Feasibility Study on Innovative Talents Training Mode of Business Administration Major in Reform

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Abstract: there are many problems in the teaching content, course setting and teaching methods in the training mode of professional and commercial management professionals, which are mainly reflected in the lack of students' ability and the unbalance of ability development. The talent training model is a system structure formed by the organic combination of some elements related to it for the realization of the goal of talent training. It is a simple and complete implementation scheme for teachers and teaching managers to operate in the teaching activities. The elements of which are educational ideas and teaching ideas and training objectives. Standards, training specifications, curriculum system, and training process. In order to cultivate innovative talents, we must pay close attention to market demand, take capacity training as a breakthrough, and carry out reform and innovation in accordance with the development trend of knowledge economy and the law of development of business management education.

Key words: Business Administration; innovative talents; training mode

1. the disadvantages of the traditional talent training model
The advantages and disadvantages of traditional culture talents mainly embodied in the following aspects:

(1) On training ability of students is not comprehensive enough
Although many colleges and universities have generally recognized the importance of training ability in recent years, most of the business management education still stays in the stage of theoretical instillation and simple case discussion. In the final analysis, the cultivation of innovative talents is the problem of ability training. At present, the business management education in our country pays more attention to the ability to train the students to analyze the problems, but not pay enough attention to the ability to train the problem. Teaching students how to adopt stable and reliable solutions to problems, but not enough to cultivate students' courage to take risks.
(2) The absence of entrepreneurial spirit
Entrepreneurship refers to the way in which entrepreneurs can establish and manage enterprises. It is an important and special invisible factor of production. It covers the entrepreneurial talent and has more connotations, such as the spirit of adventure, the spirit of efficiency, the spirit of good faith, the spirit of cooperation and the spirit of dedication, all of which are the meaning of the entrepreneurial spirit.
A survey shows that in the United States, one in every 16 people may have entrepreneurial spirit; in Europe, one in every 26 people may have entrepreneurial spirit; in Japan, one of the 36 people may have entrepreneurial spirit; and in our China, there is not a person with an entrepreneurial spirit in every 200 people. The findings of [2] are a wake-up call for our business administration education. At present, graduates are inclined to work in existing large companies instead of working in small businesses, and do not know how to set up enterprises. This is not related to their lack of adequate preparation for them during school.

(3) Ignore the cultivation of enterprise external environment change response ability
In today's world, the only constant is change. Change is eternal. To a large extent, the operation of enterprises depends on the speed of reaction to environmental changes, so some people think that today is a "fast fish eating slow fish age". The reason for the "management of infinitive" is that the environment is changing at any time, so the ability to respond to environmental changes is one of the key capabilities of the enterprise and enterprise managers. Looking back on our business management education, we only pay attention to teaching students how to operate and manage the various departments within the enterprise, but not to cultivate the students' sensitivity and ability to change the development of the external environment (such as economy, politics, society and law). From the actual situation, most of the major problems encountered by most enterprises are caused by changes in the external environment.

(4) Pay attention to the development of information technology is insufficient
At present, two interrelated and accelerating trends are the economic development of the service and the information intensive development of enterprises, which have put forward new requirements for business management education. All departments in the enterprise (finance, accounting, marketing, management) must apply information technology, collect, process, transmit and utilize a lot of information. In the future, business competitiveness depends largely on information technology. Obviously, in business administration education, it is not enough to set up one or two courses of information management and technology only.

2. Innovative talents in business administration culture connotation
In view of the traditional culture drawbacks exist, have carried out innovation education in Colleges and universities. Innovative education usually includes the following contents: (1) cultivating innovative consciousness means setting up innovative goals, giving full play to the potential of innovation and releasing the enthusiasm for innovation. (2) cultivating innovative thinking means inventing or finding a new way to deal with the thinking process of a certain thing or thing. (3) the cultivation of innovative skills refers to the ability to
innovate the behavior skills of the main body, including the ability of information processing, hands-on operation, the ability to use innovative techniques, the performance and physical ability of the innovative achievements. (4) the cultivation of creative emotion refers to the emotional motivation of innovation, including the unique innovative goals, the noble sentiment for improving the aesthetic value of human beings, and the enthusiasm to master the innovative skills for the optimization of individual innovative functions. [3] Combined with professional features, we believe that the innovation of business management professional personnel training should focus on the following aspects:

(1) To protect the students' free exploration enthusiasm, cultivate the spirit of freedom and consciousness
The specialty of business administration in Colleges and universities should cultivate students' self-consciousness, protect the enthusiasm of students' free exploration, make each student have full space for free development, and cultivate the students' free spirit and subjective consciousness. Freedom includes freedom of thought, freedom of personality development and the full realization of the value of life. [4] enthusiasm for free exploration is the foundation of innovation spirit and innovation ability.

(2) To cultivate the sense of competition and cooperation
Competition is one of the basic laws of market economy and the lifeline of market economy. Competition can activate people's vitality and is the motive force of innovation and innovation. Competition can not do without cooperation. The main features of modern industry and economy are "interdisciplinary, knowledge integration, and technology integration", which tells people that development needs to exceed the limitations of personal knowledge. Team cooperation has become a necessary means to win the competition. Therefore, the cultivation of business management talents' competitive consciousness and cooperation ability is pressing.

(3) To develop multiple knowledge structure and ability structure of the composite
From the knowledge structure, the business management personnel should have a deep professional attainments and broad academic horizons, and have a rich knowledge of the humanities and Social Sciences; they should not only possess knowledge of production operation, strategic management and so on, but also knowledge about international etiquette, customs, human and human geography, political and political economy and so on. From the perspective of capability structure, business management personnel must participate in the international market competition. It has strong abilities of comprehensive development, entrepreneurship and practical application, flexible adaptability and decisive decision-making ability. In response to economic globalization, business management personnel should have a three-dimensional knowledge structure and a multiple composite ability structure.

