-level teachers in new business disciplines, which the construction of the teaching team needs to focus on cultivating international capabilities and strengthening practical experience in business administration and enterprise management. Strengthening the introduction and training, which especially focus on the introduction of senior talents in big data-related majors, which from "entrance" optimizes the structure of the teaching team. We make full use of the correlation between various business majors, who strengthen resource sharing and achievement sharing

among teachers, that avoid duplication of construction, and thereby enhance cooperation among teaching teams

5.4 Integration of Industry and Education: An Effective Extension of the Construction of New Business Majors in the Digital Economy Era

The new business major emphasizes the practical ability of the talents which cultivates, emphasize that students can improve their practical ability, innovation and entrepreneurship ability, etc. With the help of the school's theoretical knowledge learning process, they can better combine theory with practice, that can adapt to the ever-changing business environment in the digital economy era. Therefore, the integration of industry and education and school-enterprise cooperation are effective ways to cultivate students' ability which combine theory of practice, which test whether students adaption of the new business environment. Colleges and universities need to determine their own talent training positioning based on industry and occupational standards and the company's demand for talent capabilities through the integration of industry and education and school-enterprise cooperation. In order to reconstruct the knowledge structure of the talents we cultivate the organic integration with teaching forms a redefinition of students' ability structure and quality structure, which thereby cultivate the talents needed by enterprises.

5.5 Introduce New Concepts, Change Teaching Methods, and Innovate Course Assessment Methods

When cultivating new business talents, we must use big data, cloud computing, artificial intelligence, which sharing economy and other technologies to improve teaching models and talent training methods, that subvert the traditional "teacher-centered knowledge instillation" training model, so we transform it into the "student-centered and ability-development-oriented" talent training model who focuses on cultivating students' learning abilities and professional and technical abilities. In order to respects the development of students' individual differences, we help students learn and train that become "skilled craftsmen."[9]. At the same time, we innovate the course assessment

method. In the course assessment, we change the traditional examination paper to determine the whole life. It is more flexible than the closed-book examination and we can truly test the students' mastery of professional knowledge[10]. It also increases the assessment of the learning process, and the assessment of the learning process accounts for the ratio is 60%, 40% by the end of the period.

6. Conclusions

To sum up, with the development of the digital economy and artificial intelligence, which results in great changes in commercial activities. Along with the changes in business activities, new changes have also occurred in business education. The transformation from traditional business education to new business education is imperative. New business education integrates business education with mathematics, computer science, data science and other sciences, and interdisciplinary integration, so as to cultivate students with the ability to adapt to digital technology and use digital technology proficiently. Interdisciplinary and cross-professional compound business capabilities that deal with new phenomena in business activities, and cultivate high-quality new business talents for students to adapt to the digital economy era.

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