

# Challenges and Innovations in Teaching Business Administration Majors in the Digital Economy Era

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**Abstract.** On the basis of exploring the teaching requirements and changes of business management majors in application-oriented undergraduate colleges under the new situation, this paper analyzes many problems and their causes in professional teaching and talent cultivation, explores the new challenges posed by the digital economy era to the teaching of business management majors in application-oriented undergraduate colleges, and proposes innovative teaching methods and approaches for business management majors in application-oriented undergraduate colleges in the digital economy era.

**Keywords.** digital economy; Applied undergraduate program; Major in Business Administration; Teaching Innovation

## 1. Introduction

The basic function of education is to cultivate people, who are useful to society and capable of continuous development and progress [1,2]. Business management majors have been established for over a century. In the process of continuously adapting to talent needs and serving economic and social development, we have never stopped self innovation and evolution [3,4]. Compared to regular undergraduate programs, applied undergraduate programs have distinct technical application characteristics. It cultivates higher technology applied talents who meet the needs of production, construction, management, and service frontlines [5-7]. In terms of training mode, it takes adapting to social needs as the goal, cultivating technology application ability as the main line, designing students' knowledge, ability, quality structure and training plan, constructing curriculum and teaching content system with "application" as the main theme and characteristics, and emphasizing the cultivation of students' technology application ability [8-11].

In the era of the digital economy, the education industry, like other industries, faces enormous challenges [12,13]. The business management majors in applied universities, including business management, marketing, accounting, financial management, international business, logistics and supply chain management, human resource management, auditing, asset evaluation, franchise management, cultural industry management, etc., have completely different requirements and characteristics from before. Therefore, high requirements have been put forward for the teaching and reform of applied business management majors [14,15].

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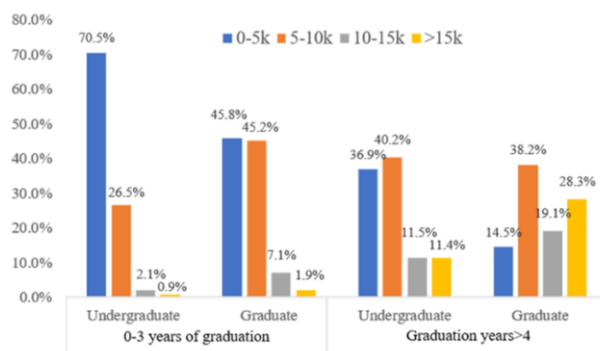
In recent years, scholars have conducted several explorations in the field of business administration education regarding the teaching characteristics, models, methods, and other aspects of applied undergraduate colleges, which have always shown a clear sense of modernity and foresight [16,17]. In terms of theoretical research, more and more scholars are focusing on studying how to promote the teaching effectiveness of business majors, integrating theory into practical operations, and seeking methods and approaches to cultivate more efficient and adaptable applied talents to market changes [18,19]. At the same time, business management majors have also made significant progress in practice. Many domestic universities have effectively integrated internal and external resources based on student characteristics and their own advantages, and have taken strong actions in exploring practical teaching models. On the one hand, some universities have enriched the content of practical teaching activities through experimental training platforms; On the other hand, the construction of a "industry university research" oriented school enterprise cooperation in universities has expanded the practical teaching form of business management majors. The challenges and innovations in teaching business management majors are of great significance [20,21].

## 2. Shortcomings in the Teaching of Business Management Majors in Application-Oriented Undergraduate Colleges

Due to the development of the times, especially the advent of digital generations, there are many shortcomings in the teaching of business management majors in applied undergraduate colleges. Analysis can be conducted from multiple perspectives.

### 2.1. Employment Status of Business Administration Students in Applied Universities

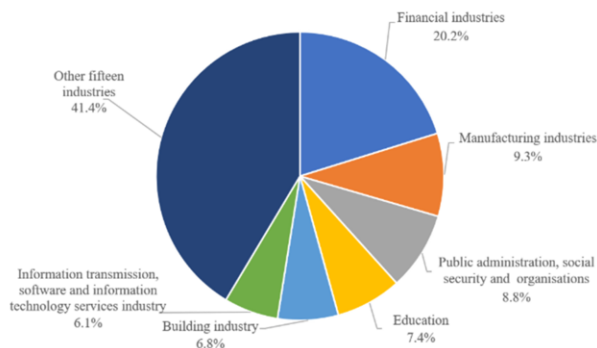
Compared to ordinary universities and even key universities, the salary level of graduates majoring in applied undergraduate business management is generally lower, as shown in Figure 1.



