

Current Status and Optimization Strategies of Cross - Major Comprehensive Training Courses under the Background of New Business Education

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Abstract: *With the rapid development of new business education, the importance of cross - major comprehensive training courses in cultivating compound business talents has become increasingly prominent. Taking the "Cross - major Comprehensive Training" course as an example, this article analyzes the requirements for talent cultivation under the new business education background and the current status of cross - major comprehensive training courses under the new business education background. The research finds that in the process of implementing cross - major comprehensive training courses, there are still issues such as insufficient teaching resources, high difficulty in course design, low student participation, and imperfect evaluation systems. In response to these problems, this article proposes reform and optimization strategies, including increasing investment to improve teaching conditions, strengthening the construction of teaching staff, innovating teaching methods, and improving evaluation systems, to promote the smooth implementation and effectiveness of cross - major comprehensive training courses.*

Keywords: new business education; cross - major comprehensive training; teaching reform

1. Introduction

With the rapid global economic development and constant changes in the business environment, new business education plays an increasingly important role in cultivating innovative, compound, and applied talents. New business education emphasizes the practicality and innovation of talent cultivation, focusing on cultivating students' comprehensive quality and practical ability. In the new business environment, students need to possess interdisciplinary knowledge and skills to solve complex business problems. Therefore, new business education needs to constantly update teaching content and methods to meet the needs of enterprises for talents.

Cross - major comprehensive training courses enable students to fully understand and master all aspects of business operations through simulating real business environments and integrating different disciplinary fields. This course model not only helps to enhance students' comprehensive execution ability, decision - making ability, and innovation and entrepreneurship ability, but also cultivates their interdisciplinary thinking, team cooperation ability, and problem - solving ability. Therefore, cross - major comprehensive training courses occupy a pivotal position in new business education. Under the background of new business education, cross - major comprehensive training courses, as a course to cultivate students' comprehensive quality and practical ability, have received widespread attention and emphasis.

However, despite the many advantages of cross - major comprehensive training courses, there are still some problems and challenges in the actual implementation process. Therefore, this article aims to delve into the current status and optimization strategies of cross - major comprehensive training courses under the background of

new business education. Firstly, we will analyze the requirements for talent cultivation under the new business education background and clarify the important role of cross - major comprehensive training courses in talent cultivation. Secondly, we will introduce the basic situation and characteristics of cross - major comprehensive training courses, including course objectives, teaching content, and teaching methods. Based on this, we will analyze the problems and challenges in the implementation process of cross - major comprehensive training courses and propose targeted optimization strategies combined with practical cases. Through this research, we hope to provide useful references for universities to implement cross - major comprehensive training courses and promote the deep development of new business education. At the same time, we also hope to cultivate more business talents with comprehensive qualities and high adaptability through optimizing cross - major comprehensive training courses, making positive contributions to social economic development and business innovation.

2. Overview of Cross - major Comprehensive Training Course under the Background of New Business Education

2.1 Talent Cultivation Requirements under the Background of New Business Education

In the context of new business education, the requirements for talent cultivation have undergone profound changes. Traditional business education focuses on the imparting of theoretical knowledge and professional skills, while new business education places greater emphasis on practicality and innovation, emphasizing the cultivation of students' comprehensive qualities and practical abilities. The following are the key points of talent cultivation requirements under the background of new business

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education:

Integration of interdisciplinary knowledge: New business education requires students to integrate knowledge from different disciplines to form a comprehensive understanding of the business environment. This understanding should include but not be limited to economics, management, marketing, finance, strategy, human resources, and other aspects, while also considering a broader context of technology, society, and the environment.

Cultivation of innovative abilities: New business education emphasizes the cultivation of students' innovative abilities, including innovative thinking, innovative methods, and innovative practices. Students need to have the ability to think from different angles, master innovative tools and methods, and be brave in trying new business practices and models.

Problem - solving in real - world contexts: Compared with theoretical learning, new business education places greater emphasis on students' ability to solve practical problems. This requires students to possess critical thinking, the ability to analyze complex problems, and practical skills, enabling them to quickly find and implement solutions in real - world business environments.

Global perspective and cross - cultural communication: With the deepening of globalization, new business education requires students to have a global perspective and cross - cultural communication abilities. Students need to understand the business cultures, legal systems, and market environments of different countries and regions, and be able to effectively communicate and collaborate in multicultural environments.

Social responsibility and sustainable development: New business education emphasizes the social responsibility and sustainable development of business practices. Students need to understand the responsibilities of enterprises in environmental protection, social justice, and ethical issues, and incorporate them into business decisions.

Technological literacy and digital capabilities: In the digital era, new business education requires students to possess high technological literacy and digital capabilities. Students need to be aware of the latest trends in business technology, master the use of digital tools and platforms, and apply these technologies to business practices.

