

Innovative Paths for Cultivating Compound Talents in New Business Disciplines at Ethnic Colleges in the Digital Age

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Abstract: The arrival of the digital age has accelerated technological revolution and industrial transformation, with digital trade becoming an important driving force for global economic growth, and the demand for new business talents has increased rapidly. Ethnic colleges and universities are an important part of China's higher education system, facing many challenges but also having great development opportunities in cultivating new business talents. By analyzing the current situation of cultivating new business talents in ethnic colleges, this study found shortcomings in curriculum and practical teaching, as well as gaps in faculty and students' abilities. Drawing on the experience of domestic colleges and universities and combining the characteristics of ethnic colleges, this paper proposes training strategies such as curriculum system optimization and faculty construction.

Keywords: Digital Age; Ethnic Colleges and Universities; New Business; Compound Talents

1. Introduction

The advent of the digital age has accelerated scientific and technological revolution and industrial transformation, with digital trade serving as a crucial driving force for global economic growth. In the new era, the rapid development of the digital economy has led to a sharp increase in job positions requiring compound talents in new business disciplines. Innovative business talents with cross-border integration capabilities, leadership, and team cooperation spirit have become the labor capital needed in the new era. They should master both information technology and business knowledge, being able to collect and analyze data, complete digital business planning, and make business decisions.

Ethnic colleges and universities can give full play to their own characteristics and advantages, such

as ethnic culture research and multi-ethnic student groups, providing a unique perspective and resources for the cultivation of new business talents. In the new era of vigorous development of the digital economy, the shortage of new business talents has become one of the bottlenecks restricting economic development. By continuously innovating the training mode of compound talents in new business disciplines in ethnic colleges and universities, giving full play to the characteristics and advantages of ethnic colleges and universities, it provides new ideas and methods for cultivating new business talents with innovative spirit, practical ability, and cross-cultural communication ability.

In a word, exploring the effective mode of cultivating compound talents in new business disciplines in ethnic colleges and universities is of great practical significance for meeting the new demand for business talents in the digital age and promoting the economic development of ethnic areas.

2. Current Situation of Cultivating New Business Talents in Ethnic Colleges and Universities

2.1 Analysis of Training Mode

At the present stage, the courses related to new business disciplines in some ethnic colleges and universities have reflected some characteristics and requirements of the digital age. The curriculum system has gradually added courses related to digital technology, such as big data analysis and the application of artificial intelligence in business. The opening of these courses helps students master business skills in the digital age and improve their competitiveness in the job market. For example, the Business School of Southwest Minzu University has opened a big data analysis course, which enables students to carry out big data collection, processing, and analysis through the combination of theoretical teaching and practical operation, and provide support for the business decisions of

enterprises.

However, there are also some defects in the curriculum setting of new business disciplines in ethnic colleges and universities. First, the integration degree between courses is insufficient. Although many interdisciplinary courses have been offered, these courses often act independently and lack effective integration. Second, the curriculum content is not updated in a timely manner. The business field in the digital age is changing rapidly, and new technologies and business models are emerging continuously, but the curriculum content of ethnic colleges and universities is often not updated in a timely manner. For example, the application of blockchain technology in business has become more and more extensive, but many ethnic colleges and universities have not covered this content in their courses.

Ethnic colleges and universities have also carried out positive explorations and attempts in practical teaching of new business disciplines. First, schools have strengthened cooperation with enterprises and established professional internship bases. Through internships, students can be exposed to the real business environment, understand the operation and management mode of enterprises, and improve their practical ability. For example, the School of Business Administration of Zhejiang University of Finance and Economics has established internship bases with many enterprises, providing rich internship opportunities for students. In the internship process, students combine theory with practice, fully understand the needs of enterprises, and accumulate experience for future employment. Second, carry out practical teaching activities to stimulate students' innovative thinking and practical ability and cultivate their team cooperation spirit. For example, the Business School of Hebei Normal University for Nationalities organizes students to participate in the National College Students' E-commerce Design Competition. In the competition, students work together as a team, exercising their practical ability and innovative ability.

However, there are also some problems in the practical teaching of new business disciplines in ethnic colleges and universities. First, the practical teaching resources are insufficient. Due to the limitations of funds and venues, the practical teaching facilities and equipment of ethnic colleges and universities often cannot meet the teaching needs. The laboratory equipment of

some ethnic colleges and universities is outdated, and the software is not updated in a timely manner, which affects the practical effect of students. Second, there is a lack of practical teaching instructors. Practical teaching requires teachers to have rich practical experience and professional knowledge, but many teachers in ethnic colleges and universities come from the school - to - school path and lack work experience in enterprises, so it is difficult to provide effective guidance to students. Third, the assessment and evaluation mechanism for practical teaching is incomplete.

