

A Study on the Talent Training Model of Economics and Management in Universities Based on the Needs of Industrial Development

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Abstract: With the evolution of the global economy and technological progress, industrial structure and demand are undergoing profound changes. In this context, the talent cultivation strategies and models of economic management majors in universities also face the need for adjustment and optimization. The aim of this study is to explore a talent cultivation model for management majors in universities based on industrial development needs, analyze its current problems, and propose corresponding improvement strategies. Firstly, this article delves into the close relationship between industrial development and the cultivation of talents in the field of economics and management in universities, emphasizing the importance of educational strategies synchronized with the industry in cultivating talents who keep up with the times. Through in-depth analysis of the current situation, we have further explored how to adjust and optimize talent cultivation strategies to better meet the actual needs of industrial development. Specific suggestions include deepening cooperation between industry, academia, and research, updating the curriculum system, strengthening practical teaching, and cultivating students' innovation and practical abilities. Overall, this study provides a talent cultivation model for university management majors that is synchronized with industrial development, aiming to promote closer cooperation between education and industry, and ensure that the trained management talents can meet the diverse needs of modern enterprises and society.

1. Introduction

Colleges and universities, as the main base of talent training, their training mode, curriculum and teaching methods are directly related to the professional quality and competitiveness of graduates. As an important subject in colleges and universities, the talent cultivation of economic management has attracted the attention of the society and enterprises. However, with the global economic changes and the rapid progress of science and technology, the demand for industrial development is constantly changing[1]. This has brought new challenges and opportunities for the talent cultivation of economic management specialty in colleges and universities. The purpose of this study is to explore the training mode of economic management professionals in colleges and universities based on the needs of industrial development. Specifically, this study will analyze the problems existing in the current training mode and how to adjust and optimize these modes to better meet the needs of industrial development[2]. The position of economic management specialty in colleges and universities is becoming more and more important. In recent years, the research on the relationship between talent cultivation in colleges and universities and the demand of industrial development is increasing day by day. However, most of the research focuses on technical majors, such as engineering and computer science. Relatively speaking, there is little research on the major of economic management. Considering the important role of economics and management specialty in training future business leaders and decision makers, this study aims to fill this research gap. The purpose of this study is to explore how to optimize the talent training mode of economic management major in colleges and universities to better meet the needs of industrial development[3]. This is of great practical significance to universities, enterprises and government departments. For colleges and universities, this study can provide reference for adjusting curriculum

and teaching methods; For enterprises, this study can help them better understand and use the talents trained by colleges and universities; For government departments, this study can provide decision-making basis for them to formulate education policies and support the cooperation between universities and enterprises[4]. The purpose of this study is to explore how to optimize the talent training mode of economic management major in colleges and universities to better meet the needs of industrial development. This is of great practical significance to universities, enterprises and government departments. For colleges and universities, this study can provide reference for adjusting curriculum and teaching methods; For enterprises, this study can help them better understand and use the talents trained by colleges and universities; For government departments, this study can provide decision-making basis for them to formulate education policies and support the cooperation between universities and enterprises[5]. This study first analyzes the present situation of talent cultivation of economic management major in colleges and universities, then discusses the cultivation strategy based on industrial demand, and finally puts forward corresponding suggestions and conclusions. In short, with the change of industrial development demand, talent cultivation of economic management major in colleges and universities is also facing new challenges[6]. This study aims to provide a comprehensive and in-depth perspective for universities and enterprises to help them better cope with these challenges.

2. Current situation of talent cultivation in the field of economics and management in universities

2.1. Current training mode and its characteristics

Industrial development is the main driving force for national and regional economic growth. With the advancement of technology and the globalization of the market, the industrial structure is also undergoing profound changes. Emerging industries such as big data, artificial intelligence, and green energy require new skills and knowledge. Therefore, talent cultivation in universities must keep pace with the trend of industrial development to ensure that graduates have up-to-date knowledge and skills[7]. The current training model can be roughly divided into the following three stages. Firstly, the evolution of the education model has gradually shifted from the past knowledge transfer center model to a student-centered interactive model. This transformation emphasizes students' active participation and practical experience. Secondly, there is the curriculum system. Most universities still use the traditional curriculum system for their management majors, including basic courses such as principles of management, economics, statistics, financial management, and marketing. Finally, there is practical teaching. Although theoretical courses dominate, in recent years, more and more universities have begun to emphasize practical teaching, such as case analysis, simulation management, and internship training[8].