Leadership and teamwork: New business education emphasizes the cultivation of students' leadership and teamwork abilities. Students need to learn to effectively collaborate in teams, leverage their individual strengths, and possess the ability to take on leadership roles in different situations.

Lifelong learning mindset: New business education focuses on cultivating students' lifelong learning mindset. Students need to learn to autonomously acquire and update

knowledge and skills to adapt to the constantly changing business environment.

In summary, the talent cultivation requirements under the background of new business education are comprehensive and diversified, emphasizing the improvement of students' comprehensive qualities and practical abilities. To meet these requirements, schools need to continuously update their teaching content and methods, providing students with richer learning and practical opportunities. At the same time, students themselves also need to actively learn and explore, continuously improving their comprehensive qualities and abilities.

2.2 Introduction to Cross - major Comprehensive Training Course

The cross - major comprehensive training course is a virtual simulation experimental course that simulates a real business and social environment, allowing students to engage in different professional roles in various social organizations and train their comprehensive execution, decision - making, and innovation and entrepreneurship abilities. Essentially, this course is an interdisciplinary virtual simulation experiment where students can gain a comprehensive understanding of business registration, team formation, human resources, procurement, sales, finance, and other business processes by "working" in different professional roles in various social organizations. They will also become familiar with job roles in corporate finance, sales, procurement, production, as well as the basic knowledge of independent entrepreneurship.

The construction philosophy of this course is to integrate "theoretical knowledge", "professional literacy", and "hands - on skills" to align business simulations with real - world work, conduct simulated operations and business operations, and cultivate high - potential, globally minded practical job managers who have a comprehensive view, thereby improving students' practical training in schools.

3. Analysis of Current Status and Existing Issues in Cross - major Comprehensive Training Courses

With the transformation of modern educational concepts and the upgrading of social demand for talents, cross - major comprehensive training courses have gradually occupied an important position in university education. This course is not only an innovation of traditional educational models, but also a strong support for the overall improvement of students' comprehensive quality and abilities. Next, we will analyze the current status of cross - major comprehensive training courses from multiple aspects in order to more comprehensively demonstrate their characteristics and effectiveness.

The popularity of course offerings is high: Cross - major comprehensive training courses have now become an indispensable part of many university education systems, and their popularization and application scope are

constantly expanding. More and more majors are beginning to integrate this practical teaching model, not limited to economics and management, but gradually expanding to engineering technology, art design, and other fields.

The curriculum is highly simulated and practical: This course provides students with immersive practical training experiences through highly simulated business environments and business processes. Students can simulate working in different professional positions in nearly real - world scenarios, thereby gaining a deep understanding of the entire process of business operations and management decisions.

This course achieves interdisciplinary integration: Cross - major comprehensive training courses emphasize the integration and intersection of knowledge from different disciplines, encouraging students to think from multiple angles and levels. This comprehensive teaching model helps cultivate students' overall perspective and ability to solve problems comprehensively, enabling them to better adapt to the complex and changing modern society.

Students' teamwork and communication skills were practiced: During the practical training process, students usually need to form teams to complete tasks, which helps cultivate their team spirit and communication skills. Through division of labor, information exchange, and sharing within the team, students can learn how to effectively collaborate with others and improve the overall effectiveness of individuals and teams.

The course realizes the combination of practical and theoretical teaching: Cross - major comprehensive training courses focus on the organic combination of practical and theoretical teaching, enabling students to deepen their understanding and application of theoretical knowledge through practical operations. This teaching model helps increase students' interest and enthusiasm for learning while better meeting the needs of society for talents.

In summary, cross - major comprehensive training courses play an increasingly important role in university education due to their unique advantages and characteristics. However, we also see that there are still some issues and challenges in the course implementation process that need continuous exploration and improvement. These issues mainly include the following aspects:

Insufficient teaching resources and faculty strength: Since cross - major comprehensive training courses involve multiple academic fields, they require teachers with rich practical experience and interdisciplinary knowledge to guide. However, some universities currently have relatively weak faculty strength in this regard, lacking sufficient professional teachers to support the in - depth development of the course. At the same time, there may also be insufficient teaching resources required for practical training, such as simulation software and experimental equipment, which affects the effectiveness of practical training. In addition, cross - major comprehensive training

courses require the integration of knowledge and skills from multiple disciplines. However, due to the differences and complexity between different disciplines, course design is challenging and requires a significant amount of time and effort. At the same time, how to ensure the effective connection between practical training content and professional teaching is also a problem that needs to be solved.

