Analysis on the Path of New Business Talents Training Model under the Background of "Internet +"

Xiaoqiong Kang, Yingfang Niu*
Management of Shenzhen Polytechnic, Shenzhen 518005, China.

Abstract: The new generation of data-based and intelligent development concepts represented by Internet technology has had a profound impact on the traditional business model, and also pointed out the direction and path for the reform and innovation of the new business talent training system in colleges and universities. This paper expounds on the characteristics and basic needs of new business talents in the "Internet +" era, combined with the specific talent training reform practice of Shenzhen Polytechnic, from the reform of curriculum standards, the use of location advantages to carrying out case studies, the integration of curriculum ideology and politics into education, and the use of the software. The platform has put forward innovative paths and countermeasures for the reform of the new business talent training model from various perspectives, such as the digital transformation of courses.

Keywords: Component; Internet +; The New Business; Talent Cultivation

1. Introduction

Since the 21st century, the innovation and development of the new generation of intelligent technology represented by internet technology have made it the vanguard force leading the reform tide of China's economic structure and quality in the new era. Not only is the internet industry itself absorbing and containing cutting-edge technology with unprecedented efficiency, but it also drives the traditional manufacturing, service, and other surrounding industries to closely combine their advantages with the "Internet+".

In November 2012, Yu Yang, chairman, and CEO of Analysis International, put forward the concept of "Internet +" for the first time in his speech at the 5th Mobile Internet Expo [1]. He believed that "Internet +" should correspond to the innovation and upgrading of products and services in the industry. On July 4, 2015, Premier Li Keqiang explicitly proposed the "Internet +" action plan in his government work report. In subsequent annual central government work reports, it has always been one of the core developments goals to promote the "Internet +" reform of the traditional business model of industrial, agricultural, and service industries. This marks that the Internet has become an important strategy for national economic and social development and an engine for national economic transformation and innovation under the new economic normal. "Internet +" has officially become a national strategy.

The so-called "Internet +" is conceptually defined as a platform based on the Internet, integrating various traditional industries with information and communication technologies, constantly creating new products, developing new businesses, cultivating new models, and ultimately building a new business ecosystem that connects everything with the Internet.

It is worth noting that the arrival of the "Internet +" era has brought fundamental changes to China's business structure, and a variety of new internet-based business models have mushroomed. Both the transformation of the traditional business industry and the intellectualization and technologization of the emerging Internet business industry have greatly increased the social demand for business talents.

At the first International Conference on Education Informatization in 2015, General Secretary Xi Jinping pointed out that promoting education reform with the help of "Internet +" is a common subject of talent training reform in the future. The report of the 19th National Congress of the Communist Party of China (CPC) stressed the importance of giving full play to the significant impact of internet application technology on economic transformation, and put forward new requirements for the convolution development of higher education in the report. Therefore, for business majors, how to cultivate outstanding technical, marketing, financial and other skilled personnel to adapt to the "Internet +" environment with the changes of the times is an urgent problem to be solved at present [1]. Taking the application of "Internet +" technology as the background, this paper explores the training

paradigm of new business talents under "Internet +" based on the analysis of the characteristics and ability structure of new business talents, to provide policy reference for improving vocational education and training system, deepening the integration of industry and education, and school-enterprise cooperation.

2. The characteristics of “internet+”

2.1 Cross-border integration

The essence of the internet is openness and cost reduction, and its penetration into more and more traditional industries is giving birth to a series of new industrial forms. At present, countries around the world are stepping up their efforts to seize opportunities for the development of the new round of industrial revolution. The United States has proposed the development of advanced manufacturing, Germany has advocated "Industry 4.0", and China is also accelerating the integration of industrialization and information technology.

The integration of "Internet+" comes from many industries. For example, the integration of the catering industry and the internet has spawned many new business forms such as group buying and takeout apps. The convergence of the taxi industry with the internet has given rise to new ride-hailing models such as Uber and Didi.

2.2 Innovation-driven

"Internet +" is backed by the tide of the digital economy. In the era of the information economy, everything is in dynamic change. China's extensive resource-driven growth mode has long been unsustainable, and it must be changed to the right path of innovation-driven development [2]. The "Internet +" itself is characterized by continuous innovation and reform, breaking the old, self-innovation, and creating a new system.

