

Research on The Cultivation of Outstanding Talents in Key Disciplines of Business Administration

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Abstract: According to the school's goal of cultivating applied talents, the discipline of business administration is a school-level key discipline construction project of Cunjin College, Guangdong Ocean University. Talent training programs need to focus on cultivating outstanding applied talents with a broad disciplinary foundation, strong disciplinary professional skills, good humanistic quality, and innovative ability. The construction goals of the excellent talent training project are clear, the measures are appropriate, and the construction of teachers and talents is fruitful.

Keywords: Business administration, Key disciplines, Outstanding talents.

1. Introduction

The cultivation of applied talents is the goal of talent cultivation in private colleges and independent colleges. The determination of goal is determined by the school according to the school's orientation, school level, and student level so that the trained students not only master the corresponding professional knowledge but also let the students learn more. Students have the appropriate professional application skills. Based on the school's school-running orientation and the goal of talent training, the school has established several key disciplines. The goal is to establish a clear school-running goal in the process of key discipline construction. In the process of key discipline construction, the discipline of business administration is the key discipline of Cunjin College of Guangdong Ocean University. Its goal is to cultivate outstanding applied talents with broad discipline foundation, strong professional skills, excellent humanistic quality and strong innovation ability. The construction of outstanding talent training projects should formulate corresponding talent training programs according to the school's school-running orientation, school-running level and school-running goals, build a double-qualified and high-level teaching staff, and take appropriate discipline construction measures. This will make the cultivation and construction of outstanding talents effective.

2. Overview of the Construction of Key Disciplines of Business Administration

In order to improve the professional level of disciplines and the construction of scientific research capabilities, the school has vigorously carried out the construction of disciplines and majors, and has established a number of planned key discipline projects. As a key discipline construction project of Cunjin College of Guangdong Ocean University, the discipline of business administration has three development directions: (1) business and marketing management, (2) finance and accounting, and (3) tourism and hotel. In the process of cultivating outstanding talents in the key disciplines of business administration, according to the school's goal of cultivating applied talents, this discipline

should cultivate outstanding applied talents with broad discipline foundation, strong professional skills, good humanistic quality and innovative ability.

3. Construction Goals and Measures

3.1. Construction Requirements

As one of the important second-level disciplines of management, business administration is also a representative second-level discipline in management disciplines. The courses of the business administration discipline involve various aspects such as enterprise management, operation, marketing, and planning, and are mainly comprehensive and extensive in the design of professional courses. Students are required to have a certain understanding of all aspects of business management and operations. Due to the large and wide range of courses, the majority of graduates majoring in business administration are required to highlight their professional abilities, and in particular, students are required to possess theories and skills.

3.2. Talent Training

The business administration major has been recruiting undergraduate students since 2008. It is one of the earlier majors in our school. The number of students enrolled in previous sessions has been more than 200. In 2013, the business administration major began to explore talent training modes and curriculum reforms such as joint teaching between on-campus teachers and off-campus part-time teachers. It has accumulated rich experience in implementing practical teaching and cultivating innovation ability. The business administration major currently has 6 long-term cooperative off-campus practice bases, which can provide high-quality and stable training and practice places for the cultivation of outstanding business management talents.

3.2.1. Talent Training Program Planning

For the training of applied talents, it is necessary to formulate a corresponding talent training plan with the goal of application-oriented ability training, and formulate the talent training plan according to the formation of the training goals, standards, abilities and morality of applied talents. It requires an overall design according to the training process, training methods and curriculum system.

(1) Cultivate Characteristics. Under the background of data intelligence development technology in the new era, it will create the professional characteristics of "new business", and at the same time reflect the professional development and construction ideas of "smart finance" and "smart tourism".

(2) Professional Design and Characteristic Training. The 8 majors of the School of Management, Cunjin College of Guangdong Ocean University are divided into three categories: ① Business Administration: Business Administration, Marketing, Public Service Administration (Human Resource Management); ② Tourism Management: Tourism Management, Hotel Management; ③ Accounting: Accounting Education, Financial Management, and Auditing.

Based on the characteristics of broad-caliber and solid-based talent training, the curriculum for the first year of the majors is the same (it can also be applied to large-scale enrollment and training). In order to meet the diverse choices of students as much as possible and cultivate talents with different orientations, each major sets up orientation courses in the "professional limited courses". It carefully sets up inter-professional courses, sets courses for students of this major across other majors (to cultivate students' professional interleaving), and also sets courses for non-major students to enter this major (minor major).

(3) Practice Curriculum Setting. The School of

Management attaches great importance to the practical teaching link. During the formulation of the applied talent training plan, no less than 30% of the practical teaching links are arranged, and all practical teaching courses are set according to the echelon.

In short, in the process of formulating and setting up the application-oriented talent training program, it is necessary to reflect the characteristics of professional talent training and the actual effect of talent training. At the same time, it also pays attention to several problems. First, the credits and hours of the common courses are too many. Second, for the common courses, we should consider setting up courses that can integrate the characteristics of different majors, and try to reduce one-size-fits-all. Third, especially for some courses, the credit setting of the program needs more flexibility.

