

Path Selection for Improving Digital Literacy of Business Teachers from the Perspective of Digital Economy

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Abstract: The digital development in the field of education can help promote the transformation of higher education from scale to connotation. University teachers are also the backbone driving the development of education. Improving their digital literacy can promote the professional development of teachers and achieve innovative changes in higher education. At present, there are still some problems for university teachers in the process of digital awareness and professional development. This article mainly starts from multiple dimensions and proposes paths such as “changing concepts, enhancing the digital literacy awareness of university business teachers, strengthening skills, enhancing the adaptability of digital literacy of university business teachers, strengthening training, and enhancing the overall digital literacy skills of university business teachers”, aiming to promote the digital transformation of higher education.

Keywords: Digital economy; Business teachers; Digital literacy

Actively promoting the digitization of education is an inevitable demand for building a learning society, and it is also the main path to promote the construction of a digital China. As an important component of the current education field, higher education has the characteristics of wide coverage and large quantity compared to other education, and is also in a critical period of transformation from scale to connotation. The guidance document on “Teacher Digital Literacy” issued by the education department in 2022 clearly points out the need to deepen teachers’ digital awareness, expand their personal abilities, enhance their sense of responsibility, and effectively improve their digital literacy level. It can be seen that strengthening the digital literacy of university teachers is an inevitable requirement for the digital transformation and innovative transformation of higher education.

I. The connotation of digital literacy for teachers

1. Digital awareness

Digital awareness refers to the direct feedback of teaching activities related to digitalization in the minds of teachers, which includes their cognition, understanding, and practice of this awareness. Based on digital cognition, teachers can correctly understand the important role of digital education transformation in the Internet, and fully realize the importance of the application of digital technology in classroom teaching; From the perspective of digital understanding, teachers can apply digital technology resources to classroom teaching activities, correctly understand their core connotations, and actively integrate digital practical activities in the teaching process; From the perspective of digital practice, teachers are brave enough to use digital technology to solve the problems that exist in the actual teaching process in their daily teaching process, thereby improving their practical operation ability.

2. Digital Technology Knowledge and Skills

Digital technology knowledge and skills refer to the quantity of technical concepts that teachers should master, integrate existing principles, paths, and usage methods, and scientifically apply them to daily teaching activities. For example, we should have a deep understanding of the Internet, multimedia technology, big data, artificial intelligence and other aspects of knowledge, and then master the use of digital teaching software and platform. We can skillfully use office software, teaching platform and so on. Mastering the corresponding digital technology knowledge is to better apply digital technology to daily teaching activities. For teachers, digital technology knowledge and skills simply refer to the ability to transform traditional knowledge from books and blackboards into classroom teaching PPT courseware, and focus on how to find, design, and use digital resources and technological innovation to transform classroom teaching models.

3. Digital applications

Digital application refers to the ability of teachers to use various digital technology resources collected to complete in class and out of class educational activities, mainly including the ability of digital resources to carry out teaching design, implementation, and evaluation. In the process of digital teaching design, teachers need to combine different paths to collect, select, and create subject education resources, create more diverse digital resource activities, and then set a hybrid teaching mode for students. They should use digital resources to complete scientific organization and management, simplify teaching processes, and provide targeted guidance based on the learning characteristics and actual needs of students; In terms of digital evaluation and collaborative education, teachers should correctly select data materials, use teaching tools for teaching analysis, and fully utilize digital technology resources to implement moral education, mental health education activities, etc. for students, in order to integrate social resources and promote home school collaborative education.

4. Digital social responsibility

Digital social responsibility refers to the moral cultivation and behavioral norms of teachers in the process of digital teaching

Ren specifically refers to two aspects: the rule of law, moral standards, and digital security protection. As a qualified teacher, we should always attach importance to being a role model, consciously regulate their use of the internet, digital products, digital services, and other behaviors, and maintain the data security of ourselves and others. In the daily teaching process, we should act as gatekeepers of student

information sources, guide students to learn how to distinguish various types of information, and actively assume the responsibility of digital society.

5. Digital professional development

Professional development refers to teachers actively promoting their professional development through digital resources, mainly including digital learning and digital teaching innovation. For example, teachers actively participate in or lead digital technology related training and seminars at universities, provincial, and national levels; Teachers actively utilize their digital knowledge and technology to innovate teaching methods and classroom models by participating in micro course competitions, teaching ability competitions, and other means.

II. The necessity of digital transformation for business teachers

1. Meet the demand for cultivating the ability of business talents

The current strategic transformation of traditional industries and the promotion of scientific revolutions such as the Internet of Things, next-generation artificial intelligence, and big data analysis urgently require new talents in the field of business. As a higher education institution that cultivates business talents, only by meeting the trend of the times and actively adjusting the training strategy of business talents can it adapt to the development of the social economy and continuously cultivate composite business talents. Firstly, it is necessary to promote the digital transformation of business teachers, and then build a teaching team that masters digital skills.

2. Facing the Career Development Needs under the Impact of New Digital Technology

The rapid development of digital technology brings more opportunities and challenges to higher education, and improving the digital literacy of business teachers is the key to addressing the development of digital education. The improvement of digital technology capabilities will expand teaching scenarios, further enhance the quality of classroom teaching, and promote the transformation of educational models. By integrating professional knowledge, teaching models, and ways of thinking in economic management, teachers have the ability to cultivate new types of business talents, and can also enhance themselves while possessing digital and professional literacy.