Under the "Internet +" business model, the speed of enterprise innovation has been unprecedentedly improved. Internet companies can rely on huge user resources, strong financial strength, and accurate big data analysis and prediction capabilities to help traditional industries provide financing, business all-round support from operations to product, in this way, service marketing will greatly shorten the time it takes for an innovative business idea to go from birth to landing. In addition to opening corporate capabilities and services to society through the internet, companies can also open up their data and design mechanisms to the industry chain or society. With the openness of data, all walks of life can combine their own through cross-border innovation, which breaks the original social structure, economic structure, geographical structure, and cultural structure, thereby creating new products, new services, and new profit models.

2.3 Respect for humanity

The brilliance of human nature is the most fundamental force that promotes scientific and technological progress, economic growth, social progress, and cultural prosperity. The power of the internet comes from the utmost respect for human nature, reverence for human experience, and emphasis on human creativity. One of the important directions for promoting "Internet +" is to dissolve the links that restricted innovation in the past, connect island-style innovation, make R&D driven by the market-determined by human nature, and allow entrepreneurs and hard-working people to realize value.

3. New business era background con-Notation and talent demand characteristic

3.1 New business concepts and essence

As the Internet integrates new intelligence, new energy, and other carriers to become the core main elements to promote the evolution of new business models, the boundary of the new business ecosystem continues to expand, which puts forward new challenges and requirements to the traditional concept of business [4]. The new business mainly for the following several characteristics: first, the new business department pays more attention to how to apply new business thinking, show the service and compound nature of the market, highlight the redesign and determination of the connotation and extension of the business major, and emphasize the breaking of all economics, management, and even the new market. The transformation of traditional one-way enterprises to comprehensive and platform-oriented enterprises has spawned many new jobs, new occupations, and compound jobs, which requires corresponding crossover and integration of new business education; Second, to identify and follow the new rules of business civilization - openness, transparency, sharing, responsibility, and comply with the importance and application of new business values in enterprise organization, business model, enterprise competition and cooperation, social structure, governance rules, and other fields; Third, the new business department pays more attention to applied science and technology research and achievement transformation, which also puts forward new requirements for the deep integration of business education and industry.

3.2 The demand characteristics of new business talents under the background of “Internet+”

Corresponding to the concept of the new business, the talent training of the new business also requires educators to deeply study the main characteristics and evolution trends of the new business model and innovate the talent training concept of the new business. The talent training of new business major mainly needs to be done from the following aspects:

3.2.1 Innovation -- Innovative thinking and courage

First of all, the new business department needs to cultivate more innovative business talents with innovative spirit and entrepreneurial ability. The new business talents need to gradually build up their computational thinking, data thinking, interactive thinking, philosophical thinking, ethical thinking, and aesthetic thinking. The integration of these ideas is the power source of business innovation. It is the proper meaning of the new business department to cultivate business talents who care about users' thinking, develop personalized services, and practice innovative communication. The report of the 19th National Congress of the Communist Party of China pointed out that "innovation is the primary driving force for development", and it is necessary to build a "knowledge-based, skilled and innovative workforce" and establish a "technological innovation system with enterprises as the principal part, the market as the guidance and the deep integration of industry, university and research" [3]. In the future, innovation will continue to be the main theme of social development, economic growth, and technological progress.

New business talents with lifelong learning ability

First, new business talents need to adapt to the high frequency of products upgrading brought by the "Internet +" transformation to traditional enterprises, develop the ability and habit of lifelong self-learning, and update their knowledge reserves in real-time; Intensive work pressure makes it less feasible for business talents to rely on MBA and other systematic courses for on-the-job learning, which requires business talents to learn the method of self-learning while they are in school, and develop good self-learning habits, so that they can learn in the workplace. Adhering to independent learning, and constantly expanding their knowledge system to achieve the purpose of responding to changes in the external environment.

3.2.2 Change from single skill type to compound type, professional-quality type to cross comprehensive quality type

The development of new technologies such as the internet, artificial intelligence, and big data, as well as their wide application in the business field, requires that talents cultivated by business departments not only have professional skills, management skills, but also certain digital skills, and become a compound of various skills type talents. Specifically, based on high-level professional knowledge of economic management, new business talents should also have a basic understanding and mastery of the characteristics and development trends of internet technology, general industry, agriculture, and service industries. This is the necessary foundation for business talents to transform the traditional business operation mode of enterprises with modern internet tools and improve the operation efficiency of enterprises in the operation and management positions of enterprises.

