

# Research on the Business Talent Development Model in Colleges and Universities from the Perspective of the "Integration of Five Domains of Education"

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**Abstract:** Under the background of the rapid development of globalization and digitalization, the cultivation of business talents in colleges and universities faces new challenges and opportunities. From the perspective of "Integration of Five Domains of Education", this paper discusses the present situation and existing problems of the training mode of business talents in colleges and universities, analyzes the shortcomings of curriculum setting, teachers and practice links, and puts forward some optimization suggestions. By deepening school-enterprise cooperation, building practice bases and innovating curriculum systems, it aims to cultivate high-quality business talents with comprehensive quality and innovative ability to meet the market demand in the new era.

## 1. Introduction

With the acceleration of economic globalization and scientific and technological progress, business education is facing unprecedented challenges. The traditional talent training mode can no longer meet the needs of modern enterprises for compound and innovative talents. Therefore, under the guidance of the concept of "Integration of Five Domains of Education", this paper puts forward to re-examine and construct the training mode of business talents in colleges and universities, so as to realize the all-round development of morality, intelligence, physique, beauty and labor, and cultivate high-quality talents that meet the market demand [1].

## 2. Overview of the concept of "Integration of Five Domains of Education"

"Integration of Five Domains of Education" refers to the organic combination of moral education, intellectual education, physical education, aesthetic education and labor education in the process of education, so as to cultivate all-round socialist builders and successors. This concept emphasizes the comprehensiveness and systematicness of education, aiming at promoting the all-round development of students and adapting to the diversified needs of society.

Moral education is the core of the "Five Domains of Education", which mainly focuses on the cultivation of students' ideological and moral quality and values. Through moral education, students can establish the correct world outlook, outlook on life and values, enhance the social responsibility and moral consciousness; intellectual education: intellectual education mainly refers to the transmission of knowledge and intellectual development. In the training of business talents, intellectual education emphasizes the study of students' professional knowledge and skills, including the theory and practice of economics, management, marketing and other fields; PE (Physical Education): physical education aims to enhance students' physical quality and psychological quality, cultivate their team spirit and competitive consciousness [2-3]. Healthy body is the foundation of students study and life. Physical activities can not only improve students physical quality, but also cultivate their will quality and teamwork ability. Aesthetic education: Aesthetic education focuses on the cultivation of students aesthetic ability and humanistic quality. Through aesthetic education, students can improve their ability to perceive and appreciate beauty, and cultivate their creativity and innovation; Labor education: Labor education emphasizes cultivating students practical ability and

practical ability through practical activities. By participating in social practice and labor, students can enhance their understanding of the society and their sense of responsibility [4].

### **3. The training objectives of "Integration of Five Domains of Education" for business talents in colleges and universities**

The integration of education for students' quality development requires students to possess moral integrity. Cultivating high-quality talents not only demands a solid foundation of basic knowledge and field-specific skills but also necessitates behavior that aligns with moral standards to meet future employment demands, maintain social stability, and promote the sustainable development of schools and society. Furthermore, students must acquire professional knowledge and skills. Schools should actively implement offline practices to help students translate knowledge into professional competencies. The integration of education in colleges and universities emphasizes curriculum design that not only imparts theoretical knowledge but also fosters critical thinking and innovation skills in students. Through project-driven learning, case studies and teamwork, students are encouraged to improve their ability to solve practical problems; Physical fitness: A healthy body is the foundation of efficient study and work. Colleges and universities should pay attention to the cultivation of students physical quality, through physical education courses and extracurricular activities, enhance students physical and psychological quality [5]. Good physical condition not only helps students to keep energetic in study, but also improves their ability to work under pressure and adapt in the workplace. Aesthetic ability: In the business field, aesthetic ability can not be ignored. With the intensification of market competition, enterprises are placing increasing emphasis on aesthetics, particularly in areas such as brand image, product design, and marketing. Colleges and universities should cultivate students aesthetic ability through art courses and design thinking training, so that they can better understand consumer needs and enhance the value of products and services in their future work. Labor skills: The cultivation of labor skills is an important part of the "Integration of Five Domains of Education". Business talents need to have certain practical ability and teamwork ability in practical work. Colleges and universities should allow students to exercise their hands-on ability and teamwork spirit in a real working environment and cultivate their ability to adapt to the workplace through activities such as internships, social services and entrepreneurial practices [6].

### **4. The change of talent training concept under the background of Integration of Five Domains of Education**

#### **4.1. From a single knowledge imparting to the comprehensive quality training**

Traditional business education often focuses on the transmission of knowledge and emphasizes students academic achievement and professional skills. However, with the diversification of the market demand for talents, a single knowledge transmission can not meet the needs of the society. Under the background of the Integration of Five Domains of Education, colleges and universities begin to pay attention to the cultivation of students comprehensive quality, and emphasize the coordinated development of morality, intelligence, body, aesthetics and labor. This change makes education pay more attention to the overall growth of students and cultivate compound talents to meet the needs of society [7].