**Figure 1.** Salary levels of graduates majoring in business administration in applied universities

It is obvious that the proportion of newly graduated undergraduate students with a monthly salary of 0-5k exceeds 70%. Even for graduate students who have graduated for more than 4 years, only 28.3% can earn a salary of over 15k. This is very different from

the situation of graduates from key universities, and there is also a significant gap compared to graduates from ordinary universities.



**Figure 2.** Industry Destinations of Applied Undergraduate Business Administration Graduates

From Figure 2, it is exhibited that the industry destinations of undergraduate graduates majoring in business administration in applied universities are very scattered, and do not reflect the professional advantages of working in business administration. The relatively concentrated financial industry practitioners only account for one fifth, while the rest have no obvious employment trends or advantages.

## 2.2. Shortcomings in the Teaching of Business Administration In Applied Universities

Although China has made certain achievements in the teaching and research of business management majors in applied undergraduate colleges, compared to Western countries with relatively complete and mature teaching systems, there are still many shortcomings and areas for improvement in theory and practice, mainly manifested in the traditional teaching style, which cannot keep up with the development of the times and economy

The traditional teaching model of "knowledge transfer + case teaching" is no longer suitable for cultivating talents in the digital economy era. However, the teaching style of many application-oriented undergraduate colleges remains unchanged, with textbook content as the focus and knowledge is mainly taught through PPT, blackboard writing, and other methods. The phenomenon of teachers and students completing all teaching content (teacher speaking, student listening) in the classroom still exists. The main shortcomings in professional teaching are as follows.

(1) Weak faculty and lagging teaching transformation behind the development of the digital economy

The teaching philosophy of teachers is relatively outdated, and the teaching content is outdated. They use indoctrination teaching, preaching from the book, and the theory is disconnected from reality, which is not conducive to the development of students' personalities and the exploration of their personal potential.

(2) The single assessment mode is not conducive to the growth of comprehensive outstanding talents

At present, application-oriented undergraduate colleges mainly use a single exam paper assessment model for students, rarely adopting flexible and diverse assessment methods, which cannot accurately assess students' ability to apply knowledge, imprisons

students' thinking ability, and is not conducive to cultivating comprehensive outstanding talents.

(3) Backward textbook construction, unable to meet the requirements of digital economy development

The selection of textbooks mostly follows the classic textbooks and Western textbooks used by key universities, with high theoretical difficulty. Not in line with the positioning and cultivation of applied management talents. Formalization is inevitable in teaching and it is difficult to achieve the expected teaching effect.

(4) Theory and practical teaching are disconnected, and students' practical abilities cannot keep up with the pace of the times

The practical teaching of business management majors has long been attached to theoretical teaching, neglecting practical teaching. The conditions for practical teaching on campus are insufficient, and the construction of training rooms and off campus internship bases is not given enough attention, resulting in low practical abilities of students.

(5) Students have a weak sense of subjectivity and cannot fully play their role as the main body

Applied undergraduate colleges do not place enough emphasis on students' subjectivity, and their enthusiasm for self-directed learning is not high. The authoritative role of teachers leads to a lack of passion and impulse for self-exploration and learning among students, as well as a lack of innovative spirit.

### **3. The Digital Economy Era Poses New Challenges to the Teaching of Business Management Majors in Applied Undergraduate Colleges and Universities**

The digital economy refers to the economic form of identifying, selecting, filtering, storing, and using big data (digitized knowledge and information) to guide and achieve rapid optimization and regeneration of resources, and to achieve high-quality economic development. The new round of technological revolution and industrial transformation is deepening, and digital transformation has become the trend. Influenced by multiple internal and external factors, the situation faced by China's digital economy development is undergoing profound changes, and the cultivation of business management talents is facing unprecedented opportunities and challenges.

(1) Integrating Digital Technology into Teaching Practice, the Paradigm of Digital Education Training Needs to be Reconstructed

With the rapid development and large-scale application of technologies such as the Internet, big data, and the Internet of Things in teaching, students' cognitive patterns and learning behaviors are undergoing changes, and the training paradigm of higher education is also undergoing reconstruction. There are higher requirements for improving practical teaching, learning methods, thinking patterns, and cognitive abilities.

(2) Accurately connecting with the transformation needs of the digital industry, the talent cultivation system needs to be improved

The arrival of the digital economy era is closely related to the development of applied education and applied talent cultivation in universities. Digital capabilities and technology are reshaping digital productivity while also driving industrial transformation. With the deep integration of digital technology and the real economy, the innovation of productivity and production relations, and the rapid rise of emerging formats such as intelligent management and platform-based enterprises, higher requirements have been

put forward for the construction of talent cultivation systems in universities. It is urgent to reconstruct the digital entrepreneurial talent cultivation system.