4. Ideas and countermeasures for talent cultivation of new business talents under the background of "internet+"

4.1 According to professional standards and industry needs, combine industry and teaching processes to reconstruct students' knowledge and ability structure

The demand for professional ability in various industries under "Internet +" has changed. Higher vocational colleges have combined professional standards and industry trends to investigate and study the new demand for professional ability and enterprise technical standards in various industries under "Internet +", and organically integrate various aspects、 knowledge content at all levels, carry out refined ability training process design, targeted job matching teaching content selection, cutting-edge teaching resource update [4], and appropriate application of intelligent teaching methods. On this basis, higher vocational colleges should form the structure of "Internet +" of business students, and build an innovative curriculum system based on the development of students' professional ability.

4.2 Focus on location advantages and case studies, and build a professional platform based on the current situation of local industries

Our country has a vast territory and has formed a regional economic belt with distinctive features in the east, the middle, and the west. The business education of local higher vocational colleges needs to be closely related to the actual economic development of the region, summarize and disseminate the experience of regional economic development, to establish itself in many business academies. The schools' competitive advantages cultivate differentiated business talents for the innovative development of commercial enterprises in the region. Higher vocational colleges can meet the development needs of small, medium, and micro-enterprises in the region, build public technical service centers, provide technical skills services, keep up with the forefront of the development of the times, rely on the schools' unique humanities and social science advantages, create a group of high-end think tanks, and provide policy consulting services.

For example, in the face of the challenges brought by "Internet +", to ensure the deep participation of enterprises in running schools, Shenzhen Polytechnic supports each professional group to focus on the core needs and key technologies of the industrial chain and innovation chain, and unite a Fortune 500 company or leading enterprises in the industry, jointly build a characteristic industrial college, form a stable and continuous cooperation model of joint construction and sharing, and promote the dual education of schools and enterprises, and the integration of production and education. The School of Management of Shenzhen Polytechnic joined hands with the industry leader to establish the Shenzhen Polytechnic - Rainbow Digital Business Industry College Among them, which will connect the relevant technical standards of the new retail industry represented by Rainbow with the professional curriculum standards, and touch the industry's best and latest trends, comprehensively promote the reform of teachers, teaching materials and teaching methods, and take the Rainbow-Tencent Smart Retail Lab as the cutting-edge content to open up a new way for students to learn about big data smart retail.

4.3 Seize the opportunity of "Internet +" and continue to promote the reform of industry-education alliances with diversified forms

One of the guiding ideologies of the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" is to deepen the integration of industry and education, school-enterprise cooperation, and strengthen the guidance of industry departments on vocational education. To effectively promote the diagnosis, reform, and development of higher vocational education, we must adhere to the integration of production and education, school-enterprise cooperation, vigorously promote the establishment of training bases by higher vocational colleges and cooperative enterprises, and encourage industries and enterprises that have established close cooperative relations to participate in vocational education, to build a new education model of "co-education and win-win". The mode of integration of new business, science, industry, and education will undergo profound changes, and the interconnection, co-construction, and sharing between enterprises and professions will be accelerated under the background of "Internet +". Specifically, the following reform measures are possible:

4.3.1 Leverage corporate resources, complement each other's advantages, and build a high-quality team of teachers

The development of production-education integration activities under the background of "Internet +" should be based on the current situation of a student training to optimize the teaching staff. School teachers and enterprise experts can communicate in multiple ways and carry out cooperative teaching according to modularization. Enterprise experts can rotate to the school for a long time as part-time teachers. School teachers can also become corporate lecturers through various forms such as temporary training, complementing each other's advantages, and realizing the optimal allocation of school-enterprise teacher resources. Specifically, first of all, for full-time teachers in the school, colleges and universities can actively cooperate with cooperative enterprises to jointly formulate teacher training plans, and carry out job rotation training, or regularly organize teachers to carry out training in enterprises to help college teachers enrich their own practical experience. For example, Shenzhen Polytechnic carried out the "Thousand Enterprises Research" activity during the holidays. we can understand the current situation and development trend of industry enterprises, employment needs, and school-enterprise cooperation through the investigation and research on enterprises in Shenzhen and the Guangdong-Hong Kong-Macao Greater Bay Area. Enterprises' willingness to accept graduates from vocational colleges and their requirements for the quality and skills of vocational education junior college/undergraduate students can optimize the school's professional orientation and curriculum system, and promote the high-quality development of school personnel training. Secondly, colleges and universities can cooperate with enterprises to build smart learning factories, part-time