#### **4.2. The improvement from theoretical learning to practical ability**

Traditional business education often focuses on classroom teaching, and the cultivation of students practical ability is relatively weak. The concept of the Integration of Five Domains of Education emphasizes the importance of practice, and encourages universities to add practical links in the course design, such as internship, project cooperation and social service. Through practice, students can apply theoretical knowledge to practice and improve their ability to solve problems and innovate. This transformation not only enhances students employment competitiveness, but also lays a solid foundation for their future career development.

### **4.3. From individual development to teamwork**

The traditional concept of talent training often emphasizes individual learning and development, ignoring the importance of teamwork. However, in modern business environments, teamwork has become a key factor for success. Under the background of "Integration of Five Domains of Education", universities begin to pay attention to the cultivation of teamwork ability, and cultivate students communication ability and cooperation spirit through group discussion, team projects and interdisciplinary cooperation. This change enables students to not only pay attention to their personal growth in the learning process, but also to better integrate into the team and improve the overall quality of the collective [8].

### **4.4. The concept of learning from exam-oriented education to lifelong learning**

Traditional business education is often exam-oriented, and students learning goals are mainly focused on exams and grades. The concept of "Integration of Five Domains of Education" emphasizes the importance of lifelong learning and encourages students to cultivate the ability and habit of independent learning during school. By providing rich learning resources and diversified learning methods, colleges and universities stimulate students interest in learning, so that they can constantly update their knowledge and improve their skills to adapt to the rapidly changing market environment.

### **4.5. From closed education to open education**

Traditional business education is often limited to teaching and learning on-campus, and lacks connection with society and industry. In the context of the Integration of Five Domains of Education, colleges and universities are actively promoting school-enterprise cooperation, international exchanges, and social services to broaden students' horizons and practical experience. Through cooperation with enterprises, students can understand industry trends and market demand, and improve their professionalism and competitiveness. This change makes education more open and cultivates high-quality talents to adapt to the development of globalization.

## **5. The Problems Existing In The Training Mode Of Business Talents In Colleges And Universities**

### **5.1. Unreasonable curriculum setting**

Many colleges and universities put too much emphasis on the imparting of theoretical knowledge in the setting of business courses, while neglecting the cultivation of practical ability. The application of business talents requires them to have professional knowledge transformation ability. In the learning process, students often only pay attention to the grasp of basic knowledge in order to successfully pass the exam, but they can't carry out on-the-spot transformation in actual work, resulting in most students with high scores being unable to adapt to their work needs, resulting in the lack of talents.

Business is closely related to social development, which requires regular curriculum updates in schools. However, most schools still use traditional teaching materials for teaching. On the one hand, there is a certain disconnect for students, which affects students learning interest and attention. On the other hand, the inability to update regularly leads to students inability to perceive changes in what they have learned in time, and their acceptance of new requirements and changes in jobs is low, such as cross-border e-commerce, digital marketing and other fields. With the development of digitalization, professional equipment is constantly online. Students use of equipment still needs to be greatly improved [9].

There are also problems in curriculum design. The curriculum lacks feedback mechanism, so that students can't communicate and understand with teachers and schools in curriculum design and content arrangement after class, and the mastery of curriculum knowledge and students personalized analysis are limited, thus affecting students learning progress. For younger groups, their ideas are updated and socialized, and the lack of feedback mechanism leads to the schools inability to receive information in time, which leads to the disconnection from social trends, thus affecting the

development of schools.

## **5.2. Lack of teacher members**

Some business teachers in colleges and universities lack practical work experience. Business education not only needs a solid theoretical foundation, but also requires teachers to have rich practical experience in order to combine theory with practice. However, many business teachers in colleges and universities mainly come from academia and lack practical work experience in enterprises or industries. This makes it difficult for them to provide students with real industry perspective and practical guidance in the teaching process, resulting in students inability to fully understand the practical application of what they have learned in the learning process.

The knowledge level of the teachers team is single, and the business major involves many fields, such as economics, management, marketing, financial management, etc. Most of the teaching teachers are only professional in the majors they teach, but are shallow in other fields, which cant provide students with broader thinking. Students innovative ability is affected [10].

Teachers lack opportunities to acquire new knowledge. As the business environment evolves, professional education also needs to keep pace with the times. However, many teachers show resistance to learning new knowledge and pay insufficient attention to it, resulting in a limited understanding of the changing social environment. This makes it difficult for them to provide students with updated teaching dynamics and innovative methods, reducing their adaptability to market changes. Consequently, this impacts students' ability to integrate professional studies with practical work.