3. Basic ways and measures for training innovative talents in Business Administration
Era of knowledge economy, the urgent need for innovative management. For business management students, it is particularly important to create innovative spirit and cultivate innovation ability. How to reform the teaching content and teaching mode to make the
undergraduate education of business administration have the connotation and function of innovative education is an urgent task.

(1) Respecting the development of students' personality and vigorously developing their innovative qualities.
Training innovation quality, first requires changes in common, light personality education concept, focus on the characteristics of human quality. The traditional mode of education is for all students to use the same teaching material, the same teaching plan and the same teaching method. In fact, each student has different degrees of difference in knowledge structure, personality and psychological characteristics, interests and hobbies. Practice has proved that some unique qualities are often the representation of their innovative qualities. Therefore, to emphasize the cultivation of students' innovative quality, we first need to attach importance to the development of students' personality and emphasize the coordinated development of knowledge, ability and quality. Universities should give more emphasis to giving students a broad knowledge horizon, a lifelong learning interest, and a sense of exploration.

(2) To deepen the reform of the teaching content and course system, increase innovation and entrepreneurship courses
In the curriculum system, we should optimize the design of students' management knowledge, ability and quality, and carry out the reform and construction of the series of business administration courses. In strengthening the construction of professional and basic courses, we should pay more attention to the setting of new courses for students' knowledge literacy, increase the optional nature of the students' courses, carry out the training of students with different interests, and take the ability training as the center to break through the limits of the existing courses in the reform of the curriculum system. We should pay attention to the organic combination and mutual penetration of the series of courses, construct a new system of the "ability leading" management series, and introduce the advanced western management theory and local economic characteristics, such as "the management of small and medium-sized enterprises", "the romance of the Three Kingdoms and the art of war", "business communication", and the integration of China and the West. In the reform of teaching content, we should carefully select the teaching content, create new ideas, and handle the relationship between traditional content and modern content. While imparting classical content, we must infiltrate the viewpoints and methods of modern management, and provide the window of exhibition and the interface of extending development for modern management.

(3) Advocate innovative teaching methods, experiential teaching management teaching method
The old fashioned teaching methods can not meet the requirements of modern business administration, and it is difficult to cultivate students' sense of innovation and innovation in their future work. Under the social background of "people-oriented", "showing individuality" and "encouraging innovation", the employers pay more attention to the cooperation and communication ability of college students, the ability of practice and innovation, and the
ability to master and use knowledge. In order to meet the needs of the society, college students are paying more and more attention to taking part in the teaching and practical activities while accepting knowledge, enjoying the fun of obtaining information through personal experience and cultivating professional emotions, and better understanding and mastering theoretical knowledge to achieve the purpose of improving practical and comprehensive qualities. Therefore, we must carry out bold innovation and transform the teaching mode of imparting knowledge on the basis of the existing teaching mode. Through the form of teacher leading and student body, students can perceive, understand, comprehend and verify the content of teaching through experience in real or virtual environment, so that students can acquire knowledge and acquire their own ideas, judgments and skills at the same time. This is a new teaching mode, experiential teaching.

Experiential teaching means that in the course of teaching, teachers create teaching situations in accordance with the requirements of teaching objectives and teaching content, and make students devote themselves to physical and mental, emotional and rational experience, form cognition and comprehension, and become "complete people" with team cooperation, love knowledge and practice innovation. Teaching mode. Compared with traditional teaching, experiential teaching is not a simple way of teaching, but the integration and unification of the cognitive process and the emotional process, thus forming a comprehensive innovation of teaching ideas, teaching methods, teaching methods and teaching evaluation.

(4) To create innovative teachers

Whether education can cultivate ideal and innovative talents for the new century, the renewal of teachers' educational thoughts and the change of educational concepts play a key role. Innovative talents need to be trained by innovative teachers. The innovative teachers should have the following characteristics: high professionalism and sincere emotional education; master advanced educational theories and methods; have the courage to make enterprising creative talents and flexible resourceful ability; have the ability to acquire information, process information and output information creatively; be far sighted and good. To inspire the creativity of students, and encourage students seeking love, innovation, etc. The specialty of business administration requires teachers not only to have an in-depth study of theory, but also have some practical experience in management. Teachers should be adjusted from the role of knowledge imparers to study organizers, collaborators, developers and guides, and become an excellent classroom organizer. The teaching method is transformed from teaching and instillation into heuristic, case and inquiry, which can mobilize students to think and discuss fully.

(5) Constructing an evaluation system conducive to the cultivation of students' innovative ability

The traditional education evaluation system makes students better than knowledge acceptance and imitation, less than reverse thinking and critical thinking, lack of innovative consciousness and creative ability, so that students appear very strong seeking for the same phenomenon. If we want to break this "convergence phenomenon", we must change the traditional education evaluation system and construct an evaluation system that is conducive to the cultivation of students' innovative ability. First, we should change from the result
evaluation to the process evaluation, pay more attention to the students' psychological process, emotional communication and understanding communication, not the increase or decrease of knowledge, and pay more attention to the interactive process of teaching, not the results of teaching knowledge, more attention to the degree of participation of teachers and students in the situation rather than the error of the results; two The single evaluation standard is transformed into a pluralistic evaluation standard. In the learning evaluation, the evaluation criteria include classroom observation, test and practice, student works evaluation, student experience and reflection, and the students' thinking ability and application ability are emphasized. The diversification evaluation pays more attention to the individual difference of the students, and makes the students show certain flexibility on the basis of the unified evaluation, thus providing space for their individualized development.

Reference