(3) Driven by the development of business formats and technology, the concept of talent cultivation needs to be updated

The exponential growth of multidimensional information driven by data directly impacts the cultivation of traditional business talents, and there may be gaps and gaps between knowledge supply and demand. The construction and transmission of knowledge system content require new connotation driving forces. The increasing sophistication of the data economy era has led to revolutionary changes and challenges in talent cultivation concepts, value judgments, and cognitive thinking in applied university business management majors.

(4) The widespread penetration of the digital economy and the need to expand the space for talent development

In the new era, information can be fully shared and updated beyond the boundaries of time and space, and the intersection, infiltration, integration, and symbiosis between different disciplines are conducive to deepening the connotation of knowledge theory and the extension of practice. The cultivation of business management talents is more concerned than any other era. Guiding business management talents to have a more proactive and in-depth understanding of the objective world can better meet the development requirements of "individualized teaching" in talent cultivation in the new era [22-23].

#### **4. Innovative Teaching Paths for Business Administration Majors in Applied Undergraduate Colleges in the Digital Economy Era**

To address the aforementioned challenges, in the digital economy era, in order for applied undergraduate colleges and universities to achieve leapfrog progress in business management majors, it is necessary to innovate teaching ideas and methods. Figure 3 shows the seven effective paths for teaching innovation.

##### *4.1. Improve the Goal System of Business Management and Integrate Interdisciplinary Teaching Resources*

Promoting the improvement of the teaching objective system for business management has become a fundamental requirement in the digital economy era. We should focus on internationalization, target the training standards for high-quality applied talents, and form cross professional integration.

##### *4.2. Reforming the Teaching Mode of Business Management Majors, Focusing on Students as the Main Body*

By fully utilizing technologies such as artificial intelligence, big data, and blockchain, we aim to "student-centered" and enhance the digital abilities of teachers and students, promoting the transformation of traditional teaching models to smart teaching, and creating a digital education ecosystem.

#### 4.3. Strengthen the Combination of Teaching and Learning, and Create a Teaching Team with "Thick Theory and Strong Practical Experience"

The two core resources in the digital economy era are talent and digital. Schools should formulate policies to encourage teachers to continuously learn. Teachers should use modern educational methods to make teaching more dynamic and vibrant.



**Figure 3.** Innovative Teaching Paths for Business Administration Majors in Applied Undergraduate Colleges

#### 4.4. Update Professional Teaching Content and Strengthen Practical Teaching

Abundant simulation comprehensive cases are cited in teaching, which can enable students to conduct in-depth training and cultivate their big data analysis skills and thinking patterns. The management of practical teaching should be strengthened, and the construction of internal and external internship bases should be built to cultivate more outstanding talents.

#### *4.5. Flexible Professional Assessment Methods and Establishment of Scientific Assessment Mechanisms*

Establish a diversified and comprehensive three-dimensional assessment model, change the previous practice of setting scores based on one test paper, and cultivate talents with comprehensive development.

#### *4.6. Optimize Textbook Construction and Build a Scientific Teaching System*

Guided by ability development, collaborate with enterprises to jointly develop or compile textbooks with professional characteristics. Improve the construction of the curriculum system, broaden students' knowledge base and employment channels.

#### *4.7. Explore the Path of School Enterprise Cooperation and Invite Entrepreneurs into the Classroom*

Actively promote school enterprise cooperation and carry out two-way exchanges. Establish "online teaching practice bases" in different industries, move the workplace to the classroom, and enable students to understand society in advance and familiarize themselves with the future work environment.

### **5. Conclusion**

In the era of digital economy, talent cultivation in application-oriented universities not only requires comprehensive knowledge and strong practical skills, but also continuous improvement of digital and intelligent abilities, and comprehensive improvement of overall quality. Faced with the coexistence of opportunities and challenges in the era and new requirements, application-oriented undergraduate colleges should deeply reflect, identify the problems and shortcomings in teaching business management majors, and comprehensively promote teaching reform.

We should take student growth as the basic guidance, based on the needs of enterprises, cultivate students' abilities in self-directed inquiry learning, digital analysis and application, develop new talent training plans, improve curriculum systems and designs, strengthen the three-dimensional construction of textbooks, enhance teacher qualifications, and adhere to the close combination of theory and practice. Continuously improve practical teaching methods and methods. Through comprehensive reform and innovation, we aim to deliver professional talents that meet the needs of the big data era to society and provide better services for the digital economy era.

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