3. Facing practical needs in business scenarios

Nowadays, digital technology has been partially applied, and by exploring the current innovation and demonstration capabilities

Business practice scenarios can provide relevant cases for digital transformation and promote its development towards deeper levels. Due to the particularity of business majors and the special mission bestowed upon them by the digital economy era, by integrating the characteristics of various new business majors such as precision marketing, smart logistics, and digital finance in the digital economy era, in order to cope with various business scenario models, it is necessary to cultivate the digital ability of university management teachers and achieve digital transformation.

III. A Path for Improving Digital Literacy of Business Teachers from the Perspective of Digital Economy

1. Transforming Concepts and Enhancing the Digital Literacy Awareness of Business Teachers in Universities

Business teachers in universities should attach importance to ideological guidance and continuously deepen their digital awareness. Firstly, it is necessary to timely transform our traditional educational philosophy, attach importance to cultivating digital awareness, effectively enhance the willingness to use digital tools and personal abilities, actively optimize teaching modes and methods, promote the two-way output of modern technology application and traditional teaching advantages through online and offline mixed teaching, further improve the quality of classroom teaching, and create a more diverse industrial transformation and the required digital craftsmen for social development. Second, expand Internet application thinking. Business teachers in colleges and universities need to have a clearer understanding of the Internet technology used at this stage, so as to enhance their ability to use the Internet, understand the Internet and apply the Internet, take the initiative to bridge the gap, strengthen their sensitivity to data applications, be good at collecting data, obtaining data and creating data, take the initiative to apply data means, and make scientific decisions.

2. Strengthening Skills and Enhancing the Digital Literacy Adaptability of Business Teachers in Universities

Business teachers in universities should strengthen their digital skills, enhance their acceptance and contribution of digital resources. On the one hand, it is necessary to strengthen the use of digital platform resources. In classroom teaching, learning situation analysis, practical operations, scientific research and other work, high-quality educational resources provided by the national smart platform should be widely applied, and the perfect integration of smart platform educational resources and classroom teaching content should be practiced to further enhance the acceptance of digital resources. On the other hand, expanding the supply of high-quality resources. Business teachers in universities should actively participate in network quality courses, online open courses, and micro video courses at the school, city, and provincial levels, further contribute to the digital resources of schools and even educational platforms, increase their teaching reserve capacity for digital resources, and strive to provide more accurate education courses to national smart platforms. Furthermore, it is necessary to effectively enhance the self-management ability of teachers. We should lead by example in the teaching process, set development plans based on current teaching needs, actively learn and digitize related skills and knowledge, and improve ourselves in the classroom, striving to form a dynamic new mode of self planning and self improvement, and continuously improve our digital literacy.

3. Strengthen training to enhance the overall digital literacy skills of university business teachers

Enhancing the digital literacy training activities for business teachers in universities is the key to the digital construction of higher education. The digital literacy training activities for business teachers in universities mainly include pre employment training and on-the-job training. Pre employment training mainly focuses on providing systematic training for newly enrolled teachers, including simple training activities such as campus office system application, multimedia technology application, information management system application, and digital resource library application. On the job training covers training activities for business teachers on campus, which can be conducted in a combination of online and offline forms, emphasizing the targeted nature of the training activities. For example, theoretical teachers can integrate information technology and higher education, while practical training teachers focus on training in areas such as training spaces and digital virtual simulation. By selecting high-quality enterprises with long-term cooperation and a high degree of digitalization, we will jointly establish a “dual teacher” digital literacy training base for teachers. The long-term cooperating enterprises will provide high-level professional and technical personnel and digital environment equipment, and provide training on the teaching content of teachers, covering teaching learning, practice, evaluation, and other aspects, in order to enhance the pertinence and effectiveness of training.

4. Improve the system and enhance the level of digital literacy guarantee for business teachers in universities

Strengthening the digital literacy level of business teachers in universities requires policy coordination and implementation among relevant departments. On the one hand, corresponding training mechanisms should be established, and relevant departments should coordinate online and offline digital skills training resources, reasonably arrange digital literacy training plans for university business teachers, set scientific time nodes and training objectives, and establish an improvement system that covers all teachers' digital literacy. Actively encourage professional teachers to participate in professional training activities, enhance their digital competence and innovation ability, and facilitate better utilization of vocational education and industry education integration needs. On the other hand, establishing a more comprehensive assessment and evaluation system, enhancing theoretical research on digital skill enhancement, and constructing a digital literacy and evaluation index system that is in line with the professional development of teachers. Schools need to take the digital level of teachers as an important indicator for personal and departmental assessment, mostly examining their level of use of digital technology, teaching activities, teaching evaluation, and learning situation analysis. Evaluation is used to promote construction and application, encouraging teachers to actively participate in digital skills vocational skills competitions and teaching ability competitions, actively combining information technology with education and teaching, and cultivating new advantages in innovative application of digital literacy for teachers. The third is to increase funding investment. Schools should actively apply for financial support, implement supporting funds, expand the proportion of funding for teacher digital literacy improvement projects, and reward teachers who perform outstandingly in evaluation activities such as information-based teaching and online open courses, in order to create a strong atmosphere of “surpassing and helping students”, and enhance the urgency and sense of mission of university business teachers to improve their digital literacy.

Epilogue

In summary, from the perspective of the digital economy, it is required that business teachers in universities enhance their digital application abilities, timely transform their inherent thinking patterns, expand their digital information technology application abilities and cognition, focus on cultivating digital literacy levels, apply new models and paths in actual teaching processes, and construct a good digital teaching ecosystem. Future research needs to focus on specific policy measures to enhance the digital skills of business teachers in universities from various levels, in order to adapt to the development of the times.

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