teachers' practice studios, etc., to provide a platform for the development of teachers' practical ability for part-time teachers in the enterprise industry. For example, the School of Management of Shenzhen Polytechnic has carried out the activity of "Tutors Entering Campus" all year-round. The six lecturers led by the human resources director of Rainbow Enterprise, a leading retail industry, have carried out “Professional Cultural Awareness”, “College Student Employment Guidance”, and “Store Development” for school students for a long time. Co-construction and teaching activities with the resources of the three courses of operation will bring the actual store operation scenes into the classroom, so that students can improve their skills and increase their knowledge in practical operations. In addition, for part-time teachers, colleges and universities also need to grant them the rights to apply for projects, grant funding for teaching and scientific research, and initiate projects. Finally, full-time teachers and part-time teachers in colleges and universities are encouraged to jointly create a research and development team, or build a guiding team in activities such as student skill competitions, further strengthen the running-in of full-time and part-time teachers, and achieve the purpose of building a high-quality teaching team.

4.4 Curriculum reform to create a scientific curriculum system of "integration of knowledge and action, docking between classes and posts"

The rapid development of the "Internet +" economy has made the new business operation environment put forward new requirements for the demand for talents, data operation and management capabilities, and precise marketing planning capabilities. Formulating a reasonable curriculum system is an important guarantee for cultivating high-quality talents in close school-enterprise cooperation. It is necessary to form quality goals, determine relevant courses, and create a curriculum system of "integration of knowledge and action, docking between classes and posts" (Yu, 2019). Efforts should be made to realize the transformation of the teaching concept from "what can be taught" to "what can be taught", and fundamentally change the problem that the teaching content is out of touch with the economic needs of the "Internet +" era.

For example, the School of Management of Shenzhen Polytechnic has set up courses related to new media marketing and communication, live broadcast marketing, and other related courses in combination with the new concept of digital marketing transformation. At the same time, Rainbow retail experts were invited to form a "Digital Marketing Golden Course" construction expert group, who served as the whole-process guidance and consultation for the development process of the professional "Digital Marketing Golden Course". Schools and enterprises jointly develop project-based courses, practical training courses, "Digital Marketer X" certificate training packages, skill competition courses, virtual simulation courses, and another characteristic "golden courses" development, and explore teacher evaluation, enterprise expert evaluation, student self-evaluation, and student evaluation. A diversified evaluation mechanism combining mutual evaluation, using Rainbow's existing digital new retail resources, carrying out the "AI+" transformation of professional core courses, and finally realizing the course transformation under the background of artificial intelligence by promoting the participation of enterprises in the whole process of course construction and course implementation have been practiced.

Shenzhen Polytechnic has also launched a dual-teacher sharing online education software platform based on Internet technology. Both schools and enterprises can form a teaching team based on specific courses, through online resource sharing, construction of course resources and material content, real-time data interaction. The teaching method will be implemented gradually. The data content related to the platform courses includes multiple modules such as classroom activities, course materials, learning monitoring, and discussion topics. Traditional offline courses will gradually undergo such digital transformation, and the quantitative results of students' learning will be obtained through the visual data model.