Low student participation and enthusiasm: Since cross - major comprehensive training courses involve extensive and complex content, students need to have high self - learning abilities and interdisciplinary thinking. However, some students may not be interested in such courses or lack the necessary motivation to learn, resulting in insufficient participation and affecting the effectiveness of practical training.

Single teaching mode and inefficient teaching: Many schools have changed the traditional teaching mode when teaching this course. Teachers do not impart theoretical knowledge but are only organizers, guides, and task controllers for practical training. Specifically, teachers push tasks in batches based on course design and student progress. Students complete the tasks in the system according to the requirements received. Teachers only focus on the process and completion of classroom practical training during the teaching process, without pre - class guidance or post - class summaries. Students simply complete tasks as instructed without considering the connections between each task or the knowledge used. This single teaching mode is not conducive to mobilizing student enthusiasm and cannot guarantee teaching effectiveness.

Incomplete course evaluation system: Currently, some universities still have issues with the evaluation system for cross - major comprehensive training courses, such as unclear evaluation criteria and single evaluation methods. This may affect the objectivity and fairness of evaluation results, unable to fully reflect students' actual abilities and performance.

In summary, issues such as teaching resources, course design, student participation, and evaluation systems need to be addressed in the implementation of cross - major comprehensive training courses, and solutions need to be actively sought to ensure the smooth implementation and effectiveness of the courses.

4. Strategies for Optimizing the Reform of Cross - major Comprehensive Training Courses

4.1 Addressing the Issue of Insufficient Teaching Resources and Faculty Strength

Improving practical training conditions: Universities should establish special funds to improve training facilities, purchase advanced simulation software and experimental equipment, and ensure that students have sufficient practical opportunities.

Strengthening the construction of the teaching staff:

Actively introduce teachers with interdisciplinary backgrounds and practical experience, and provide interdisciplinary training opportunities for existing teachers, such as regularly holding seminars and workshops, encouraging teachers to participate in industry exchanges, and enhancing their interdisciplinary teaching abilities. In addition, a curriculum development team composed of teachers with multidisciplinary backgrounds should be established to jointly design course content and ensure the close integration of practical training projects with professional teaching. Actively carry out inter - school cooperation and exchanges, jointly develop cross - major comprehensive training courses, share high - quality teaching resources, and promote continuous improvement and innovation of the courses.

4.2 Addressing the Issue of Low Student Engagement and Motivation

Innovating teaching methods: Utilize the BOPPPS teaching model, which integrates six processes into the cross - major comprehensive training teaching process: Bridge - in, Objective, Pre - assessment, Participatory learning, Post - assessment, and Summary. Through the reform of the BOPPPS teaching model, students can transition from "passive learning" to "active learning," achieve classroom and extracurricular communication and interaction, and strengthen the depth of learning and internalization of knowledge.

Establishing incentive mechanisms: Establish a practical training achievement display session to commend and reward outstanding students. At the same time, incorporate practical training achievements into the comprehensive evaluation system for students, use them as an important basis for evaluating excellence and priority, and enhance students' learning motivation.

4.3 Addressing the Issue of Incomplete Course Evaluation Systems

Establishing a scientific and reasonable evaluation system: Clarify evaluation objectives, standards, and methods, emphasizing the combination of process evaluation and outcome evaluation. Adopt diversified evaluation methods such as self - evaluation, group evaluation, and teacher evaluation to ensure the objectivity and fairness of evaluation results.

Strengthening the analysis and feedback of evaluation results: Conduct in - depth analysis of evaluation results, identify problems and deficiencies in students' practical training, and propose targeted improvement suggestions. At the same time, timely feedback the evaluation results to students and teachers to help them understand their learning status and teaching effectiveness, and provide a basis for continuous improvement of the course.

In addition, universities should strengthen cooperation with enterprises and industries, introduce actual projects as practical training content, enable students to practice in real

environments, and improve their practical abilities and overall qualities. At the same time, encourage students to actively participate in various competitions and activities, expand their horizons and knowledge, and enhance their overall qualities and competitiveness.

5. Conclusion

In the context of new business education, cross - major comprehensive training courses serve as an important path for cultivating students' comprehensive qualities and practical abilities. Their current implementation status demonstrates both positive aspects and exposed issues. Through in - depth analysis of talent cultivation requirements and course characteristics, we recognize that optimizing cross - major comprehensive training courses requires efforts from multiple aspects, including improving teaching conditions, strengthening faculty construction, innovating teaching methods, and improving evaluation systems. Only by doing so can we better meet the talent cultivation requirements in the context of new business education and cultivate high - level talents with interdisciplinary knowledge, innovative abilities, and practical problem - solving abilities. In the future, with the continuous updating of educational concepts and technological advancements, cross - major comprehensive training courses will continue to play an important role in injecting new vitality into business education.

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