3.2.2. Effectiveness of Talent Training

In June 2019, there were 2,232 graduates of various majors in business administration, and the current number of students reached 5,637. It is estimated that in June 2020, the number of graduates of various majors in this discipline will be divided into: 350 in Business Administration, 94 in Tourism Management, and 107 in Marketing, 41 people in Public Service Administration (PSA), 949 people in Accounting, 176 people in Financial Management, as shown in Table 1.

Table 1. The number of graduates in this discipline in 2020

Specialty	Business Management	Marketing	PSA	Accounting	Financial Management	Tourism Management	Hotel Management (Enrollment from 2018)
Number	350	107	41	949	176	94	0
Total	1717						

(1) The project aims at cultivating outstanding talents, focusing on training with a broad foundation and strong majors. In the training process, we should teach students in accordance with their aptitude, be flexible and pragmatic in the training model, and comprehensively innovate the talent training model for business administration disciplines.

(2) In terms of talent training, it is necessary to formulate business management talent training programs and teaching plans, take the subject tutor system as the guide, effectively implement the credit system, strengthen the training of students' practical ability, and cultivate innovative application-oriented talents with the goal of students mastering professional skills.

(3) The curriculum is quite different from traditional business administration majors. In order to achieve the goal of serving the local economy, according to the characteristics of the local export-oriented economy, in addition to classroom teaching and skill training, we also designed professional forums, "Comprehensive Training for Enterprise Informatization Project Implementation", "E-commerce and Marketing Operation Sand Table Practice" Training, "Cross-border E-commerce Comprehensive Training", professional practice and other characteristic training courses and projects. In this way, students' practical ability and e-commerce ability can be improved, and high-quality talents with self-improvement and innovation ability can be cultivated to adapt to the development of new economic forms.

3.3. Construction of Teaching Staff

After years of construction and reform, the professional teaching staff of the key disciplines of business administration has formed a double-qualified teaching team with a

reasonable structure, rich teaching experience and strong scientific research ability. In the construction of teaching staff, it should be based on the needs of key disciplines of business administration and personnel training, and various types of talents should be planned. It should pay attention to the echelon construction of the teaching staff, pay special attention to the training of young teachers, accelerate the growth of young teachers, and also pay attention to the construction of professional teachers' team, effectively play the role of experienced teachers, so that the old can lead the new, and form a good teaching staff.

3.4. Do a Good Job in Exchanges and Cooperation

In order to better communicate and learn, we have successively conducted investigations, exchanges and learning with some universities such as Guangzhou University Sontan College, Tianhe College of Guangdong Polytechnical Normal University, and City College of Dongguan University of Technology. At the same time, we have researched and cooperated with Guangdong Shanban Internet Technology Co., Ltd., Shenzhen Innate Technology Co., Ltd., and Foshan Binghuo Network Technology Co., Ltd.

4. Construction Effectiveness

The development of the outstanding talent training program in key disciplines of business administration can organically combine students, teachers, employers and schools. This not only cultivates application-oriented talents with distinctive characteristics and strong application-oriented ability, but also provides innovative talents with solid

professional base and strong practical ability for enterprises and society.

(1) For students, through the setting and training of characteristic courses, accepting theoretical and skill training from professional teachers inside and outside the school, and allowing students to directly participate in the actual positions and training of enterprises, students can effectively transition from school to enterprise smoothly, enhance the competitiveness and employ ability of students.

(2) For teachers, the cultivation of key disciplines of business administration can effectively improve their teaching level, scientific research ability and work ability.

(3) For the key disciplines of business administration, the discipline level has been improved. In addition, through close cooperation with industries and enterprises, we can fully grasp the pulse of industry and enterprise development, and timely change the society's demand for business management talents, so as to better cultivate talents.

(4) For schools, based on the training mode of key disciplines of business administration, a talent training mode suitable for the actual situation of independent colleges can be explored. At the same time, by carrying out school-enterprise cooperation projects with related companies, we will deliver outstanding talents and improve the reputation and influence of our school.

(5) For cooperative enterprises, it can save operating costs for the enterprise to a certain extent, and obtain the human resources required for enterprise development. At the same time, it can use the platform of the school to enhance the popularity of the enterprise and realize the sustainable development of the enterprise.

As the cultivation of outstanding talents in key disciplines of business administration, the reform of this talent cultivation model is an important part of the process of cultivation of applied talents. The exploration of innovative talent training mode will definitely become an important direction for the innovation of management talent training mode. The necessity of its exploration is obvious and of great significance. The project will undoubtedly involve schools, enterprises, students and other aspects from its launch to construction. Through collaborative education and joint training, it will be able to cultivate innovative talents with a broad professional base and strong professional application according to the goals. In terms of basic conditions, the resources, sites, equipment and other supporting facilities required for the implementation of the project are relatively abundant, which provides a necessary foundation for the effective implementation of the project.

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