

Exploring and Practicing a Practice-Oriented”Industry-Education Integration and Integration of General and Professional Education”Model for Cultivating Applied Business Talents

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Abstract: This dissertation examines strategies for developing a pragmatic, ability-focused approach to business education tailored to address prevailing challenges. Initially, it presents an overview of the contemporary issues faced by business education, such as inadequate practical skills, misalignment between educational objectives and industry needs, and the dichotomy between specialized and general education. In response, the research proposes an amalgamation of industry-academic collaborations and a synthesis of general and specialized education. These recommendations encompass the establishment of an interdisciplinary curriculum framework, the creation of a comprehensive collaborative educational resource repository, and the inception of a multi-stakeholder collaborative educational platform. The study concludes by underscoring the necessity for continuous improvement, projecting future trends like assessment methodologies, international partnerships, technological advancements, education that emphasizes social responsibility, and interdisciplinary studies. This inquiry aims to contribute insights and retrospection beneficial for the progressive transformation of business education.

Keywords: Practical Ability; Industry-Education Integration; General and Specialized Integration; Business Studies; Applied Talents

1. Introduction

Amid the rapid pace of globalization, the business landscape is evolving at an unparalleled rate, compelling all sectors to confront novel challenges. The swift technological advancements, coupled with escalating market rivalry, have disrupted traditional business frameworks, altering corporate talent requirements profoundly. Enterprises are transitioning from a focus on innate business competencies to a greater emphasis on multifaceted talents capable of swift adaptation, inter-disciplinary collaboration, and comprehensive application.

However, contemporary business education predominantly adheres to time-honored pedagogical models, accentuating rigorous academic theory exploration, while largely overlooking real-world business and industry immersion. This misalignment between curriculum content and corporate prerequisites frequently leaves graduates grappling with the incongruity of theory application in professional settings.

Given this backdrop, there's an imperative to reassess and recalibrate the trajectory of business education. Practical prowess, especially in-depth industry alignment, stands as the keystone of avant-garde business instruction. It's pivotal for learners to not merely assimilate subject-specific knowledge but to actualize it within tangible business contexts, bearing significant implications for their ensuing vocational progression.

Embracing the innovative pedagogical paradigm of "industry-education amalgamation, and the fusion of general and specialized instruction" offers a promising avenue to address the aforementioned concerns. By forging robust ties with the industry, educational entities can impart a more pragmatic curriculum, bolstering students' aptitude in navigating real-world professional challenges. Concurrently, synthesizing generalist and specialist education can refine students' holistic acumen, arming them with expansive

knowledge and heightened collaborative dexterity across disciplines.

2. Challenges of Cultivating Applied Talents in Business

2.1 Disconnection between business education and real-life applications

Amid the growing intricacy and diversification of the business landscape, sole reliance on traditional pedagogical methods and theoretical knowledge dissemination falls short of societal expectations for cultivating business professionals. Despite this, numerous educational institutions remain entrenched in conventional teaching paradigms, accentuating theoretical discourse at the expense of nurturing hands-on skills. Consequently, while students often emerge with a solid theoretical foundation, they grapple when confronted with tangible business challenges.

2.2 Barriers to connecting talent development with industry and business

While many educational institutions acknowledge the significance of forging ties with enterprises, they encounter myriad challenges in actualizing such collaborations. Firstly, educational bodies, due to their limited industry exposure and comprehension of corporate dynamics, frequently face communication impediments when liaising with enterprises, often hindering mutual understanding and agreement. Secondly, concerns related to intellectual property breaches or inadvertent disclosures of proprietary information make certain enterprises hesitant about forming partnerships with academic entities.

2.3 Problems of integration between professional and general education

Liberal education seeks to nurture holistic character development and foster interdisciplinary cognitive abilities in students. In contrast, specialized education delves into imparting profound knowledge and skills within specific domains. Regrettably, in contemporary educational frameworks, these two often operate in silos, resulting in students' narrowed perspectives and diminished enthusiasm for disciplines outside their specialization.

3. Specific measures for the exploration and practice of "integration of industry and education, generalization and specialization"

3.1 Building a multidisciplinary synergistic curriculum ecosystem

3.1.1 Integration of general education and professional curriculum system

In the business curriculum, general education is deeply integrated to provide students with a comprehensive understanding across various disciplines. This encourages interdisciplinary collaboration and enhances problem-solving skills. Additionally, the modular nature of business studies allows students to customize their learning, blending specialized topics with liberal studies modules. This approach broadens their perspectives and enriches their understanding of business ethics and societal implications.

3.1.2 Hands-on and Research in Real Scenarios

Project-based Learning and Experiential Programs: The university collaborates with diverse corporations, offering courses that revolve around real-world projects. These projects enable students to apply their knowledge from various disciplines to solve genuine business problems.

Interdisciplinary Research Endeavors: Students are encouraged to participate in interdisciplinary research, combining their specialized knowledge with a liberal arts foundation to address complex real-world challenges. For example, business students might work with peers from other disciplines to develop sustainable solutions.

3.2 Developing a Multidimensional Collaborative Nurturing Resource Base

3.2.1 Deepening the Dual Tutor System

Liberal Studies Mentorship: Students have the opportunity to engage with mentors from various academic fields, encouraging deeper reflection on the societal impacts of business decisions.

Corporate Mentorship: The university partners with industry leaders who share their experiences and insights, helping students apply academic theories to real-world business scenarios.

3.2.2 Innovative teaching and learning resource development

Enriched Multimedia Learning Resources: The university has channeled investments into crafting multimedia educational content, seamlessly integrating elements of art, music, and video into the business syllabus. This enriched approach offers a dynamic and multi-layered learning journey, aiding students in grasping intricate business notions more effectively.

Immersive Learning Platforms: Leveraging cutting-edge Virtual Reality (VR) and Augmented Reality (AR) technologies, the institution introduces simulated business environments. Within these virtual realms, students can safely engage, thereby refining their decision-making prowess and sharpening their problem-solving acumen.

3.3 Implementing a multi-principal collaborative education platform

3.3.1 Building an Open Collaborative Platform

The institution has established a broad research consortium that encourages students from diverse fields like business, engineering, and arts to collaboratively explore complex societal issues, sparking innovative solutions.

The school also regularly hosts seminars and forums that promote academia-industry collaboration. These events, featuring industry leaders, scholars, and students, enable deep discussions and mutual exchange of insights across various fields.

3.3.2 Strengthening cross-border exchanges and cooperation

Interdisciplinary Academic Symposia:The university routinely conducts academic symposia that transcend disciplinary boundaries. These gatherings serve as a platform for scholars, students, and domain experts to disseminate their research findings, foster idea-sharing, and catalyze collaboration across diverse fields.

Industry-Academia Confluence Forums:The institution orchestrates dedicated forums in partnership with industry stakeholders. These discussions focus on current industry trajectories, emergent challenges, and potential opportunities, fostering an enriched dialogue and synergy between the academic and commercial sectors.

4. Summary

The previous sections discussed “The Exploration and Implementation of a Practical Ability-Oriented Business Talent Development Framework.” The discussion highlighted challenges in business education, including practical skills development, alignment with industry needs, and the gap between specialized and general education.

The third part proposed an interdisciplinary curriculum that encourages industry-academic collaboration and merges general and specialized education. These efforts aim to foster holistic and niche education, promote interdisciplinary thinking, and develop practical skills, preparing students for future business demands.

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