2.2. The gap between talent in universities and industry demand

With the continuous dialogue between industry and education, more and more universities are seeking deep cooperation with enterprises, jointly developing courses, conducting practical teaching, and even conducting research. In order to adapt to the constantly changing industrial environment, universities are gradually adopting diversified training methods, such as interdisciplinary courses, overseas learning experience, online and offline blended teaching, etc.[9]. In addition to professional skills and knowledge, career planning education has gradually been incorporated into the talent cultivation system, helping students clarify their career goals and development direction. The gap between talent in universities and industry demand can be roughly divided into four aspects, as described in Figure 1 in this article.

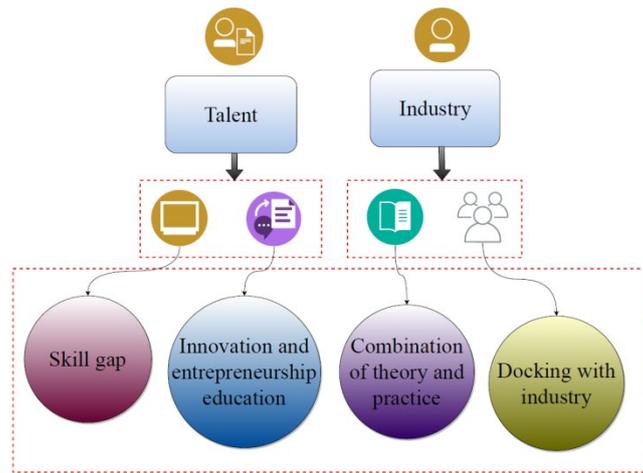


Figure 1 The gap between talent in universities and industry demand

With the upgrading and transformation of the industry, the skill requirements for management talents in enterprises are also changing. However, some universities' curriculum may not have kept up with this change in a timely manner, resulting in students lacking some key skills required for practical work. In the context of digitization and globalization, the ability to innovate and start a business has become particularly important. However, not all universities provide students with sufficient opportunities to cultivate these abilities. Although practical teaching has received some attention, the combination of theory and practice is still not close enough in practical operation, and some students still feel disconnected from the workplace after graduation[10]. The cooperation between some universities and industries is not deep enough, resulting in students lacking understanding and experience of the real work environment during the learning process.

3. Strategies for Cultivating Management Talents Based on Industrial Needs

3.1. Strengthening Bridge Construction through Industry University Research Cooperation

Under the background of digitalization and globalization, enterprises need to cultivate management talents with innovative thinking and global vision to cope with the complex business environment. Economics and management specialty not only provides these necessary knowledge and skills, but also cultivates students' critical thinking and problem-solving ability. Colleges and universities can establish long-term cooperative relations with enterprises and carry out practical project cooperation. Students can participate in practical projects of enterprises, gain first-hand practical experience, and enterprises can also use this to train and select talents. On-the-spot investigation and practical training are important ways to cultivate students' practical ability. Colleges and universities should organize students to visit enterprises regularly to understand the actual operation of enterprises. At the same time, colleges and universities should also cooperate with enterprises to provide students with internship and training opportunities. Introduce classic management cases at home and abroad, and organize students to analyze and discuss. At the same time, we can use simulated business software to cultivate students' teamwork and practical operation ability. Universities and industry should establish a long-term and stable strategic cooperative relationship. By establishing a strategic alliance, the two sides can communicate with each other, share resources, and jointly promote personnel training and research projects. Promote the establishment of joint laboratories, research centers or training bases, provide students and teachers with a platform for deep cooperation with enterprises, and strengthen the combination of theory and practice. Invite experts from the industry to participate in the design and teaching of the course, so as to ensure that the course content is synchronized with the development of the industry and meet the actual needs of enterprises.

3.2. Adjusting the curriculum system

With the rapid development of industrial technology and management methods, universities

should timely adjust and update the curriculum system of management majors to ensure that students master cutting-edge technology and knowledge. Future management talents should not only have a solid theoretical foundation, but also possess innovative thinking and practical abilities. Therefore, universities should increase investment in cultivating students' practical and innovative abilities. This chapter has made adjustments to the curriculum system, and universities should establish closer cooperation with the industry, such as regularly holding industry university research forums, inviting entrepreneurs and experts to teach on campus, or providing more internship opportunities for students. Divide the course into different modules, such as basic module, core module, and elective module, so that students can make choices based on their personal interests and career plans. Actively introducing cutting-edge technologies and management methods from the industry, such as big data analysis, application of artificial intelligence in management, supply chain optimization, etc., to enable students to master the latest technologies and knowledge. Encourage students to participate in practical enterprise projects, solve practical problems through projects, and improve their practical abilities and innovative thinking.