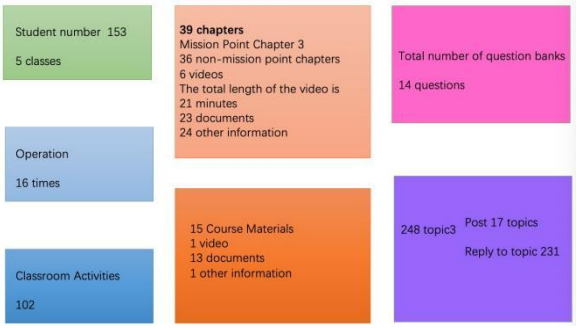

Figure 1: Online Learning Platform Data Interface

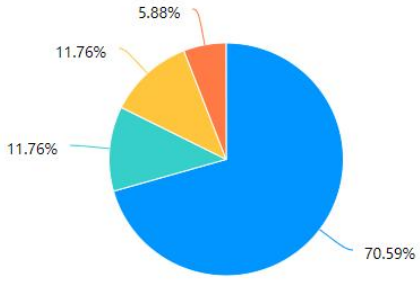

Figure 2： How to combine practical training courses to correct students' learning motivation: 70.59% of students think that they should cultivate good study habits；11.76% of students think that a reward and punishment mechanism can be set up；11.76% of students' tasks can be carried out subject competitions to improve their enthusiasm； 5.88% of students believe that course instruction could be improved.

4.5 Morality casts soul, skills stand, curriculum ideological and political education

First of all, the talents trained by the business department are the future leaders, and the ideological and political construction of professional courses、the concept of educating people are important entry points. Therefore, we should take the development of students as the core, and aim at jointly cultivating innovative and craftsman-type talents with morality and soul. It is important to carry out the teaching reform of "Course Ideology and Politics" for professional courses, and make correct value guidance, common ideals, and beliefs as the bright banner of "new business" talent training.

4.6 Build alliances together, improve literacy through lifelong learning in online education

4.6.1 Build a university teaching alliance to provide business students with opportunities to learn cross-disciplinary knowledge across schools

With the increasingly perfect planning of college group construction in major domestic cities and university towns, and the increasing abundance of mobile internet teaching resources such as MOOCs and micro-courses, the inter-school temporary employment of college teachers or the cross-school purchase and sharing of mobile internet teaching resources are also optional ways for colleges and universities to improve their teaching resources. For example, finance and economics colleges and universities can promote mutual employment among famous teachers of advantageous disciplines or the sharing of internet teaching resources with neighboring colleges and universities of science and technology, normal education, medicine, art, etc., to provide business students with more access to other opportunities for industry expertise.

4.6.2 Build an online education platform for alumni membership to guide business students to develop lifelong learning habits

Business education in colleges and universities should use the online teaching platform to create a membership platform for lifelong learning for business school alumni, and guide business graduates to form a good habit of lifelong learning and independent learning. The resources of business graduates are an important strategic asset for the construction of business schools in colleges and universities. Excellent graduates integrate into the front line of social business practice, train students to practice education social mentors, and help upgrade the business education system of their alma mater. The business school has launched a membership-based online education platform service for lifelong learning for alumni. On the one hand, it can provide graduates with real-time updated knowledge and skills training services to help improve their professional skills, and on the other hand, it is also conducive to attracting outstanding alumni to give back to their alma mater to form a positive interactive relationship between the school and graduates.

5. Conclusion

All in all, under the background of the "Internet +" era, the society has higher requirements for business talents, not only requiring them to have professional knowledge and vocational skills, but also requiring them to have sufficient innovation, management, and leadership skills. In the wave of economic globalization, enterprises have achieved better development under the "Internet +" business model. Therefore, business education must increase the training of innovative talents, to meet the needs of the society for talents, which requires business schools to increase the research on the training mode of innovative talents in business under the background of "Internet +", to cultivate innovative talents for the country and society.

Acknowlegement

This research was supported by Shenzhen Institute of Educational Sciences(ybfz20051,dwzz19007); Shenzhen Polytechnic (7021310033,10018021310013Z).

References

[1] Shangguan XM, Wu H, (2021). Research on the reform of business administration professional talent training System under the Background of "Internet +" -- A case study of Xinyang Normal University. Heilongjiang Education (Higher Education Research and Evaluation). 08, 81-83.

[2] Shi XH (2019). Research on the mode of school-enterprise cooperation training "new Business" talents under the Background of "Internet +". Rural economy and technology. 30(24), 239-240.

[3] Yang XB (2019). The exploration of school-enterprise dual education model based on characteristic Industrial Colleges. China Vocational and Technical Education. 31, 10-13.

[4] Yu TT (2019). Research on new business talents training under the background of "Internet +". Shanxi Agricultural Economics. 24, 115-116.

[5] Yu YL (2020). Research on the innovation of "Internet +" New Business Training teaching Model. International Public Relations. 09, 76-77.