Digital Intelligent Transformation and Promotion Path of New Business Talent Training Model under the Background of Artificial Intelligence

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Abstract: This paper aims to explore the digital intelligent transformation and promotion path of the new business talent-training model under the background of artificial intelligence. By systematically combing relevant literature and theories, using the method of literature review, combined with empirical research, this paper analyzes the impact and challenge of artificial intelligence on business education. On this basis, the key elements and strategies of digital intelligent transformation are proposed. It is found that the new business talent-training mode in the context of artificial intelligence needs to pay attention to the integration of technology and business knowledge, cultivate students' innovative thinking and interdisciplinary ability, and emphasize the cultivation of practice and practical skills. In addition, it integrates the teaching methods and resources of artificial intelligence technology and business education, provides practical opportunities and platforms, strengthens industry-university cooperation, and promotes the reform and innovation of digital-intelligent education. The conclusions of this study can provide practical guidance and policy suggestions for educational administrators of higher education institutions and business colleges on the digital intelligent transformation of new business talent-training model under the background of artificial intelligence.

Key words: Artificial Intelligence; Business Education; Personnel Training; Digital Intelligent Transformation; Educational Reform

1. Introduction

In the context of artificial intelligence, the cultivation of business talents is facing new challenges and opportunities. With the rapid development of artificial intelligence technology, the application demand of artificial intelligence technology in the commercial field is also getting higher and higher. It is difficult for traditional business talent training model to meet the needs of artificial intelligence era, so it has become an urgent task to explore new business talent training model.

The purpose of this study is to explore how to promote the training mode of new business talents through the transformation of digital intelligence under the background of artificial intelligence. Specifically, the purpose of the research includes: (1) To analyze the research status of the new business talent training model under the background of artificial intelligence; (2) To explore the role of digital intelligent transformation in teaching method innovation, curriculum design and teaching content update, practice link and laboratory construction, interdisciplinary cooperation and industry-university-research cooperation; (3) Put forward the promotion path of digital intelligence transformation to provide theoretical and practical guidance for the training of new business talents. [1-10]

The significance of the research: (1) To deeply understand the key issues and challenges of the new business talent training model under the background of artificial intelligence; (2) Provide targeted digital intelligence transformation strategies and methods to promote the innovation and improvement of business talent training model; (3) Provide reference for universities and educational institutions, and promote the close integration of business talent training with the needs of the Times.

Under the background of artificial intelligence, the research of new business talent training model has attracted wide attention. Xiang Fei

and Chen Xingmin [1] conducted a study on the teaching and learning reform of new business science in higher vocational colleges for the major of big data accounting, and proposed the path of teaching and learning reform of new business science in higher vocational colleges under the background of artificial intelligence. Ren Xiaofang [2] studied the training path of new business talents in higher vocational colleges under the background of artificial intelligence, and put forward relevant suggestions. Qi Jiayin et al. [3] discussed the reform of business education in the context of artificial intelligence and emphasized the importance of innovative educational concepts and teaching methods.

2. Review of Relevant Research

Under the background of artificial intelligence, the research of new business talents training model mainly focuses on how to train business talents to meet the needs of artificial intelligence era. Xiang Fei and Chen Xingmin [1] studied the new business teaching and learning reform of big data accounting major in higher vocational colleges, and realized the cultivation of students' practical ability by introducing artificial intelligence technology and big data analysis methods. Ren Xiaofang [2] studied the training path of new business talents from the perspective of higher vocational colleges and put forward the training model with practice teaching as the core.

The transformation of digital intelligence has played an important role in the innovation of teaching methods for the cultivation of business talents. Qi Jiayin et al. [3] studied the transformation of business education in the context of artificial intelligence, and proposed to cultivate students' innovative thinking and practical ability by introducing new teaching methods and techniques. Zhou Sijia et al. [4] studied the path of artificial intelligence talent training under the background of new engineering construction, emphasizing the use of project-driven and teamwork methods in teaching.

