

## **The Research on the Current Situation of the Cultivation of Economic Management Professionals in Applied Universities**

**Xuanzhen Geng**

Xichang University, Xichang City, Liangshan Prefecture, Sichuan Province, China

**Keywords:** Applied Colleges, Economic Management, Professional Talents, Talent Training

**Abstract:** Driven by the Rapid Development of the Social Economy, China's Economic Development Has Taken on a New Look, Which Has Prompted China's Comprehensive National Strength to Improve Significantly, Which in Turn Has Led to the Rapid Development of All Walks of Life. in Order to Achieve Sustainable Development, Any Industry Should Have a Sound Application-Oriented University Economic Management Model, So as to Be Able to Provide Positive Guidance for the Economic Management of Applied Universities in the Fierce Market Competition. It Can Be Seen That the Economic Management Mode of Applied Universities is an Indispensable Factor That Affects the Modernization of Enterprises. This Paper Analyzes the Current Situation of the Training of Economic Management Professionals in Applied Universities, and Studies the Training Mode of Economic Management Professionals in Applied Universities.

### **1. Introduction**

The Economic Concept Was First Introduced to China as a Period of New Cultural Movement, and Economic Management Played an Important Role in the Development of Modern Economy. as the Current Market Economy Presents a Diversified Development Trend, Different Economic Types Have Different Requirements for Economic Management Methods [1]. Therefore, in Order to Ensure That Economic Management Can Adapt to the Needs of Modern Development, It is Necessary to Integrate Management Culture and Management Organization into the Development of Modern Economy, So That It Can Adapt to the Economic Development Needs of Modern Society, Drive the Development of Social Productivity, and Provide Economic Development for Enterprises.

At present, China is in the midst of a period of industrial transformation and innovation development. In the process of promoting industrial restructuring and industrial transformation and upgrading, the role of human resources support and support is more prominent [1]. Especially in the context of accelerating the pace of economic globalization, management innovation has become a key link to achieve industrial upgrading, and the possession of high-quality applied university economic management talents is an important guarantee for enterprise management innovation.

### **2. The Current Situation of the Cultivation of Economic Management Professionals in Applied Universities**

The rapid development of the global economy and the transformation of China's economy require a large number of high-quality applied economic management talents. However, on the one hand, there is a relative surplus of economic management graduates in applied universities, and on the other hand, enterprises are not able to recruit satisfactory talents [1]. The reasons for this situation are various. Among them, the reduction of the quality of talents in applied universities is an important reason why the economic management talents of applied universities can not meet the market demand.

#### **2.1 Focus on Book Knowledge and Despise Actual Combat Experience**

The so-called “the end of the paper is shallow, I know that this matter must be carried out”, therefore, the actual experience is also very important. In the application-oriented college economic

management professional training program, there will generally be short-term internship arrangements. Most of the students' attitudes toward internships are generally perfunctory. They found an internship unit and spent two days fishing for two days. They did not take this hard-won internship seriously. What's more, through some of their own relationships, find a business official to give their internship certificate a corporate seal, take a few fake photos, and then make up a fake internship diary, you can be confused here. Indeed, this can also earn credits, but I don't know that I deceived myself while deceiving the teacher, wasting this great internship opportunity [2]. Paying attention to book knowledge and ignoring actual combat experience are common phenomena in the training of economic management professionals in most applied universities.

## **2.2 Lack of Communication and Cooperation between Applied Universities**

Application-oriented universities should strengthen contact and cooperation, and draw on the beneficial development experience of other colleges and universities, and apply them to the actual training of economic management professionals in their own institutions [2]. However, through our survey, we can find that only a small number of institutions have experience of communication and communication, and exchanges between universities are an important part of the training program. However, more applied universities do not have the experience of communication and exchange with other institutions, and even the exchanges between applied universities in the same city are few or no, which will inevitably lead to the lag of talent cultivation.

## **2.3 Training Target Positioning is Not Accurate**

The goal of talent cultivation is the orientation indicator of the professional development of disciplines. According to the survey, the most demanded enterprises are middle managers and grassroots managers. They need to adapt to the modern market economy and have management, economics, marketing and other aspects. The basic knowledge, master the theories, methods and means of modern management science, familiar with the policies, policies and regulations of the economic field, and apply the economic management talents of applied universities with strong innovation spirit and practical operation ability [3]. At present, the school sets the training goal of the economic management major of applied universities to cultivate senior management talents and applied economic management talents suitable for various industrial and commercial enterprises, institutions and government departments, resulting in the setting of talent training objectives and the market.