3.3. Practice and Innovation Ability Cultivation

Through these projects, students can learn about the education system and industry development trends abroad, and broaden their international perspective. Universities should attract teaching and research teams with diverse cultural backgrounds. Strengthen cooperation with overseas universities, promote student exchange, dual degree programs, and collaborative research projects. These teachers can not only bring different educational concepts and methods to students, but also provide valuable cross-cultural exchange experience for students. In short, the cultivation strategy and practice of management majors based on industrial needs are important directions for higher education. Only by synchronizing with the industry can we cultivate management talents who truly meet the needs of enterprises. As shown in Figure 2, this article "Management Talent Training Strategy Based on Industrial Needs" uses professional terminology and specific implementation suggestions.

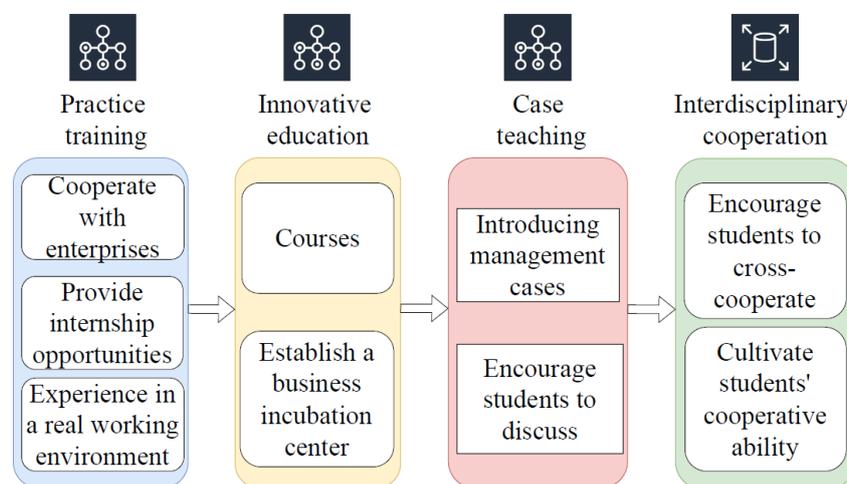


Figure 2 Strategies for Cultivating Management Talents in Industrial Demand

The training strategy of economic management talents for industrial demand can be roughly divided into four aspects. The details are as follows: internship and training, cooperation with enterprises, providing students with long-term or short-term internship opportunities, so that students can experience and learn in the actual working environment. Innovate entrepreneurship education, offer entrepreneurship courses, establish entrepreneurship incubation centers, and provide financial, technical and market support for students with entrepreneurial intentions. Case teaching and competition, introduce classic management cases at home and abroad, and encourage students to analyze and discuss cases. At the same time, organize or participate in various economic management competitions, such as business simulation and marketing planning, to improve students' practical operation ability. Interdisciplinary cooperation encourages students majoring in

economics and management to cooperate with students from other disciplines, such as engineering, computer science or art design, to complete projects together and cultivate students' interdisciplinary thinking and cooperation ability.

4. Conclusions

After in-depth research, we can clearly recognize that there is a clear interactive relationship between the needs of industrial development and the cultivation of talents in the field of economics and management in universities. In most cases, there is a certain disconnect between the training mode of management majors in universities and the actual needs of the current industry, which affects students' employment after graduation and talent recruitment in enterprises. To ensure the synchronous development of education and industry, it is essential to establish a collaborative relationship between industry, academia, and research. This kind of cooperation not only provides students with practical opportunities, but also transports talents with both theoretical knowledge and practical experience to enterprises. Regularly inspect and update the curriculum system to ensure it matches the latest trends in industrial development. In the teaching process, practical links should be added, such as case analysis, field visits, enterprise internships, etc., to ensure that students can apply the knowledge they have learned in the actual environment. Encourage students to engage in innovative projects, provide necessary resources and support, and cultivate their entrepreneurial spirit and innovation ability. In short, in order to meet the needs of industrial development, the talent cultivation mode of university management majors must be adjusted and optimized accordingly to ensure that the trained personnel can meet the actual needs of society and enterprises.

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