The transformation of digital intelligence needs to update the course design and teaching content of business talents training. Liu Tingting et al. [5] studied the construction of financial laboratories in colleges and universities and the training of applied talents

under the background of new business. Through practical teaching and laboratory construction, students' practical ability and innovation ability were improved. Cong Jing [6] explored the construction path of new business online open courses, and improved students' grasp of business knowledge and practical ability through the mode of integrating production and education.

Practice and laboratory construction have played an important role in promoting the transformation of digital intelligence in the training of business talents. Hu Junjie and Yang Mengting [8] studied the talent training model for tourism management majors in the era of artificial intelligence, and improved students' practical ability and innovation ability through practical teaching and laboratory construction. Zhang Chunping [7] analyzed the path of ideological and political construction in the new business curriculum and emphasized the importance of ideological and political education in the cultivation of business talents.

Interdisciplinary cooperation and industry-university-research cooperation are of great significance to the transformation of digital intelligence in the cultivation of business talents. Xie Yongpeng and Xu Yinzhou [9] studied the mechanism and promotion path of AI-enabled classroom teaching reform in colleges and universities, and emphasized the importance of interdisciplinary cooperation and industry-university-research cooperation in the cultivation of business talents. Zhang Hewen [10] studied the impact of generative artificial intelligence on the publishing industry and the risk regulation, and emphasized the role of industry-university-research cooperation in the cultivation of business talents.

In the context of artificial intelligence, the research of new business talent training model has made some progress. However, there are still some problems that need further research and exploration, including how to innovate teaching methods, update course design and teaching content, strengthen practice links and laboratory construction, and promote interdisciplinary cooperation and industry-university-research cooperation. Therefore, the purpose of this study is to propose a way to promote the transformation of digital intelligence, so as to promote the innovation

and improvement of the new business talent training model.

3. The Promotion Path of Digital Intelligent Transformation

3.1 Promotion Path of Teaching Method Innovation

Under the background of artificial intelligence, the innovation of teaching methods is the key to realize the transformation of digital intelligence in the training of new business talents. Traditional teaching methods focus on the instilling of theoretical knowledge, but in the era of artificial intelligence, students need to have practical ability and innovative thinking. Therefore, the innovation of teaching methods should focus on cultivating students' practical and innovative ability.

One way to promote the innovation of teaching methods is to introduce technical education and practical teaching. the research of Xiang Fei and Chen Xingmin [1] shows that the cultivation of students' practical ability can be realized by introducing artificial intelligence technology and big data analysis methods. For example, tools such as virtual experiment platforms and online simulated markets can be used to allow students to participate in real business environments for practical operations and decision-making.

Another way to promote innovation in teaching methods is to borrow the idea of project-driven learning (PBL). the research of Zhou Sijia et al. [4] shows that combining project-driven learning with artificial intelligence technology can cultivate students' teamwork ability and problem-solving ability. By organizing students to participate in practical projects, let them play different roles in the team and solve practical problems, so as to cultivate students' practical ability and innovation consciousness.

3.2 Advancing Path of Course Design and Teaching Content Update

With the development of artificial intelligence technology, the knowledge structure of the business field is constantly changing, so the updating of curriculum design and teaching content is crucial for the transformation of digital intelligence. the research of Liu Tingting et al. [5] shows that students' understanding and application ability of artificial intelligence technology can be enhanced by updating course content and introducing AI-related knowledge and cases.

One of the ways to promote curriculum design and teaching content update is to establish a curriculum system that closely connects with the needs of the industry. Cong Jing [6] 's research shows that by cooperating with the industry and introducing practical cases and projects, the course content can be more closely related to the actual business environment. In addition, timely attention is paid to industry trends, and emerging technologies and theories are incorporated into the curriculum system, so that students can understand the latest business trends and technology applications.

The way to promote curriculum design and teaching content updating is to adopt personalized teaching methods. According to students' interests and specialties, different learning paths and teaching contents are designed to provide personalized learning experiences. This can be achieved through tools such as online education platforms, autonomous learning systems, etc. Zhu Yuan's research [13] pointed out that personalized teaching can improve students' learning enthusiasm and autonomous ability, so as to better adapt to the learning needs of the era of artificial intelligence.