## **2.4 Course Settings Are Not Reasonable**

The economic management major of applied universities is a highly practical discipline. The content of the curriculum should be closely related to practice and guided by application. Under the influence of exam-oriented education, the curriculum of economic management majors in applied universities is too focused on theory, paying less attention to practical courses, the proportion of public basic courses is too high, the combination of teaching materials and practice is not close enough, students have learned a lot of theoretical knowledge. There is no opportunity to apply in practice, and the content of the course lags behind the reality of economic development [3]. In addition, the setting of some applied colleges and universities has the problem that the relevance between the courses is not strong. It is just that the courses are simply piled up, which can not make the curriculum form a whole, which makes the students unable to do the courses they have studied in the follow-up courses.

## **2.5 The Evaluation Method is Single, Lacking the Cultivation of Students' Innovative Ability**

In the current teaching, although a variety of teaching methods are adopted, such as case teaching method, scenario simulation method, etc., in the use of these methods in the classroom, the dominant position of the teacher still has not changed much, making the students The ability to innovate has not been fully realized. Most of the evaluations of economic management majors in colleges and universities use test scores [4]. The methods are relatively simple and cannot reflect the various abilities of students. Practice has proved that only the use of grades is not suitable for the cultivation

of students' comprehensive ability, and it is not conducive to the cultivation of students' innovative ability.

### **3. Construction of the Training Mode of Economic Management Professionals in Applied Universities**

Talents are the first resource for social development. Applied economic management talents of colleges and universities, as social science talents, have a tremendous impetus to the development of science and technology and the progress of society. In the mode of training innovative and entrepreneurial talents in economic management, applied universities should constantly try new ideas, new methods, new ideas and put them into practice, and cultivate more high-quality applied-oriented colleges and universities economic management innovation and entrepreneurial talents.

#### **3.1 Clarifying the Training Objectives of Management Professionals**

According to the orientation of the undergraduate school, the management major is positioned to cultivate a talent training base with distinctive characteristics, outstanding personality, strong professionalism, and ability to enhance social occurrence [4]. In addition, the training of college management professionals should be based on the needs of social and economic development and enterprise needs, and cultivate high-quality, innovative and practical talents.

#### **3.2 Continuously Optimize the Training Program for College Management Professionals**

In the design of college management professional training program, the compulsory course and the elective course system are set up. The compulsory courses include professional basic courses, public basic courses, professional main courses, etc. Elective courses are composed of several professional modules related to management system knowledge. The purpose of setting up the public basic course is to improve the physical quality of the students and let the students master the most basic management content. The professional basic courses are mainly to help students master the basic knowledge in the field of management and to train students' basic abilities. The professional main course is designed to enhance students' Mastery of professional knowledge [5]. The purpose of setting up elective courses is to meet the individualized development needs of students, to expand the quality of students, and to enhance students' professional skills.

#### **3.3 Establish an Effective Management Professional Teaching System**

In the process of cultivating professional talents in colleges and universities, we should pay attention to practical teaching, which is of great significance for promoting the realization of professional training objectives. Therefore, the training model for management professionals should be based on professional training, and establish a practical training system that combines professional curriculum practice, practical training and internship. In terms of curriculum practice, it should be ensured that the proportion of practical teaching in the overall teaching stage is not less than 30%, and the time for students' classroom practice is reasonably arranged; in school training, the laboratory resources of the school should be fully utilized and simulation should be adopted [5]. Experiments, research and research, field visits and other methods combine to fully mobilize the enthusiasm of students and carry out a comprehensive experimental teaching mode; in the field of internship, through the establishment of an effective off-campus practice base, or strengthen school-enterprise cooperation, etc. Internships provide effective conditions to encourage students to participate in various social entrepreneurship practices.

#### **3.4 Course Settings**

Applied colleges should break the traditional disciplinary teaching system, develop professional literacy courses in accordance with the requirements of the application-oriented college economic management talents, and systematically design professional curriculum modules, public culture curriculum modules and capacity development curriculum modules to form quasi-employee training courses. The system, in the public culture curriculum module, the establishment of "employment

guidance”, “quasi-employee education”; in the capacity development curriculum module, the opening of “speech and eloquence”, “ceremonial” and other courses to guide students to learn the necessary international social and cultural background knowledge, broaden students' horizons, increase the teaching of humanities literacy classes, formulate professional quality training objectives, guide students to establish correct professional outlook, career choice, entrepreneurship concept and talent concept, adopt corresponding teaching mode according to different course types, enhance Students' professional awareness and ability to improve their career planning will promote the overall development of students' moral quality and physical quality [6]. In order to improve students' creative thinking level, students' innovative consciousness is cultivated.