## **5.3. Lack of practical links**

Curriculum should be combined in learning is more conducive to students mastery of knowledge. However, at present, most schools still adhere to traditional theory teaching and do not combine theory with practice, so that students lack practical ability and is not conducive to the overall development of students. This single teaching mode makes students often feel unable to start and lack the ability to solve problems when facing practical problems. For example, when the students learn the marketing theory, it is difficult to really understand the application of the theory without the opportunity to actually participate in the market research or marketing activities.

The lack of practical components results in students lacking professional competencies and skills. The requirements of modern enterprises for business talents not only include solid professional knowledge, but also need to have good practical ability and professional quality. However, students who lack practical experience often face great adaptive pressure after entering the workplace, and they are difficult to quickly integrate into the working environment. Many businesses give priority to applicants with internship or project experience, leaving graduates without practical experience at a disadvantage in the job market.

The lack of practice links also reflects the disconnect between universities and enterprises. In the process of talent training, colleges and universities often lack of close cooperation with enterprises, resulting in the arrangement of curriculum setting and practice links fails to match the market demand. When recruiting, enterprises often hope to find talents with practical operation ability and industry experience, but the training mode of colleges and universities fails to meet this demand. This disconnect not only affects students employment prospects, but also questions the quality of education in colleges and universities.

## **5.4. Insufficient cultivation of innovation ability**

The traditional business education model pays too much attention to the transmission of theoretical knowledge, and lacks the incentive and cultivation of students innovation ability. Many courses still adopt a teacher-centered approach, with students passively receiving knowledge in the classroom rather than actively participating in knowledge creation and application. This teaching mode limits the development of students thinking and makes it difficult for them to put forward innovative solutions when facing practical problems.

The simplicity of the course content also restricts the improvement of students innovation ability.

Many universities have relatively fixed business courses and lack of attention to emerging fields and cutting-edge technologies. For example, emerging technologies such as digital transformation, artificial intelligence and big data are increasingly widely used in business, but the setting of relevant courses often lags behind, and students are unable to have timely access to these new knowledge and skills, which leads to limiting the cultivation of their innovation ability.

### **5.5. Lack of international vision**

The limitations of curriculum are important reasons for the lack of international vision. Business courses in many universities mainly focus on the theory and practice of the domestic market, and lack of in-depth analysis and research of the international market. In the process of learning, students often lose access to international trade, transnational operation, global marketing and other related content, resulting in their lack of understanding of the international business environment. This limitation makes it difficult for students to make effective decisions in the face of international business challenges.

Most schools lack opportunities for communication and collaboration with international institutions and enterprises. For students, engagement with international schools is beneficial for broadening their perspectives, enhancing foreign language communication skills, and understanding differences in business environments at home and abroad through analysis and discussion. However, many schools have not prioritized language training for students, leading to underdeveloped communication skills. This deficiency hampers academic exchanges and collaboration, significantly impacting students' personalized development and overall abilities.

## **6. Construction of the talent training mode of cross-border e-commerce in universities under the background of "Integration of Five Domains of Education"**

### **6.1. Expand the course content**

The updating and adjustment of curriculum content is the primary task of optimizing curriculum system. With the rapid development of cross-border e-commerce industry, new business models and technologies are constantly emerging, and the traditional course content can no longer meet the learning needs of students. Therefore, colleges and universities should regularly evaluate and update the course content, and introduce the latest industry dynamics, market trends and technology applications. For example, courses on emerging fields such as digital marketing, cross-border logistics, international trade regulations can be added to help students equip themselves with the knowledge and skills required in the current market.

Attention should be paid to the improvement of the curriculum system. Schools should improve the teaching content according to the business environment, formulate teaching standards integrating basic knowledge, professional courses and practical ability for students, and fully cultivate students complete establishment of knowledge system. The cultivation of practical ability is conducive to students professional docking with their future work units, so that students can integrate professional knowledge into their thinking habits, solidify it in their hearts and internalize it in their actions, so as to truly grow into a qualified business talent and help the development of enterprises and the smooth operation of social economy.

The establishment and improvement of curriculum evaluation mechanism is also an important link in the optimization of curriculum system. Colleges and universities should establish a diversified curriculum evaluation system, not only paying attention to students academic achievements, but also paying attention to the cultivation of their practical ability, innovative ability and teamwork spirit. Through regular course evaluation and feedback, we can keep abreast of students learning needs and market changes to ensure the rationality and effectiveness of the curriculum.

### **6.2. Deepening school-enterprise cooperation**

School-enterprise cooperation should be based on common goals and interests. Colleges and universities share the same goal with enterprises in talent cultivation, that is, to cultivate high-quality

talents to meet the market demand. Colleges and universities are committed to enhancing students practical ability through the practical experience of enterprises, so as to improve students right to choose in the future. Enterprises are committed to cultivating a large number of suitable high-quality talents through schools, promoting their own development, improving their competitiveness among similar enterprises, and promoting their own good development.