3.3 Promotion Path Of Practice and Laboratory Construction

Practice link and laboratory construction are crucial to cultivate students' practical ability and innovation ability. the research of Hu Junjie and Yang Mengting [8] shows that through practical teaching and laboratory construction, students can better understand and apply artificial intelligence technology.

One of the ways to promote practice and laboratory construction is to strengthen industry-university cooperation. Work with companies to set up internship bases or laboratories so that students can be exposed to real business environments and the latest technology applications. This can be achieved by signing cooperation agreements with companies and introducing corporate mentors. Zhang Guili [16] 's research shows that cooperation with enterprises can improve students' practical ability and professional quality, and provide better support for their

future employment. the way to promote practice and laboratory construction is to establish diversified practice forms. We can set up practical courses, organize practical projects, visit practice and other ways, so that students can learn and practice in actual operation. This requires schools and educational institutions to strengthen the planning and organization of practical links to provide more practical opportunities for students. Yuan Bei [19] pointed out that diversified forms of practice can stimulate students' learning interest and innovation ability.

3.4 Advancing Path of Interdisciplinary Cooperation and Industry-University-Research Cooperation

Interdisciplinary cooperation and industry-university-research cooperation are essential for cultivating comprehensive abilities and solving practical problems. the research of Xie Yongpeng and Xu Yinzhou [9] shows that students' comprehensive quality and innovation ability can be improved through interdisciplinary cooperation and industry-university-research cooperation.

One of the ways to promote interdisciplinary cooperation and industry-university-research cooperation is to establish interdisciplinary teams. Through the interdisciplinary professional combination, the professional knowledge and technology of different disciplines are combined to solve practical problems. This requires schools and educational institutions to organize interdisciplinary lectures, seminars and other activities to promote exchanges and cooperation between different disciplines. Cheng Fengju [17] 's research shows that interdisciplinary cooperation can improve students' problem-solving ability and innovative thinking. the way to promote interdisciplinary cooperation and industry-university-research cooperation is to strengthen cooperation with enterprises and research institutions. Working with companies, practical projects can be carried out, providing a real business environment and practical opportunities. In cooperation with research institutions, you can get the latest research results and technical support. This can be achieved by signing cooperation agreements with enterprises and research institutions, setting up joint laboratories, etc. Zhang

Chunping [7] pointed out that cooperation with enterprises and research institutions can improve students' practical ability and innovation ability, and promote the close combination of business talent training and industry demand. [13-19]

4. Conclusion

Through the demonstration of the promotion path of digital intelligent transformation of the new business talent training model under the background of artificial intelligence, we can draw the following conclusions: In terms of teaching method innovation, the introduction of technical education and practical teaching and the concept of project-driven learning can promote the cultivation of students' practical ability and innovative consciousness. In terms of course design and teaching content update, strategies such as docking with industry needs, personalized teaching and timely updating of course content can make students better adapt to the learning needs of the era of artificial intelligence. In terms of practice and laboratory construction, strengthening cooperation with enterprises and establishing diversified practice forms can improve students' practical ability and professional quality. In terms of interdisciplinary cooperation and industry-university-research cooperation, establishing interdisciplinary teams and strengthening cooperation with enterprises and research institutions can cultivate students' problem-solving ability and innovative thinking.

Through the promotion path of digital intelligence transformation, the innovation and improvement of the new business talent training model can be promoted, so that students can better adapt to the needs of the era of artificial intelligence. However, it is worth noting that the promotion path of digital intelligent transformation needs to be flexibly adjusted and implemented according to the actual situation of different schools and educational institutions, at the same time, it also needs further research and practice support to continuously improve and enhance the quality and effect of the new business talent training model.

"Exploration and Practice of Digital Education Model for Financial Management Majors in Private Universities from the Perspective of Industry Education Integration" (Number: SGH23Y2918).

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