### **3.5 Vigorously Develop Practical Teaching and Build a Progressive Teaching Platform**

In order to meet the requirements of enterprises for economic management talents of applied universities, the economic management specialty of applied universities should carry out in-depth cooperation with enterprises, further strengthen exchanges between schools and enterprises, give full play to their respective advantages, and establish a long-term mechanism for cultivating and educating people. The teacher structure team will jointly develop the curriculum, jointly carry out the preparation of relevant teaching materials and supplementary materials, and jointly build a talent development cooperative development base, emphasizing the deep integration of production and education, realizing professional docking industry and professional positions, and the content of the course to meet professional standards [6]. The teaching process docks the production process and helps the school deepen students' understanding of professional roles, career choices, and professional practices.

### **3.6 Strengthening the Construction of a Team of Innovative Education Teachers**

Strengthen the construction of the teaching staff, optimize the structure of teachers' teaching staff, improve the teacher training plan according to the actual situation of the school, increase the training of teachers, establish a systematic training mechanism, and flexibly use on-the-job training, off-the-job training, and remote training to continuously update teachers. Teaching ideas and concepts to improve their teaching ability and self-development ability [7]. In addition to providing academic tutors for students, you can also invite excellent corporate management talents to conduct special lectures, introduce the employment prospects of economic management majors in applied universities, and provide students with opportunities to understand future work content and necessary skills, and establish a combination of part-time and part-time, with a high professional theoretical teaching level and a strong practical teaching and guiding ability of the “double-type” teacher team.

### **3.7 Reform Teaching Methods and Promote Innovation in Teaching Process**

The teaching process should also incorporate the characteristics of innovative thinking. In accordance with the idea of “doing middle school and doing middle school”, the project task-driven method, case analysis method, problem chain teaching method, subject introduction method and modern information technology and other diversified teaching methods. It is introduced into the teaching of economic management majors in applied universities, enriches teaching methods, integrates innovation and creative ideas in professional fields into professional education, and explores hierarchical, diversified and optional education and teaching methods according to the different needs of different students. Construct an educational ecosystem that combines theory and practice, recessiveness and explicitness, and context and actual combat, and continuously improve the content of the course and the teaching effect [7]. Teachers should study students and textbooks in depth, organize students' teaching according to their physical and psychological characteristics, think about what students think, create situations, and start teaching with students' concerns and confusions.

### **3.8 Adopting a Diversified Teaching Method**

In the process of management course teaching, using modern teaching methods, using multimedia equipment to assist teaching, a large amount of teaching information is dynamically and visually

displayed to students, so that students can obtain a real learning experience, enhance students' interest in learning, and promote the overall the improvement of teaching quality and efficiency [6]. In addition, in the process of teaching evaluation, it is also necessary to adopt a diversified evaluation model, using open-book, closed-book examinations, papers, curriculum design, internship reports and other methods to evaluate the overall quality of students and promote students' ability to learn and innovate.

#### **4. Summary**

With the high integration of China's economy and the world economy, enterprises are increasingly aware of the value of economic management talents in applied universities. The compound talents who understand both management and management have become the targets of competition among enterprises. Cultivating is a systematic and long-term process. To this end, applied universities should rely on the characteristics of the disciplines, and formulate a scientific and rational talent training model according to the needs of enterprises for the knowledge structure, professional skills and practical ability of economic management talents in applied universities..

#### **References**

- [1] H.Q. Wang, Trend Analysis of Economic Management Modernization and Economic Management Development, China Market, vol.34, pp.85-86, 2018.
- [2] K.Q. Yang, Research on the Construction and Development of Economics and Management Experimental Teaching Centers in Colleges and Universities, Contemporary Economy, vol.5, pp.23-25, 2016.
- [3] R.G. Yang, Reflections on the Training Program for Applied Economic Management Professionals, Journal of Chizhou University, vol.4, pp.122-125, 2009.
- [4] L.M. Zhu, Cultivation, Cultivation of Compound Economic Management Talents, Management and Benefits, vol.4, pp.54-57, 2014.
- [5] W.J. Wei, Experimental Teaching Model for the Cultivation of Economic Management Talents in Innovative Applied Universities, Laboratory Research and Exploration, vol.5, pp.6-8, 2018.
- [6] H.T. Liu, Research on the Innovation of Applied Types of Business Management Talents, Contemporary Economy, vol.6, pp.43-46, 2017.
- [7] Y.J. Miao and H.M. Chen, Research on the training mode of economic management professionals in applied universities, Economic Research Guide, vol.4, pp.28-31, 2015.