School-enterprise cooperation should not only be limited to cooperative recruitment, but can also be applied to curriculum cooperation, scientific research cooperation, project cooperation and other fields. On the one hand, schools can analyze the shortcomings of students curriculum design according to entrepreneurs recruitment requirements, so as to facilitate them to meet the social needs of talents; on the other hand, enterprises can also provide schools with problems and difficulties encountered in practice, which is conducive to stimulating students discussion interest and practical ability and facilitating the sustainable development of enterprises.

The feedback mechanism between schools and enterprises should be improved, and the problems found in the cooperation between schools and enterprises should be solved and dealt with in time. On the one hand, it is conducive to promoting students comprehensive development and improving their professional quality; on the other hand, it is conducive to schools understanding of teaching deficiencies, making timely improvements, promoting the steady development of the cooperative relationship between schools and enterprises, and achieving a good situation of mutual benefit and win-win.

### **6.3. Improvement of cultivation base**

Many factors should be considered in the choice of cultivation base. Schools should choose enterprises related to cross-border e-commerce to cooperate, which can create a real practical environment for students, deepen their deep understanding of professional knowledge and the difficulties in their application, and improve their practical ability. When choosing enterprises, schools should also consider the local economic development level and enterprise types, so that students can fully understand the impact of business environment on enterprise development.

For the practice base, its versatility should be developed. Schools can choose a practice base suitable for teaching, scientific research and practice, so that teachers can guide students to explore independently in the teaching process. At the same time, scientific research places have professional equipment, which is conducive to students control of the accuracy of experiments and enhance the accuracy of experimental results. At the same time, teachers can also conduct research on scientific research projects in the practice base, promote the growth of the schools scientific research team, help to improve students learning ability and practical ability, and lay a solid material foundation for subsequent work practice.

Schools in the perfect practice base should strengthen the communication with students and guidance, to actively implement and integration, at the same time, strengthen communication to enhance students participation and sense of belonging, for practice base, to improve its own function, to make full use of resources, to improve the applicability of the base.

### **6.4. Improve the evaluation mechanism**

The improvement of the evaluation mechanism should align with students' diverse evaluation needs. For instance, in addition to final exams and classroom tests, methods such as project evaluations, case analyses, teamwork assessments, and practice reports can be incorporated. These approaches help in understanding students' learning progress and provide timely feedback. For example, project evaluations can assess students' knowledge system construction and problem-solving abilities, while team evaluations can enhance students' teamwork awareness and communication skills, promoting their all-round development and comprehensive skill training.

Evaluation content should go beyond achievement analysis and ranking; it should focus on students' practical abilities, innovation skills, and professional qualities. Schools should not rely solely on exam-oriented education but should also emphasize the cultivation of students' comprehensive abilities. Based on diverse evaluation results, teachers can conduct personalized analyses of students' communication and leadership skills, providing tailored guidance to support

their career development and future employment opportunities.

### **6.5. Integrated development in various aspects**

Unilateral knowledge absorption poses certain limitations for students. Schools can establish connections with foreign universities, develop student exchange programs, joint training initiatives, and short-term exchange opportunities. These programs are beneficial for broadening students' horizons and fostering innovative thinking, helping them understand foreign business cultures and environmental trends. Such exposure provides a solid foundation for their future academic research. Additionally, students can participate in field research at foreign companies, gaining insights into advanced technologies and marketing models. By conducting exchange programs, schools can strengthen their ties with international universities, promote mutual development, and improve their overall educational standards.

Integrated development across various aspects also benefits the professional growth of teachers. For example, foreign experts can be invited to provide specialized lectures, expanding teaching methods and perspectives, thereby enhancing the overall teaching quality. College faculty members can also be sent abroad for research, enabling them to stay updated with cutting-edge educational developments and identify areas for personal improvement. Furthermore, teachers with international exposure can offer students more comprehensive content delivery and learning guidance, aiding in the enhancement of their knowledge systems and understanding of global changes. This prepares students to transition smoothly from theory to practice, reducing discomfort during real-world applications. Simultaneously, these efforts contribute to improving the institution's reputation, increasing enrollment rates, and raising its visibility. Providing students with enriched learning environments and practical exposure opportunities helps boost their competitiveness and expands their employment prospects in both breadth and depth.

## **7. Conclusion**

Through a series of new measures aimed at improving students' comprehensive quality and competitiveness, fresh vitality has been injected into the development of schools and society. In the future, under the background of the Integration of Five Domains of Education, more effective strategies will be implemented. As the social environment evolves, universities will keep pace with the times by improving their teaching systems and educational structures, striving to provide students with higher-quality learning experiences.

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