2.2 Challenges and Dilemmas

Compared with other types of colleges and universities, ethnic colleges and universities face many dilemmas in cultivating new business talents. First, there are shortcomings in the faculty. First of all, in the context of the integration of digital technology and business, teachers who have both profound business knowledge and master advanced digital technology are relatively scarce. This leads to the difficulty of deeply integrating digital technology and business knowledge in the teaching process, affecting students' comprehensive learning of new business knowledge. Secondly, there are certain problems in the faculty introduction and training mechanism of ethnic colleges and universities. The overall strategic plan for talent introduction is not perfect, and there is a lack of accurate positioning and introduction plans for the talents required by new business majors. At the same time, the policies and measures for talent introduction are too rigid, the requirements for talents are too perfection-seeking, and lack flexibility.

Second, there is a gap in students' abilities. Students in ethnic colleges and universities also have certain gaps in the abilities of new business disciplines. Due to the restriction of the quality of enrolled students, the level of basic knowledge mastery of students in ethnic colleges and universities is relatively weak. Compared with other colleges and universities, colleges and universities in ethnic areas are generally located in underdeveloped economic and social areas, which have low attractiveness to candidates, and the admission score line shows a downward trend. Therefore, the students in ethnic colleges and universities have limited innovative ability, single thinking, and weak awareness of active learning. Students' digital analysis ability and practical

ability are not high. Cultivating new business talents requires students to have strong digital literacy. However, the cultivation of students' digital ability in ethnic colleges and universities is insufficient, and there is a lack of systematic digital skills training. Finally, practical ability is also one of the important abilities of new business talents, but under the influence of factors such as insufficient practical teaching resources, lack of practical teaching instructors, and imperfect assessment and evaluation mechanisms, the improvement of students' practical ability in ethnic colleges and universities is restricted to a certain extent.

3. Training Strategies for Compound Talents in New Business Disciplines in Ethnic Colleges and Universities

3.1 Optimization of Curriculum System

First, introduce digital - related courses to cultivate students' digital abilities. Offer courses such as big data analysis, artificial intelligence and business decision - making, and the application of blockchain technology in business. Invite experts from the business community to give lectures on campus and share application cases of digital technology in actual business scenarios. This allows students to more intuitively understand the cutting - edge industry trends, fully stimulate students' learning interests, and cultivate students' innovative thinking. Carry out project - based teaching in cooperation with enterprises, so that students can use digital technology to solve business problems in actual projects, and improve students' practical ability and team collaboration ability. Second, strengthen the construction of practical courses. Increase capital investment in practical teaching facilities and equipment, and build modern laboratories and training bases. Build big data analysis laboratories, e - commerce training centers, etc., to provide students with a good practical environment. Strengthen cooperation with enterprises to carry out internships, training, project cooperation and other activities. Schools and enterprises can achieve mutual benefit and win - win results, improve students' practical ability and professional quality, and at the same time, enterprises can also obtain excellent talent resources from the cooperation. Third, encourage students to participate in various subject competitions and innovation and entrepreneurship activities to improve their innovation and

practical abilities.

3.2 Construction of Faculty Team

First, carry out teacher training to improve teachers' digital teaching ability. Organize teachers to participate in training courses and seminars related to digital technology, such as big data analysis training and artificial intelligence teaching method seminars. Through these trainings, teachers can keep abreast of the latest development trends of digital technology, master the methods and techniques of digital teaching, and better integrate digital technology into teaching. Encourage teachers to participate in enterprise practice projects and carry out scientific research topics in cooperation with enterprises. This can not only enhance teachers' practical ability but also promote the combination of production, education and research, and provide rich practical cases for teaching. Second, build a platform for teacher exchanges, so that teachers can share experiences, strengthen exchanges, and actively cooperate. Third, introducing industry elites and enriching the structure of the faculty team is an important way to build the faculty team of new business disciplines in ethnic colleges and universities. Employ industry experts with rich practical experience as part - time teachers or visiting professors. They can bring experience and cases from actual business scenarios to students, broaden students' horizons, and improve students' practical ability. Introduce professionals with a digital technology background to enrich the faculty team. This can bring new perspectives and methods to the teaching of new business disciplines and promote the integration of digital technology and business knowledge. Fourth, establish a diversified faculty evaluation system to encourage teachers to continuously improve their comprehensive quality. The evaluation system should include multiple aspects such as teaching effects, scientific research achievements, practical ability, and industry influence, and comprehensively evaluate teachers' work performance.

4. Conclusion

Through the analysis of the current situation of cultivating new business talents in ethnic colleges and universities, it is found that ethnic colleges and universities have achieved certain results in curriculum setting and practical teaching, but they are also facing challenges such as shortcomings

in faculty strength and gaps in students' abilities. On the basis of referring to the training experience of domestic colleges and universities and combining the own characteristics of ethnic colleges and universities, this paper proposes a plan for cultivating new business talents in ethnic colleges and universities. In terms of curriculum system optimization, introduce digital courses and strengthen practical courses to improve students' digital literacy and practical operation ability. In terms of faculty team construction, improve teachers' digital teaching ability and enrich the structure of the faculty team through teacher training and introducing diverse talents. The cultivation of new business talents in ethnic colleges and universities is a long - term systematic project, which requires the joint efforts of schools, enterprises, and all sectors of society to cultivate compound talents who can adapt to the new era. It makes contributions to the economic development of ethnic areas and the balanced development of the country in the new era.

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